

# Pearson Edexcel

## GCSE PE

Personal Exercise  
Programme

Coursework marking training  
Component 4 - Module 4

First teaching in 2016

First assessment 2018



# Agenda

- A live Q&A session.
- Part A- walk through a new exemplar looking at how the Mark scheme is applied.
- Part B - any questions which were submitted and any other questions the delegates might have.
- Delegates will:
  - Understand the importance of accurately applying the assessment criteria for GCSE using the new assessment grids
  - Understand the significance of internal standardisation across all endorsements in centres
  - Gain confidence in identifying characteristics of the different assessment criteria for the new specification

# Additional Materials



# Additional Materials

Those undertaking the marking of Personal Exercise Programmes (PEPs) should be familiar with following documentation:

- Instructions for the Conduct of Non Examined Assessment (NEA)
- Guide on completing a PEP
- Simplified PEP flowchart
- An expansion PEP flowchart
- The PEP standardisation booklet
- The exemplar PEP

# Applying the Marking Grid to a PEP

## Athletics PEP Example



# Marking Grid

- The marking grid is a support tool to help you make accurate judgements about student work and should be used to mark all PEPs
  - The grid contains five strands
  - Read the PEP as a whole document then mark the PEP taking each strand at a time
  - Each strand has a key word descriptor and five levels of descriptors and marks
  - Each strand has a generic statement, the comments in bold are key indicators
  - Follow the marking grid across the chart (from left to right) until the PEP exhibits characteristics reflected in the descriptors in the levels from 1 to 5
  - Choose those descriptors that apply to the work (not all of them will), identify the mark within that level that best demonstrates the evidence in the work and circle that mark

# Marking Grid

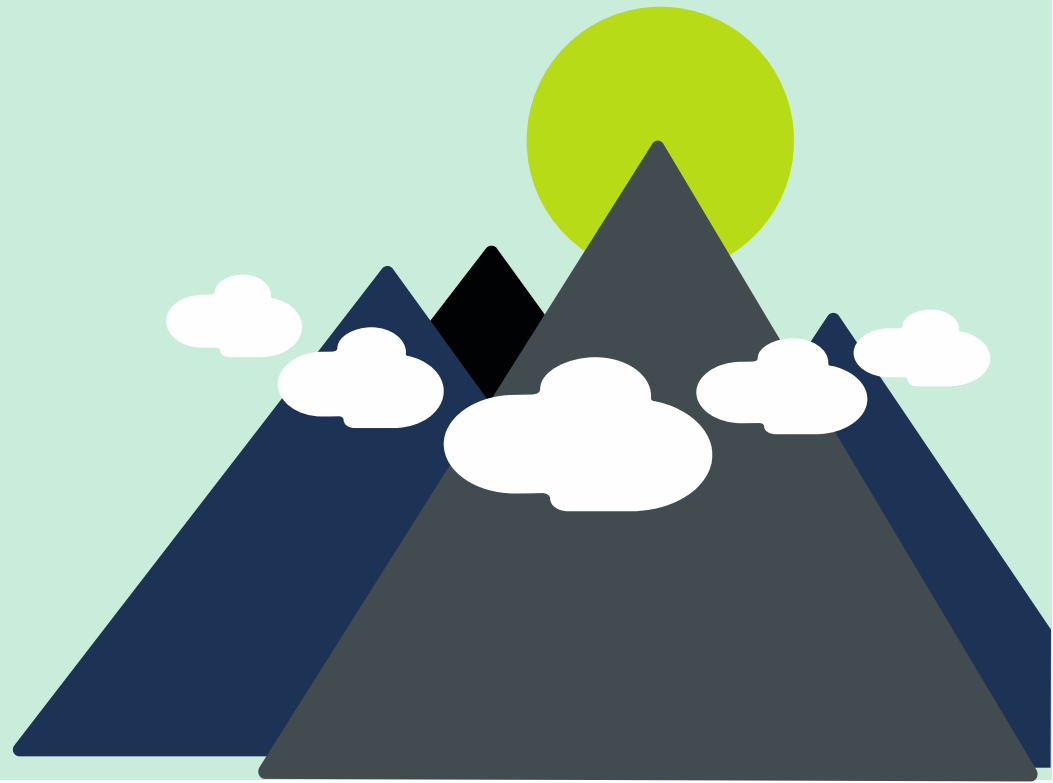
- Continued
  - Identifying the mark in the relevant boxes will give you a clear visual picture (like a graph) of the student's performance for each strand
  - Once completed transfer the marks into the 'Strand/Mark' grid at the bottom. Calculate the total
  - Transfer this total mark into the 'Total mark' on the left-hand column, divide by 5 and, if necessary, round this sum
  - Identify and write down the overall Level

# Exercise

- Read through the PEP
  - Place the work in each of the five strands
  - Read the PEP as a whole document then mark the PEP taking each strand at a time
  - Follow the marking grid across the chart (from left to right) until the PEP exhibits characteristics reflected in the descriptors in the levels from 1 to 5
  - Choose those descriptors that apply to the work (not all of them will), identify the mark within that level that best demonstrates the evidence in the work and circle that mark.
  - Delegates have 15 minutes to moderate the work.



# The Athletics PEP.



# Strand 1

## Interpretation and Analysis of pre-PEP fitness tests and sporting/activity performance

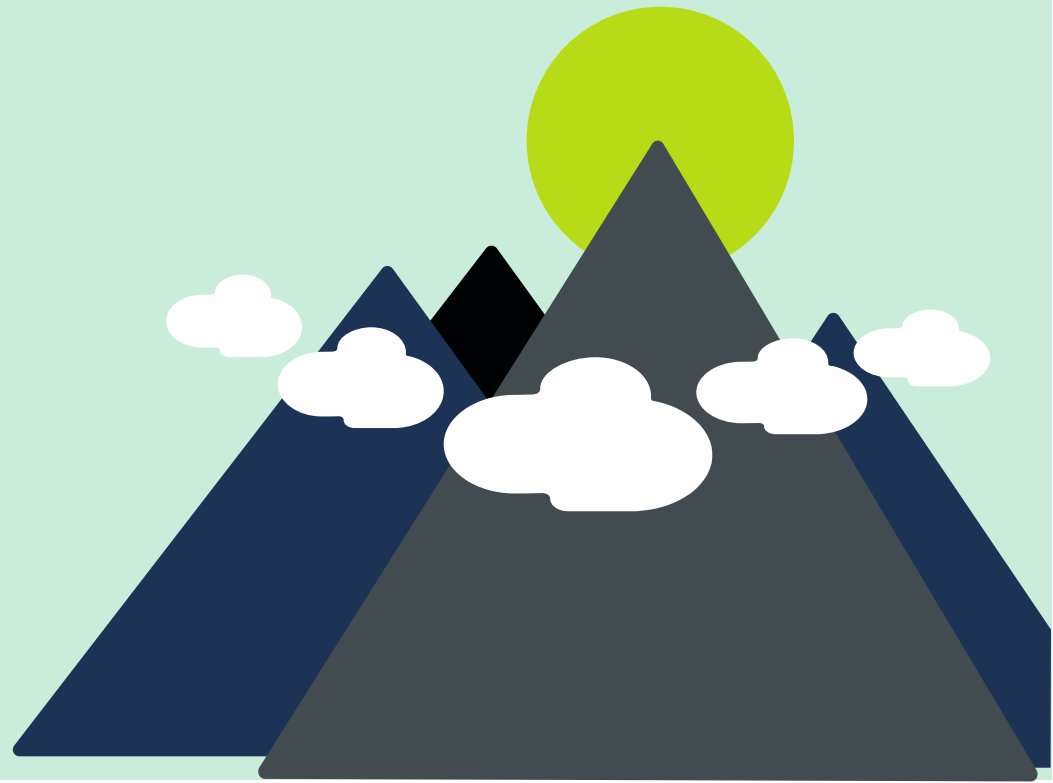


# Strand 1

- Key indicators
  - Collecting and drawing up pre-PEP fitness test and sporting performance data The candidate includes Pre PEP testing data. We know the candidates time for their sporting event, my PB is 2:14.3 The candidate includes a split times chart which further adds to the information regarding level of performance.
  - Analysing and interpreting the strengths and weaknesses of the data. The candidate does this.
  - Test results are discussed.
  - Identification of the aim. The candidate states. “With an improved cardiovascular-fitness, I would hope to have more confidence to do this and improve my PB”.

# Strand 2

## Evaluations and justification for method(s) of training, SMART targets and principles of training

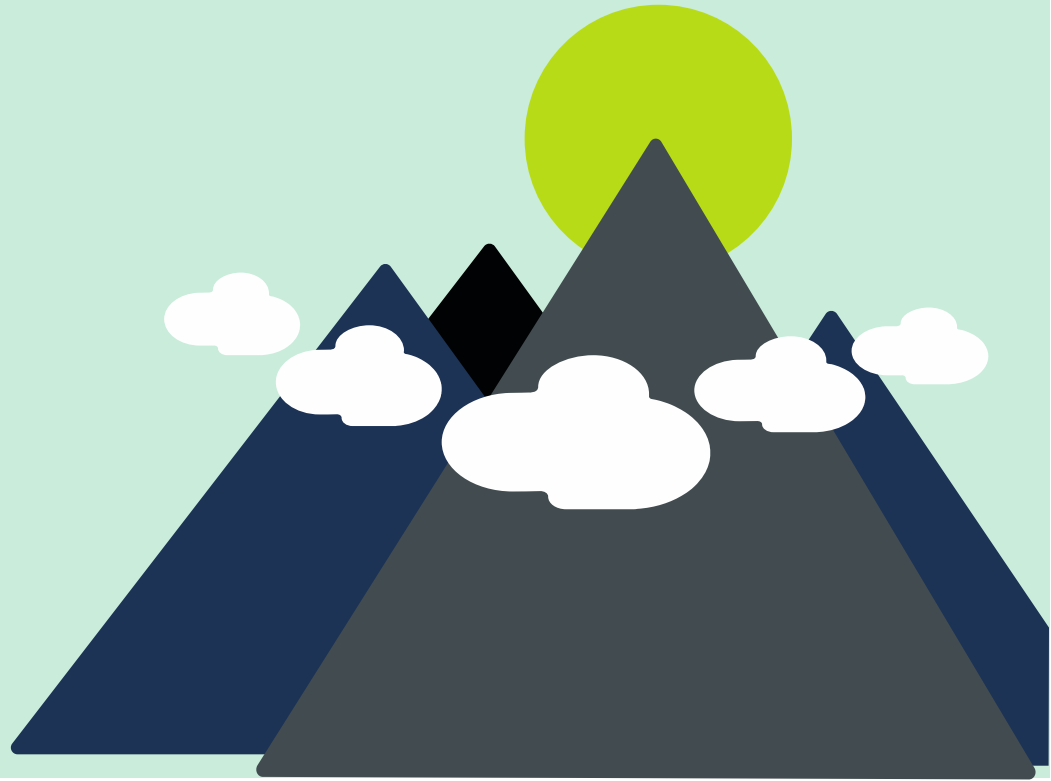


# Strand 2

- Key indicators
  - Identification of training method **I intend to use a mix of interval/continuous/fartlek training (3 or 4 times a week)** to work my cardiovascular-fitness
  - Justification for the choice “this will develop my type 2a muscle fibres in a range of paces and distances. I would expect my Type IIb muscles fibres to improve in their efficiency too due to the fartlek and interval training”.
  - Identify principles of training included in the table
  - Application of principles discussed Included in the table
  - SMART goals devised, linked to fitness and performance data to impact on sporting performance . The targets clearly show the reader that it is linked to 800 metre running.

# Strand 3

## Fitness test results are compared and interpreted

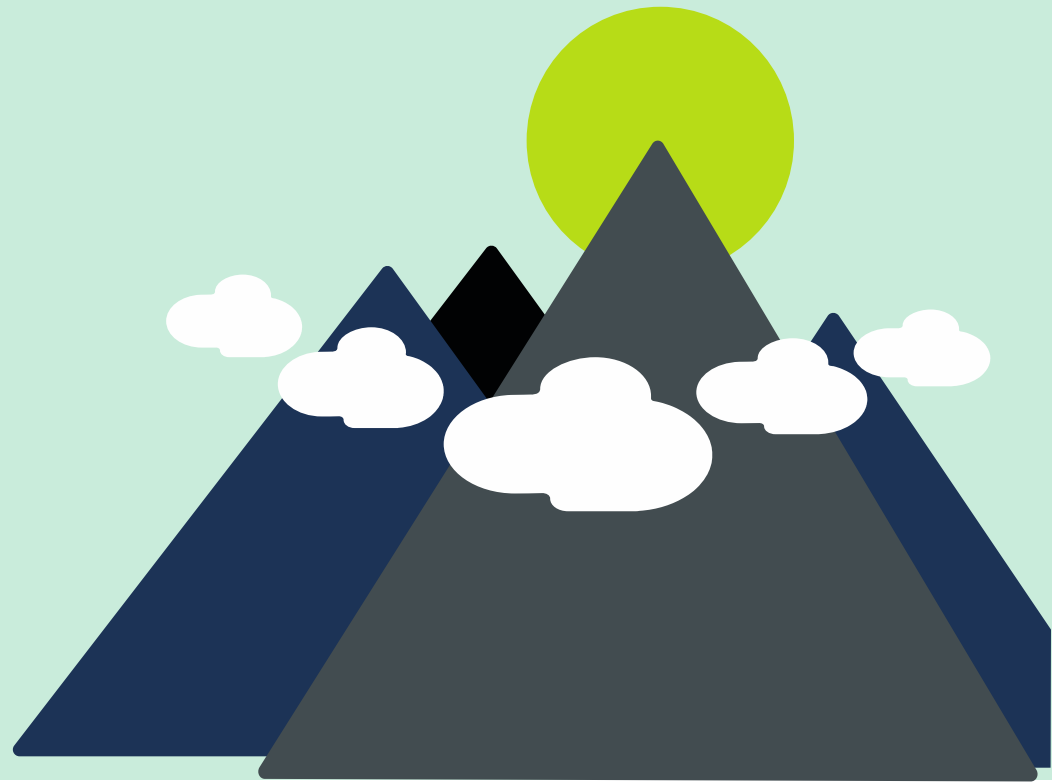


# Strand 3

- Key indicators
  - Collecting and drawing up post-PEP fitness test and sporting performance data.  
This is shown in graph and table form.
  - Analysis and interpretation present
  - Discussion with justified reasons
  - Evidence. training logs - pre and post results.

# Strand 4

## Evaluations of the application of the methods of training, SMART targets and principles of training with justified future recommendations





# Strand 4

- Key indicators
  - Method of training discussed
  - Principles of training discussed
  - SMART targets discussed
  - How were these applied to impact on sporting performance
  - Reference to training plans and/or record sheets
  - Recommendations for future performance.

# **Strand 5**

## **Coherence and structure, use of appropriate terminology**



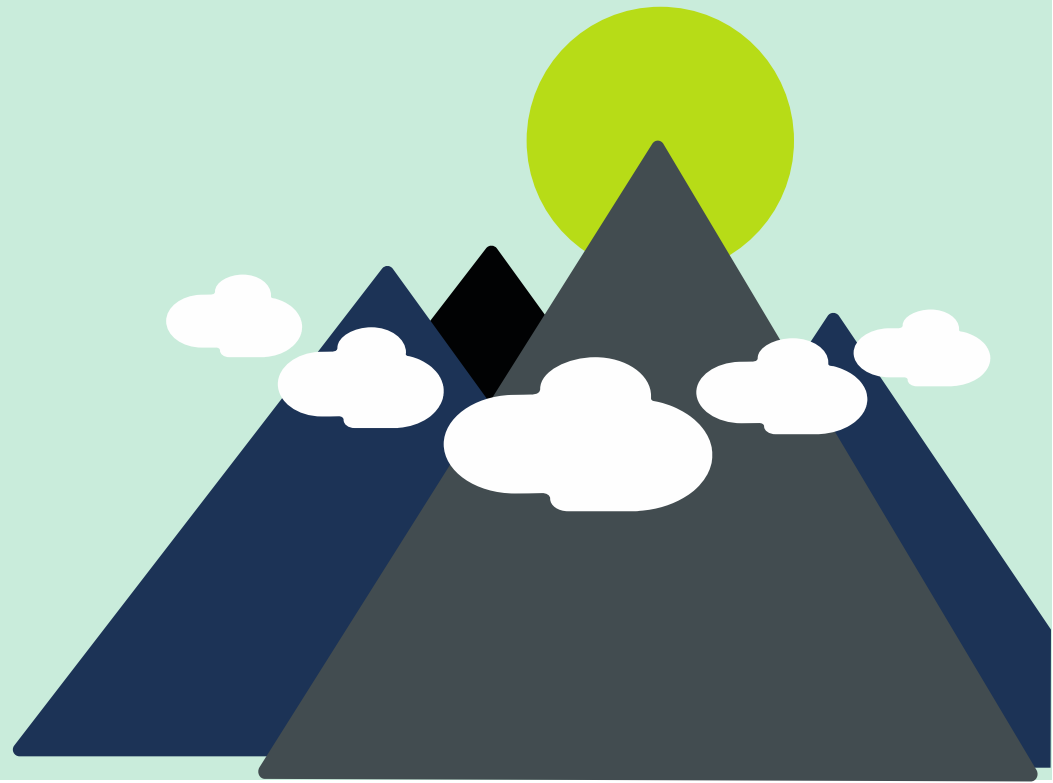
# Strand 5

- Key indicators
  - Appropriate content and detail
  - Succinct and coherent continuous prose
  - Three sections
  - Appendix
  - Just outside of the 1500 word count

# Total Marks

- 1 14marks
- 2 14 marks
- 3 15 marks
- 4 13 marks
- 5 16 marks
- This equals 72
- This divided by 5 gives 14.4
- Rounded down to give 14.
- A level 4 piece of work.

# Question and Answer session



## Questions submitted prior to the event

**During COVID-19 if a candidate is unable to gather data from their sporting activity can they use a skill in isolation?**

We have listened to teachers and understand the difficulty that some candidates are experiencing when trying to collect performance data from a formal/competitive situation under the current climate. Therefore, for assessment in Summer 2021 only, we would accept that the performance data can be collected in a practice/skill session. This is acceptable as long as students can collect performance data at the beginning and end of the PEP to evaluate the effectiveness of their own performance against its original aim(s). For example:

- in netball the candidate may gather performance data from the number of chest passes in 30 secs
- in basketball a candidate may gather performance data from the number of baskets scored in 25 attempts.

The candidates must use then this data, to analyse and evaluate a PEP.

## Questions submitted prior to the event

**If a candidate completes data gathering then completes the PEP but due to restrictions can not collect post data until six weeks after completion can they use that data?**

Yes they can but would discuss the pros and cons of using data after a period of time

**Can candidates offer Yoga?**

Yoga is not on the approved activity list. It can be used within the training programme to supplement a method of training.

**Can candidates offer rehabilitation?**

Yes. Candidates can offer rehabilitation as their PEP.

# Your Subject Advisor

- Penny Lewis
- Twitter: @PearsonPESport
- [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

