

## Recording practical performances

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The following guidance applies to Component 3: Practical Performance when recorded evidence is required for assessment purposes.

The purpose of the recording is to evidence all marks awarded. Therefore, all recordings must be made under controlled conditions.

The centre must ensure the activities on moderation day are recorded. Candidates must introduce themselves and are identified on the video before the activity starts.

All recordings must be a complete and unedited recording of each performance.

The camera must be positioned to ensure that **the best possible and unobstructed recording is made of the performance**, as it would be seen by the marker/examiner.

Each student should be introduced at the start of each performance. They should provide the following information:

- student name and number
- performance role.

### Before the assessment

Video evidence should be produced in a standard/common format, such as a DVD, or a 'free to access' IT application, such as Windows Media Player or Quicktime. This is important as it will ensure that the teacher/assessor is able to use the video for assessment purposes, and that Pearson will be able to use the video where necessary/appropriate for moderation.

Video evidence should clearly show all the assessment requirements of the selected physical activity, which will probably require a combination of:

- wide-angled shots, to give an overall perspective
- closer range shots, to show aspects such as stance, posture and position
- close-up shots to show specific requirements and techniques, for example grips in racket activities.

In order that all the assessment requirements are shown, it may be useful for the video to be accompanied by a commentary, or storyboard, and also that, where possible, the assessment requirements be shown 'in order'.

Therefore, students being assessed must be easily identifiable. If the video shows the student in a team game, they should be clearly identifiable by a number, or a particular item of clothing. Centres must consider the responsibilities relating to the acquisition, and use, of alternative forms of evidence, for example the need for parental, or even student, consent relating to the use of video and photographs.

The following checks should be made to resources before the recording:

- ensure that the camera being used has the appropriate facilities for adjusting recorded sound levels – particularly if the camera is to be positioned some distance from the students
- check that the picture recorded by the camera is clear enough to identify individual students
- ensure that memory cards have sufficient space for each recording
- check the camera battery is charged and a power lead is plugged in/available if needed.

### Student identification

- Plan students' kits that will support identification on the recording, e.g. different-coloured bibs.
- Test how these kits look on camera from an identification point of view, particularly for students in large groups.
- When watching work prior to marking, check students' use of space can be captured by the camera.
- Ensure that students state their name, candidate number and role at the start of each activity.

Students are assessed as individuals and, as such, it is vital that they can be identified individually throughout all assessed performances.

### Test the camera

- Record a small section of work (perhaps a small game/conditioned practice) using the actual camera needed for the performance with students.
- Check that an audio signal has been recorded and that students can be seen without obstruction and heard clearly.
- Adjust camera position and/or recording levels as needed.

### At the beginning of the assessment

- Position the camera as practised.
- Film each performance, beginning with the student introductions. Each student must introduce themselves, with a clear pace and at audible volume, stating name, student number and role.

### During the performance

- Check that recording is taking place for each group and that students are fully visible on screen.
- Check available power/battery/memory, as needed, in between the examination performances.

### After the assessment

- Check the recordings, ensuring that each group has been recorded with audio.
- Ensure **all recordings are backed up** and transferred to appropriate format for assessment
- The recording should be saved with the centre number, qualification title and the relevant component number.
- Ensure that the recordings are kept secure until sent to Pearson and any backups kept safely until after Enquiries about Results.

## Physical activities

The list below contains the permitted team and individual activities that students must select from. This list has been set by the Department for Education. Any changes or additions to the activities will in the first instance be indicated on our website. The right-hand column lists forbidden combinations and provides further clarity regarding the scope of the activity, where applicable.

Team activities	
Activity	Forbidden combinations and rules
Association football	Cannot be five-a-side or futsal
Badminton	Cannot be assessed with singles/individual activity badminton
Basketball	Cannot be 'street basketball'
Camogie	Cannot be assessed with hurling
Cricket	
Dance	Acceptable dances include: ballet, ballroom, contemporary/modern, hip-hop, jazz, salsa, street, tap
Gaelic football	
Handball	
Hockey	Must be outdoors field hockey, not ice hockey or roller hockey
Hurling	Cannot be assessed with camogie
Lacrosse	
Netball	
Rowing	Cannot be assessed with sculling, canoeing, kayaking or a rowing machine. This can only be used for one activity
Rugby league	Cannot be assessed with rugby union or rugby sevens – cannot be tag rugby
Rugby union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with rugby league, cannot be tag rugby
Squash	Cannot be assessed with singles/individual activity squash
Table tennis	Cannot be assessed with singles/individual activity table tennis
Tennis	Cannot be assessed with singles/individual activity tennis
Volleyball	
<b>Specialist activity*</b>	
Blind cricket	
Goal ball	
Powerchair football	
Table cricket	
Wheelchair basketball	
Wheelchair rugby	

<b>Individual activities</b>	
<b>Activity</b>	<b>Forbidden combinations and rules</b>
Amateur boxing	
Athletics	Can be assessed in one event from the disciplines of either Track or Field Race walking and cross country are not a permitted Athletics events
Badminton	Cannot be assessed with doubles
Canoeing	Cannot be assessed with kayaking, rowing or sculling
Cycling	Track or road cycling only
Dance	Can only be used for one activity
Diving	Platform diving
Golf	
Gymnastics	Floor routines and apparatus only
Equestrian	Can be assessed in either show jumping, cross country or dressage
Kayaking	Cannot be assessed with canoeing, rowing or sculling
Rock climbing	Can be indoor or outdoor
Rowing	Cannot be assessed with sculling, canoeing, kayaking or a rowing machine. This can only be used for one activity
Sculling	Cannot be assessed with sculling, canoeing or kayaking
Skiing	Outdoor/indoor on snow; cannot be assessed with snowboarding. Must not be dry slopes
Snowboarding	Outdoor/indoor on snow; cannot be assessed with skiing. Must not be on dry slopes
Squash	Cannot be assessed with doubles
Swimming	Not synchronised swimming
Table tennis	Cannot be assessed with doubles
Tennis	Cannot be assessed with doubles
Trampolining	
<b>Specialist activity*</b>	
Boccia	
Polybat	

\*The specialist activities are available only to those students with a physical disability, and in line with entry criteria set out by that activity's National Governing Body.

If a student is classified then they should be assessed within the classification based on the relevant activity's National Governing Body classification criteria.