

Creative Content

Lights, Camera,

Action



Setting your PE practical assessments up for success

GCSE examiner, Dane Smith, outlines four key considerations for digitally recording evidence for Component 3: Practical Performance.

All elements of GCSE submissions are important. Where live assessment or moderation cannot take place, digitally recording your students' performance is necessary.

1. Check all requirements

To help make moderation go as straightforward as possible, here are a few simple steps:

- ✓ The candidate(s) should always introduce themselves at the start, stating their name, candidate number, number/bib number and what position they are playing/lane they are in (if applicable). Any changes to this should be made known within the evidence.
- ✓ Recordings must be made under controlled conditions - the teacher assessor cannot coach candidates during the assessment process.
- ✓ Centres/candidates can record one or both aspects of the assessment. For example, a candidate can perform live in the 'skills in isolation' section and submit recorded evidence of the competitive 'application of skills' section (or vice versa). Any 'application of skills' filming must capture the entire performance (e.g. a full football game).
- ✓ Assessment judgments must be based on the recorded evidence submitted for moderation, not other performances observed.
 - Edited 'highlights' of a candidate are not an acceptable form of evidence.

- Including a timeline highlighting assessment criteria achieved - especially for team games - is encouraged, but not compulsory.

✔ It is advisable (though not mandatory) to record all candidates in case of injuries before or during the moderation period.

2. Check your surroundings

When filming the assessment, the key aim is to keep things clear, simple and easy to follow. Here's what to focus on when capturing footage:

- ✔ Film the entire evidence in one continuous footage, with a clear, unobstructed view of all candidates.
- ✔ Recordings should be unedited, though the camera may be stopped between irrelevant sections (e.g., half-time, intervals, team organisation, etc.).
- ✔ Include different angles where possible. For example, wide angle to capture the overall view of the game, competitive situation and/or performance, preferably from an elevated position, and close range to focus on specific skills/techniques. Ensure candidates remain in shot at all times!
- ✔ Capture the end product of the performance, e.g. where the ball lands after a tennis shot.

3. Assess which recording device is best

There's no single "right" way to record the assessment, but different situations benefit from different formats:

- ✔ AI-powered cameras (e.g., VEO, Hudl, Pixellot, Ballercam) are commonly used for team sports and may include player tagging for assessment and moderation purposes.
- ✔ A traditional camera with a zoom facility can provide stable footage for most activities.
- ✔ iPad cameras or similar devices can be suitable for indoor activities or close-range recording.
- ✔ GoPro cameras work best for outdoor activities or 'following' a candidate.
- ✔ Drones can capture activities difficult to film from the ground, e.g., cross-country. Please note: Be cautious with mobile phones - the resolution and stability can affect the quality of evidence.

4. Review what not to include in the digital evidence

Not everything needs to be included in the recording. Here are a few examples of when you can put the camera down:

- ⊗ Warm-ups - these are essential for preparation but not part of the assessment.
- ⊗ Teacher instructions - coaching during assessment is forbidden. However, if the teacher assessor feels they need to change combinations or the structure of a practice to show candidates in a more favourable position, then this is acceptable.
- ⊗ Transitions between activities—recording can stop during intervals or movement times (e.g., golfers walking to the next shot).

Common question: Do I have to record the live moderation day?

A question that comes up a lot is whether the live moderation day itself needs to be recorded. Here's a bit of helpful clarification:

- ✓ Recording is not compulsory. However, under Department for Education guidelines, centres can only request a Review of Moderation or Marking (previously EAR) if the performances seen on the moderation day are recorded.
- ✓ While optional, many centres may wish to record moderation-day activities to facilitate potential reviews.
 - Audio-visual evidence of the sample performances that cannot be moderated live is compulsory and should be available to moderators.
 - Only material seen by the moderator on the moderation day should be submitted if a review of marking is requested.

Find out more at go.pearson.com/creatives