

Script: Pre-recorded Event

Event Code:	1PE0-21P4
Event Title:	Event: Pearson Edexcel GCSE in Physical Education: Coursework marking training Component 4- Module 1: Understanding the assessment mark grid for Component 4 Personal Exercise Programme

Slide 1	<p>Module title slide - Hello. My name is Dane Smith. Welcome to the online inset training programme for GCSE Physical Education. This NEA marking training event is designed for teachers delivering our Pearson Edexcel GCSE PE qualification.</p> <p>The training is broken down into 4 modules of which Modules 1-3 can be completed in your own time and you can visit them as many times as you need.</p> <p>The structure of the modules is based around the principles we use when training our moderators.</p> <p>The 4 modules are as follows:</p> <p>Module 1 – Understanding the assessment mark grid for Component 4 – Personal Exercise Programme, PEP</p> <p>Module 2 – Applying the assessment criteria for Component 4</p> <p>Module 3 – Understanding the marks awarded for each of the exemplars in Module 2</p> <p>Module 4 – A live Q&A session</p> <p>The aim is to give you guidance and insight into the assessment mark grid. This will enable you to mark your students' work fairly and accurately.</p> <p>Examples of candidates' work are not intended to represent course structures or delivery. We are using them purely as real examples of work to which we can apply the mark grid.</p>
Slide 2	<p>In this session we will</p> <ul style="list-style-type: none"> • Understand the task requirements for 1PE04 NEA section



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	<ul style="list-style-type: none">• Examine the requirements of the assessment marking grid• Gain confidence in applying the assessment criteria for the 2016 specification• Understand the importance of accurately applying the assessment mark grid criteria- so that you will gain confidence in identifying characteristics of the assessment criteria• Learn how to apply the assessment mark grid criteria to student work
Slide 3	<p>To begin, lets remind ourselves of the assessment structure for GCSE PE Component 4 – The Personal Exercise Programme. Candidates are required to base their PEP on one of their three chosen practical activities or an activity from the activity list in the specification on pages 21 & 22.</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 and the PEP is marked out of 20 marks. The PEP is internally assessed by the Teacher Assessors and externally assessed by Pearson through the moderation process.</p>
Slide 4	Title Slide - Additional Materials
Slide 5	<p>Prior to marking the PEPs, it is important for Teacher Assessors to familiarise themselves with the associated PEP documentation. This will give a greater understanding of the requirements of the PEP to support their students. Click on the link, this will take you to the appropriate page on the Pearson website where the resources can be found.</p>
Slide 6	Title Slide - The Assessment Marking Grid



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Slide 7	<p>The assessment marking grid is a support tool designed to help Teacher Assessors make accurate judgements about student work and must be used to mark all PEPs.</p> <p>Down the left-hand side there are five strands. For example, strand 1, Interpretation and Analysis of pre-PEP fitness tests and sporting/activity performance. There is a generic statement, with specific words in bold which are key indicators of the work required within the strand. For Example, within strand 1, Collect initial fitness and performance data.</p> <p>Each strand has a key word descriptor to help teacher assessors identify the work with a marking level. For example, level 1 Limited, level 2 Some Attempts and so on. Under this there are the marks awarded to each level. For example, Level 1, marks 1, 2, 3, 4.</p>
Slide 8	Title Slide - Applying the Assessment Marking Grid to a PEP.
Slide 9	<p>When assessing each PEP, Teacher Assessors should:</p> <ul style="list-style-type: none">- Thoroughly read the PEP including the training record forms- Read the generic statement for each strand, noting the key indicators in bold. It is clear that it is the intention for the PEP to contain this specific content- Apply the key word within the levels for each strand- 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. For example, if the content fully meets the descriptors in level 3 then a mark of 12 would be awarded for the strand- Apply a mark within the level
Slide 10	<p>Here is a worked example of how to apply the marks within each strand, although please bear in mind this has been created for example purposes only and does not apply to the PEP attached to this presentation. Once the marks have been established, the example demonstrates how to transfer them to the Strand/Mark box to then arrive at an overall mark for the PEP. Identifying the mark in the</p>



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	<p>relevant boxes will give you a clear visual picture of the student's performance for each strand.</p> <p>Within the example, it is clear that the work fully meets the criteria in level 3 for strand 1, with 12 marks awarded and just meets the criteria in level 4 for strand 5, with 13 marks awarded. The 5 marks have been transferred across to the Strand/Mark grid and a total calculated at the bottom. The total has been divided by 5 to get a score of 12. All scores at this point should be rounded up if at point 5 or above and rounded down if at point 4 and below. This gives a final mark and an overall level.</p> <p>At this point it is important to ensure that the PEP is deemed Good as the mark is at the top end of level 3 on average.</p>
Slide 11	<p>Having robust internal standardisation/moderation is good practice. It encourages discussion of and reflection on the extent to which marking criteria are correctly applied.</p> <p>Using internal standardisation promotes the sharing of opinions about the work, enhances accuracy and allows fine-tuning of marks to be awarded.</p> <p>In certain circumstances, it also provides training for colleagues and can support transition when staff changes take place.</p> <p>This process of assessing work might include:</p> <ul style="list-style-type: none">- Rank-ordering work and ensuring marking reflects this- Putting work into bands before finalising the mark- Giving the work to other colleagues who assess it without access to the initial marking to prompt discussion and debate- Benchmarking marks by comparing them to previous work and examples on the website- Reviewing the moderator's report from the previous year
Slide 12	<p>It is the ability of the students to successfully apply theory to practice which enables higher marks to be achieved.</p>



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	<p>Emphasise, for example, the importance of identifying the most appropriate training method and what the theory is behind the method and how training principles need to be applied.</p> <p>In the evaluation students need to offer evidence as to the impact of the training on performance, not just on test outcomes</p>
Slide 13	<p>Title Slide – Applying the Assessment Marking Grid to an Athletics PEP.</p> <p>At this point it is important for the Teacher Assessor to read the exemplar PEP before moving forward with the rest of the presentation.</p>
Slide 14	<p>Welcome back. Now that you have thoroughly read the exemplar PEP you will be able to make some judgements.</p> <p>This is a very limited PEP which contains some analysis and evaluation, but discussion is mainly of a descriptive nature. Fitness testing data is evident however, there is little interpretation and limited comparisons made with pre and post-PEP data. Some attempts are made at applying SMART targets, principles of training but with weak justification of their choice of training methods. The PEP is performance related and the candidate discusses how improvement in her speed can help her during an 800-metre race.</p> <p>The PEP has a PARQ, but no training logs were evident for the candidate to interpret and use in their evaluations.</p>
Slide 15	<p>The candidate states that they want to improve their speed and has undertaken a battery of tests which covers the main components related to an 800-metre runner, although the specific athletic event was not initially mentioned, and it was well into the PEP before it was.</p> <p>Also, the candidate initially stated she would concentrate on improving her fitness test as a main aim, which does not fully fit in line with the specification requirements as the candidate should be aiming to improve their performance through developing an area of fitness, not a fitness test.</p>



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	<p>The tests completed were compared to normative data ranking them from poor to above average, however limited analysis and little interpretation of the fitness testing results was evident.</p> <p>This strand is marked at Level 1 with 3 marks being awarded as they mostly meet the requirements of Level 1 for strand 1.</p>
Slide 16	<p>Speed was identified as a weakness from the fitness testing scores and from this a clear fitness testing aim was stated where the candidate set out to decrease their time by 0.3 seconds in the 30-metre sprint test.</p> <p>The candidate selects an appropriate training method, interval training, to improve their speed but with limited justification or evidence to support this method improving their component of fitness choice or future performances.</p> <p>They attempt to link their SMART targets to improving their 30-metre sprint test but with limited application. Specific Principles of Training are identified with the candidate attempting to apply them to their training plan but with little supportive evidence evident.</p> <p>Overall, the candidate identifies the key areas in this strand and attempts are made to apply the principles of training but with limited application and little supportive evidence. This strand is marked at Level 2 with 5 marks. This was arrived at by part of the work for this strand being at Level 2 and some work at Level 1</p>



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Slide 17	<p>The candidate has repeated a number of the fitness tests and displayed the results in a table format. This evidence has enabled them to compare pre and post-data but with limited analysis and interpretation of the data discussed. The fitness outcomes are discussed but with little justification to support the differences stated in their testing or in their 800-metre performance.</p> <p>This is limited work and as such, this strand is marked at Level 1 with 3 marks being awarded as it mostly meets the requirements of Level 1 for strand 3.</p>
Slide 18	<p>The candidate has briefly attempted to evaluate the application of the principles of training and their use of interval training. They attempt to justify their selections and application with having decreased their 30-metre sprint time from 5.46 seconds, pre-PEP, to 4.61 seconds. post-PEP. The candidate finishes this section with limited discussion on both their SMART targets set and future recommendations for further improving their training plans and performance.</p> <p>The work in this strand ranges from some attempts in Level 2, 5 marks to limited work in Level 1, 2 marks, and as such, this strand is marked at Level 1 with 4 marks being awarded as an average mark for this strand.</p>
Slide 19	<p>The PEP is within the 1500-word count. The candidate has attempted to structure the PEP and use continuous prose. However, detail and appropriate terminology are lacking, and this affects the coherence of the work.</p> <p>This strand is marked at Level 1 with 4 marks being awarded as it fully meets the requirements of Level 1 for strand 5.</p>
Slide 20	<p>The marks for each strand have now been added up to gain a total of 19. This total mark is divided by 5 and equals 3.8. This is then rounded up to 4 marks, placing it at the top end of Level 1, a limited PEP.</p>



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Slide 21	Title Slide - Application of the assessment marking grid to the PEP exemplar
Slide 22	<p>For the exemplar PEP, the marks for each strand have been circled in red. It is important to first indicate which level each strand will be placed, and then a specific mark can be awarded.</p> <p>In this example, for strands 1, 3, 4, & 5, the work has been marked towards the top end of level 1, whereas, strand 2 was marked at the bottom of level 2.</p>
Slide 23	<p>The marks for each strand have now been placed in the appropriate box and added up to give a total of 19. The total mark of 19 is then divided by 5 to gain an average mark across the 5 strands. 19 divided by 5 equals 3.8 which is then rounded up to 4. The final mark for the example PEP is 4. This is a level 1, a limited PEP.</p>
Slide 24	<p>An area for improvement for some candidates is the structure of the PEP. At times, candidates who have achieved marks in the lower assessment bands have either not included all the relevant information that is required for the task or have not provided enough detail.</p> <p>In your pack is a checklist that centres could use to help structure their students PEP's. Please note that centres may use their own devised checklist system, and this is only designed to be used as a guide to assist candidates with the type of content to be included within the PEP.</p> <p>Please also bear in mind that following this checklist will not guarantee a certain level of attainment as this will be determined by the quality of work submitted when assessed against the assessment criteria.</p>
Slide 25	Your Subject Advisor details for PE Sport
Slide 26	<p>Now that you have completed Module 1: Understanding the assessment requirements, move on to Module 2, where you can practice applying the assessment criteria to 3 examples at a convenient time and pace.</p> <p>If at any point you need clarification or a refresher, feel free to go back to Module 1 in your own time before moving on to Module 2.</p>



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In Module 3, we will reveal the marks and explain how and why each mark was awarded for the exemplars you mark 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!