

# A Level Physical Education

## Component 4 – Module 1

First teaching in 2016

First assessment 2018



Pearson  
Edexcel





# Agenda

1. Welcome and introduction
2. Requirements of component four
3. Assessment criteria
4. Approaches to ensure accurate teacher assessment
5. Characteristics of top band work
6. Application of the assessment criteria to an example of work
7. Summary



# Introduction

- Specification first taught in 2016
- Component four is one of two NEA components
- Training is designed to support all teachers



# Component 4: Performance Development Programme

Non-examined assessment

15% of the qualification

40 marks

PDP undertaken in role of player/performer or coach

Encourages student to optimise their own performance

# Performance analysis

- Two components investigated: physiological and either technical or tactical
- Performance analysis identifies strengths and weaknesses and areas for development
- Analysis in same role for practical performance is recommended
- Suggestions made for choice of technical and tactical skills in the specification – but not compulsory

# Performance Development Programme

- Options for roles remain player/performer or coach
- Outcomes of analysis work considered and appropriate component of performance identified for development
- SMARTER targets used for analysis
- Principles / methods of training identified and applied
- Appropriate testing to monitor understanding
- Review and evaluation considers the changes on test outcomes and makes further recommendations for development

# Word count

- Maximum word for Performance Development Programme is 3500 words
- Supporting evidence, such as graphs, charts, tables diagrams and the bibliography not included in the word count
- Candidates' own words in text boxes used to describe and analyse techniques and tactics do contribute to the count



# Assessment Criteria

- Generic criteria found in the specification
- Task-specific criteria in the specification
- Five mark bands with two marks at each mark band



# Essentials of accurate teacher assessments

Be familiar with the specification and assessment criteria

Review the material available from the website.

Moderate internally – blind marking is encouraged.

Rank-order the candidates – make sure marks awarded reflect this.

- Benchmark with those available online
- Respond to the E9 moderator report
- Take note of points made in the Principal Moderator's report

# Characteristics of top band work for the physiological component

## **Physiological**

Choices of three components rooted in evidence

Factors around reliability and validity understood and applied

- Limitations of tests considered
- Consideration of elite and peer level performance
- Research to appreciate current trends in elite level performance
- Consideration of future training priorities

# Characteristics of top band work for the tactical component

## **Tactical**

- Must go beyond the (often) impressive descriptions of the tactic
- Analysis must fully demonstrate how the tactic could be applied in a competitive situation and adapted in changing circumstances
- Analysis of real-life examples (candidate and elite levels of performance)

# Characteristics of top band work for the technical component

## **Technical**

- Candidates will offer a balance of description and analysis
- Data is used effectively to support accurate analysis of strengths and weaknesses and justify key areas for development
- Balance of physiological/mechanical and technical factors

# Characteristics of top band PDP work

## **Planning**

- SMARTER targets are accurate and correctly justified
- High level of knowledge correctly applied to the choice of the tests
- Accurately applied high levels of knowledge for choice of training methods, including levels of resistance and the appropriate application of training principles
- Research to underpin and justify the planning of the PDP

# Characteristics of top band PDP work - continued

## **Review and evaluation**

- Detailed evaluation correctly linked to the qualitative and quantitative data collated
- Accurately accounts for any reasons in the variation of outcomes of test scores
- Applies a high level of knowledge and understanding around recommendations for future development
- Impact of PDP on performance with supporting evidence

# Accurately assessing PDPs

- Consider the feedback on the previous series
- Familiarise yourself with the entire piece of work
- Benchmark against examples on the website and previous series
- Match the quality of the work to the descriptors in assessment criteria
- Use a 'best fit' approach to identify appropriate mark band
- Total mark for four sections
- Check initial mark with a colleague
- Finalise mark



# Awarding marks to a PDP

## **Task:**

- You are now going to see a completed PDP
- You will see the assessment criteria and hear an explanation about the marks awarded.





# Commentary

- Commentary



# Going forward to Module 2

- Opportunity to mark a number of PDPs

# Your Subject Advisor

Penny Lewis

[Email or live chat](#)

Sign up for my monthly [email updates](#)

Check out the [PE Sport qualification page](#)



Please join the [GCSE PE](#), [GCE PE](#), [BTEC](#) communities where teachers can talk to us and each other