Pearson



GCE Physical Education

Instructions for the Conduct of Non Examined Assessment (NEA)

Practical Performance (9PE0/03)
& Performance Analysis and Performance Development Programme (9PE0/04)

Summer 2027

This guidance document contains information outlining processes, procedures and requirements related to the moderation of GCE PE NEA components.

This document will be updated yearly and published online in November each year.

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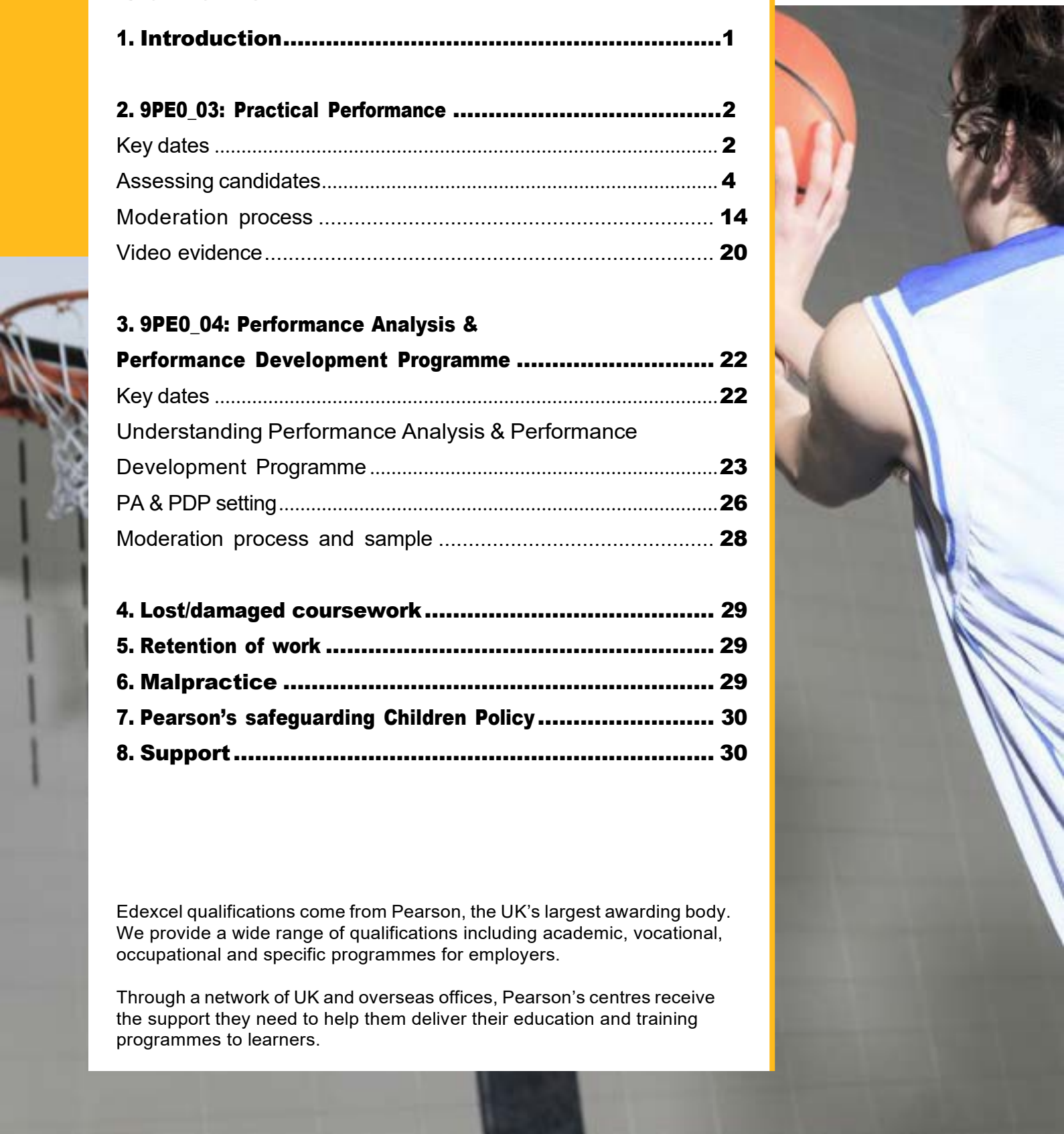
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1. Introduction

What is NEA?

Non-Examined Assessment (NEA) is the name given to the internally assessed components. For Physical Education, it includes the Practical Performance and Personal Exercise Programme (PEP) components.

This booklet will provide guidance for:

Component 3:
Practical Performance

Component 4:
Performance Analysis & Performance Development Programme

The information in this booklet is to help teachers-assessors to ensure that the requirements and regulations of the assessment process have been met and that all assessment evidence is produced in accordance with NEA components.

There are no controlled formal conditions set by Pearson for these components. Teachers-assessors are tasked with ensuring there is enough supervision of the candidates work to guarantee they have enough confidence to sign the authentication sheet confirming the candidates work.

You must record full details of any assistance given to a particular candidate that is beyond that given to the group as a whole, but within specification regulations. This assistance must be taken into account when work is assessed.

For regulations, this document must be used in conjunction with the lastest version of the JCQ's **Instructions for conducting non-examination assessment.**



2. 9PE0_03: Practical Performance

Key Dates:

Date	Event	Other information
21 February 2027	Entry deadline	*Final date for entering candidates for assessment.* *After this date, late entry/amendment fees will be charged.*
Mid February 2027	Moderators contact centres	*Moderators will begin contacting centres and ask to be sent a completed ICQ form to commence the moderation process*
1 March 2027	Start of moderation window for centre visit and remote moderation	*The start of moderation window for GCE Physical Education Component 3. Window for international centres visit can begin at 1 February.*
1 March - 5 May 2027	Submission of centres marks and moderation samples	*Centres must ensure all final total marks are submitted on Edexcel Online for each candidate 15 days prior to moderation day.* *A selection of sampled candidates by the moderator will be confirmed between 7 and 10 days prior to moderation day.*

Date	Event	Other information
5 May 2027	End of moderation window	*Final date for centre visit and/ or video evidence to be submitted digitally for remote moderation.*
June/July 2027	Deadline to submit special consideration requests	*Centres should only apply as soon as the moderation window has finished.*
12 August 2027	GCE Results Day	*The release date of results to candidates (results available to centre staff a day before). Individual centre moderator reports will be available on Edexcel Online. The cumulative Principal Moderator report for this component will also be available on ResultPlus.*
August/ September 2027	Reviews of Moderation/ Marking (RoMM) window	*Dates for requesting review of marking.*
October/ November 2027	Release of certification	*Date by which certificates are released.*

Assessing candidates

Teacher-assessors must ensure that all aspects of the course follow the **specification** - issue 4 and that all formal assessments are carried out in accordance with the marking criteria in the **Practical Performance Assessment Criteria (PPAC).** - Issue 5.

- **9PE0/03:** Candidates must choose, perform and be assessed in one activity in the role of either a performer or coach, from the list found on pages 28-29 of the specification. This is marked out of 40.

Candidates will be expected to apply skills/techniques to their physical activity in conditioned practice and a formal/competitive situation.

When can I assess candidates in the practical activities?

You can assess candidates at any point throughout the course. When presenting evidence for moderation centres must ensure that the candidates are of the same standard as they were when they were assessed.

The moderator will moderate using the assessment criteria and if the candidates are not of the same standard as they were when they were assessed during the course, then centre marks may be adjusted to bring them in line with the national standard.

Please note any adjustment will affect the entire cohort and not just those candidates seen during the moderation process.

General points to consider when awarding marks using the levels-based mark scheme

Finding the right level

The first stage is to decide which level the performance should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the performance. Performances can display characteristics from more than one level, and where this happens the teacher/assessors must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level for the practical

After a level has been decided on, the next stage is to decide on the mark within the level.

Teachers-assessors should be prepared to use the full range of marks available in a level and not restrict marks to the middle of the level, and then move up and down to find the best mark. To do this, they should take into account how far the performance meets the requirements of the level.

• If the candidate displays the skills in the level frequently and consistently, with very few lapses, teacher-assessors should be prepared to award high marks within the level. The top mark in the level is for performances that are as good as can realistically be expected within that level.

• If the candidate displays the skills of the level irregularly, with dips below the standard described, teacher-assessors should consider awarding marks at the lower end of the level. The bottom mark in the level is used for performances that are the weakest that can be expected within that level.

Assessing the Application of Skills in a Competitive/Formal Situation

A candidate must demonstrate/show application of skills, techniques and decision making under pressure during a formal/ competitive situation.

This can be shown as a complete routine or performance in an activity such as Dance and Gymnastics.

In an outdoor activity, such as Rock Climbing, for this element of the assessment, the candidate could demonstrate a full climb on a wall that is appropriately demanding and in accordance with the guidance in the marking criteria, or it could be shown as a timed climb against another competitor.

In swimming or athletics, for example, it is expected that a candidate would demonstrate a competitive swim or run, for example, in their chosen stroke or event.

When a team game is being moderated, it is expected that a full-sided game is shown, as the assessment criteria has been written based on a full-sided game.

Each sport also has its own NGB pathway, and centres are recommended to refer to the most up to date guidance at the time of assessing their candidates.

This should not affect the requirements for centres to meet the assessment criteria as all, or at least most, of the assessment traits can still be achieved.

For example, the application of playing position specific skills; the application of tactics during the game both in attack and defensive positions; contribution of players to team tactics; influence on team performance and performance of self; evidence of communication skills during the competitive situation and application and awareness of rules and regulations of the game. These traits can still be shown during a modified form of the competitive game.

Each National Governing Body (NGB) has the minimum number of players required to field a full game and you must adhere to the rules of the NGB.

Minimum number of players:

Association football	Minimum seven players
Camogie	Minimum of 12 players
Cricket	Minimum of nine players
Dance	Minimum two - we do not recommend a group larger than five. If the group is too big some of the candidates may not be seen making a contribution and hence may not be able to show the requirements to justify the mark awarded.
Hockey	Minimum of seven players
Hurling	Minimum of 13 players
Netball	Minimum five players
Rugby League	Minimum of eight players
Rugby union	Minimum of eight players
Volleyball	Minimum of four players

For example, in football, the moderator will need to see the candidates playing football on a full-sided pitch and show the skills, techniques and tactics for a full-sided game.

The moderator would expect to see 11v11 but there must be a minimum of 7v7 for the moderator to carry out a moderation.

A competitive game of 5-a-side football would NOT be allowed as it is not one of the listed activities in the specification.

Size of the playing area for a competitive game

It is expected that where a centre is able to demonstrate evidence of candidates taking part in a full sided competitive game ie 11 v 11 football match, this would be played on a full-size pitch.

If modifications were made due to assessment taking place during covid restrictions, it is expected that centres followed NGB guidance as appropriate at the time relating to the numbers required to play a competitive game.

It is accepted that equivalent and appropriate adaptations would have been made to the playing area in line with the number of players that were allowed to compete in a game.

For example, two thirds of a full-size pitch could be used for a smaller sided game of rugby, hockey and football.

Placing a mark within a level when assessing the Application of Skills in a Formal/Competitive Situation.

Candidates will be marked on their overall performance against all the activity indicators listed in the criteria using a best fit approach.

Each element of the criteria should be considered with the candidate being awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

This includes the following:

- Demonstrate a range of sport specific skills.
- Able to apply skills in their sport/ activity using appropriate physical characteristics/attributes to achieve a successful performance such as strength, speed, stamina, flexibility, agility etc.
- Demonstrate and apply a range of decision making skills/problem solving skills – able to play a variety of shots in response to their opponent or weather conditions – tennis/badminton effectively and successively playing back of the court to net shots; football -playing a low ball instead of a high ball in windy conditions.
- Able to apply appropriate tactics to improve performance/win the game.
- Knowledge and understanding of the rules and regulations of the sport and appropriate safety considerations.

Teachers-assessors should be prepared to use the full range of marks available in a level and not restrict marks to the middle.

Teachers-assessors should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark.

To do this, they should consider how far the performance meets the requirements of the level:

- If a performance meets the requirements fully and consistently markers should be prepared to award full marks within the level. The top mark in the level is used for performances that are as good as can realistically be expected within that level.
- If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for performances that are the weakest that can be expected within that level.
- The middle marks of the level are used for performances that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Physical Activities

Students must select one physical activity from the specification. The list has been set by the Department for Education and is required to be used by all awarding body organisations.

Who can assess the candidates?

In most cases the PE teacher(s) will assess the their candidates directly following a block of teaching an activity. However, there are some activities that are listed in the specification that could be delivered by an external coach/ instructor. In which case the external coach/instructor may have the expert knowledge to make a judgement about the performance of a candidate in their activity. This is acceptable provided that the teacher is also involved in the assessment of the candidate as they will have the knowledge to apply all the performance indicators included in the activity criteria.

Conflict of interest

At Pearson, we value protecting the integrity of our qualifications and assessments for our learners. Our centres have a shared responsibility to help us do this through reporting and managing possible conflicts of interest that may arise relating to our qualification assessments.

Centres must declare the possible conflict of interest to Pearson and submit the marked work for moderation, whether or not it is selected for moderation. Conflict of interest such as any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units.

In the case where a conflict of interest arises, centre staff must have digital recordings readily available for all activities performed by the candidate. The recording(s) should be made available for moderation purposes.

If you have any questions regarding declarations of interest, please email **conflictofinterest@pearson.com**.

Candidates performing and being assessed in activities outside of school or by an external coach.

Please note that an external coach/ instructor is anyone who is not a member of the PE department and has not been standardised by the PE department. If candidates select an activity that is delivered by an external coach, you should make early contact with the coach/instructor. The coach/ instructor must be given a copy of the skills, knowledge and understanding requirements together with the assessment criteria for the activity.

The coach/ instructor should ensure that the requirements are covered. It is advisable for the teacher-assessor from the school to be present for the formal assessment but where this is not possible, assessment must be recorded and the teacher-assessor should verify the assessment of the activity, if it has been assessed by the coach, as presented in the video evidence and mark as usual using the activity criteria.

If a coach is assessing the candidate(s) we strongly recommend that the coach also writes a storyboard/ commentary so that the teacher-assessor can justify why the marks awarded.

If an activity cannot be shown on moderation day (if part of the sample) then there must be video evidence to show the moderator.

The submission of the final marks for all the practical performances for all candidates is the responsibility of the centre.

If centres are unable to obtain video permission to record candidates' performances outside of school i.e. sport clubs environment, they are reminded that this is a formal assessment following Ofqual regulations; the requirements of which are that those performances which are not capable of live moderation must instead obtain an audiovisual recording of the evidence to ensure they can be moderated effectively. If video evidence cannot be provided or being denied, a mark of zero may be awarded as "no rewardable evidence" from the assessment criteria.

The teacher-assessor/coach/ instructor/leader/ are not permitted to coach/teach the candidates at any time during the assessment, whether it is live or recorded.

Internal Standardisation

Internal standardisation is essential for accurate and consistent assessment. It is of the utmost importance where centres offer off-site activities or where candidates take on responsibility for gathering their own evidence for an activity that is performed outside of school. While this is completely acceptable it is important to make sure that the activity is marked by the teacher in the school and that it is standardised with the other activities that have been assessed in school. Otherwise, this may lead to overmarking in some activities and which can, in turn lead to a moderator recommending an adjustment of the marks.

To summarise, internal standardisation:

- Ensures that the performances of all candidates in all activities have been marked to the same standard
- Should take place across all activities that are being assessed including off-site activities
- Must be carried out where more than one teacher assessor has marked a practical activity in a centre.

Mixed gender

The assessment was created based on a gender neutral/inclusive basis and there is no policy on gender during competitive situations.

It is important to remember that centres must adhere to governing body guidelines/rules on resources/ equipment and health and safety. Centres can use non-assessed candidates to make up the number of players required.

Assessment and reasonable adjustment for candidates with a disability

The specialist activities are available only to those students with a physical disability and are in line with entry criteria set out by that activity's National Governing Body. More information can be found in the specification.

Any 'mainstream' activity listed in the specification can be reasonably adapted as far as necessary for candidates with a disability to ensure they are not be disadvantaged within the assessment e.g. football could be adapted to frame football or volleyball could be adapted to sitting volleyball.

The centre must be aware that students must fulfil the requirements of the practical assessment and cover the required elements of the criteria for common activities without affecting the integrity of the assessment criteria.

Where centres assess students, who have amended techniques due to the nature of their impairment (for example catching, passing and kicking for amputees), it must be shown that the technique underpins the skill and it is the skill that is assessed.

As with all students, the overall assessment must be in a 'like for like' situation. The centre should deliver the activity and assess the candidate using the published assessment criteria in exactly the same way as any other candidate.

Details of any adaptations must be noted in the ICQ (Initial Contact Questionnaire) form.

If there is a particular skill that the candidate cannot be assessed in, the centre would need to submit to Pearson alternative skill, in that activity, of the same standard and equally demanding that could be assessed.

Accordingly, candidates with physical disabilities should not be referred for special consideration.

Moderation Process

The moderator will ensure the standard of marking within a centre is in line with the standard set by Pearson. Moderators cannot assume the role of an advisory teacher, INSET trainer or inspector.

They can offer guidance in the administration of the internal assessment, however if a centre needs additional support, they should contact Pearson directly.

Centres must ensure that the centre's final marks have been submitted on Edexcel Online before sending the sample details to the moderator.

It is the centres responsibility to ensure that all marks inputted via Edexcel Online are correct and free from error. If an amendment is required, please contact Pearson at **courseworkmarks@pearson.com**.

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

Types of moderation

UK and international centres can request for a live visit from a moderator regardless of the cohort size. However, for the international centres, they will be liable for the moderator's flight, accommodation, subsistence as well as travel expenses. Alternatively, they can be recorded and submitted on the digital platform through the Learner Work Transfer portal via Edexcel Online.

Please note that if you select a live visit moderation, we strongly recommend that you collect some video evidence, as a contingency, in case a live visit cannot take place.

It is important to remember that to be eligible for Review of Marking/ Moderation (RoMM), teacher-assessor(s) should video recording the sampled students on the moderation day and submit to Pearson. Without these video evidence, RoMM cannot be requested.

Sample size

Centres are expected to submit the moderation samples based on the following requirements, depending on how many candidates they are assessing, as below.

No. of candidates	Sample size
1 - 5	All
6 - 10	6
11 - 15	8
15+	10

Activities to be seen

If your centre has a sample size of eight or more candidates, you must submit evidence for 60% of all activities/sports offered.
If you centre has a sample size of less than eight candidates, all activities/ sports offered should be made available for moderation.
Centres should consider how representative the sample is of their cohort, for example by including some evidence of any predominant activities which a lot of candidates are being assessed in. Your moderator will confirm the exact details of the candidates and which activities upon receipt of final centre marks on Edexcel Online.

It is important to remember that the video evidence is used for assessment purposes and that work must be clearly evidenced and accessible for the teacher and moderator to check the centre assessment of the work.

It is important that Pearson moderates every sampled candidate in order to confirm centre marks. It is advisable to make a video recording of all the candidates' performances throughout the course of study, to ensure moderation can take place.

Additional criteria

- Include a candidate with the overall highest mark, overall lowest mark and mid mark in 2 activities.
- Include top and bottom at activity level if possible i.e. in hockey or netball, the candidate with the highest and lowest score
- Include both team and individual if the centre has carried out both
- Include both performer and coacher if the centre has carried out both
- Make available evidence of off-site activities

Allocated Moderator

Moderators will contact centres in mid February to establish the communication. The marks and samples can be organised at any time during the moderation window but they must be submitted 15 days before the moderation day or at least by 5 May for a video remote moderation.

If the marks are not submitted on Edexcel Online by the required timeline then the moderator will not be able to moderate the sample.

For a live visit, the moderator will contact centres to confirm the visit date using a Notification of Visit Form (E14) in advance before the visit.

The moderators will take responsibility for samples.

It is the centres responsibility to ensure that all activities offered must be available for the moderator to see and sample.The final candidates' marks for the practical component will be based on the outcome of the activity level at moderation.

Preparation for moderation – forms to complete

- **Initial Contact Questionnaire (ICQ)**
  The centres must complete the form as a part of the preparation for the moderation day and it must be sent to their allocated moderator during first contact.

- **Edexcel Online**
  The teacher-assessor must submit their final marks for each candidate to Pearson prior to moderation day.

- **Authentication Sheet**
  Each candidate must complete and sign a candidate declaration form. This form, which can be found on the website **here**, and must be seen by the moderator.

Absent candidates

Absent candidates should be indicated with an 'X' on Edexcel Online. Where a candidate is disadvantaged or affected by circumstances that are beyond his or her control, or is suffering from illness or a temporary condition at the time of examinations, you can submit a request for special consideration.

If the sampled candidate is absent from the moderation day, the centre can select a replacement candidate with a similar activity and/or mark.

On moderation day

When visiting a centre, the moderators will identify themselves by showing a copy of the confirmation of moderation visit letter (E14) and a photo ID for validity purposes. The visiting moderator will moderate, independently, the selected sample of candidates. The teachers at the school will not be expected to assess the candidates on the moderation day. However, the teacher will be expected to deliver the session to ensure that the candidates demonstrate all the skills and techniques required to justify the mark that has been awarded.

It is recommended that all teacher-assessors have a copy of the Practical Performance Assessment Criteria so that it can set up practices which will demonstrate to the moderator the skills, knowledge and understanding of each candidate to meet the requirements of the assessment criteria.

When planning the activity, for the conditioned practices, please ensure you do not use static practices that are not game related and unsuitable for the mark awarded. At the conclusion of each activity observed, the moderator will agree/disagree the mark a with the mark awarded by the centre to each candidate who is part of the sample.

These marks will be used to inform any decisions taken to adjust the centre's assessments in the interests of standardisation. For team games where it becomes apparent to the teacher that the students are not being given the opportunity to demonstrate their full range of skills in a game, the teacher may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one, or drill with additional instructions) to allow students to demonstrate their appropriate skills.

This caveat applies to team game activities (such as football, rugby union, rugby league, hockey, lacrosse, basketball, camogie, hurling, handball, netball, volleyball) but may also apply to other activities where necessary. For the role of a coach, please note that the moderator will want to see evidence of coaching a skill/skills, technique(s) and tactic(s) in both in a practice situation and within the competitive/formal environment for that activity. The moderator will not consider coaches undertaking a warmup/cool down, although, obviously the candidates must have warmed up in preparation for the formal assessment session.

On moderation day all sampled candidates involved in the moderation must wear a large, clear identifiable numbers/letters on their bib, displayed on the front and back. It is not necessary for candidates who are not being moderated to wear any form of identification.

During the moderation day, the visiting moderator is not permitted to discuss marking or provide feedback on the performance with the teacher-assessor. To help with this, please ensure that a private room is provided for viewing any video footage or paperwork so that confidentiality remains in place.

Moderation feedback

The final marks awarded and the moderator's report will be made available on results day.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

If the centre have formally assessed the candidate(s) and awarded the mark during the course of study it is not required for candidate(s) to apply for special consideration.

The mark awarded to the candidate can be submitted on EdexcelOnline. You must inform the moderator that the candidate will not be able to form part of the sample.

However, if the candidate(s) have never been formally assessed in an activity during the whole course of study, then they should apply for special consideration.

If the candidate(s) has failed to participate in assessment/examination without valid reason, it is expected that they will be awarded the mark as 'A' (Absent) and special consideration cannot be requested.

During the moderation if the sampled candidate(s) is injured/ill or absent, the centres should be advised to source a replacement who was awarded the same or a similar mark where possible.

Further guidance on how to apply for special consideration can be seen **here**. Centres will need to fill in the JCQ's Form 10.

Video evidence

If an activity cannot be shown on the moderation day then there MUST be video evidence.

The guidance is that if the centre knows that they cannot show an activity live on moderation day they must collect video evidence so that if the moderator asks to see it, they can provide the video evidence. For example if candidates go skiing in February half term holiday – the centre must collect video evidence of every candidate to be able to show it live on moderation day (if asked).

Recording on moderation day

Centres can only apply for a Review of Marking/Moderation (RoMM) if they have video recordings of all performances that the moderator assessed during the visiting moderation or copies of video recordings used for digital moderations.

Centres that opt not to record or retain evidence seen on the day of moderation cannot request a review of marking/ moderation.

It is advised that the centres record the moderation day to ensure that they can challenge the marks if required.

It is the responsibility of the centre to ensure that video recording is made of the performances at the moderation visit. They must ensure that the footage is clear and of sufficient quality to be effectively reviewed.

Guidance on video recording and evidence

All evidence must be a complete and an unedited recording of each performance. It is essential that all recordings provide enough evidence of each candidate for a moderator to justify the mark awarded by the centre.

Unedited refers to the filming of an assessment of an activity being undertaken in one session as opposed to over a number of weeks, so the moderator will have a realistic view of a performance as it actually happens. During the performance, camera may have to be switched off as the moderator does not necessarily want to see the candidates moving in between the skills or moving between the competitive elements that are being assessed.

Other points to consider:

- It is not necessary to record the general warm up.
- The entire performance must be recorded.
- Once the performance has ended the recording can be stopped and started again once the next performance begins.
- It is not necessary to record the teacher explaining the performance practice or putting candidates into teams etc.
- Commentary/caption is not compulsory but may aid the moderator to explain how the centre-assessor has applied the assessment criteria.
- If an external coach is assessing the candidate(s) we do strongly recommend that the coach writes a storyboard/commentary so that the teacher is confident why the mark were awarded and can justify the final outcome.
- Time-line to be provided for team sports where candidates are involved intermittently.

For further information on video evidence, please refer to our FAQs **here** and also at our Inside Track magazine (edition 2, page 10) **here**.

3. 9PE0_04: Performance Analysis & Performance Development Programme

Key Dates:

Date	Event	Other information
21 February 2027	Entry deadline	*Final date for entering candidates for assessment. After this date, late entry/ amendment fees will be charged.*
15 May 2027	Final date for sampled PA/ PDP submission	*The sample for the PA/PDPs must be submitted and uploaded on the digital platform.*
June/July 2027	Deadline to submit special consideration requests	*Centres should only apply as soon as the submission deadline has passed.*
12 August 2027	GCE Results Day	*The release date of results to candidates (results available to centre staff a day before). Individual centre moderator reports will be available on Edexcel Online. The cumulative Principal Moderator report for this component will also be available on ResultPlus.*
August/ September 2027	Reviews of Marking/ Moderation (RoMM) window	*Dates for requesting review of marking.*
October/ November 2027	Release of certification	*Date by which certificates are released.*

Understanding Performance Analysis (PA) & Performance Development Programme (PDP)

The Performance Analysis and Performance Development Programme comprises 15% of the A Level qualification.

The PA is designed to allow candidates to (i) investigate two components (*) of a physical activity in order to analyse and evaluate the effectiveness of their own performance and (ii) based on the analysis, design, undertake and evaluate a plan to optimise their performance in the role of a player/ performer or coach.

** The two components are (i) a physiological component and (ii) either a technical or tactical component.*

Planning the PDP

Based on the performance analysis, **player/performer** will outline an appropriate training programme based on:

- SMARTER targets.
- Principles and methods of training.
- The selection of appropriate tests to monitor progress

Based on the performance analysis, **coaches** will outline an appropriate training programme based on:

- SMARTER targets.
- The application of principles and methods of training.
- The selection of appropriate methods to monitor their own coaching progress.

Planning and recording

Players/performers and coaches are required to:

- Document training sessions undertaken throughout the programme.
- Gather as much evidence as appropriate to support the review and evaluation.

Review and evaluation

Players/performers and coaches are required to produce a critical evaluation of their personal development based on:

- Evidence gathered and supported by qualitative and quantitative data.
- Suggestions for future development.

Carrying out and monitoring the PDP

Candidates will be required to carry out and monitor their chosen method(s) of training over eight to ten weeks, using appropriate principles of training to improve their performance.

The application of chosen principles and methods of training should be supported by evidence such as recent research or approached advocated by national governing or recognised sporting bodies.

Candidates must record all their training sessions either by using the template form from the specification (appendix 3) or centres can produce their own forms that are in the best interest of their candidates.

Candidates should compare pre-PDP fitness data with data collected after completion of their PDP, using the data to justify reasons for changed level of performance (or not).

In order to ensure a full analysis and evaluation, it is recommended that candidates gather as much relevant data as possible to support an effective analysis and evaluation of the impact of the training on their competitive / formal performance.

Candidates should be encouraged to adapt their PDP as it progresses, using the FITT principles, for example increasing its intensity and/or duration.

Any adaptations to the PDP should be noted and explained on the training record form(s) and analysed and evaluated for their impact on performance and effectiveness.

Candidates will be assessed on the quality of their analysis and evaluation, not on the quantity of evidence/data gathered.

Evaluation of the PDP

Candidates will be required to analyse the data gathered during their PDP, and evaluate it to demonstrate the impact of their chosen activity, as well as to make recommendations for further improvements/optimisation to their performance. The analysis might include:

- Plotting data from appropriate test results graphically.
- The use of graphs, charts, tables, diagrams/flow charts to show evidence to support their analysis and evaluation.
- Comparison of pre- and post- PDP fitness test results.
- Consideration of athlete populations other than norm-referenced data, such as elite performers and/or peer groups at school or club.
- Triangulation of the impact on competitive/formal performances through evidence such as witness statements from qualified coaches or qualitative data pre and post PDP.

Candidates should evaluate the overall effectiveness of their PDP in improving their performance. If their performance has not improved, they should give reasons why, for example injury.

Candidates must also recommend strategies to further improve their level of fitness based on the effectiveness of their PDP, with the intention of ensuring ongoing progress in their chosen activity.

The assessment criteria

Like Component 3, the PA & PDP will be assessed using levels-based mark scheme. Each level relates to the quality of work produced by the candidates.

PA & PDP Setting

The PA & PDP must be submitted in one format, a written/word processed document. Written/word processed text must have a total word count of 3500 words. PARQ, diagrams and training record forms will not count towards the word count. It is strongly recommended that students include these in the appendix of the PA & PDP as supporting documents.

Templates

Templates are not permitted as in accordance with the JCQ guidelines for coursework.

It is important to ensure that candidates are not provided, or have access to, templates aiding their completion of the work related to this component.

Centres are permitted to inform candidates of what is required in the PA & PDP, in terms of what to cover. However, other than this no further assistance should be provided. The candidate must design and devise their own structure.

Word count

Candidates must be reminded of the importance of adhering to the word count of 3500 words. The task is designed to be 'concise'.

Accordingly, candidates should:

- Make effective use of appendices which would typically include: fitness test protocols; graphs, charts and tables of data

- Avoid the excessive use of quotes, for example, from research or coach statements. Although not part of the formal word count, excessive quoting will be considered to have circumvented the word count. Quotes from research and coaches can be used to support work, but should be synthesised and applied within the body of the text.

- Include all written content that is descriptive or analytical in their final word count. This includes words, for example, in text boxes when annotating the technical and tactical sections.

- Include a cumulative word count at the bottom of each page

If in doubt centre staff are encouraged to make use of the Ask the Expert service.

Centre support for students undertaking their PDPs

Teacher-assessor(s) can help/advise students in their understanding of instructions and assessment criteria for the PDP. Teacher-assessors should advise candidates on aspects such as those listed below before work begins:

- Time management.
- Word count (a cumulative word count is recommended to be included at the bottom of each page).
- Sources of resources and information, especially regarding contemporary testing and the methods of training and fitness demands of elite sport. Candidates should be encouraged to use technical journals and appropriate text books and online materials, such as national governing body websites, in pursuit of their work.
- Techniques of data collection and presentation such as graphs and tables.
- Referencing – the Harvard referencing is recommended.
- Skills of analysis and evaluation.
- Health and safety considerations.

If teacher-assessors give any assistance which goes beyond general advice, for example:

- provide detailed specific advise on how to improve drafts to meet the assessment criteria.
- give detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves.
- Intervene personally to improve the presentation or content of work.

Then you must record this assistance on the authentication sheet and take it into account when marking the work.

The PDP is designed as a personal investigation and candidates do not, therefore, need to be directly supervised. Work may be completed independently and away from the centre, provided the centreassessor is confident that the work produced is the candidate's own. Candidates may have unlimited access to electronic and printed resources without restriction. Candidates must ensure that their work is accurately referenced to avoid plagiarism.

Authenticating

Candidates are required to authenticate their work by filling in the authentication sheet which can be found on the website **here** and must be sent alongside with the PA & PDP to the moderator.

Moderation Process and Sample

Centres must ensure that centre's final marks have been submitted on Edexcel Online on or before 15 May.

The Edexcel Online list will show which candidates work is required to be uploaded for the moderator. The nominated candidates will have a green tick shown against their details.

Please check the details of your moderator and on Edexcel Online. Remember, the moderator may not be the same moderator as the person moderating the practical.

Where necessary, the moderator may contact you requesting further samples of your students' work so please ensure that you have all of your candidates' work readily available throughout the moderation window.

Moderation feedback

The final marks awarded and the report will be made available on results day. Moderators are not permitted to discuss the marks awarded with the centres.

Centres must also read with the Principal Moderator's Report.

Sample size

Cohort size	Sample size*
1 - 15	All
16 - 100	15
101 - 200	20
>200	25

**You must also include the highest and lowest marked students, if they have not already been selected in your sample.*

4. Lost/damaged coursework

If work is either lost, damaged or irretrievable i.e. video performances become corrupted. A centre should complete a **Lost Coursework form** which is available from the JCQ website and return it to the Special Requirements team at **uk.special.requirements@pearson.com**.

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

5. Retention of work

Pearson's digital platform will mean that we will be able to retain the samples and they will be automatically available for Reviews of Moderation/Marking (RoMM).

We will also automatically retain work for archive purposes from the Awarding process.

It is still important that centres keep copies of all materials submitted for the process of moderation.

6. Malpractice

Any malpractice discovered by a centre or candidate must be reported to Pearson at the earliest opportunity. More details about malpractice and how to report can be found **here**.

7. Pearson's safeguarding Children Policy

This ensures reasonable steps are taken to reduce, or prevent, the opportunities whereby harm, whether real or potential may occur to a child or vulnerable adult. 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 full policy **here** or contact customer services.

8. Support

We hope that we have provided you with all the necessary information to have a successful moderation, but if you have any further queries about the process, you can contact us by using the **contact form.**

For subject specialist advice, we have the
'Ask the Expert' service which allows you to contact our experienced subject advisors and senior examining teams to ask any subject-specific question that you may have.

The service is fast, efficient and will enable you to receive answers directly from our professional experts.

Alternatively, you can email them at
teachingpeandsport@pearson.com.

For more information and additional teaching materials and guidance documents about the coursework, controlled assessments and non-exam assessments (NEA), please visit our **subject page**.