

Pearson Edexcel

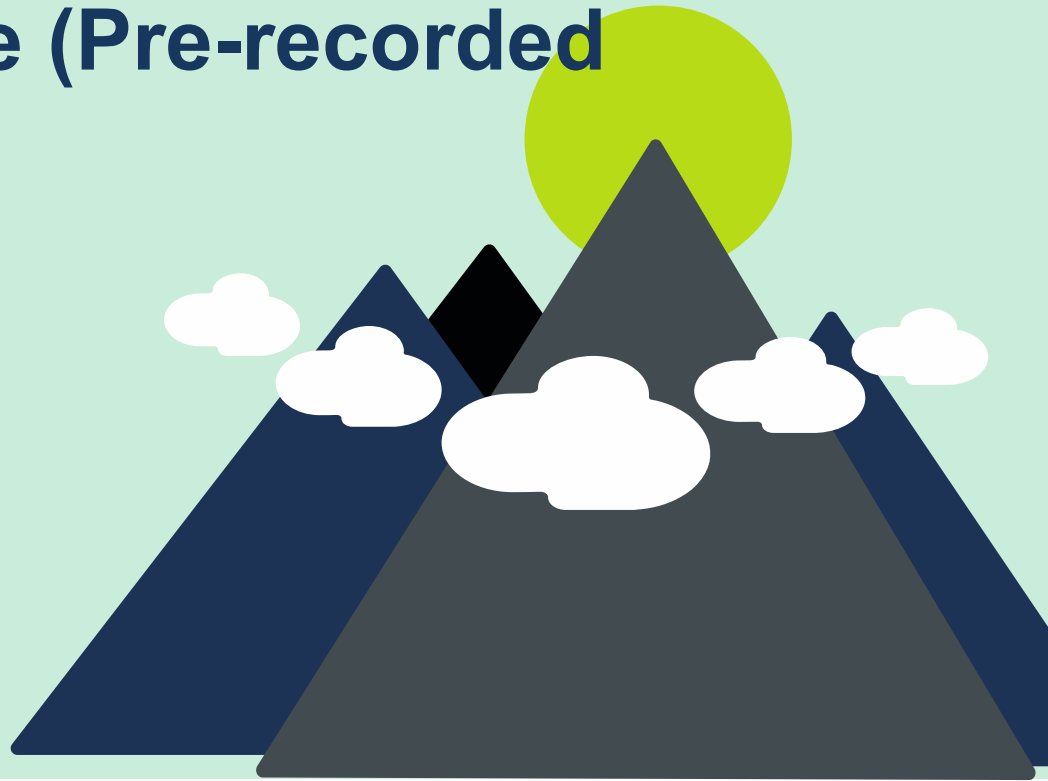
GCSE Physical Education

Coursework marking training Component 4 - Module 1: Understanding the assessment requirements for Component 4: Personal Exercise Programme (Pre-recorded training)1PE0 20P4

From 2023 onwards

First teaching in 2016

First assessment 2018



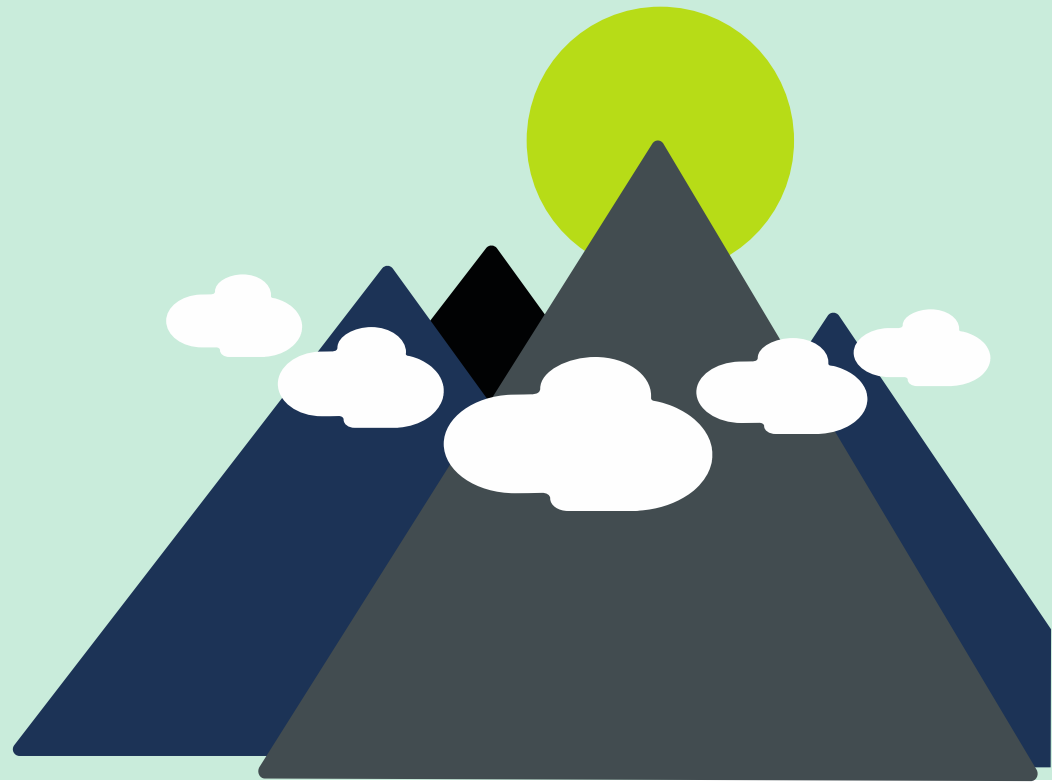
Aim

- Understand the task requirements for 1PE04
- Gain confidence in applying the assessment criteria for the 2016 specification
- Understand the importance of internal standardisation
- Recognise characteristics of top band work
- Understand the importance of accurately applying the assessment mark grid criteria
- Learn how to apply the assessment mark grid criteria to student work

Assessment Overview

Content	Assessment	Structure of Assessment
<p>Students are required to select one physical activity and sport on which to plan a PEP to optimise/improve their performance in that activity. Students may choose one of their activities offered in Component 3 or they may choose another activity from the same list.</p> <p>The areas of content covered are:</p> <ul style="list-style-type: none">• aim and planning analysis• carrying out and monitoring their PEP• evaluation of data and programme.	<p>Component 4 is worth 10% of the total marks of the qualification</p> <p>The PEP is marked out of 20 marks</p>	<p>The PEP is internally assessed by the Teacher Assessors and externally assessed by Pearson through the moderation process</p>

Additional Materials

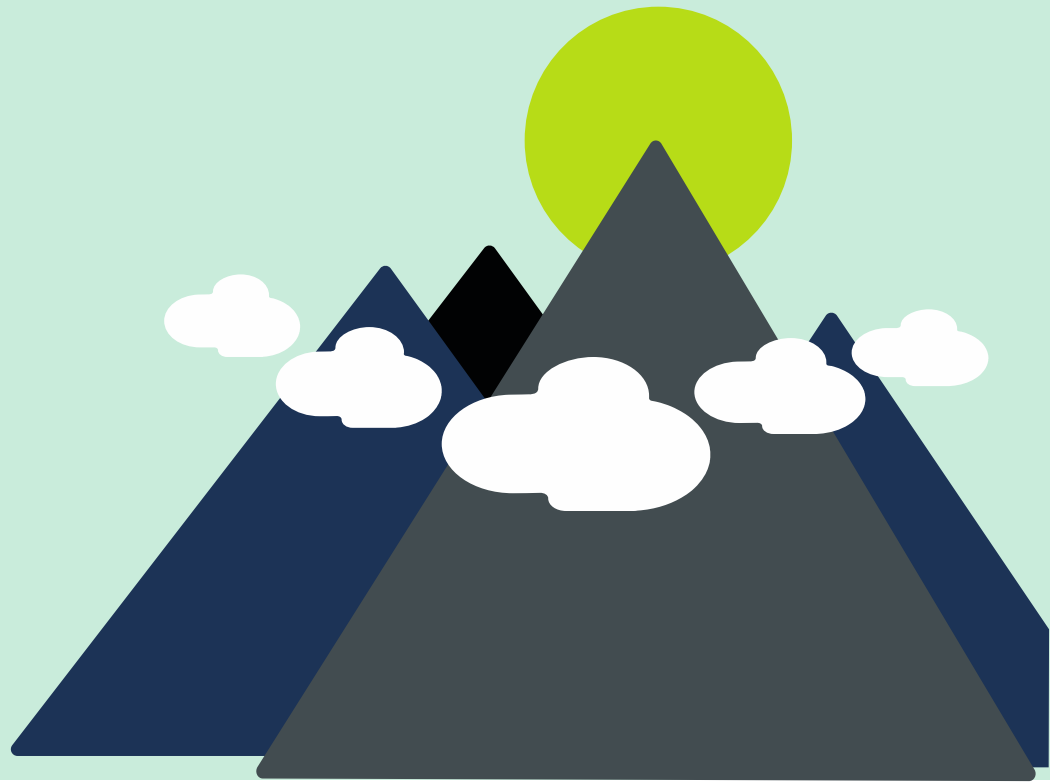


Additional Materials

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

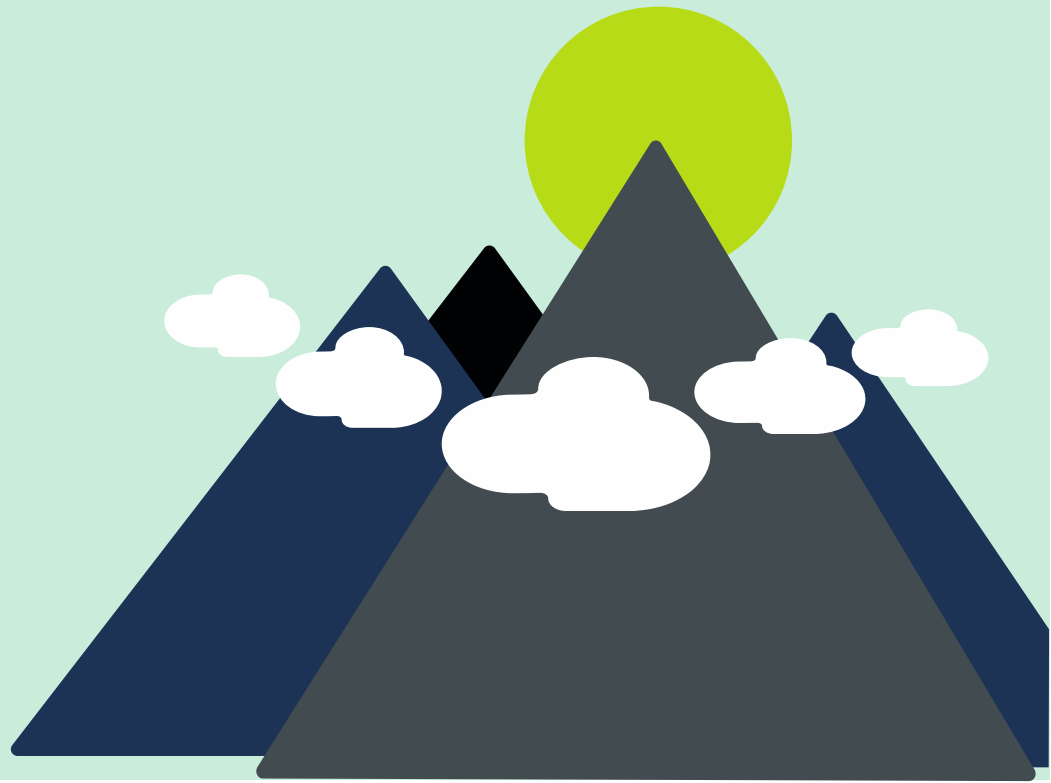
- PEP marking grid (updated for 2023)
- PEP checklist
- PEP skill performance data examples
- Updated GCSE PE PEP standardisation booklet
- Instructions for the Conduct of Non Examined Assessment (NEA)
- All of the above can be found by clicking the link below:
- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>

The Assessment Marking Grid



Strand	Level 1 Limited				Level 2 Some Attempts				Level 3 Good				Level 4 Very Good				Level 5 Excellent			
1.	Collect initial fitness and performance data: pre-PEP fitness tests data covering a range of components of fitness, relevant and specific to the candidates' selected sporting performance whilst also collecting performance related data that allows the possibility of realistic and measurable improvement. Interpret and analyse initial fitness test results for performance: using appropriate data (which must be from initial fitness test results and could also consider initial performance data gathered)																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited or little interpretation of fitness test results using some data.				Some attempt at interpretation and analysis of fitness test results using some data, but with errors that may impact analysis.				Good interpretation and analysis of fitness test results using appropriate data, with some errors that have insignificant impact on the analysis.				Very good interpretation and analysis of fitness test results using appropriate data, with one or two minor errors not significantly affecting the analysis.				Excellent and thorough interpretation and analysis of fitness test results using appropriate data.			
2.	Select and justify a component of fitness: (weakness to improve) with statement of aim(s) intrinsically linked to bring about the best improvement in the candidates selected element of their sporting performance . Application of SMART targets: linked to fitness and performance, justifying why their targets are SMART and how they impact on the candidates selected element of their sporting performance. Select and justify a training method: an appropriate method of training to achieve the aim to improve the candidate's component of fitness choice. Reasons for its selection and starting training intensities must be justified making it clear why this is the best and most suitable method to use to improve their future performance . Application of principles of training: an explanation of how they initially intend to apply the relevant training principles to their selected training method to help them achieve their SMART targets. Adaptations to the training plan should be applied as the plan progresses and be influenced by the daily or weekly evaluations of the training sessions.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited evaluation (mainly descriptive) resulting in inappropriate selection of training method(s) and little application of SMART targets and principles of training to meet performance goal(s).				Some attempts at evaluation, with weak justification for training method(s) chosen, and attempts at applying SMART targets and principles of training to meet performance goal(s), with errors of judgement affecting the quality of the evaluation.				Good evaluation with appropriate training method(s) selected and explained, and application of SMART targets and principles of training to meet performance goal(s), with some errors of judgement that have insignificant impact on the evaluation.				Evaluation with appropriate training method(s) selected and explained, and application of SMART targets and principles of training to meet performance goal(s), with few errors of judgement not significantly affecting the evaluation.				Evaluation with appropriate training method(s) selected and justified, and application of SMART targets and principles of training to meet performance goal(s).			
3.	Collecting and drawing up post-PEP fitness test data: relevant fitness tests, and performance data as at the start of the PEP. Compare pre- and post-PEP fitness test results for performance: all data should demonstrate the differences in fitness levels and performance pre and post PEP. Justify differences in data: discuss reasons for any differences or similarities in the results and what the results mean in terms of the candidate's SMART targets. Show evidence which informs the discussion on results.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited comparison, interpretation and/or analysis of differences and/or similarities between fitness test results and little/no supporting evidence used, with many significant errors of judgement / inaccuracies.				Attempts to compare and interpret the fitness test results, with some differences and/or similarities analysed in places and some supporting evidence used, but with many errors of judgement/inaccuracies.				Fitness test results are compared and interpreted, and the differences and/or similarities are analysed, and sufficient supporting evidence used, but with some errors of judgement/inaccuracies.				Fitness test results are compared and interpreted, and the differences and/or similarities are analysed with satisfactory supporting evidence, but with some minor errors of judgment/inaccuracies.				Fitness tests results are compared and interpreted, and the differences and/or similarities identified and analysed, and reasons for them justified, with ample supporting evidence.			
4.	Evaluate application of: methods of training, SMART targets and principles of training Consideration as to whether the selected method of training: SMART targets and principles of training worked as intended should be discussed and whether they were well applied, and how they impacted overall on the candidate's selected element of their sporting performance . Training plans or record sheets should be referred to within the discussion. Recommendations: Based on their evaluation of these factors they should then be able to identify what aspects of their programme should be changed and be able to justify the recommendations that they state that will improve future training plans and performance.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited evaluation of the application of the method(s) of training, SMART goals and principles of training, and no recommendation for improving future training and performance.				Some attempts at evaluation of the application of the method(s) of training, SMART goals and principles of training, with some attempt at recommendation for improving future training and performance, but with significant errors.				Good evaluation of the application of the method(s) of training, SMART goals and principles of training, with sufficient detail/depth, and appropriate recommendation(s) to improve future training and performance.				Well-argued evaluation of the application of the method(s) of training, SMART goals and principles of training, in satisfactory detail and depth, with justified recommendations to improve future training and performance.				Sophisticated evaluation of the application of the method(s) of training, SMART goals and principles of training, in good detail and depth, with well justified recommendations to improve future training and performance.			
5.	Candidates must produce a succinct and coherently structured PEP which should be written as continuous prose. This means the planning (analysis) and evaluation sections should be covered with appropriate content and detail ; that appropriate, subject specific terminology should be used; and that the PEP is succinct enough to be within the 1500-word count.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Lack of coherence and structure, with inappropriate and inaccurate terminology throughout.				Attempts at coherence and structure, with use of appropriate terminology in places but inconsistent and with some errors of judgement.				Good coherence and structure, with appropriate terminology used, but some errors of judgement/accuracy with no significant impact on the piece.				Very good coherence and structure, with appropriate terminology used throughout, but with a few minor errors.				Excellent coherence and structure, with appropriate terminology used consistently, with few <u>minor</u> , if any, errors.			

Applying the Marking Grid to a PEP



Marking Grid

- When assessing each PEP, Teacher Assessors should:
 - Thoroughly read the PEP including all training record forms
 - Read the generic statement on the mark grid for each strand, noting the key indicators
 - Try to apply the key word within the levels for each strand, Limited, Some Attempts, Good, Very Good, Excellent
 - Decide whether the evidence 'just' meets, 'mostly' meets or 'fully' meets the descriptors in the level to determine the appropriate mark within the level of performance for each strand
 - Use a best-fit approach to award the mark that corresponds most closely to the descriptors that have been met
 - Apply a mark within the level

Worked Example

Strand	Level 1 <i>Limited</i>	Level 2 <i>Some Attempts</i>	Level 3 <i>Good</i>	Level 4 <i>Very Good</i>	Level 5 <i>Excellent</i>
1. Interpretation and Analysis of pre-PEP fitness tests and sporting/activity performance	<p>Collect initial fitness and performance data: pre-PEP fitness tests data covering a range of components of fitness, relevant and specific to the candidate's selected sporting performance whilst also collecting performance related data that allows the possibility of realistic and measurable improvement.</p> <p>Interpret and analyse initial fitness and performance data: their strengths and weaknesses from the initial fitness testing data and from the initial performance generated data.</p> <p>Select and justify a component of fitness: (weakness to improve) with statement of aim(s) intrinsically linked to how the best improvement in the candidate's selected element of their sporting performance.</p>				
	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20
	Limited or little interpretation of fitness test results using some data.	Some attempt at interpretation and analysis of fitness test results using some data, but with errors that may impact analysis.	Good interpretation and analysis of fitness test results using appropriate data, with some errors that have insignificant impact on the analysis.	Very good interpretation and analysis of fitness test results using appropriate data, with one or two minor errors not significantly affecting the analysis.	Excellent and thorough interpretation and analysis of fitness test results using appropriate data.
2. Evaluation and justification for method(s) of training, SMART targets and principles of training	<p>Select and justify a training method: an appropriate method of training to achieve the aim to improve the candidate's component of fitness choice. Reasons for its selection and starting training intensities must be justified making it clear why this is the best and most suitable method to use to improve their future performance.</p> <p>Application of SMART targets: linked to fitness and performance, justifying why their targets are SMART and how they impact on the candidate's selected element of their sporting performance.</p> <p>Application of principles of training: an explanation of how they initially intend to apply the relevant training principles to their selected training.</p> <p>Adaptations to the training plan should be applied as the plan progresses and be influenced by the daily or weekly evaluations of the training sessions.</p>				
	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20
	Limited evaluation (mainly descriptive) resulting in inappropriate selection of training method(s) and little application of SMART targets and principles of training to meet performance goal(s).	Some attempts at evaluation, with weak justification for training method(s) chosen, and attempts at applying SMART targets and principles of training to meet performance goal(s), with errors of judgement affecting the quality of the evaluation.	Good evaluation with appropriate training method(s) selected and explained, and application of SMART targets and principles of training to meet performance goal(s), with some errors of judgement that have insignificant impact on the evaluation.	Evaluation with appropriate training method(s) selected and explained, and application of SMART targets and principles of training to meet performance goal(s), with few errors of judgement not significantly affecting the evaluation.	Evaluation with appropriate training method(s) selected and justified, and application of SMART targets and principles of training to meet performance goal(s).
3. Fitness test results are compared and interpreted	<p>Collecting and drawing up post-PEP fitness test data: relevant fitness tests, and performance data as at the start of the PEP.</p> <p>Compare pre- and post-PEP fitness and performance data: all data should demonstrate the differences in the fitness and performance data pre and post PEP.</p> <p>Justify differences to data: discuss reasons for any differences or similarities in the results and/or similarities in the results and/or similarities in the results mean in terms of the candidate's SMART targets.</p> <p>Show evidence which informs the discussion on results.</p>				
	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20
	Limited comparison, interpretation and/or analysis of differences and/or similarities between fitness test results and little/no supporting evidence used, with many significant errors of judgement / inaccuracies.	Attempts to compare and interpret the fitness test results, with some differences and/or similarities analysed in places and some supporting evidence used, but with many errors of judgement / inaccuracies.	Fitness test results are compared and interpreted, and the differences and/or similarities are analysed, with sufficient supporting evidence used, but with some errors of judgement/inaccuracies.	Fitness test results are compared and interpreted, and the differences and/or similarities are analysed with satisfactory supporting evidence, but with some minor errors of judgement/inaccuracies.	Fitness test results are compared and interpreted, and the differences and/or similarities identified and analysed, and reasons for them justified, with ample supporting evidence.
4. Evaluation of the application of the method(s) of training, SMART targets and principles of training with justified future recommendations	<p>Evaluate application of: methods of training, SMART targets and principles of training</p> <p>Consideration as to whether the selected method of training, SMART targets and principles of training worked as intended should be discussed and whether they were well applied, and how they impacted overall on the candidate's selected element of their sporting performance.</p> <p>Training plans or record sheets should be referred to within the discussion.</p> <p>Recommendations: Based on their evaluation of these factors they should then be able to identify what aspects of their training should be changed and be able to justify the recommendations that they state that will improve future training plans and performance.</p>				
	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20
	Limited evaluation of the application of the method(s) of training, SMART goals and principles of training, and no recommendation for improving future training and performance.	Some attempts at evaluation of the application of the method(s) of training, SMART goals and principles of training, with some attempt at recommendation for improving future training and performance, but with significant errors.	Good evaluation of the application of the method(s) of training, SMART goals and principles of training, with sufficient detail/depth, and appropriate recommendation(s) to improve future training and performance.	Well-argued evaluation of the application of the method(s) of training, SMART goals and principles of training, in satisfactory detail and depth, with justified recommendations to improve future training and performance.	Sophisticated evaluation of the application of the method(s) of training, SMART goals and principles of training, in good detail and depth, with well justified recommendations to improve future training and performance.
5. Coherence and structure, use of appropriate terminology	<p>Candidates must produce a second and coherently structured PEP which should be written as continuous prose. This means the Introduction, Analysis, and evaluation sections should be covered with appropriate content and detail; that appropriate, subject specific terminology should be used; and that the PEP is succinct enough to be within the 1000-word count.</p>				
	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20
	Lack of coherence and structure, with inappropriate and inaccurate terminology throughout.	Attempts at coherence and structure, with use of appropriate terminology in places but inconsistent and with some errors of judgement.	Good coherence and structure, with appropriate terminology used, but some errors of judgement/accuracy with no significant impact on the piece.	Very good coherence and structure, with appropriate terminology used throughout, but with a few minor errors.	Excellent coherence and structure, with appropriate terminology used consistently, with few minor, if any, errors.

Strand	Mark
1	12
2	14
3	10
4	12
5	13
Total:	61

Total mark:	61
Divided by 5:	12.2
Rounded:	12
Overall Level:	3

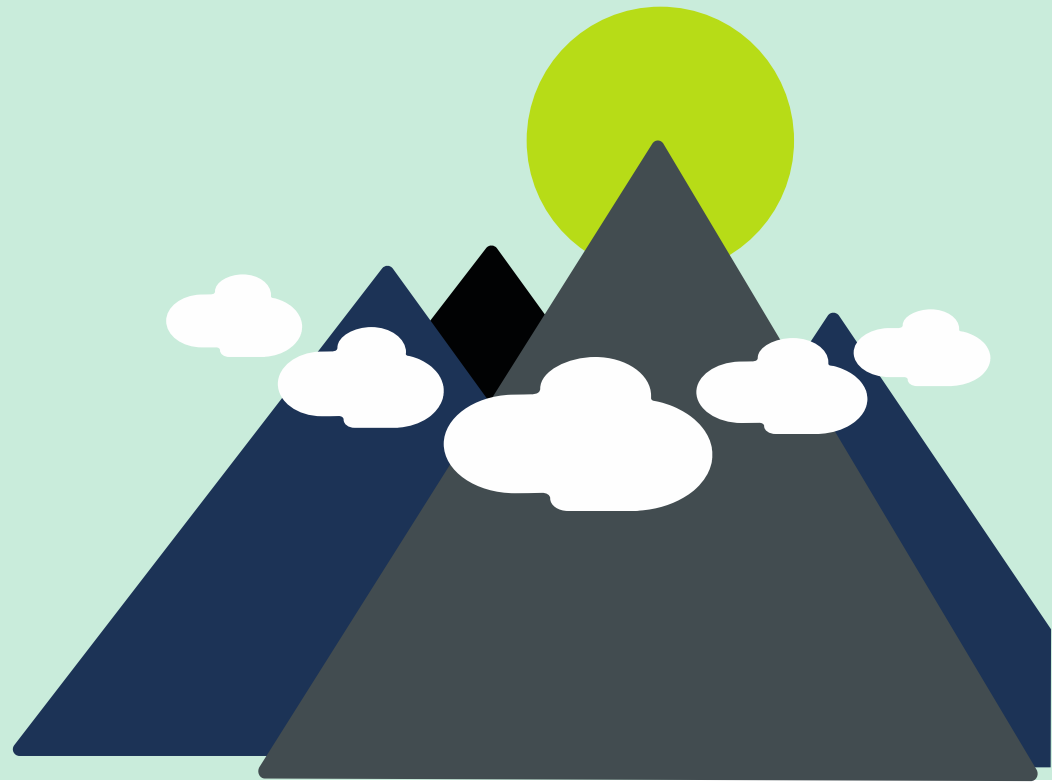
Essentials of accurate teacher assessments

- Get to know the specification, assessment criteria and the forms to be used.
- Become familiar with the material available from the Edexcel website.
- Moderate internally – blind marking is encouraged.
- Rank-order the candidates – make sure marks awarded reflect this.
- Share work with other centres – cross-referencing marks adds another layer of rigour.
- Provide opportunities for peer and self assessment
- ‘Double-teaming’ assessments can enhance accuracy
- Refer to the work to be marked with those available online
- Learn from the E9 moderator report feedback

Characteristics of top band work

- Pre-testing and evaluation of performance to identify their strengths and weaknesses.
- Include a performance related aim that is supported by a component of fitness that has been justified.
- Clear, concise but in-depth evaluations regarding the application of SMART targets, principles and method(s) of training.
- Detailed training record forms that include the application of the relevant principles and methods of training and the use of data to track progress.
- Analyse fitness data and evaluate the impact on performance in relation to the aim.
- Evaluation of their smart targets, principles and methods of training with regards to the impact on training progress and performance.
- Recommendations for future training

Applying the Assessment Marking Grid to an Athletics PEP Example



PEP Example

- Initial thoughts and judgements having read the exemplar Athletics PEP:
 - This is a very limited PEP
 - Fitness testing data pre and post-PEP are evident
 - Required elements, SMART, principles of training and training methods are included and discussed
 - Event/Performance is stated
 - Training logs are not evident
 - PARQ is displayed.

PEP Example– Strand 1

- Pre-PEP Battery of fitness tests were completed and compared to normative data
- Tests were relevant to assess selected sporting performance – 800M
- Relevant components of fitness were identified
- Speed was identified as a Weakness.
- Work marked at Level 1, 3 marks

PEP Example– Strand 2

- Speed was identified as a Weakness
- Interval Training method selected but with limited justification
- Attempts to link SMART target but with limited application
- Relevant principles of training are discussed and application attempted
- Supportive evidence is limited
- Work marked at Level 2, 5 marks

PEP Example– Strand 3

- Post-PEP battery of fitness tests completed and compared to normative data
- Pre and Post PEP Data displayed in table format enabling comparisons to be made
- Interpretation and analysis of data discussed is limited
- Limited justification of differences in data with both fitness testing results and performance.
- Work at Level 1, 3 marks

PEP Example– Strand 4

- Limited evaluation of the application of SMART targets
- Some attempt at evaluating the application of principles of training
- Some attempt at evaluating their chosen method of training
- Limited recommendations made for improving future training
- Work at Level 1, 4 marks

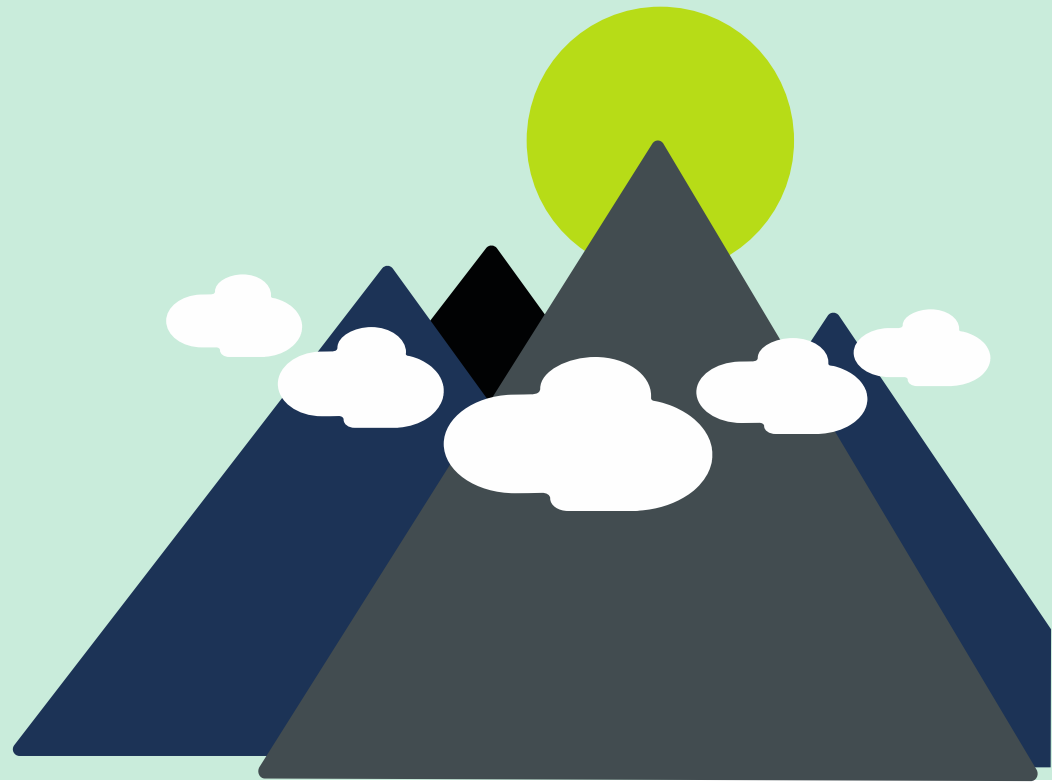
PEP Example- Strand 5

- PEP within the 1500 word count
- Attempts to structure PEP using continuous prose
- Detail and appropriate terminology are lacking
- Coherence is limited
- Work at Level 1, 4 marks

PEP Example 1 – Conclusion

- This is a limited PEP
- $3 + 5 + 3 + 4 + 4 = 19$
- 19 divided by 5 = 3.8
- 3.8 is rounded up to 4
- Overall, Level 1, 4 marks

Application of the Assessment Marking Grid to the PEP exemplar



Strand	Level 1 Limited				Level 2 Some Attempts				Level 3 Good				Level 4 Very Good				Level 5 Excellent			
1.	Collect initial fitness and performance data: pre-PEP fitness tests data covering a range of components of fitness, relevant and specific to the candidates' selected sporting performance whilst also collecting performance related data that allows the possibility of realistic and measurable improvement. Interpret and analyse initial fitness test results for performance: using appropriate data (which must be from initial fitness test results and could also consider initial performance data gathered)																			
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2.	Select and justify a component of fitness: (weakness to improve) with statement of aim(s) intrinsically linked to bring about the best improvement in the candidates selected element of their sporting performance . Application of SMART targets: linked to fitness and performance, justifying why their targets are SMART and how they impact on the candidates selected element of their sporting performance. Select and justify a training method: an appropriate method of training to achieve the aim to improve the candidate's component of fitness choice. Reasons for its selection and starting training intensities must be justified making it clear why this is the best and most suitable method to use to improve their future performance . Application of principles of training: an explanation of how they initially intend to apply the relevant training principles to their selected training method to help them achieve their SMART targets. Adaptations to the training plan should be applied as the plan progresses and be influenced by the daily or weekly evaluations of the training sessions.																			
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3.	Collecting and drawing up post-PEP fitness test data: relevant fitness tests, and performance data as at the start of the PEP. Compare pre- and post-PEP fitness test results for performance: all data should demonstrate the differences in fitness levels and performance pre and post PEP. Justify differences in data: discuss reasons for any differences or similarities in the results and what the results mean in terms of the candidate's SMART targets. Show evidence which informs the discussion on results.																			
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4.	Evaluate application of: methods of training, SMART targets and principles of training Consideration as to whether the selected method of training: SMART targets and principles of training worked as intended should be discussed and whether they were well applied, and how they impacted overall on the candidate's selected element of their sporting performance . Training plans or record sheets should be referred to within the discussion. Recommendations: Based on their evaluation of these factors they should then be able to identify what aspects of their programme should be changed and be able to justify the recommendations that they state that will improve future training plans and performance.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited evaluation of the application of the method(s) of training, SMART goals and principles of training, and no recommendation for improving future training and performance.				Some attempts at evaluation of the application of the method(s) of training, SMART goals and principles of training, with some attempt at recommendation for improving future training and performance, but with significant errors.				Good evaluation of the application of the method(s) of training, SMART goals and principles of training, with sufficient detail/depth, and appropriate recommendation(s) to improve future training and performance.				Well-argued evaluation of the application of the method(s) of training, SMART goals and principles of training, in satisfactory detail and depth, with justified recommendations to improve future training and performance.				Sophisticated evaluation of the application of the method(s) of training, SMART goals and principles of training, in good detail and depth, with well justified recommendations to improve future training and performance.			
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Example

Strand	Mark	Total mark:	19
1	3	Divided by 5:	3.8
2	5	Rounded:	4
3	3		
4	4	Overall mark:	4
5	4		
Total:	19		

- Marks for each strand placed in the appropriate box
- Marks added up
- Total Mark divided by 5
- 3.8 rounded to 4
- A level 1, Limited PEP

PEP structure

- Important that students have a clear structure when completing the PEP
- All requirements of the task should be covered in a clear and concise manner but at the same time provide the relevant depth to achieve a certain mark.
- The checklist in the pack is provided as a guide

Your Subject Advisor

Penny Lewis

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[PE](#), [BTEC](#) communities where teachers can talk to us

and each other

Next Steps

You have completed Module 1: Understanding the assessment mark grid

You can now move on to Module 2 - practice applying the assessment mark grid to 3 examples at a convenient time and pace.

In Module 3 – marks will be revealed for the 3 exemplars marked in Module 2.

You may wish to take some notes or write down questions you might want answered in the Q and A in Module 4.

Thank you for listening and I hope that you have found this training module useful.

Good Luck!