

GCE Physical Education

Advanced Subsidiary (8PE01)

Advanced (9PE01)

Instructions and administrative guidance for the assessment of internally assessed units

Summer 2014

Issue January 2014

This document contains essential details for the conduct of the assessment. The teacher-assessor is advised to study the instructions and advice given, since failure to follow details is likely to disadvantage candidates preparing for assessment.

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Physical Education and Sport Subject Advisor

This Subject Advisor service has been designed to support our PE and sport qualifications.

To speak to a member of the Subject Advisor team for PE and Sport about a subject specific query, please call 0844 576 0036 or from outside the UK: +44 (0) 20 7010 2188. Or email TeachingPEandSport@pearson.com

Physical Education and Sport Subject Advisor subject page

<http://www.edexcel.com/Subjects/Physical-Education-Sport/Pages/Default.aspx>

Physical Education Assessment Team

For assessment related queries please contact the physical education assessment team on: physicaleducation@pearson.com.

General customer service queries

For queries such as entry processes, using EDI etc. please contact 0844 463 2535.

GCE Physical Education subject page

<http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx>. It is advisable for centres to bookmark this page, and review the notices online.

Key dates

Deadline	Event	Information
20/12/13	Estimated entries	This is not compulsory, however so that Pearson can allocate a moderator to centres prior to 21/03/14 please make estimated entries. Guidance can be found here: http://www1.edexcel.org.uk/videos/entries-Edexcel-Online-gg/EstimatedEntries/
31/01/14	Submission of application for consortium arrangements for centre assessed coursework	Centres assessed as part of a consortium, whereby final results of moderation will apply to all candidates/centres in the consortium. Guidance can be found here: http://www.edexcel.com/iwantto/Pages/centre-consortium-academic.aspx
28/02/14	Cluster visit (1V) dates confirmed	All centres entering for option 1V (international and UK) must agree and confirm a visit date with the Lead Moderator.
28/02/14	E-portfolio (1E) submission date confirmed	All centres entering for option 1E (international and UK) must advise their allocated moderator.
10 days before cluster visit takes place	Submission of completed paperwork to Lead moderator – 6PE02 1V and 6PE04 1V	FASAMs and FAAMS with final assessment marks must be received by the Lead moderator at least 10 day before to the cluster visit.
01/03/14	Start of moderation window	Start of moderation window for GCE Physical Education Unit 2 (6PE02 1V/E) and Unit 4 (6PE04 1V/E).
21/03/14	Final entry for assessment in summer 2014	Final entries must be made by the deadline shown. After this date late entry/amendment fees will be charged.
No later than 7 days after cluster visit takes place	Only centres where it is obvious evidence is missing.	Affected centres will have been notified. Submit missing evidence to Lead Moderator

Deadline	Event	Information
05/05/14	Last date for cluster moderation to take place – 6PE02 1V and 6PE04 1V	This will ensure centres meet the 15 th May deadline to submit their OPTEMS/EDI information to Pearson.
15/05/14	Submission of coursework for 6PE02 1E and 6PE04 1E	Last date for moderator to receive sample and associated paperwork – CRAF, OPTEMS/EDI printout for Unit 2 (6PE02 1E) and Unit 4 (6PE04 1E)
15/05/14	Submission of coursework for 6PE02 1B and 6PE04 1B	Last day for moderator to receive sample and associated paperwork – CRAF, OPTEMS/EDI printout for Unit 2 (6PE02 1B) and Unit 4 (6PE04 1B)
Within 7 days of contact	Only centres where it is obvious evidence is missing.	Affected centres will have been notified. Submit missing evidence to allocated moderator
7 days after the written exam for unit 3 (6PE03)	Special consideration applications	Deadline to apply to the special consideration team. Guidance can be found here: http://www.edexcel.com/iwantto/Pages/special-consideration.aspx
14/08/14	GCE Results day	Release of results to candidates (results available to centres from 13/08/14). Written report on the moderation process available to download from Edexcel Online.
20/09/14	Enquiries about results (EARs) for 6PE02 1B and 6PE04 1B	Last date for receipt by Pearson of EAR3 applications. Please note EARs are not available for 6PE02 1V/1E and 6PE04 1V/1E.
October/November 2014	Return of materials to centres	Retained work will be returned to centres. Materials kept for the purposes of awarding or training will not be returned.

Summary of moderation process

Before the moderation window

- Make estimated entries to ensure a moderator is allocated to the centre.
- Make final entries to ensure a moderator is allocated to the centre.
- Apply for Special Consideration (if necessary) through the Examinations Officer
- Submit Form JCQ/CCA for centre consortium arrangements for centre assessed coursework if necessary.
- CLUSTER MODERATION (1V): Agree date of visit with Lead Moderator. Contact will be made directly by the Lead moderator by the end of February.
 - Only centre that had entries in 2013. New centres will not be contacted by their moderator until after 21/03/14.
- Ensure internal standardisation has taken place within each unit across all teaching groups and across all tasks.
- Mark all tasks for all candidates, using the assessment criteria and marking principles, and transfer a final mark for each task for every candidate to the relevant FASAMs/FAAMs.
- E-PORTFOLIO MODERATION (1E): Ensure copies of the sample have been retained at the centre. The correct sample must arrive with the allocated moderator by 15th May. The sample should include all compulsory evidence and the highest/lowest scoring candidate for each unit if they are not identified on the OPTEMs/EDI.
- CLUSTER MODERATION (1V): 10 days before to the moderation visit, submit copies of the FASAMs/FAAMs to the Lead moderator.

During the moderation window

- CLUSTER MODERATION (1V): Host centre to ensure privacy for the moderation process taking place.
- E-PORTFOLIO (1E): If contacted by the moderator regarding missing evidence, must submit evidence within 7 days of notification.

After the moderation

- CLUSTER MODERATION (1V): A representative should be available to note the moderator's feedback.
- CLUSTER MODERATION (1V): If advised by the moderator regarding missing evidence, must submit evidence within 7 days of visit taking place.
- CLUSTER MODERATION (1V): Send 2nd copy of the completed OPTEMs/EDI printout within 7 days of the visit taking place to the Lead moderator.
 - OPTEMs will be issued to centres from April 2014, if centre visit takes place prior to this date please use EDI or send 2nd copy of OPTEMs within 10 days of receipt from Pearson.

Summary of clarifications and changes since Summer 2013

Final marks on FASAMS/FAAMS spreadsheets unit 2 (6PE02) and 4 (6PE04)

- Centres must ensure that the marks on the spreadsheet for each candidate are the final marks given prior to the moderation window.
- Estimated marks must **not** be shown on this paperwork.

FASAMS and FAAMS spreadsheets for unit 2 (6PE02) and 4 (6PE04)

- These have been repaired, and centres are now able to enter text without a warning message appearing.
- There has been an amendment to the headings. Previous FASAM/FAAM spreadsheets made reference to 'pre moderation' and 'post moderation' marks, this has now been changed to 'centre' and 'moderator' marks to clarify the need for centres to submit final assessment marks via this spreadsheet.
- E.g. previous version of FAAMS

Moderation	Unit 4: Task 4.1			
	Development Plan			
	Planning & Research (20)	Performing & Recording (20)	Evaluation (5)	Sub total (45)
Pre				0
Post				0

- E.g. new version of FAAMS

Moderation	Unit 4: Task 4.1			
	Development Plan			
	Planning & Research (20)	Performing & Recording (20)	Evaluation (5)	Sub total (45)
Centre				0
Moderator				0

- Centres should ensure they are using the correct format of the spreadsheet.

Initial Contact Questionnaire for 6PE02 and 6PE04 1V and 1E

- There is now one form for both cluster centre visit and e-portfolio centres.
- The form can be downloaded from the GCE PE subject page: <http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx> under the heading 'assessment materials'.
- Centres must use the new form.

The use of PowerPoint to present evidence for tasks

- If evidence is presented via PowerPoint, it must not exceed 1000 words where a word count is applicable.
- If PowerPoint is used to present information to an audience, a recording of the presentation should be provided.
- If candidates are not planning to present evidence to an audience, they can use PowerPoint, but are advised to use Word to submit evidence.

Useful checklists

- We have provided a checklist of required evidence for the following tasks – 2.2, 2.3, 2.4, 4.1, 4.2 and 4.4.
- This will help candidates structure their tasks as well as centre assessors identify missing evidence.
- Please note the inclusion of every point on the checklist does not mean the candidate will be rewarded with maximum marks. The quality of the submission must be assessed against the assessment criteria and marking principles, this then will determine the final mark.
- It is not compulsory to use these checklists.

Coursework Record and Authentication form (CRAF) for unit 2 (6PE02) and 4 (6PE04)

- The CRAF forms for the following units – 6PE02 1V/E, 6PE02 1B, 6PE04 1V/E and 6PE04 1B have been updated.
- The reverse of the forms now shows assessment guidance and marking principles centres follow.
- The format of the form has also changed for the moderator's use to enable the record of their marks.
- The CRAF forms will not be returned to centres; therefore it is recommended copies are made prior to submission to the moderator.

Centre visits for unit 2 (6PE02) and 4 (6PE04) 1V – Tasks 2.2, 2.3, and 4.1

- Centres attending a cluster moderation event must bring all the completed tasks for the entire cohort entered for moderation.

Early centre visits for unit 2 (6PE02) and 4 (6PE04) 1V

- For clarification, centres that have their moderation at the beginning of the moderation window must submit the final assessed tasks. There is no opportunity to re-work and re-submit work later in the window for re-moderation.

Centres whose marking requires adjustment

- This will be calculated by Pearson.
- Teacher assessors will not need to re-mark candidate work.

Development plan for unit 4 (6PE04)

- During the cluster centre visit the moderator had the opportunity to question candidates regarding the content of their plan.
- Since September 2012 moderators no longer question candidates during centre visits.

General Information

This document provides information regarding the assessment and moderation of tasks within GCE Physical Education AS unit 2: The Critical Sports Performer (6PE02) and A2 unit 4: The Developing Sports Performer (6PE04).

All processes described are in accordance with the Code of Practice and Edexcel processes. All staff involved in the teaching and assessment of candidates are advised to review the instructions and advice given, as failure to follow details may disadvantage candidates.

It is the responsibility of all staff involved in GCE Physical Education assessment to know and understand the information published in the following documents:

- GCE Physical Education Specification (issue 5)
- Internal Assessment Guide (January 2009)
- Instructions and administrative guidance for the assessment of internally assessed units 2014 (this document)

These documents can be downloaded from the GCE Physical Education subject page:
<http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx>.

The purpose of moderation and role of the moderator

The role of the moderator is to ensure the standard of marking for GCE Physical Education within a centre is in line with the national standard set by Pearson. This is achieved via moderation where a sample of marking is reviewed, during cluster centre visits (option 1V) or via postal e-portfolio submission option 1E/1B, and where necessary adjustment applied to bring marking in line with the set standard. At the end of this process centres will receive written feedback in the form of the moderator report (E9). Please note adjustment of centre marks will affect the entire cohort and not just those candidates seen during the moderation process.

Moderators will be as helpful as possible to staff in centres, however they will not assume the role of an advisory teacher, INSET trainer or inspector. The moderator is able to offer guidance in the administration of the internal assessment, however where it is apparent a centre needs additional support they will be advised to contact Pearson for additional help.

Approved Activities

Please see the appendix for a list of approved GCE activities. The same list can also be found within the internal assessment guide (page 51-53). Please note, fitness and weight training are not approved activities for GCE Physical Education. Centre must contact Pearson for approval to offer activities not listed within the internal assessment guide. For activities listed within the internal assessment guide, but no subject specific criteria has been provided centres must use the generic criteria instead.

Allocation of moderators to a centre

Moderators will not be allocated to any centres until they have successfully passed the standardisation process. Once this has taken place, moderators will make contact with their allocated centres by the end of February.

Centre mark adjustments

The following is an explanation of the procedure for determining the final coursework marks of candidates based upon the marks awarded by the centre and the moderator. All centres have this procedure applied, even those for which all candidates' work is seen by the moderator. This is to ensure that all centres are treated equally, whether the entry is large or small.

For the candidates sampled by the moderator, the marks awarded by the centre and the moderator are compared and if the differences all lie within acceptable limits then the centre's marks are accepted.

If at least one candidate's mark is outside the designated allowable difference then adjustment of candidates' marks is considered.

However, if the 'adjusted' marks for all candidates lie within the given range when compared to the centre marks then, again, the decision would be to accept the centre's marks.

If the condition stated above is not satisfied then the centre's marks will be adjusted. Please note that this adjustment is applied by unit across all teaching groups and every candidate at the centre. This is why internal standardisation is essential.

For all components Pearson will impose the adjustment. This is for 6PE02 1V/1E/1B and 6PE04 1V/1E/1B.

Unit requirements

Unit 2: The Critical Sports Performer (6PE02)

This unit is made up of four individual tasks. The total mark for each task is added up together to give a final unit mark out of /90.

Unit 4: The Developing Sports Performer (6PE04)

This unit is made up of four individual tasks. The total mark for each task is added up together to give a final unit mark out of /90.

The grid below gives an overview of the unit and task requirements. For in-depth detail please refer to the specification. The tasks are moderated in different ways. The centre must ensure they select the correct option.

GCE Physical Education – Advanced Subsidiary (AS)		
Unit 2: 6PE02 1V/1E	Task 2.1	Personal Performance <ul style="list-style-type: none"> • Two performances from a choice of three roles (player/participant, leader and official). • A log or diary covering a minimum of 8 weeks for each performance. • Evidence of full participation in a minimum of three formal organised performances. • For Leader/Official evidence Health and Safety, and safeguarding of children has been considered in relation to their chosen role. • For Leaders a plan of their activity has been submitted to the moderator. • Centres are responsible for submitting evidence that enables the moderator to be secure in their judgements as to the quality of the performance, not just the rubric regarding a minimum of three performances over eight weeks. • Each performance marked out of /15 to give total out of /30.
	Task 2.2	Local Study <ul style="list-style-type: none"> • Independent research into local provision (access, opportunities, funding and resources) for one physical activity in the roles of player/participant, leader and official. • 1000 word limit for task. Case studies can be included (in a text box/table) but the candidate's own writing/words will count towards the word count. • Critical Analysis can be a stand-alone paragraph or comments made throughout the text • Candidates can use diagrams, charts, tables, photographs to illustrate their answers. • This task is marked out of /15
	Task 2.3	National Study <ul style="list-style-type: none"> • Independent research into national provision at elite levels. • Based on at least one of the candidates chosen roles. • 1000 word limit for task. Case studies can be included (in a text box/table) but the candidate's own writing/words will count towards the word count. • Critical Analysis can be a stand-alone paragraph or comments made throughout the text • Candidates can use diagrams, charts, tables, photographs to illustrate their answers. • This task is marked out of /15
Moderation options 1V and 1E Tasks 2.1, 2.2 and 2.3 (along with 4.1 and 4.3) can be moderated in two ways:		

1. During cluster centre visit (1V)
 2. Submission of e-portfolio materials posted to moderator (1E).
- The centre must pick the most appropriate entry option 1V or 1E, and this method will be used to moderate **all** tasks. Centres are not able to mix entry options.
 - The moderator who moderates tasks for options 1V and 1E may be different to the moderator who moderates tasks for option 1B.

Unit 2: 6PE02 1B	Task 2.4	Performance Analysis <ul style="list-style-type: none"> • Based on task 2.1 on either performance. • Five parts – technical analysis, tactical analysis, notational exercises, training analysis, strength and weaknesses analysis • Task in marked out of /30
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- Moderation option 1B**
- Task 2.4 (along with 4.2 and 4.4) can only be assessed via submission of e-portfolio materials posted to the moderator.
 - The moderator who moderates tasks for option 1B may be different to the moderator who moderates tasks for 1V or 1E.

GCE Physical Education – Advanced (A2)

Unit 4: 6PE04 1V/1E	Task 4.1	Development Plan <ul style="list-style-type: none"> • Candidates must plan, research, perform, record, review and evaluate a development plan for one of the roles taken for task 2.1 (Personal performance) over at least an 8 week period. • There are three parts to the plan – component 1: planning and researching, component 2: performing and recording and component 3: review and evaluation. • Each component is marked against a specific assessment grid to ascertain a final mark. The total of the three marks is then reviewed against the holistic grid for 4.1 to confirm the final mark. • Task is marked out of /45.
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Task 4.3	Progressive Participation <ul style="list-style-type: none"> • One performance in one role (player/participant, leader and official) in one physical activity. • A log or diary covering a minimum of 8 weeks for each performance. • Evidence of full participation in a minimum of three formal organised performances at an appropriate level to the candidate. • For Leader/Official evidence Health and Safety, and safeguarding of children has been considered in relation to their chosen role. • For Leaders a plan of their activity has been submitted to the moderator. • Centres are responsible for submitting evidence that enables the moderator to be secure in their judgements as to the quality of the performance, not just the rubric regarding a minimum of three performances over eight weeks. • Task is marked out of /20
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Moderation options 1V and 1E
 Tasks 4.1 and 4.3 (along with 2.1, 2.2 and 2.3) can be moderated in two ways:

1. During cluster centre visit (1V)
 2. Submission of e-portfolio materials posted to moderator (1E).
- The centre must pick the most appropriate entry option 1V or 1E, and this method will be used to moderate **all** tasks. Centres are not able to mix entry options.
 - The moderator who moderates tasks for options 1V and 1E will be different to the moderator who moderates tasks for option 1B.

Unit 4: 6PE04 1B	Task 4.2	International Study <ul style="list-style-type: none"> Based on a different nation to that studied for tasks 2.2 and 2.3. One role from performer, leader or official studied in another country. 1000 word limit for task. Case studies can be included (in a text box/table) but the candidate's own writing/words will count towards the word count. Critical Analysis can be a stand-alone paragraph or comments made throughout the text Candidates can use diagrams, charts, tables, photographs to illustrate their answers. This task is marked out of /15
	Task 4.4	Life Plan <ul style="list-style-type: none"> Based on one role from performer, leader or official. Independent research demonstrated by a written life plan that documents their opportunity for participation across different age stages – school, college, university, club, veterans and future role. There is no word limit for this task, but candidates should consider the task is marked out of /10 and use this as a guide to determine the length of the life plan.
Moderation option 1B <ul style="list-style-type: none"> Tasks 4.2 and 4.4 (along with 2.4) can only be assessed via submission of e-portfolio materials posted to the moderator. The moderator who moderates tasks for option 1B will be different to the moderator who moderates tasks for 1V or 1E. 		

The below chart indicates the assessment method available for each unit and associated tasks.

Centre visit (1V)	Tasks	Information
6PE02 1V	2.1, 2.2, 2.3	The submitted tasks can be either hardcopy or electronic on CD/DVD/USB. This will be moderated by the allocated moderator during the centre visit
6PE04 1V	4.1, 4.3	

Postal (1E)	Tasks	Information
6PE02 1E	2.1, 2.2, 2.3	The submitted tasks can be either hardcopy or electronic on CD/DVD/USB. This will be moderated postally by the allocated moderator.
6PE04 1E	4.1, 4.3	

Postal (1B)	Tasks	Information
6PE02 1B	2.4	The submitted tasks can be either hardcopy or electronic on CD/DVD/USB. This will be moderated postally by the allocated moderator.
6PE04 1B	4.2, 4.4	

It is not possible to mix and match the method of assessment i.e. AS entered against 6PE02 1V and A2 entered against 6PE04 1E, or some candidates entered for 6PE02 1V whilst others are entered for 6PE02 1E.

Therefore when a centre makes entries, the only options available to them are:

6PE02 1V & 6PE04 1V **and** 6PE02 1B & 6PE04 1B (centre visit and postal moderation), **or** 6PE02 1E & 6PE04 1E **and** 6PE02 1B & 6PE04 1B (postal moderation for everything)

Centres must ensure that they enter candidates against the correct code, as any mistakes may delay the assessment of candidate work.

OPTEMs

There is a separate OPTEM sheet for each option. Centres should receive four OPTEMs if they have entries for both AS (6PE02 1V or 1E, and 6PE02 1B) and A2 (6PE04 1V or 1E, and 6PE04 1B), or two if they have entries for either AS or A2. OPTEMs will be sent to centres by April 2014

Format of tasks

Candidate can use any word processing programme e.g. Microsoft Word, or any presentation programme e.g. Microsoft PowerPoint.

Word count

Where a word count has been stipulated for a task the following must be observed:

- Case studies can be included (in a text box/table) but the candidate's own writing/words will count towards the word count.
- Once 1000 words has been exceeded the teacher assessor should stop marking. Work beyond 1000 words cannot be credited with marks.
- On each page a continuous word count must be shown.

Footnotes, titles, sub-titles, appendices...

Title, sub-titles, appendices, bibliographies, work used to illustrate points or as examples (graphs, tables, case studies etc) sourced from, for example, a website or book (and not produced by the candidate) **are not** included within the word count. However, it is good practice that this additional material is contextualised and referred to by the candidate. However, if it is clear these exceptions are being exploited to circumvent the word count, the teacher and/or moderator will include these as part of the word count and stop assessing at the relevant point once 1000 words has been reached.

Footnotes, are considered to be the same as appendices i.e. they are provided to demonstrate depth of research and knowledge. They should not form part of the answer/task directly and/or be used to circumvent the word limit. It is anticipated that they will be used sparingly. If it is clear footnotes are being exploited to circumvent the word count, the teacher and/or moderator will include these as part of the word count and stop assessing at the relevant point once 1000 words has been reached.

Anything written in the candidate's own words, e.g. in or out of a text box, in brackets etc, **are** included within the word count. The teacher and/or moderator will stop assessing at the relevant point once 1000 words has been reached.

PowerPoint to present evidence to an audience

Unless a candidate is going to present their evidence to an audience, it is recommended they use a word processing programme to submit evidence.

In order to assess candidates the following guidelines are listed below:

- Centres should video or record all candidates' presentations, and submit copies of these with the presentation for the purposes of moderation.
- The presentation and recording must be submitted together. There is no limit to the number of slides that can be presented, however where a word count is stipulated, once candidates exceed this word count the teach assessor should stop marking.
- Photographs and video footage may be included within the presentation.
- Where a word count has been stipulated for the task, the maximum word count must not exceed 1000 words.

- Candidates are free to include in their presentations additional verbal comment providing it is without reference to reading directly from note sheets, scripts or handouts. This will allow an opportunity for candidates to demonstrate the depth of their acquired and learned knowledge and understanding over and above that which is evident if they only 'read out' their presentation slides.
- Centres are advised to record their candidates' presentations in a format which can be played on the following systems: Windows Media Player, VLC media Player, QuickTime.

Compiling evidence

General

Centres should keep copies of all materials that are submitted for moderation purposes.

Candidate should be advised to only submit evidence that is relevant and pertinent to the specific aims of the task. For example, video footage which is not clear or does not have a clear context for use should not be submitted.

All candidates and centre representatives must sign the Coursework Record and Authentication Form (CRAF) for each unit to authenticate that the work produced is the candidates' own work. A CRAF is required for 1V, 1E and 1B options.

Guidance regarding practical activities Tasks 2.1 and 4.3

- Practical assessment can be in the form of a live performance or recording provided on CD/DVD/USB e.g. off-site activities.
- The final marks for the performance should be shown on the CRAFs for 1V and 1E, and match the supplied FASAMs/FAAMs for 1V candidates.
- There should be a minimum of four activities for AS unit assessments (6PE02) and a minimum of two activities for A2 candidates (6PE04). This can be a mixture of live performances seen on the day or recordings captured on CD/DVD/USB.

Compulsory Evidence

- A log or diary, covering a minimum of 8 weeks for each performance.
- Evidence of full participation in a minimum of three formal organised performances.
- For the role of Leader/Official evidence Health and Safety, and safeguarding of children has been considered in relation to their chosen role.
- For Leaders a plan of their activity session has been submitted to the moderator.

Supplementary Evidence

- Video Evidence of practical activity.
- Photographic evidence
- Witness statements

Centres are responsible for submitting evidence that enables the moderator to be secure in their judgements as to the quality of the performance. Candidates cannot be penalised for not submitting supplementary evidence.

Witness statements

These are not are **not compulsory evidence**. In the IAG this is listed under supplementary evidence. However it is good practice to provide this.

Health and Safety Risk Assessment (child protection issues)

This is not explicitly referenced as a requirement within the specification. However it is implicit within the assessment criteria for Leader and Official, therefore the quality of the submission should be considered when moderating the tasks in line with the current assessment criteria. There is no reference to Health and Safety risk assessment (child protection issues) for player/performer explicitly or implicitly within the specification.

Leaders

Candidates should keep a detailed log of each session and have it signed by a witness, i.e. coach, club manager, etc. It is good practice to have a session plan for each session taken as part of the evidence and will be submitted as part of the portfolio e.g. the choreographer of a dance routine must provide the routine.

Leaders will be expected to demonstrate the following:

- Applied knowledge and understanding — using what they know about a sport or activity to influence or change both the physical and psychological behaviour of others
- Proficiency in communicating — a measure of how effective they are at making others understand thoughts, ideas and decisions
- Organisational abilities — a measure of ability in managing others and/or completing a task
- Motivational skills — the ability to use methods and strategies to inspire others to produce or give their best
- A working knowledge of health and safety issues and matters of child protection.
- To be able to evaluate the success of the session both from the participants point of view and their own as leader (qualities e.g. communication, organisation, motivation).

Leadership roles include trainer, coach, sports video analyst or managing an event such as an athletics competition or a house match programme.

Officials

Candidates will be required to actively officiate at a formal physical activity event and demonstrate the following:

- Extensive knowledge and understanding — a measure of knowledge and its application in their selected role
- Authority — how well they apply and use the responsibilities and expectations of themselves and others and control both the event, or physical activity, as well as the participants
- Communication — a measure of their ability to make their thoughts and actions understood
- Positioning — the ability to be in the right place at the right time to officiate
- Signalling — a measure of non-verbal communication
- Pre–and post-officiating protocols (the ability to structure the environment to facilitate the successful commencement of a physical activity)
- An understanding of performance demands — it is essential to understand the expectation and pressures facing the participant(s) in a physical activity
- A working knowledge of health and safety issues and matters of child protection.
- Candidates should keep a detailed log of each session and have it signed by a witness, i.e. coach, club manager, etc.
- Evidence of being observed throughout the 8 weeks on 3 separate occasions by an 'other', could be peer or those with expertise.

- Official roles include a formal referee or umpire, judge or other individual who is directly involved in decision-making. Roles such as those of 'recorders of fact', for example timekeepers or scorers are not suitable for assessment.

What is e-portfolio?

Rather than submitting evidence as hardcopy print outs, candidates can compile and submit evidence for their tasks electronically on CD/DVD/USB. Evidence must be provided on DVD+/-R, CD+/-R. Depending on the moderation option chosen, this will be reviewed during the centre visit or postally.

The portfolio is kept by the candidate and while it is their responsibility to compile it, it is expected that centres will be proactive in guiding and shaping the portfolio's content through tutored sessions, use of pre-published recording sheets, video clips (Mpeg format) and Jpeg evidence as appropriate.

The centre is responsible for submitting the portfolio after internal standardisation and final assessment has taken place to the moderator by the published deadline in the year of awarding.

The portfolio is centre driven, but written by the candidate. There will be certain standard elements included, but it provides the opportunity for the centre and the student to develop the portfolio in their own unique style.

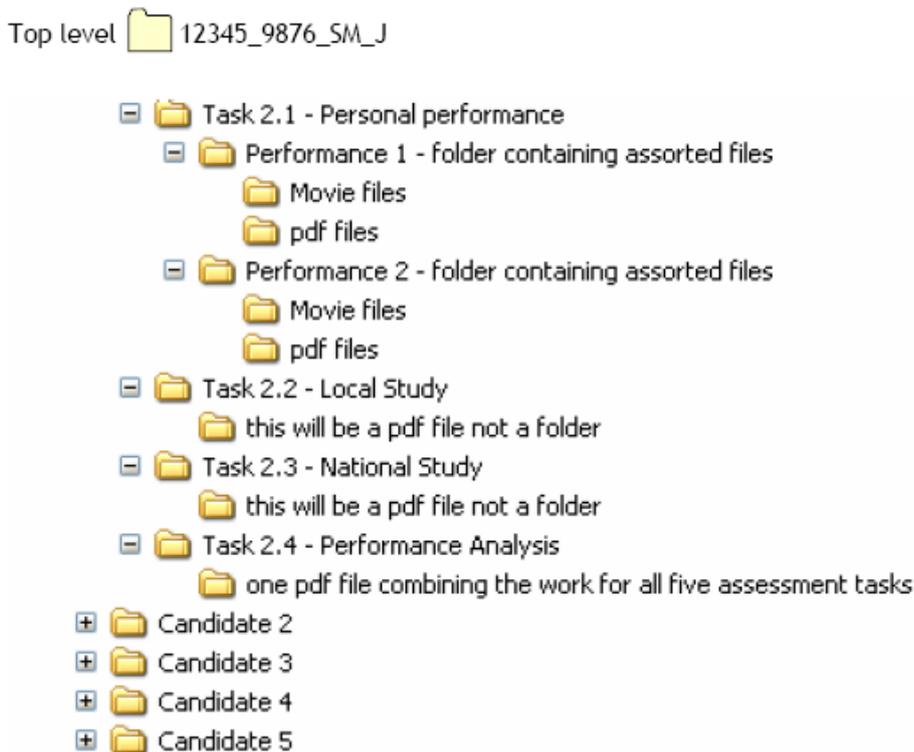
Materials submitted via e-portfolio must be organised in the following manner:

A separate folder on the top-most level of the folder tree should be used for each of the sample candidate's work. Each folder should be named according to the following naming convention:

[centre #]_[candidate #]_[first two letters of surname]_[first letter of first name]

For example, John Smith with candidate number 9876 at centre 12345 would have work in a folder titled, '12345_9876_SM_J'

Disk Name: **Unit 2: The Critical Sports Performer**



Please refer to the internal assessment guide appendix 5 for further information. However when compiling evidence centres should guide candidates, for example is it necessary to have folder for only one document.

Centres must ensure the following:

- Candidate's folders are clearly labelled. Please refer to the internal assessment guide for more information.
- Candidates have submitted the required compulsory evidence, and supplementary evidence.
- If Mpeg clips are provided the candidate can be clearly identified, and these clips can be played using Windows Media Player, VLC media Player, QuickTime.
- Files must not be zipped on the CD/DVD/USB. The moderator should be able to access all files and folders directly from the CD/DVD/USB without unzipping or altering the file or folder structure in any way

Marking tasks

General information

Candidates can be assessed by the centre at any point during the course. However, the mark submitted to the moderator for each task via the FASAM/FAAMs and/or CRAFs before moderation must be the final mark. This must also be the same mark shown on the OPTEMS/EDI.

Checklists provided by Pearson

Checklists have been created to aid the assessment of tasks. They list the evidence that can be submitted. These checklists can be downloaded from the GCE PE subject page under 'assessment materials' and examples are shown in the appendix. Please note the inclusion of every point on the checklist does not mean the candidate will be rewarded with maximum marks. The quality of the submission must be assessed against the assessment criteria and marking principles, this then will determine the final mark.

Internal standardisation

It is the centre's responsibility to ensure that where more than one teacher-assessor has marked the tasks in a centre, effective internal standardisation has taken place across all teaching groups. This procedure ensures that the work of all the candidates at the centre is marked to the same standard.

It may not be possible for moderation to take place if effective internal standardisation has not taken place. If the moderator suspects that internal standardisation has not been carried out, the centre will be required to remark all the candidates work and carry out internal standardisation, in the case of cluster centre visits another moderation visit will then be scheduled at the centre's expense.

Assessment of 'off-site' sports or physical activities

Centres are required to guide their candidates through the compilation of evidence for activities that take place outside of the school or college environment. Candidates should therefore be draw on a full range of evidence material, such as video Mpeg clips, performance records and formal sport documentation, such as handicap certificates in golf or NGB qualifications. Evidence will be given in the candidate's 'participation log'.

When a candidate undertakes an activity that is beyond the expertise of the centre assessor, it will be a requirement of the centre to make their final mark justification statement in appropriate consultation with the recognised instructors, sport leaders, referees supervisors or trainers responsible for the student's development.

It is good practice for candidates to provide witness statements for off-site activities, either using the template provided by Pearson or similar from the centre.

Resit candidates

The information shown below applies to centres who submit evidence postally (option 1E or 1B) or via a centre visit (option 1V). Re-sit candidates will be treated in the same manner as those being assessed for the first time.

Re-sit candidates must be entered for all components associated with that unit. For example, if a candidate wishes to re-sit task 2.4 which is associated with option 1B, they would need to be entered for both option 1B and 1V/1E. The outcome for each component is combined to give the overall unit result.

Candidate who **do not** want to rework a task

The task(s) can be re-submitted without any amendments, but the teacher assessor must mark the task(s) in line with the assessment criteria and any feedback that has been given via the moderator report. Regarding tasks 2.1 and 4.3, it may be in the candidate's best interest if their performance was reviewed, in case there has been a change in the quality of performance. Marks for the task(s) should be submitted via FASAMs/FAAMs/CRAF's.

Centre's who have entered for option 1V, the candidate may still be required to perform on the day of the cluster moderation visit. For all other tasks, these may be requested as part of a sample selected by Pearson. Therefore the centre must ensure the candidate and all their work i.e. unit 2 and/or unit 4, is available for moderation purposes.

Candidates who **do** want to rework a task

They can either rework the previously submitted materials and/or include new materials e.g. missing compulsory/supplementary evidence, or they can complete an entirely new task for submission. The teacher assessor must assess the task(s) in line with the assessment criteria and any feedback via the moderator report, and award marks accordingly. The mark for each task must be submitted via the FASAMs/FAAMs/CRAF's.

Candidates re-submitting performance logs for tasks 2.1 and 4.3 must ensure that the compulsory evidence and any supporting supplementary evidence is appropriate to confirm the marks awarded by the centre assessor in the current year of the examination. Candidates submitting evidence for task 4.3 may also use this evidence to support the mark awarded for one of the two performance roles required for task 2.1. Candidates are free to change roles and activities from unit 2 to unit 4 with the appropriate performance logs.

Centres who have entered for option 1V the candidate may still be required to perform on the day of the cluster moderation visit. For all other tasks, these may be requested as part of a sample selected by Pearson. Therefore the centre must ensure the candidate and all their work i.e. unit 2 and/or unit 4, is available for moderation purposes.

General information for all tasks

Once the marks for all tasks (those being carried forward and those being reworked) have been finalised and transferred onto the FASAMs/FAAMs/CRAFAs, the total mark for the unit (2.1, 2.2, 2.3 - 6PE02 1V/1E; 2.4 - 6PE02 1B; 4.1 4.3 - 6PE04 1V/1E, and 4.2, 4.4 - 6PE04 1B **must** be recorded on the OPTEMS or via EDI and submitted to Pearson as normal.

Special consideration

For any queries about how to apply for special consideration please contact customer services or email the Special Requirements team: special.requirements@pearson.com.

The deadline to apply for special consideration is 7 days after the final examination in the specification i.e. 7 days after the unit 3: Preparation for Optimum Sports Performance (6PE03) written examination.

Special consideration is given following an assessment. This ensures that a candidate who has a temporary illness, injury or indisposition at the time of assessment is given some compensation for those difficulties or circumstances. Please refer to the JCQ regulations and guidance booklet: 'Access Arrangement, Reasonable Adjustments and Special Consideration, General and Vocational Qualifications', for information on candidate eligibility, procedures, evidence requirements and deadlines.

Candidates will not be eligible for special consideration if the effect on the final assessment cannot be reliably quantified by Pearson. Please therefore ensure that full details of dates when the candidate was suffering from the illness, injury or indisposition are given along with any appropriate supporting evidence.

In all cases, the centre must award marks for each task as for any other candidate; i.e. based only on the evidence of the Assessment Criteria having been met in the work as presented for moderation. This is to ensure that the centre and the moderator are basing their judgements on exactly the same evidence.

If an application for special consideration is accepted, Pearson will review the candidate's performance in the part(s) of the examination which have been completed, taking into account all the available evidence, to compensate for the adverse circumstances and make an appropriate award. In many cases it may be possible only to give a very limited allowance, as Edexcel must seek to ensure that the grade accurately reflects the standard which the candidate has been able to attain.

Lost/damaged coursework

Centres are advised that if any work is lost, damaged or stolen they should complete the appropriate Lost Coursework form which is available from the JCQ website:

http://www.jcq.org.uk/exams_office/access_arrangements/forms/

Forms submitted for work lost due to candidate or centre negligence will not be considered.

Malpractice

Upon submission of work for assessment each candidate must sign the authentication statement on the CRAF to confirm that the work submitted has been carried out without assistance other than that which is acceptable under the scheme of assessment. The teacher-assessor should also sign this form to confirm that the work is the candidate's own.

If malpractice is suspected/discovered prior to the signing of declarations of authentication it is the responsibility of the Head of Centre, acting on behalf of Pearson, to carry out an investigation. Full details of the required procedures can be found in the JCQ document *Guidance for Dealing with Instances of Suspected Malpractice in Examinations*. Centres must not give credit for any work submitted which is not the candidate's own work.

Malpractice discovered prior to the signing of declarations of authentication need not be reported to Pearson. Any malpractice discovered by a centre after the signing of the Authentication Form by the centre must be reported to Pearson at the earliest opportunity using form JCQ/M/01.

Moderation Procedure for 6PE02 and 6PE04 1V, 1E and 1B

Centre Visits 6PE02 1V (2.1, 2.2, 2.3) and 6PE04 1V (4.1 and 4.3)

Pearson has developed the Safeguarding Children Policy to ensure that reasonable steps are taken to reduce, or prevent, the opportunities whereby harm, whether real or potential may occur to a child or vulnerable adult. It has been decided that Pearson staff or representatives of Pearson may never be placed in a situation whereby they are on their own in a one to one situation with a child or vulnerable adult. Centres are required to ensure a responsible adult is available to act as a chaperone at all times. During the centre visit, there is no cause for a moderator to be left unsupervised with children or vulnerable adults. In all instances, Pearson would expect that the host centres have adequate procedures for signing visitors in and out of the building and that appropriate supervision is carried out as and where necessary. For additional information please refer to the fully policy:

<http://www.edexcel.com/Policies/Documents/Safeguarding%20Children%20Policy%20AAs%20Issue%202%20Final.pdf> or contact customer services.

UK based centres

All centres that opt for option 1V, will be allocated to a cluster and will join with other local centres for moderation to take place at a host venue. This form of moderation is called 'cluster moderation'. If a centre does not wish to be moderated via a centre visit, the entry must be changed to option 1E. Details about amending the entry option can be found in the information manual or here: <http://www.edexcel.com/iwantto/Pages/making-entries-using-eol.aspx>, however please note late entry/amendment fees may apply.

Two moderators will be allocated to each cluster for the moderation – The Lead Moderator and the 2nd Moderator. Both moderators are trained to the same standard; however the Lead moderator will organise the administration associated with the centre visit. During the centre visit both the Lead moderator and the 2nd moderator will moderate candidate's work. The Lead Moderator will contact centres to arrange the cluster moderation and to support the assessment process. Centres will be contacted by 28th February 2014, unless they are new to Pearson in which case they will be contacted soon after entries are made in March 2014.

The Lead Moderator will act as the point of contact for a centre and all correspondence and paperwork should be directed to him/her. During initial contact with the Lead moderator, an **Initial Contact Questionnaire** (see the appendix for an example of this form) must be completed by the centre, and returned by the date specified by the Lead moderator. The information provided will allow the Lead moderator to organise the cluster moderation day e.g. which centre will host the cluster moderation, date of the cluster moderation and activities to be seen.

If a centre is chosen to host the cluster moderation, the Lead moderator will discuss the arrangement for the activities that will be moderated during the cluster moderation, provision of office space to review materials in private, and also a timetable of the day will be decided. It is important that during the cluster moderation day, the Lead and 2nd moderator are given access to an office with access to electrical outlets, television, VHS/DVD recorder. This access should be solely for their use, and they must not be disturbed by other members of teaching staff or candidates.

Once the date and schedule has been confirmed, the centres in a cluster will receive an E14: centre visit notification form. On this form will be the details of the Lead and 2nd Moderator, the date and location of the cluster moderation. The cluster moderation will be a full day visit with a sample of candidates being moderated across all submitted tasks.

After final entries have been submitted by the specified deadline, Pearson will issue OPTEMs / allow access to EDI/Edexcel Online for final assessment marks to be submitted by 15 May. There will be a set of OPTEMs for each unit entry option i.e. one set of OPTEMs for:

- 6PE02 1V
- 6PE04 1V

At least 10 days prior to the cluster moderation day, centres will enter candidates' final assessment marks on the **Final Advanced Subsidiary Assessment Mark Sheet (FASAMS)** for unit 2, and/or **Final Practical Assessment Mark Sheet (FAAMS)** for unit 4 spreadsheet and forward a copy to the Lead Moderator at least ten days prior to the cluster moderation.

The purpose of moderation is to ensure the teacher assessor is applying the mark criteria correctly. For all tasks the **centre must have already assessed** all candidates prior to attending the cluster visit date.

From the information provided, the Lead moderator will select a sample of candidates that will be seen for 2.1 and 4.3 and will communicate with centres to inform them which candidates will be required for on the moderation date. These candidates must be made available on the day of the cluster moderation. If a candidate is not available due to illness or other exam commitments, they must be replaced with a candidate of a similar ability. For tasks 2.2, 2.3 and 4.1 all tasks for all candidates in the cohort must be available at the host centre on the day of the cluster moderation. This will enable the moderator to choose their sample for moderation.

Failure to release candidates or make tasks available for cluster moderation without an adequate reason will be reported by the Lead Moderator to Pearson's Malpractice and Compliance department for investigation.

Candidates who attend the moderation day should be advised they will be there all day, and should bring work to occupy themselves when they are not performing. The candidates should also bring pack lunch in case no provision for lunch has been provided by the host centre. Where a candidate is performing in the role of 'leader', they must bring a copy of their plan of activity for the moderator, and also be made aware they may be working with candidates from other centres. However, if it is possible to bring the usual group the leader works with to the cluster event this preferable.

Please note that centres assessed early in the moderation window are not able to rework tasks and resubmit them for re-moderation.

Tasks for 2.2, 2.3 and 4.1 can be submitted as hardcopy or on CD/DVD/USB.

During the cluster moderation day, the Lead moderator and 2nd moderator will moderate the marks given to all tasks. The moderation is based on the available materials and performance on the day. **It is the centre's responsibility prior submitting final marks on the FASAMs/FAAMs to ensure that the mark given can be justified by the evidence present at the time of moderation and in relation to the assessment criteria and marking principles. The moderator's decision about the centre's assessment standard will be based on the evidence available on the day.**

Centres with large entries

Centres with large entries may be required to be moderated by themselves. Your allocated moderator will confirm this with you.

Verbal feedback

At the end of the cluster moderation day, each centre within the cluster will separately be given verbal feedback. The feedback will cover the following:

- Adherence to the standard of marking for each task.
- Consistency of marking between activities/tasks.
- Overall adherence to standard for unit 2 and/or unit 4.

The verbal feedback will not make reference to:

- The performance of individual candidates
- Specific numerical mark changes that will be made by Pearson
- Issues not related to the process of moderation

The verbal feedback is not an opportunity for adhoc INSET or issues related to centres outside the moderation process. For support in these matters the centre must contact Pearson directly.

Change from 2014

Centres marking not in line with the national standard for some or all tasks

Centres will not need to make any mark adjustments. This will now be completed by Pearson to bring the centre's marking in line with the national standard.

Centres marking in line with the national standard for all tasks

Centres will not need to resubmit FAAM/FASAM spreadsheet to the Lead Moderator. Within 10 days of the cluster moderation day, the final marks on the FAAM/FASAM spreadsheet should be transferred to the relevant OPTEMs/EDI/Edexcel Online, and submitted to Pearson. Copies of the CRAFs for 6PE02 and 6PE04, along with the 2nd copy of the OPTEMs or print out from EDI/Edexcel Online should be sent to the Lead Moderator.

Centres marking not in line with the national standard for some or all tasks

Candidates cannot perform again to increase their marks, nor can they revisit the coursework to create missing evidence.

Within 10 days of the cluster moderation visit, all centres must transfer the marks on the FAAMS/FASAMS spreadsheet to the relevant OPTEMs/EDI/Edexcel Online, and submitted to Pearson. The CRAFs for 6PE02 and 6PE04 should be sent to the Lead Moderator, along with the 2nd copy of the OPTEMs or print out from EDI/Edexcel Online.

Detailed guidance regarding how to complete the OPTEMs form, use EDI or Edexcel Online can be found on pages 22-23.

Where it is obvious that the centre has forgotten to bring evidence for candidates to the cluster visit, they will be given 7 days to submit this evidence to the Lead Moderator. The Lead moderator will make this decision on a case by case basis. This is not an opportunity to allow candidates to create evidence to improve their marks, merely an opportunity to submit evidence that already exist, and mistakenly was not brought to the cluster event.

Once received this additional material will be reviewed alongside the coursework sample, and a decision will be made by the Lead moderator if this additional evidence confirms the centres original marking. If it does, the Lead moderator will inform the centre representative, and the original marks will stand. If it does not, the Lead moderator will inform the centre representative, and the original adjustment will be applied by the Lead moderator. All materials will then be returned to the centre. Please note if the missing material is not supplied within 7 working days, the Lead Moderator will assume the material is not available and that the centre will submit revised marks as explained above. If there is any delay submitting the evidence, the centre representative must alert the Lead moderator.

International centres

International centres have the option of cluster assessment or single centre assessment, for both methods there are costs incurred in addition to the entry fee. For more information about the cost please see: <http://www.edexcel.com/international/Pages/default.aspx> and access details for the local Regional Manager.

International centres will follow the same process as UK based centres, except there will just be the Lead Moderator managing the process. Alternatively, international centres can opt for single centre assessment where the Lead moderator only moderates candidates at their centre.

Regardless of the method of moderation, the process is the same as UK based centres. Centres will receive verbal and written feedback, and follow the same paperwork submission process as UK based centres. Please refer to this section.

After the cluster visit

For centres that have been told to submit missing evidence, this must be posted to the moderator within 7 days of cluster moderation day. Missing evidence must be submitted to the Lead moderator. Whilst waiting for the missing evidence the Lead moderator will take the affected tasks so that they can be reviewed along side the missing materials. They may also take other tasks for reference. The moderator will also alert Pearson, therefore other departments within Pearson may contact centres for missing materials if material is not supplied within the deadline stated.

Within 10 days of the cluster moderation day the following paperwork must be posted to the Lead moderator:

- Unit 2: 6PE02 CRAFs
- Unit 4: 6PE04 CRAFs
- 2nd copy of OPTEMS or copy of EDI/Edexcel Online printout

The Lead moderator will then write a report called E9 moderator report, which will confirm the discussion that took place during the cluster visit. This report will be available to download from Edexcel Online via the exams officer from the release of results in August.

E-portfolio moderation: 6PE02 1E (2.1, 2.2, 2.3) and 6PE04 1E (4.1 and 4.3) / 6PE02 1B (2.4) and 6PE04 1B (4.2 and 4.4)

Detailed guidance regarding how to complete the OPTEMS form, use EDI or Edexcel Online can be found on pages 22-23.

The process for both entry options is the same. The tasks are marked by the centre, final marks are submitted to Pearson and a sample of the tasks are moderated by posting them to the allocated moderator.

Please note the moderator for 1E may not be the same moderator for 1B. Centres must refer to the OPTEMS or Edexcel Online for the details, and send the tasks to the appropriate person. The process is shown below.

After final entries have been submitted by the specified deadline, Pearson will issue OPTEMS / allow access to EDI/Edexcel Online for final assessment marks to be submitted by 15 May. There will be a set of OPTEMS for each unit entry option i.e. one set of OPTEMS for:

- 6PE02 1E
- 6PE04 1E
- 6PE02 1B
- 6PE04 1B

The total mark for the tasks associated with the relevant entry code must be copied onto the OPTEMS or submitted via EDI/Edexcel Online.

If a moderator finds an error in the submission of centre marks, the centre will be contacted by the moderator. The centre must then contact Edexcel as soon as possible to resolve any changes in marks. Failure to do so may affect the moderation of the sample.

Selecting the sample

Candidate required by the moderator are indicated by an asterisk (*) on the OPTEMS / a tick on Edexcel Online. Centres must also send the work of the candidate with the highest mark within the centre for the unit, and of the candidate with the lowest mark for the unit, if not already included in the sample.

The sample can be submitted as hardcopy or via CD/DVD/USB.

It is the centre's responsibility to ensure all evidence contributing and justifying the final assessment mark are received by the 15 May. Please note posting the required sample on or after the 15 May could result in a delay issuing candidates results in August.

Once the sample has been received by the moderator the centre's marking will be reviewed. If the centre's marking is in line with the national standard the centres final assessment marks will be accepted. If the centre's marking is not in line with the national standard the submitted marks will be adjusted, and this adjustment will apply to the entire cohort.

The moderator will contact the centre if it is obvious that evidence is missing e.g. compulsory evidence. The centre then has 7 days to post this evidence. Failure to submit the missing evidence, once notified by the moderator and/or Pearson will result in an adjustment being applied to the final assessment mark. This in turn could lead to an adjustment being applied to all candidates entered for the unit.

The centre is reminded as several tasks contribute to the final unit mark it is important that internal standardisation has taken place between different marking groups and across all tasks.

The moderator will then write a report called E9 moderator report. This report will be available to download from Edexcel Online via the exams officer from the release of results in August.

Please note verbal feedback is not given to centres entered for option 1E and 1B.

Mark Submission

OPTEMS

OPTEMS will be pre-printed on three-part stationery with the unit code, centre details and candidate names in candidate number order. Where a centre has entered for more than one unit, they will receive a separate set of OPTEMS for each unit within each specification title.

Please note OPTEMS will only be issued to centres once entries have been made. Arranging of the moderation date with the moderator is not the same as making entries. Please refer to the Information Manual for the process that should be followed.

Before completing the OPTEMS please check the unit code and centre details to ensure that the correct sheet is being completed.

All candidates entered by the deadline date will be listed on the OPTEMS. Candidates are listed according to the latest entry information received from a centre at the time of printing. Additional candidates should not be added to the form without first receiving confirmation from Pearson Service Operations that the entry has been made. If such confirmation has been received, candidate details should be entered in the blank spaces at the bottom of the form (if applicable). It is only acceptable to notify Pearson of marks in this way if confirmation that the entry can be made has been received from Service Operations: the addition of candidate details to existing documents such as the OPTEMS will **not** generate an entry.

Once completed and signed the three-part sets should then be divided as follows:

- (a) **top copy** of the completed OPTEMS for each unit must be despatched to Pearson **within 10 days** of the cluster visit (1V) **or by 15th May** for e-portfolio (1E) and postal (1B) moderation, in the envelope provided. **If the centre does not have a pre-addressed envelope the address is printed on the side of the OPTEMS.** Please remember that this form must not be folded or creased
- (b) **second copies** should be sent to the moderator, **within 10 days** of the cluster visit (1V) **or by 15th May** for e-portfolio (1E) and postal (1B) moderation with the sample required.
- (c) **third copy** must be retained by the centre.

Edexcel Online

Arranging of the moderation date with the moderator is not the same as making entries. Please refer to the Information Manual for the process that should be followed.

For Edexcel Online mark submission registered users should log on and navigate to the mark entry screen. Navigate to the screen by selecting the appropriate qualification from the tabs at the top of the window, then select "Search by Course" from the "Candidates" menu option. Select the Course and Session from the drop down menus then click "Next." Select the "Papers" link next to the unit you wish to submit marks for then the "Coursework Marks" link to navigate to the mark entry screen.

On the Edexcel Online mark submission screen you may enter some or all candidates in a session. Key a mark for each candidate in the mark field beside each candidate. Once the "Submit Marks" button at the bottom of the screen is selected and confirmed it will not be possible to amend a candidate's mark, where it has been keyed, however it will be possible to view it. Candidates for whom a mark has not been keyed will remain available to enter a mark in subsequent Edexcel Online sessions.

A copy of the Edexcel Online printout should be sent to the moderator, **within 10 days** of the cluster visit (1V) **or by 15th May** for e-portfolio (1E) and postal (1B) moderation with the sample required.

A further copy of the Edexcel Online printout (not the moderator's copy) **must** be retained by the centre.

EDI

Arranging of the moderation date with the moderator is not the same as making entries. Please refer to the Information Manual for the process that should be followed.

For further information regarding the submission of marks by EDI (Electronic Data Interchange), please contact your Centre Management Information System (CMIS) provider.

A copy of the EDI printout should be presented to the moderator **within 10 days** of the cluster visit (1V) **or by 15th May** for e-portfolio (1E) and postal (1B) moderation with the sample required.

A further copy of the EDI printout (not the moderator's copy) **must** be retained by the centre.

Centre mark amendments

Pre-results

It is the centre's responsibility to ensure that OPTEMS are correctly completed. It is not the moderator's responsibility to check that the marks awarded to the candidate have been correctly totalled on the FASAMs/FAAMs and have been correctly transferred to the OPTEMs/EDI/Edexcel Online.

If marks that have already been submitted require amendment, it is the centre's responsibility to notify Edexcel of the amended mark. This can be done by contacting Pearson at cswkmarks@edexcel.com

A valid reason for amendment must be provided. The late submission of additional work does not qualify as a valid reason.

Post-Results

If an error is found with the marks that were originally submitted by the centre after the issue of results, the centre should contact Pearson via the Post-Results line. Centres should note that amending the centre mark of one candidate at the centre might have an effect on the final marks and subsequently the grades issued to all candidates at the centre.

Upon receipt of post-results amended mark(s) Pearson will analyse the effect the amended mark(s) will have on the marks /grades for all candidates at the centre. If the amended mark(s) will lead to a downward adjustment to marks/grades for any candidate at the centre apart from the specific candidate(s) for whom the error was reported, Pearson will contact the centre to notify them of the effect the amended mark(s) will have and to obtain the centre's approval prior to the actual amendment of the mark.

In all cases Pearson will require proof that an error has been made prior to amending any mark.

Understanding your results

Setting grade boundaries

Decisions regarding the grade boundaries are based on the professional judgement of the Chief Examiner and the Awarding Committee and are made by reference to candidates' work. However, statistical information is taken into consideration, together with archive work from previous years, to ensure year on year comparability.

Pearson follows the procedures laid down in the Code of Practice for all awarding bodies when establishing the grade boundaries. The key grade boundaries for GCE Advanced Subsidiary and Advanced Physical Education are established in the following order: E and A.

The sample of work for awarding will be drawn from all entries, covering a range of marks on and around the notional grade boundaries.

UMS Marks

All raw unit marks are converted to UMS before they are combined to find the candidate's overall grade for the qualification. The raw grade boundaries are subject to change each year using the system described above but UMS grade boundaries are constant and do not change. UMS also takes account of unit weightings. The UMS conversion is a graph based conversion that plots the boundary marks in terms of raw marks against UMS marks. These are joined point to point and the line is used to convert any raw mark in the spectrum to UMS. Overall outcomes (cash-ins) are calculated using UMS only; there are no raw mark boundaries for the overall qualification. For more information please refer to:

<http://www.edexcel.com/iwantto/Pages/ums-mark-converter.aspx?cgrp=Understanding%20results>

Moderator's (E9) Reports

Moderator Reports are written to give you additional general feedback on your assessment practice. These can be downloaded from Edexcel Online on results day and will usually be available under the first unit at the required level on the drop down list.

Enquiry about Results

The Enquiry about Results (EARs) service is **not** available for the following units:

6PE02 1V/1E – Task 2.1, 2.2, 2.3

6PE04 1V/1E – Task 4.1 and 4.3

Enquiry about Results (EARs) service is only available for the following units:

6PE02 1B – Task 2.4

6PE04 1B – Task 4.2, 4.4

Centres must not contact moderators directly if they have a query about their results.

All such queries must be addressed through the Pearson Post Results Service via the Examinations Officer. Information regarding Enquiry About Results (EARs) procedure is given in the Information Manual sent to Examinations Officers in September, or can be accessed here:

<http://www.edexcel.com/iwantto/Pages/results-enquiry.aspx?cgrp=Enquiries%20about%20results>

Requests for enquiries should be submitted to Pearson through the Examinations Officer as soon as possible after the issue of results. Requests for the Service Type 3 enquiries can be made by the Examinations Officer via Edexcel Online.

The deadline to apply for an EAR is 20 September.

Retention of work

Where samples are posted to a moderator, Pearson will retain the sample until 20 September when the deadline for requests for Enquiries About Results (EARs) has passed. If there are no requests for EARs for candidates in the centre, work will be returned to centres from November onwards.

Please note where work has been selected for archive purposes from the Awarding process, this material will not be returned to centres. As stated earlier, it is important that centres keep copies of all materials submitted for the process of moderation.

Appendix

The following shows the forms used by GCE Physical Education centres for assessment. These forms can also be downloaded from the GCE PE subject page under 'assessment materials'.

FAQs

Approved activities for GCE Physical Education

Initial Contact Questionnaire (ICQ)

Checklists to help with centre marking

- Task 2.2: Local Study
- Task 2.3: National Study
- Task 2.4: Performance Analysis
- Task 4.1: Development Plan
- Task 4.2: International Study
- Task 4.4: Life Plan

Coursework Record Assessment Form (CRAF)

- Unit 2: The Critical Sports Performer (6PE02) 1V/1E
- Unit 2: The Critical Sports Performer (6PE02) 1B
- Unit 4: Developing Sports Performer (6PE04) 1V/1E
- Unit 4: Developing Sports Performer (6PE04) 1B

Final Advanced Subsidiary Assessment Mark Sheet (FASAMs) – 6PE02 1V

Final Advanced Assessment Mark Sheet (FAAMs) – 6PE04 1V

Witness Statement for off-site activities

Frequently asked questions (FAQs)

What are the word limits for each task?

Unit 2

2.2 – Local Study – 1000 words

2.3 – National Study – 1000 words

2.4 – Performance Analysis – no word limit

Unit 4

4.1 - Development Plan – no word limit

4.2 - International Study - 1000 words

4.4 - Life Plan – no word limit, however this task is marked out of 10 therefore it is not anticipated candidates need to write more than task 4.2 international study.

What is counted as part of the word limit?

Anything that is written in the candidates own words, including material in text boxes.

Footnotes, appendices, titles/headings, and sub titles are not included within the word limit.

Can a candidate perform a different activity in A2 to what they studied in AS?

It is anticipated that candidates will continue to pursue one of the activities that they performed in the AS. In the specification it mentions AS/A2 Progression and Performance assessments. It is anticipated that whatever role a candidate chooses to study (performer, leader or official) – they will continue with that role (performer, leader or official) for all 4 parts 4.1 Development Plan, 4.2 International Study, 4.3 Progressive participation and 4.4 life plan.

If there are exceptional circumstances then a candidate may change activity/role, such as in the case of injury, or lack of accessible information. However please confirm with Pearson before doing this.

A candidate only wants to resit a certain task is this possible?

Yes, but the candidate must still be entered for all components for the relevant unit. For example if a candidate wished to resit task 2.4, they would still need to be entered for 6PE02 1V/E and 6PE02 1B. The outcome of both this components is used to calculate the unit result. For the tasks which the candidate is not resiting, the work should still be available in case it is required as part of the sample and marks can be recorded as normal on the FASAMs and OPTEMs forms.

A candidate wants to be assessed in an activity not listed within the internal assessment guide, is this possible?

Yes, but the centre will need to apply to Pearson and until confirmation is given the candidate should not be assessed in that activity for GCE Physical Education. You can find the list of approved activities within the internal assessment guide, or page 29 of this document.

I have not been contacted by my allocated moderator, what is going on?

If you are centre new to Pearson until you make final entries we are unable to allocate a moderator to your centre. Please make estimated entries and/or final entries for the summer series for us to allocate a moderator to you.

I am a UK based centre do I have to be assessed as part of a cluster if I want a centre visit?

Yes, however there are some circumstances where this is not applicable, for example centres with very large cohorts. Your allocated moderator will discuss your options with you.

I am an international centre do I have to be assessed as part of a cluster if I want a centre visit?

No, international centres can be assessed individually.

I am an international centre and wish to be assessed via a centre visit, is this possible?

Yes, however there is a cost in addition to the standard entry fee. Please contact your local regional office for information about this. Their details can be found here:

<http://www.edexcel.com/Aboutus/contact-us/international-customers/Pages/home.aspx>

I want to submit my centre marks but have not been sent OPTEMs yet

OPTEMs are normally sent to centres by April of the current academic year. Prior to this date, or as an alternative to OPTEMs, centres can submit their candidates' marks via EDI. See page 22-23 for more information.

How long should video evidence be?

Video evidence is not compulsory, but it should be long enough to confirm the quality of performance. This could be a continuous performance or a series of clips.

Where can I find exemplar materials for this qualification?

Examples of candidate work and accompanying commentaries justifying the mark allocation can be found on the PE subject specific page here:

<http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx> under the heading 'exemplar materials'.

Activities that have been approved for GCE Physical Education

This list states which physical activities students can offer performances for Unit 2 (6PE02) and Unit 4 (6PE04).

Aikido	Figure skating	Rounders
Amateur boxing	Fives	Rowing*
American football	Gaelic football	Rugby league
Archery*	Golf*	Rugby union
Association football	Gymnastics*	Skiing*
Athletics*	Hockey	Snowboarding
Badminton	Horse riding	Squash
Baseball	Hurling	Surfing
Basketball	Ice dance	Swimming (competitive)*
BMX racing	Ice hockey	Synchronised swimming
Bowls (lawn)	Inline hockey	Table tennis
Camogie	Judo*	Tae kwon do
Canoeing*	Ju-jitsu	Tennis
Clay target shooting	Karate*	Trampolining*
Climbing*	Korfball	Trekking*
Cricket	Lacrosse	Volleyball
Cross country*	Mountain biking	Wakeboarding
Cycling	Netball	Water polo
Dance*	Orienteering	Water-skiing
Dinghy sailing	Polo	Weightlifting
Diving	Power lifting	Windsurfing
Fencing	Real tennis	

Individual activities marked with an asterisk(*) above indicate that assessment guidance is available for that activity in this document.

For **individual** activities listed above, where a content and assessment pathway is not included in this document, centres are advised to contact Pearson for further guidance. For other activities, centre's assessors can apply the generic assessment criteria within this document for the roles of performer, leader and official, for both AS and A2 levels of attainment. Centres may, in addition wish to, seek clarification from Pearson on the content to be covered by students.

For activities not listed above, centres will need to apply to Pearson for approval to offer the activity.

Criteria for additional physical activity submissions

Unlisted activities must meet the criteria outlined in the Internal Assessment Guide (see *Appendix 4*) and page 91 of the specification (issue 5) in order to be approved.

The range of activities for centres is designed to offer students a wide choice and allow for progression from GCSE Physical Education as well as giving the elite, or specialist performers,

the opportunity participate in their specific activities.

Centres may offer activities listed in the activities table or develop their own assessment criteria for a recognised physical activity not already listed in the physical activities group table. In order for this to be approved, the criteria listed below must be met, and centres will need to submit an outline of the activity content and the proposed assessment criteria by the designated date of 31st October in the academic year of award.

- The activity must have a recognised governing body.
- The activity must comply with the existing criteria for assessment of Advanced GCE.
- Each activity should allow for the extension of Unit 1 and Unit 3 through practical performance.
- The specification will need to include opportunities for eight weeks participation, and three formal performance opportunities.
- The activity must be appropriate to both male and female students.
- Activities must be openly available to all students if requested.
- Activities must comply with all appropriate recommendations related to the safety of candidates as recognised by afPE.

Pearson reserves the right to amend, modify or refuse an application.

Please note Pearson does not currently accept Fitness or Weight training as activities for GCE Physical Education.

Initial Contact Questionnaire

GCE Physical Education

		Lead Moderator use only. Insert date against appropriate assessment method			
First contact date		Cluster mod. visit date		E-portfolio submission date	
Centre number		Centre name			
Centre telephone number		Centre email address			
Centre fax number		Map to school sent	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Teacher in charge		Email address/ Telephone number			

Centre must confirm the following: Please note 'teachers' are taken to mean all those involved in the assessment	Tick
1. All teachers at the centre have read and acted on information in the latest GCE Physical Education instructions for the conduct of coursework and examinations (ICE), specification and internal assessment guide.	
2. All teachers are aware of the moderation window – 1 st March to 5 th May.	
3. All teachers understand the need for each candidate to present evidence of an eight week participation log in each of their activities.	
4. All teachers understand the need for each candidate to have taken part in, and have evidence of, a minimum of three formal/competitive situations.	
5. All teachers understand the requirement for candidates to present evidence of their knowledge/understanding of health and safety/child protection issues for Leader and Official roles.	
6. All teachers understand that any candidates offering the role of Leader or Official should present log books, along with any other supporting evidence. If offering the role of Leader a plan of the programme should be presented.	
7. All teachers understand where a task is limited by a word count this has not been exceeded, and/or where word count has been exceeded the assessment has only been based on the first 1000 words.	
8. All teachers understand where candidates have presented their task to an audience, a recording of this presentation is submitted with the PowerPoint presentation.	
9. All teachers have read the E9 moderation report from last year * if a new centre N/A should be indicated.	
10. All issues raised in the E9 moderation report have been addressed * if a new centre N/A should be indicated.	
11. Where CD/DVD evidence is submitted, candidates can be clearly identified, recordings can be played using Power DVD, Media Player, Quick Time or VLC Media and CD/DVD can be opened on a standard PC/laptop.	
12. CLUSTER MODERATION: Centre is willing to act as a host centre.	
13. CLUSTER MODERATION: FASAMS and FAAMS with final assessment marks will be sent to the Lead moderator at least 10 days before the cluster moderation date.	
14. CLUSTER MODERATION: Evidence for live practical activities not seen on the day e.g. recordings of offsite activities, should be available for the moderator to review if necessary.	
15. CLUSTER MODERATION: All Local and National studies, and Development plans for the entire cohort will be brought to the host centre and made available to the moderator.	
16. CLUSTER MODERATION: All teachers understand once tasks are submitted for moderation candidates cannot amend the tasks or create new evidence to add to tasks for re-moderation to take place at a later date.	
17. E-PORTFOLIO SUBMISSION: The format of candidates' folders on CD/DVD follows the guidelines in the GCE Physical Education instructions for the conduct of coursework and examinations (ICE).	
18. E-PORTFOLIO SUBMISSION: The required samples will arrive with the moderator no later than 15 th May.	
Moderator must confirm the following:	Tick
Points 1 to 18 have been discussed and confirmed with the centre.	
Moderator comments:	

Centre Administration

Information	AS Level		Numbers	A Level		Numbers
New Candidates	6PE02	Boys		6PE04	Boys	
		Girls			Girls	
Resits Candidates	6PE02	Boys		6PE04	Boys	
		Girls			Girls	

In the table below please list all the activities offered by the candidates at the centre, and the numbers for each activity

Task 2.1: Personal Performance / Task 4.3 Progressive Participation

Activity (refer to the internal assessment guide for approved activities)	Performer		Leader		Official	
	AS	A2	AS	A2	AS	A2
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						

In the table below please list the numbers offering the formats indicated. Where candidates have used PowerPoint to present their task(s) to an audience, a recording of the presentation should be provided. Indicate the number under 'PowerPoint'.

Task	Written (hardcopy) (including use of PowerPoint where evidence has not been presented to an audience)	Written (CD/DVD)	PowerPoint (where candidates have presented their evidence to an audience)
2.2 Local Study			
2.3 National Study			
4.1 Development Plan			

For Lead moderator use only

Paperwork	Pre moderation	Date received	Post moderation	Date received
	Timetable		FASAMS*	
	FASAMS		FAAMS*	
	FAAMS		CRAFs 6PE02	
	CRAFs 6PE02		CRAFs 6PE04	
	CRAFs 6PE04		OPTEMs/EDI	

*CLUSTER MODERATION ONLY: only if advised by moderator to amend the final marks for candidates.

Unit 2: The Critical Sports Performer (6PE02)

GCE Physical Education

Local Study Checklist (2.2)

Guidance:

- Case studies can be included (in a text box) but the candidate's own writing/words should form part of the word count
- Critical Analysis – this can be a stand-alone paragraph or comments made throughout the text
- Candidates can use diagrams, charts, tables, photographs to illustrate their answers
- Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence.

Key content	Tick
Detailed overview of community provision – including high factual content	
Roles and responsibilities of local governing body	
Provision and opportunities at grass roots level. Examples might include: Schools (primary/secondary), curricular/extra-curricular/leagues Holiday coaching schemes/NGB schemes Role of local professional clubs in providing community programmes	
First elite provision at school and in clubs Leagues/age groups/male/female/competitions Role of sports college / sports partnerships Sports Leaders	
Description / example of local private sector involvement	
Description / example of local public sector involvement	
Description / example of local voluntary sector involvement	
Funding agencies and other organisations involved in supporting the sport locally with named example	
Opportunity for disabled performers – nearest provision referred to	
Critique of any gender issues	
Reference to provision for three practical roles	
Analysis: Strengths and weaknesses Comparison to other sports/gaps in provision Possible development opportunities based on evidence gathered	
Contextualised case studies	
Appendix of factual data to support objectivity of study	
Bibliography/references included	

Unit 2: The Critical Sports Performer (6PE02)

GCE Physical Education

National Study Checklist (2.3)

Guidance:

- Case studies can be included (in a text box) but the candidate's own writing/words should form part of the word count
- Critical Analysis – this can be a stand-alone paragraph or comments made throughout the text
- Candidates can use diagrams, charts, tables, photographs to illustrate their answers
- Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence.

Key content	Tick
Detailed overview of the national provision of the chosen activity	
Roles and responsibilities of national governing body	
Key pathways for chosen role identified	
Key provision for chosen role identified	
Description of progress from first elite to area/county level through to national level / selection	
Description of the role of any sporting academies UK World Class Programme/Professional Club case study?	
Relevant talent identification programmes	
Role of national governing bodies and professional sports associations in supporting pathway/ ACE model/players associations	
Description of development schemes /opportunities available to participants in chosen activity	
Sources of funding/income to NGB and/or participants	
Description of additional agencies and their role in supporting NGB and/or participants	
Opportunities for disabled participants, including reference to adapted games and national teams etc	
Critique of any gender issues	
Analysis, which might include: Possible areas for further development based on evidence gathered Funding issues Limitations of facilities/support from other agencies Lack of opportunities for identified groups	
Contextualised case studies	
Appendix of factual data to support the objectivity of the study	
Bibliography /references included	

Unit 2: The Critical Sports Performer (6PE02)

GCE Physical Education

Performance Analysis Checklist and Guidance (2.4)

Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence.

Key content	Tick if present
Task 1	
Appropriate four Core Skills	
Preparation	
Execution	
Recovery	
Movement Analysis – action/muscles/movement	
Tactical Application	
Task 2	
Field / Court – affects/influences	
Formations	
Individual Role/responsibilities	
Scenarios	
Set / Formal plays	
Open play tactics	
Elite references	
External factors – climate etc	
Task 3	
Notation 1 and review	
Notation 2 and review	
Notation 3 and review	
Overall review / detail	
Future resulting 'Action Plan' – data/facts	
Task 4	
Training of physiological components /elements	
Training of technical components	
Training of psychological components	
Benchmark training results – standards/facts and figures/tests	
Normative standards / comparisons age group /team/ level	
References to elite models	
Types of training you do and the benefits	
Three typical training review	

Task 5	
Strengths – validated	
Weaknesses – validated	
Physiological, Psychological, Technical, Tactical	
Profile – subjective /objective	
Action – Development Plan	

Guidance

Students are required to submit evidence of their ability to undertake a performance analysis in one of their chosen roles. In addition to points made in the specification and the Internal Assessment Guide the following points provide some **suggestions** as to how this work might be approached.

2.4.1 - Technical analysis of four core skills in your activity

- An annotated picture for preparation – execution – recovery showing key technical information (in the long jump that might be the approach run; take-off; flight; landing position)
- Identify the anatomy / physiology of each muscle group used; the range of movement (for example flexion / extension) and the nature of muscle contractions (isotonic etc)
- An explanation about the tactical use of the technique
- A comparison of personal technique to the perfect model (or that of an elite performer); again using photographs / pictures to illustrate key points

2.4.2. Tactical analysis, including game plans, skill analysis in three different competitive contexts

- Identify three different tactics that might be employed in a competitive situation. This might be set plays from dead ball situations or the advantages and disadvantages of three systems of play
- Use clearly labelled diagrams to consider the strengths and weaknesses of different tactics; and when and where each tactic might be utilised in a competitive situation
- Reflect on personal / peer team tactics and compare them to what the candidate observes at elite level
- Refer to tactics, skills, fitness implications and laws of the game as appropriate

2.4.3. Three notational exercises on a team or individual

- Choose a skill candidates have analysed in the first task and considering how effectively it is utilised in three competitive situations. For example as a fly half in rugby, how many times the player: passes, kicks, makes a break and the success/failure rate in doing so. In netball you might analyse your success rate when shooting from close, mid and long range
- Produce a simple notation sheet to record key details of date; time; location; event etc as well as the quantifiable (times attempted / achieved etc) and qualitative information
- For each notation describe and analyse the outcomes
- Produce two notations of personal or team performance and compare it to that of an elite performer / team
- Summarise what has been learnt by undertaking the analysis and (briefly) outlining a strategy to improve
- Link the strategy to improve to the A2 Development Plan

2.4.4. Training analysis on specific demands and competitive requirements for individuals and teams

- Outline of the fitness demands of the chosen sport / position
- Describe and relate the key principles of fitness
- Describe the primary methods of training currently used together with the reasons for training using these methods
- Describe and analyse the eight week training log and explain why the training changes during the year
- Detail any fitness test scores undertaken – what do they reveal about fitness levels?

- Compare training with that of an elite performer
- Offer an analysis of existing training regime

2.4.5. Analysis of own and others' strengths and weaknesses

- Taking each component of performance (physiological, technical, tactical and psychological) in turn and identifying personal strengths and weaknesses
- A coach / manager to do the same exercise
- Use a simple wagon wheel to assess strengths and weaknesses – with your coach / manager undertaking the same exercise
- Analyse outcomes
- Summarise the key points of agreement and outline a plan for improvement and link it to the Development Plan
- Refer to points emerging from the other sections of the analysis work
- Compare strengths and weaknesses to that of an elite performer

Unit 4: The Developing Sports Performer (6PE04)

GCE Physical Education

Development Plan (4.1) Checklist

Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence.

Physiological Aim

Content	Detailed	Applied	Relevant	Questionable
PLANNING AND RESEARCH				
Personal Profile				
S and W from Task 2.4				
Introduction/Aim				
Requirements for position /activity – elite performer				
Research evidence				
Cutting edge technology				
Tests				
Components of Fitness				
Goal Setting				
PARQ				
Training Methods				
Safety Considerations				
Principles of Training				
Periodisation				
Warm Up				
Cool Down				
Energy Systems				
Recovery / EPOC/DOMS				
Sports Science Adaptations				
Diet/Hydration				
Timetable				
Overload - applied				
PERFORMING AND RECORDING				
Recording Sheets				
Full details on sheets				
Evaluation of each session				
Borg Scale				
Validation of attendance				

Test Results validated				
EVALUATION				
Success of programme				
Pros and cons				
Impact on Sports Performance – evidenced				
Recommendation(s)				
Referencing				
Bibliography				

Guidance using the checklist

PLANNING AND RESEARCH – *identify the aspects of fitness that have a direct effect on your sporting performance*

BACKGROUND

- Representative level: School, County, National?
- Level and experience of training
- Medical background to include details of injury and illness
- P.A.R.Q. (Physical Activity Readiness Questionnaire)
- Individual fitness profile to include details of previous fitness tests

OBJECTIVES

- Directly related to improving/refining performance in your chosen activity
- Clear and specific aims
- **S**pecific **M**easurable **A**chievable **R**ecorded **T**ime-planned **E**ffective **R**eviewed
- Scientific evidence to show reasoning of objectives
- Discuss with coach, trainer or teacher

MEASURING CRITERIA

- Tests should be appropriate and specific to the objectives
- Validity and reliability, (use of correct performance monitoring equipment)
- Evidence of using correct protocol
- Use of nationally recognised tests

DETAILS OF THE PROGRAMME

- Programme is well designed and related to F.I.T.T., the Principles of Training (Progressive overload, Recovery, Specificity, Reversibility, Over-training), Karvonen
- Micro, meso, and macrocycles within your plan
- Based on correct physiological principles
- Knowledge and application of different types of exercises and muscle groups used
- The diet I require for the sport
- Identify (specifically) how you are going to record each of your sessions
- Bibliography (Harvard system) – your sources and references

PERFORMING AND RECORDING - *verification*

- Verification of performing the programme
- Detailed record/diary, (reps, weights, etc)
- Pre, mid and post test to monitor progress (ICT)
- Personal feelings and reflections
- Details of warm-up and cool-down (specific to your sport and your exercise programme) and working safely

EVALUATION

- Do results support programme objectives? If not, why not?
- Relate findings to theoretical principles
- Awareness of limitations of programme
- Have improvements enhanced the competitive performance. Give evidence of this
- Recommendations for future programmes. Give reasons

CANDIDATES SHOULD HAVE BEEN ABLE TO DISCUSS THEIR DEVELOPMENT PLAN WITH THEIR TEACHER EXAMINER IN ORDER TO SHOW KNOWLEDGE AND UNDERSTANDING

Unit 4: The Developing Sports Performer (6PE04)

GCE Physical Education

Development Plan (4.1) Checklist

Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence.

Technical Aim

Content	Detailed	Applied	Relevant	Questionable
Planning and research				
Personal profile – history/current participation				
S and W from task 2.4				
PARQ				
Aim - Identified technical Area/appropriate to need/ past performance-context of aim				
Goal setting				
Warm up/cool down				
Technical training programme – using periodisation				
Research and analysis of appropriate technique				
Research - bio-mechanical understanding				
Physiological/psychology/tactical underpinning of technique				
Appropriate scope/range/type of practices and extension-development				
Research - appropriate forms of practice eg. Massed/Distributed – whole-part-whole				
Application of / use of technology (eg. video analysis)				
Additional training methodologies – strength/flexibility/speed				
Identification of appropriate testing/measurement				
Performing and Recording				
Detailed recording of sessions				
External Coach input/direction				
Test results				
Diet/hydration				
Verifications				
Review and Evaluation				
Test results – compiled				
Compilation of evaluations				
Final evaluations				
Recommendations				

Impact on sports performance validated				
Referencing				
Bibliography				

Guidance using the checklist

PLANNING AND RESEARCH – *identify the aspects of fitness that have a direct effect on your sporting performance*

BACKGROUND

- Representative level: School, County, National?
- Level and experience of training
- Medical background to include details of injury and illness
- P.A.R.Q. (Physical Activity Readiness Questionnaire)
- Individual personal profile to include details of previous technical development / performances

OBJECTIVES

- Directly related to improving/refining performance in your chosen activity
- Clear and specific aims
- **Specific Measurable Achievable Recorded Time-planned Effective Reviewed**
- Scientific evidence to show reasoning of objectives
- Discuss with coach, trainer or teacher

MEASURING CRITERIA

- Tests should be appropriate and specific to the objectives
- Validity and reliability, (use of correct performance monitoring equipment)
- Evidence of using correct protocol
- Use of nationally recognised tests

DETAILS OF THE PROGRAMME

- Programme is well designed and related to F.I.T.T., the Principles of Training (Progressive overload, Recovery, Specificity, Reversibility, Over-training), Karvonen
- Micro, meso, and macrocycles within your plan
- Based on correct physiological / mechanical / technical principles
- Knowledge and application of different types of exercises / training routines
- The diet I require for the training plan
- Identify (specifically) how you are going to record each of your sessions
- Bibliography (Harvard system) – your sources and references

PERFORMING AND RECORDING - verification

- Verification of performing the programme
- Detailed record/diary (structure in sessions/technical context)
- Pre, mid and post test to monitor progress (ICT)
- Personal feelings and reflections
- Details of warm-up and cool-down (specific to your sport and your exercise programme) and working safely

EVALUATION

- Do results support programme objectives? If not, why not?
- Relate findings to theoretical principles
- Awareness of limitations of programme
- Have improvements enhanced the competitive performance. Give evidence of this
- Recommendations for future programmes. Give reasons

CANDIDATES SHOULD HAVE BEEN ABLE TO DISCUSS THEIR DEVELOPMENT PLAN WITH THEIR TEACHER EXAMINER IN ORDER TO SHOW KNOWLEDGE AND UNDERSTANDING

Unit 4: The Developing Sports Performer (6PE04)

GCE Physical Education

Development Plan (4.1) Checklist

Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence.

Leader Aim

Content	Detailed	Applied	Relevant	Questionable
PLANNING AND RESEARCH				
Personal Profile				
S and W from Task 2.4				
Introduction/Aim				
Requirements for leadership – role model				
Research on leadership				
Coaching styles				
Components of leadership(e.g. organization, communication)				
Goal setting				
Methods of measuring success (e.g. qu'aire to group)				
Timetable				
PERFORMING AND RECORDING				
Coaching sessions (Full details for each)				
Recording sheets				
Evaluation of each session				
Observations by TE/Coach				
EVALUATION				
Success of programme				
Pros and cons				
Impact on performance of participant(s)				
Recommendations				
Referencing				
Bibliography				

PLANNING AND RESEARCH – *identify the aspects of fitness that have a direct effect on your sporting performance*

BACKGROUND

- Representative level: School, County, National?
- Level and experience of leadership.
- Medical background to include details of limitations to leading.
- P.A.R.Q. (Physical Activity Readiness Questionnaire).
- Individual profile to include details of previous leading, context of leadership, group, age, sport, sessions.

OBJECTIVES

- Directly related to improving/refining leadership in your chosen activity.
- Clear and specific aims.
- **Specific Measurable Achievable Recorded Time-planned Effective Reviewed**.
- leadership evidence to show reasoning of objectives.
- Discuss with coach, trainer or teacher.

MEASURING CRITERIA

- Assessment should be appropriate and specific to the objectives.
- Validity of assessor.
- Evidence of using leadership assessment benchmarks.
- Use of recognised principles of leadership.

DETAILS OF THE PROGRAMME

- Programme maybe designed and related to Micro, meso, and macrocycles within your plan.
- Based on correct leadership principles.
- Knowledge and application of leadership styles, methodologies, organisational factors.
- The level of sport/activity knowledge, communication, group empathy.
- Identify (specifically) how you are going to record each of your sessions.
- Bibliography (Harvard system) – your sources and references.
- Evidence of knowledge of the leadership topics, leadership training and/or related topics.

PERFORMING AND RECORDING - *verification*

- Verification of performing the programme – assessor status.
- Detailed record/diary.
- Pre, mid and post assessment to monitor progress (ICT).
- Personal feelings and reflections.
- Details of warm-up and cool-down and leadership topics (specific to your sport and your leadership programme) and working within establish health and safety guidelines and child protection guidelines.

EVALUATION

- Do results support programme objectives? If not, why not?
- Relate findings to theoretical principles of leadership.
- Awareness of limitations of programme.
- Have improvements enhanced the leadership performance. Give evidence of this.
- Recommendations for future programmes. Give reasons.

CANDIDATES SHOULD HAVE BEEN ABLE TO DISCUSS THEIR DEVELOPMENT PLAN WITH THEIR TEACHER EXAMINER IN ORDER TO SHOW KNOWLEDGE AND UNDERSTANDING

Unit 4: The Developing Sports Performer (6PE04)

GCE Physical Education

Development Plan (4.1) Checklist

Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence.

Officiating Aim

Content	Detailed	Applied	Relevant	Questionable
PLANNING AND RESEARCH				
Personal Profile				
S and W from Task 2.4				
Introduction/Aim				
Requirements for official – role model				
Research on official / Officiating / Training				
Components of official(e.g. decision making use of signals)				
Goal setting				
Methods of measuring success (e.g. qu'aire to team/ass. officials)				
Timetable				
PERFORMING AND RECORDING				
Matches /competitions (Full details for each)				
Recording sheets				
Evaluation of each performance				
Observations by TE/Coach				
EVALUATION				
Success of programme				
Pros and cons				
Impact on performance of participant(s)				
Recommendations				
Referencing				
Bibliography				

Guidance using the checklist

PLANNING AND RESEARCH – identify the aspects of officiating that have a direct effect on your sporting performance

BACKGROUND

- Representative level: School, County, National?
- Level and experience of training.
- Medical background to include details of injury and illness.

- P.A.R.Q. (Physical Activity Readiness Questionnaire).
- Individual officiating profile to include details of previous officiating experiences.

OBJECTIVES

- Directly related to improving/refining officiating in your chosen activity.
- Clear and specific aims.
- **Specific Measurable Achievable Recorded Time-planned Effective Reviewed.**
- Documented evidence to show reasoning of objectives to developing officiating.
- Discuss with coach, trainer or teacher.

MEASURING CRITERIA

- Assessments should be appropriate and specific to the objectives.
- Validity of assessor.
- Evidence of using assessment benchmarks of officiating.
- Use of NGB/YST standards / qualifications.

DETAILS OF THE PROGRAMME

- Programme is well designed and related to NGB or other pathways.
- Plan and detail of how to qualify/develop as an official.
- Based on correct principles / methods of officiating.
- Knowledge and application of different styles of officiating as appropriate.
- Acknowledgement of the physical demands in preparation and performance in officiating.
- Identify (specifically) how you are going to record / assess each of your sessions/matches.
- Bibliography (Harvard system) – your sources and references.

PERFORMING AND RECORDING - verification

- Verification of performing the programme.
- Detailed record/diary.
- Pre, mid and post assessments to monitor progress (ICT).
- Personal feelings and reflections.
- Details of any warm-up and cool-down, personal and/or group preparation before and after officiating.

EVALUATION

- Do assessments support programme objectives? If not, why not?
- Relate findings to theoretical principles of officiating.
- Knowledge and application of the sport/activity laws/rules.
- Evaluation of Positioning and fitness, use of signals, whistle, working with other officials.
- Communication – others.
- Control of activity/sport.
- Awareness of limitations of programme.
- Have improvements enhanced the officiating performance. Give evidence of this.
- Recommendations for future programmes. Give reasons.

CANDIDATES SHOULD HAVE BEEN ABLE TO DISCUSS THEIR DEVELOPMENT PLAN WITH THEIR TEACHER EXAMINER IN ORDER TO SHOW KNOWLEDGE AND UNDERSTANDING

Unit 4: The Developing Sports Performer (6PE04)

GCE Physical Education

International Study Checklist (4.2)

- Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence.

Key content	Tick if present
Country – history of sport	
Culture / topography	
Specific activity sporting ethos	
Schools	
Local Clubs	
Funding /Schemes	
Route for elite / teams / squads	
National selections / training provisions	
Academies – training / professional sports	
Sports issues	
Schemes / Funding / Additional agencies	
Critique	

Unit 2: The Developing Sports Performer (6PE04)

GCE Physical Education

Life Plan (4.4)

- Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence.

Key content	Tick if present
16-18 Timeline – detailed, present state / aspirations	
18-22 Immediate options / context	
22-35 Competitive phase / consolidation / career / family	
35-45 Role / sport change / career / family	
55+ Later life options	

Advanced Subsidiary GCE Physical Education (6PE02 1V/1E)
Coursework Record & Authentication Form (CRAF)
Unit 2 – The Critical Sports Performer

	Examination year:
Centre name:	Centre number:
Candidate name:	Candidate number:

Please note this sheet will be retained by Edexcel after moderation has taken place and will not be returned.
 Therefore the centre is advised to keep copies of submitted marks.

		Edexcel use only		
Task 2.1 – Personal Performance		Centre mark	Moderator mark	Team Leader mark
Role	Activity	/15	/15	/15
Role	Activity	/15	/15	/15
Moderator use only				
Task 2.2 – Local Study (1000 words maximum)		Centre mark	Moderator mark	Team Leader mark
Please give total word count for task:		/15	/15	/15
Moderator use only				
Task 2.3 – National Study (1000 words maximum)		Centre mark	Moderator mark	Team Leader mark
Please give total word count for task:		/15	/15	/15
Moderator use only				
Total for unit 2		/60	/60	/60

Authentication Statement

Candidate: I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I also declare that I have recorded all literature and resources that have been used. I declare that I have accurately entered the correct word count in the above word count box.

Name _____ Signature _____ Date _____

Teacher : I declare that the candidate's activities have been regularly monitored and that to the best of my knowledge, no assistance has been given apart from any that is acceptable within the scheme of assessment, and that this has been identified and recorded. I also declare that to the best of my knowledge this is the candidate's own work.

Name _____ Signature _____ Date _____

Assessment Guidance

Please refer to the specification and internal assessment guide regarding the application of the marking criteria for tasks 2.1, 2.2, and 2.3.

Task 2.1: Personal Performance

It is essential that compulsory evidence is provided when the tasks are submitted by the candidate for assessment.

Compulsory evidence is detailed in the specification, internal assessment guide and Instruction for Conduct of Examinations and Coursework. For reference compulsory evidence is:

- A log or diary covering a minimum of 8 weeks for each performance.
- Evidence of full participation in a minimum of three formal organised performances at an appropriate level to the candidate e.g. video evidence, newspaper cutting which supports evidence of quality.

For off-site activities it is good practice to include a witness statement. Centres are able to use their own version or the template provided by Edexcel on the GCE PE subject page:

<http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx> under the heading 'assessment materials'.

Task 2.2: Local Study and Task 2.3 National Study

The word count for each task is 1000 words.

Once 1000 words has been exceeded the teacher assessor should stop marking at the end of next sentence. Evidence beyond 1000 words cannot be credited with marks.

Case studies can be included (in a text box/table) but the candidate's own writing/words will count towards the word count.

Critical Analysis can be a stand-alone paragraph or comments made throughout the text. Candidates can use diagrams, charts, tables, photographs to illustrate their answers.

Teacher Assessors should make reference to the Local and National checklist to ensure candidates have included the required information. Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence. The checklists can be found on the GCE PE subject page:

<http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx> under the heading 'assessment materials'.

Title, sub-titles, appendices, bibliographies, work used to illustrate points or as examples (graphs, tables, case studies etc) sourced from, for example, a website or book (and not produced by the candidate) **are not** included within the word count. However, it is good practice that this additional material is contextualised and referred to by the candidate. However, if it is clear these exceptions are being exploited to circumvent the word count, the teacher and/or moderator will include these as part of the word count and stop assessing at the relevant point once 1000 words has been reached.

Footnotes, are considered to be the same as appendices i.e. they are provided to demonstrate depth of research and knowledge. They should not form part of the answer/task directly and/or be used to circumvent the word limit. It is anticipated that they will be used sparingly. If it is clear footnotes are being exploited to circumvent the word count, the teacher and/or moderator will include these as part of the word count and stop assessing at the relevant point once 1000 words has been reached.

Anything written in the candidate's own words, e.g. in or out of a text box, in brackets etc, **are** included within the word count. The teacher and/or moderator will stop assessing at the relevant point once 1000 words has been reached.

Advanced GCE Physical Education (6PE04 1B)
Coursework Record & Authentication Form (CRAF)
Unit 4 – The Developing Sports Performer

	Examination year:
Centre name:	Centre number:
Candidate name:	Candidate number:

Please note this sheet will be retained by Edexcel after moderation has taken place and will not be returned.
Therefore the centre is advised to keep copies of submitted marks.

		Edexcel use only		
Task 4.2 – International Study (1000 words maximum)		Centre mark	Moderator mark	Team Leader mark
Please give total word count for task:		/15	/15	/15
Moderator use only				
Task 4.4 Life Plan		Centre mark	Moderator mark	Team Leader mark
Role:	Activity:	/10	/10	/10
Moderator use only				
Total for unit 4		/25	/25	/25

Authentication Statement		
<p>Candidate: I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I also declare that I have recorded all literature and resources that have been used.</p> <p>Name _____ Signature _____ Date _____</p>		
<p>Teacher : I declare that the candidate's activities have been regularly monitored and that to the best of my knowledge, no assistance has been given apart from any that is acceptable within the scheme of assessment, and that this has been identified and recorded. I also declare that to the best of my knowledge this is the candidate's own work.</p> <p>Name _____ Signature _____ Date _____</p>		

By signing the above declaration you agree to your work being used to support Professional Development, Online Support and Training of Centre-Assessors and Edexcel Examiner/Moderators.

You have also agreed to the use of your personal information, including your image if you are featured in a recorded and /or photographed GCE/GCSE performance, by the Awarding Body Edexcel and other Pearson group companies for the purposes of development or training, examiner/moderator support, centre assessment of learner material, publication of educational resources and marketing materials. Your personal details will be kept in accordance with the Data Protection Act 1998.

If you have any concerns regarding this please contact physicaleducation@pearson.com

Assessment Guidance

Please refer to the specification and internal assessment guide regarding the application of the marking criteria for tasks 4.2 and 4.4.

Task 4.2: International Study

The word count for this task is 1000 words.

Once 1000 words has been exceeded the teacher assessor should stop marking at the end of next sentence.

Case studies can be included (in a text box/table) but the candidate's own writing/words will count towards the word count.

Please refer to the International Study checklist to ensure the appropriate content has been covered by each candidate. Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence. The checklist can be found on the GCE PE subject page: <http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx> under the heading 'assessment materials'.

Title, sub-titles, appendices, bibliographies, work used to illustrate points or as examples (graphs, tables, case studies etc) sourced from, for example, a website or book (and not produced by the candidate) **are not** included within the word count. However, it is good practice that this additional material is contextualised and referred to by the candidate. However, if it is clear these exceptions are being exploited to circumvent the word count, the teacher and/or moderator will include these as part of the word count and stop assessing at the relevant point once 1000 words has been reached.

Footnotes, are considered to be the same as appendices i.e. they are provided to demonstrate depth of research and knowledge. They should not form part of the answer/task directly and/or be used to circumvent the word limit. It is anticipated that they will be used sparingly. If it is clear footnotes are being exploited to circumvent the word count, the teacher and/or moderator will include these as part of the word count and stop assessing at the relevant point once 1000 words has been reached.

Anything written in the candidate's own words, e.g. in or out of a text box, in brackets etc, **are** included within the word count. The teacher and/or moderator will stop assessing at the relevant point once 1000 words has been reached.

Task 4.4: Life Plan

Please refer to the Life Plan checklist to ensure the appropriate content has been covered by each candidate. Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence. The checklist can be found on the GCE PE subject page: <http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx> under the heading 'assessment materials'.

Whilst there is no word limit for this task, candidates should use the mark allocation for this task as a guide to the length of their submission.

By signing the above declaration you agree to your work being used to support Professional Development, Online Support and Training of Centre-Assessors and Edexcel Examiner/Moderators.

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Advanced GCE Physical Education (6PE04 1V/1E)
Coursework Record & Authentication Form (CRAF)
Unit 4 – The Developing Sports Performer

	Examination year:
Centre name:	Centre number:
Candidate name:	Candidate number:

Please note this sheet will be retained by Edexcel after moderation has taken place and will not be returned.
Therefore the centre is advised to keep copies of submitted marks.

		Edexcel use only	
Task 4.1 – Development Plan	Centre mark	Moderator mark	Team Leader mark
Planning and Research	/20	/20	/20
Performing and Planning	/20	/20	/20
Review and Evaluation	/5	/5	/5
Total for Task 4.1	/45	/45	/45

Moderator use only

Task 4.3 – Progressive Participant		Centre mark	Moderator mark	Team Leader mark
Role:	Activity:	/20	/20	/20

Moderator use only

Total for unit 4	/65	/65	/65
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Authentication Statement

Candidate: I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I also declare that I have recorded all literature and resources that have been used.

Name _____ Signature _____ Date _____

Teacher : I declare that the candidate's activities have been regularly monitored and that to the best of my knowledge, no assistance has been given apart from any that is acceptable within the scheme of assessment, and that this has been identified and recorded. I also declare that to the best of my knowledge this is the candidate's own work.

Name _____ Signature _____ Date _____

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Assessment Guidance

Please refer to the specification and internal assessment guide regarding the application of the marking criteria for tasks 4.1 and 4.3.

Task 4.1: Development Plan

Candidates complete the three stated components, and the total mark allocated out of 45.

This mark can be calculated by marking each component against the specific assessment criteria:

Component 1 – Planning and Research	/20
Component 2 – Performing and Recording	/20
Component 3 – Review and Evaluation	/5

And adding the three marks together to achieve a final mark out of 45.

The holistic criteria /45 is used to confirm that the final mark out of 45 is the correct one.

In relation to component 2 – performing and recording, if the plan does not fulfil the aim(s) of the candidate as outlined in the planning and research section (component 1), the candidate will be unlikely to access the full mark range available.

Teacher Assessors should make reference to the Development Plan checklist to ensure candidates have included the required information. Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence. The checklist can be found on the GCE PE subject page: <http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx> under the heading 'assessment materials'.

Task 4.3: Progressive Participant

It is essential that compulsory evidence is provided when the tasks are submitted by the candidate for assessment.

Compulsory evidence is detailed in the specification, internal assessment guide and Instruction for Conduct of Examinations and Coursework. For reference compulsory evidence is:

- A log or diary covering a minimum of 8 weeks for each performance.
- Evidence of full participation in a minimum of three formal organised performances at an appropriate level to the candidate.

For off-site activities it is good practice to include a witness statement. Centres are able to use their own version or the template provided by Edexcel on the GCE PE subject page: <http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx> under the heading 'assessment materials'.

By signing the above declaration you agree to your work being used to support Professional Development, Online Support and Training of Centre-Assessors and Edexcel Examiner/Moderators.

You have also agreed to the use of your personal information, including your image if you are featured in a recorded and /or photographed GCE/GCSE performance, by the Awarding Body Edexcel and other Pearson group companies for the purposes of development or training, examiner/moderator support, centre assessment of learner material, publication of educational resources and marketing materials. Your personal details will be kept in accordance with the Data Protection Act 1998.

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Advanced GCE Physical Education (6PE04 1B)
Coursework Record & Authentication Form (CRAF)
Unit 4 – The Developing Sports Performer

	Examination year:
Centre name:	Centre number:
Candidate name:	Candidate number:

Please note this sheet will be retained by Edexcel after moderation has taken place and will not be returned.
Therefore the centre is advised to keep copies of submitted marks.

		Edexcel use only		
Task 4.2 – International Study (1000 words maximum)		Centre mark	Moderator mark	Team Leader mark
Please give total word count for task:		/15	/15	/15
Moderator use only				
Task 4.4 Life Plan		Centre mark	Moderator mark	Team Leader mark
Role:	Activity:	/10	/10	/10
Moderator use only				
Total for unit 4		/25	/25	/25

Authentication Statement		
Candidate: I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I also declare that I have recorded all literature and resources that have been used.		
Name _____	Signature _____	Date _____
Teacher : I declare that the candidate's activities have been regularly monitored and that to the best of my knowledge, no assistance has been given apart from any that is acceptable within the scheme of assessment, and that this has been identified and recorded. I also declare that to the best of my knowledge this is the candidate's own work.		
Name _____	Signature _____	Date _____

By signing the above declaration you agree to your work being used to support Professional Development, Online Support and Training of Centre-Assessors and Edexcel Examiner/Moderators.

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Assessment Guidance

Please refer to the specification and internal assessment guide regarding the application of the marking criteria for tasks 4.2 and 4.4.

Task 4.2: International Study

The word count for this task is 1000 words.

Once 1000 words has been exceeded the teacher assessor should stop marking at the end of next sentence.

Case studies can be included (in a text box/table) but the candidate's own writing/words will count towards the word count.

Please refer to the International Study checklist to ensure the appropriate content has been covered by each candidate. Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence. The checklist can be found on the GCE PE subject page: <http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx> under the heading 'assessment materials'.

Title, sub-titles, appendices, bibliographies, work used to illustrate points or as examples (graphs, tables, case studies etc) sourced from, for example, a website or book (and not produced by the candidate) **are not** included within the word count. However, it is good practice that this additional material is contextualised and referred to by the candidate. However, if it is clear these exceptions are being exploited to circumvent the word count, the teacher and/or moderator will include these as part of the word count and stop assessing at the relevant point once 1000 words has been reached.

Footnotes, are considered to be the same as appendices i.e. they are provided to demonstrate depth of research and knowledge. They should not form part of the answer/task directly and/or be used to circumvent the word limit. It is anticipated that they will be used sparingly. If it is clear footnotes are being exploited to circumvent the word count, the teacher and/or moderator will include these as part of the word count and stop assessing at the relevant point once 1000 words has been reached.

Anything written in the candidate's own words, e.g. in or out of a text box, in brackets etc, **are** included within the word count. The teacher and/or moderator will stop assessing at the relevant point once 1000 words has been reached.

Task 4.4: Life Plan

Please refer to the Life Plan checklist to ensure the appropriate content has been covered by each candidate. Please note provision of each item in the list does not equate to full marks. The final mark is determined by reference to the assessment criteria and the quality of the evidence. The checklist can be found on the GCE PE subject page: <http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx> under the heading 'assessment materials'.

Whilst there is no word limit for this task, candidates should use the mark allocation for this task as a guide to the length of their submission.

By signing the above declaration you agree to your work being used to support Professional Development, Online Support and Training of Centre-Assessors and Edexcel Examiner/Moderators.

You have also agreed to the use of your personal information, including your image if you are featured in a recorded and /or photographed GCE/GCSE performance, by the Awarding Body Edexcel and other Pearson group companies for the purposes of development or training, examiner/moderator support, centre assessment of learner material, publication of educational resources and marketing materials. Your personal details will be kept in accordance with the Data Protection Act 1998.

If you have any concerns regarding this please contact physicaleducation@pearson.com

Centre Name: _____

Centre Number: _____

Candidates MUST be entered in candidate number order

PLEASE INDICATE IF ROLE IS LEADER (L), OFFICIAL (O) OR PLAYER/PARTICIPANT (P).

Candidate Number	Name	Gender (M / F)	Moderation	Unit 2: Task 2.1					Unit 2: Task 2.2		Unit 2: Task 2.3		Total (60)
				Personal Performance					Local	Mark (15)	National	Mark (15)	
				ACTIVITY /ROLE 1	Mark (15)	ACTIVITY/ROLE 2	Mark (15)	Sub total (30)					
			Centre					0				0	
			Moderator					0				0	
			Centre					0				0	
			Moderator					0				0	
			Centre					0				0	
			Moderator					0				0	
			Centre					0				0	
			Moderator					0				0	
			Centre					0				0	
			Moderator					0				0	
			Centre					0				0	
			Moderator					0				0	
			Centre					0				0	
			Moderator					0				0	

DECLARATION TO BE SIGNED BY THE TEACHER-EXAMINER RESPONSIBLE FOR COMPLETING THE MARK SHEET

I declare that the activities of the candidates in respect of the marks listed on this mark sheet have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.
The marks given on this document are final assessment marks.

Signed _____

Name of Principal Teacher _____

Date _____

Please send to moderator at least ten day before moderation day

Please retain a copy for centre records

Centre Name _____

Centre Number _____

Candidates MUST be entered in candidate number order

PLEASE INDICATE IF ROLE IS LEADER (L), OFFICIAL (O) OR PLAYER/PARTICIPANT (P)

Candidate Number	Name	Gender	Moderation	Unit 4: Task 4.1				Unit 4: Task 4.3			Total (65)
				Development Plan				Progressive Participant			
				Planning & Research (20)	Performing & Recording (20)	Evaluation (5)	Sub total (45)	Activity	Role	Mark (20)	
			Centre				0				0
			Moderator				0				0
			Centre				0				0
			Moderator				0				0
			Centre				0				0
			Moderator				0				0
			Centre				0				0
			Moderator				0				0
			Centre				0				0
			Moderator				0				0
			Centre				0				0
			Moderator				0				0
			Centre				0				0
			Moderator				0				0

DECLARATION TO BE SIGNED BY THE TEACHER-EXAMINER RESPONSIBLE FOR COMPLETING THE MARK SHEET

I declare that the activities of the candidates in respect of the marks listed on this mark sheet have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

The marks given on this document are final assessment marks.

Signed _____

Name of Principal Teacher _____

Date _____

Advanced Subsidiary GCE Physical Education (6PE02 1V/1E)
Advanced GCE Physical Education (6PE04 1V/1E)
 Off-site activity Witness Statement (OSA1)

	Examination year:
Centre name:	Centre number:
Candidate name:	Candidate number:
Role (select the appropriate role) 2.1 Perf. Lead. Off. 4.3 Perf. Lead. Off.	Activity:

	Assessors Comments
Technical	
Tactical	
Physiological	
Psychological	

Name of assessor:	Qualification and Role within organisation/club
I confirm that I have read the Edexcel assessment criteria for AS / A2 PE	Assessor's signature
Pre-moderation centre mark:	/15 (AS) /20 (A2)

Guidance for completing the off-site Witness Statement

- These notes should be read in conjunction with the Edexcel Specification and Internal Assessment Guide (IAG) document
- In order to provide clarity and consistency for off-site activities, it is good practice that an OSA1 form be completed for all those activities that are not possible to be seen at a live moderation event.
- The form should be completed by a NGB coach or instructor (or equivalent) who is deemed competent by the centre to make such assessments
- The assessor should complete the personal details relating to the centre, candidate and assessor and countersign the form to confirm that the relevant assessment criteria has been read and understood by the person completing the arrangements
- The **technical** section should comment on the ability of the candidate to complete the skills and techniques appropriate to the mark band and indicate the level of performance that the candidate is capable of performing at. This section may refer to NGB levels of assessment and be linked to personal achievement and successes in competition or, for high marks, to more demanding techniques and skills relevant to the activity
- The **tactical** section should comment on the ability of the candidate to successfully recognise options in the application of tactics, the quality and dexterity of decision making to take account of personal and team strengths and weaknesses (and that of the opposition) or, for example, of planning ahead to take account of weather or playing conditions. This section may refer to NGB principles of play and be linked to personal achievement and successes in competition or, for high marks, to more intricate or demanding tactical awareness relevant to the activity
- The **physiological** section will make reference to levels of fitness appropriate to the expectations of role, position and standard of performance. Outcomes of fitness test scores, quality of training programmes to underpin fitness levels in the appropriate components of fitness and a comment on levels of 'fitness for purpose / level' of performance would all be relevant here
- The **psychological** section would address the candidate's awareness of the key psychological factors which may underpin performance and the ways in which the candidate may or may not seek to address such factors in enhancing performance. Reference to motivation, confidence and a range of relevant techniques (such as visualisation) may well be appropriate here
- In assessing **Leaders** reference to the nature of the work undertaken and the level of performers that the leader is working with should be made. Technical skills might refer to application of knowledge and understanding, health and safety, communication, and organisational skills; whilst tactical competencies may include group management and the nature of feedback. For physiological and psychological areas please see the notes above for the performer role. Reference to any formal NGB training and qualifications should be made where relevant
- In assessing **officials** reference to the nature of the work undertaken and the level of performance that the official is working in should be made. Technical skills might refer to application of the rules of the game or activity, health and safety, communication, signalling and use of whistle and timekeeping skills. Tactical competencies may include working with other officials, report writing, use of technology and pre-officiating protocols. For physiological and psychological areas please see the notes above for the performer role. Reference to any formal NGB training and qualifications should be made where relevant
- **NB – please see the exemplar on climbing for further guidance**

Advanced Subsidiary GCE Physical Education (6PE02 1V/1E)
Advanced GCE Physical Education (6PE04 1V/1E)
Off-site activity Witness Statement (OSA1)

	Examination year: 2013
Centre name: <i>Edexcel High School</i>	Centre number: 99999
Candidate name: <i>Jane Brown</i>	Candidate number: 0001
Role (select the appropriate role) 2.1 Perf. <input checked="" type="checkbox"/> Lead. <input type="checkbox"/> Off. <input type="checkbox"/> 4.3 Perf. <input type="checkbox"/> Lead. <input type="checkbox"/> Off. <input type="checkbox"/>	Activity: <i>Climbing</i>

	Assessors Comments
Technical	<p><i>Jane successfully applies all the techniques required, usually demonstrating the 'perfect model' of a very wide range of skills. Jane has developed a full range of techniques enabling her to independently lead climbs. Jane has an excellent skill repertoire enabling her to tackle unfamiliar crags, select a route using a guide book, lead it, build a belay and have a good understanding of the environment and topography.</i></p> <p><i>Jane operates completely independently on indoor walls.</i></p> <p><i>Jane has extensive climbing experience on a number of Lakeland crags and Yorkshire outcrops and her skills and abilities are in excess of what is required for a top band mark.</i></p>
Tactical	<p><i>Jane is an effective tactician and is able to visualise a route or series of moves, applying appropriate techniques in order to advance a climb, for example a heel hook. As a lead climber Jane is able to apply tactical approaches by varying techniques as necessary when placing protection in the rock. Jane takes account of environmental factors such as weather when choosing routes to climb and communicates effectively with climbing partners using recognised terms and calls. She has extensive indoor climbing experience and leads up to French 6C indoors.</i></p>
Physiological	<p><i>Jane's fitness for purpose is very good. She has excellent core strength and upper body strength. In addition to climbing regularly Jane trains at Bankside Gym where she has a bespoke programme designed by her club instructor.</i></p> <p><i>Test scores are invariably in the 'excellent' category and she has a noticeably good power to weight ratio which is ideal for climbing.</i></p>
Psychological	<p><i>Jane understands the importance of self control and maximising performance through visualisation and relaxation techniques. Visualisation is essential to successfully completing hard sequences on demanding climbs and I have observed her with eyes closed undertaking mental rehearsal at the start of a climb or modifying heart rates before undertaking a tough route. Climbing is frequently stressful – Jane seeks to overcome this by being a very competent autonomous climber who recognises her own abilities, whilst understanding the need for further improvement as she attempts even more demanding climbs from a technical point of view.</i></p>

Name of assessor: <i>James Smith</i>	Qualification/Role within organisation/club <i>Mountain Leader</i>
I confirm that I have read the Edexcel assessment criteria for AS / A2 PE	Assessor's signature <i>JSmith</i>
Pre-moderation centre mark:	15 /15 (AS) /20 (A2)

Guidance for completing the off-site Witness Statement

- These notes should be read in conjunction with the Edexcel Specification and Internal Assessment Guide (IAG) document
- In order to provide clarity and consistency for off-site activities, it is good practice that an OSA1 form be completed for all those activities that are not possible to be seen at a live moderation event (if required).
- The form should be completed by a NGB coach or instructor (or equivalent) who is deemed competent by the centre to make such assessments
- The assessor should complete the personal details relating to the centre, candidate and assessor and countersign the form to confirm that the relevant assessment criteria has been read and understood by the person completing the arrangements
- The **technical** section should comment on the ability of the candidate to complete the skills and techniques appropriate to the mark band and indicate the level of performance that the candidate is capable of performing at. This section may refer to NGB levels of assessment and be linked to personal achievement and successes in competition or, for high marks, to more demanding techniques and skills relevant to the activity
- The **tactical** section should comment on the ability of the candidate to successfully recognise options in the application of tactics, the quality and dexterity of decision making to take account of personal and team strengths and weaknesses (and that of the opposition) or, for example, of planning ahead to take account of weather or playing conditions. This section may refer to NGB principles of play and be linked to personal achievement and successes in competition or, for high marks, to more intricate or demanding tactical awareness relevant to the activity
- The **physiological** section will make reference to levels of fitness appropriate to the expectations of role, position and standard of performance. Outcomes of fitness test scores, quality of training programmes to underpin fitness levels in the appropriate components of fitness and a comment on levels of 'fitness for purpose / level' of performance would all be relevant here
- The **psychological** section would address the candidate's awareness of the key psychological factors which may underpin performance and the ways in which the candidate may or may not seek to address such factors in enhancing performance. Reference to motivation, confidence and a range of relevant techniques (such as visualisation) may well be appropriate here
- In assessing **Leaders** reference to the nature of the work undertaken and the level of performers that the leader is working with should be made. Technical skills might refer to application of knowledge and understanding, health and safety, communication, and organisational skills; whilst tactical competencies may include group management and the nature of feedback. For physiological and psychological areas please see the notes above for the performer role. Reference to any formal NGB training and qualifications should be made where relevant
- In assessing **officials** reference to the nature of the work undertaken and the level of performance that the official is working in should be made. Technical skills might refer to application of the rules of the game or activity, health and safety, communication, signalling and use of whistle and timekeeping skills. Tactical competencies may include working with other officials, report writing, use of technology and pre-officiating protocols. For physiological and psychological areas please see the notes above for the performer role. Reference to any formal NGB training and qualifications should be made where relevant
- **NB – please see the exemplar on climbing for further guidance**