

Pearson Edexcel

GCSE Physical Education

Module 3 Understanding how marks are Awarded.

Component 4 –

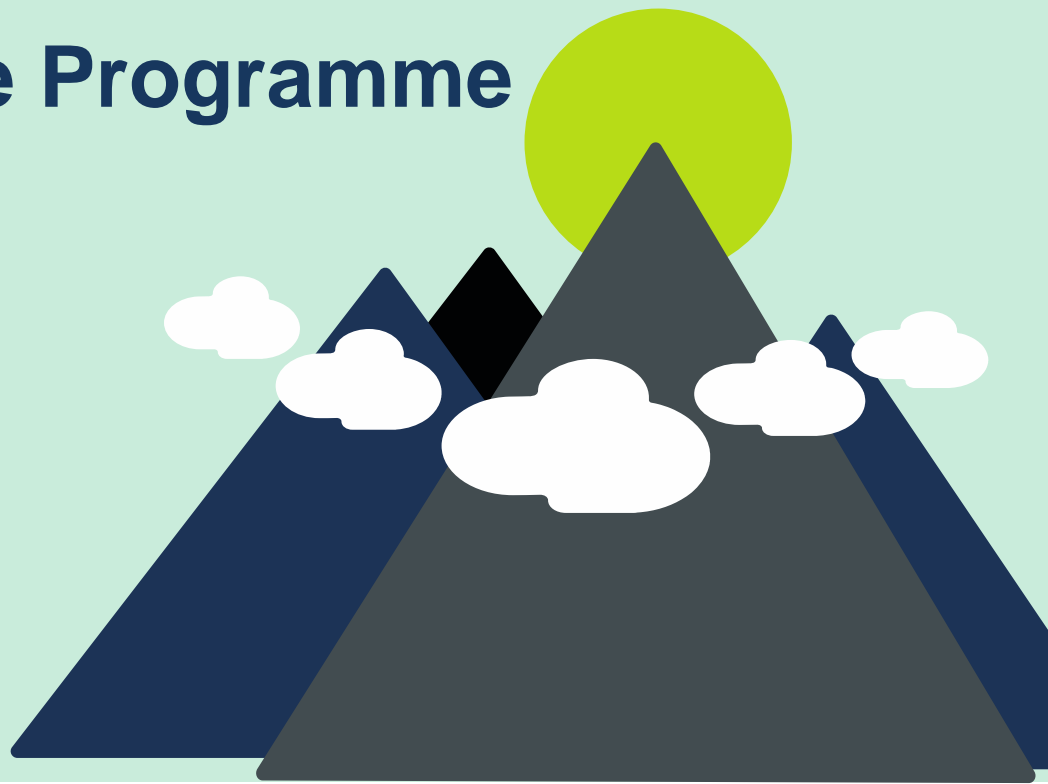
Personal Exercise Programme

1PE0-21P6

From 2023 onwards

First teaching in 2016

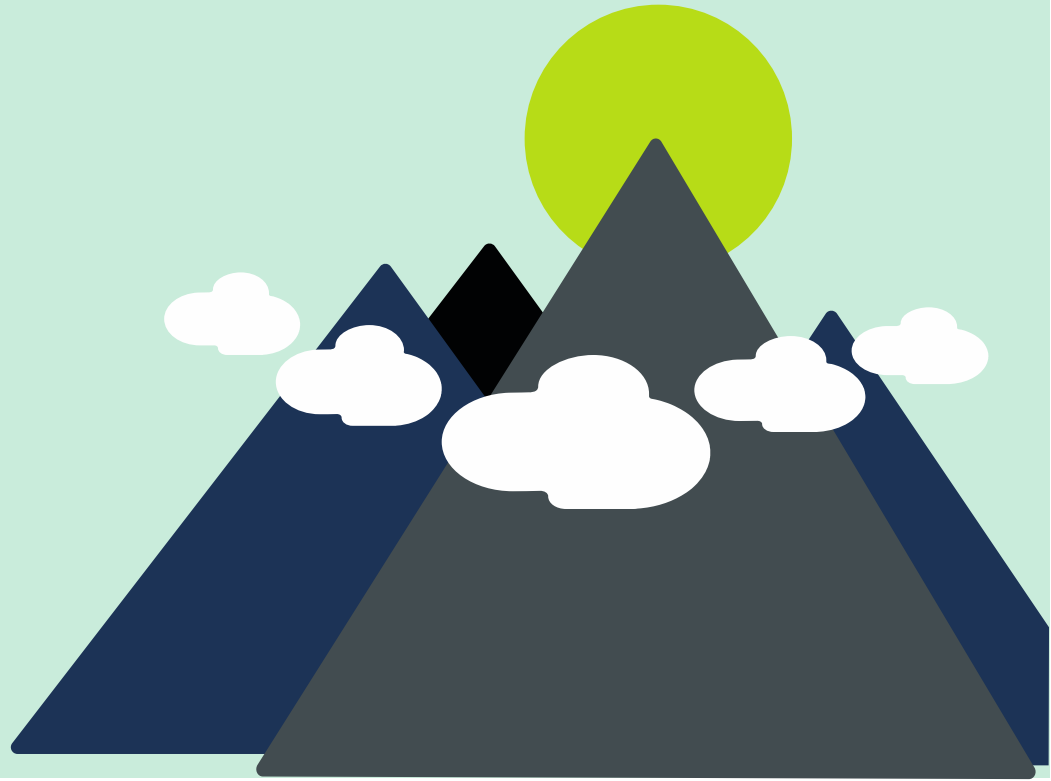
First assessment 2018



Aim

- Examine how marks are given in each Strand of the marking grid, applying the assessment criteria to each of the exemplar PEP's in Module 2.

Applying the Assessment Mark Grid



Applying the Assessment Mark Grid

- When assessing each PEP, Teacher Assessors should:
 - Read the PEP thoroughly
 - Read the generic statement 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

Applying the Assessment Mark Grid to PEP Example 1



PEP Example 1

- Initial thoughts and judgements having read the exemplar Football PEP:
 - The PEP makes some attempts to plan, undertake, analyse and evaluate their training
 - Fitness testing data pre and post-PEP are evident
 - Required elements, SMART, principles of training and training methods are included and described in some detail
 - Some attempt to link aim to performance
 - Training logs evident although exercises and intensities lacking specificity in relation to the aim

PEP Example 1 – Strand 1

- Aim was decided before any analysis of data
- Pre-PEP Battery of fitness tests were completed and compared to normative data
- Most tests were relevant to assess selected sporting performance – Football
- Relevant components of fitness were identified in the analysis
- Work marked at Level 2, 5 marks

PEP Example 1 – Strand 2

- Power and strength was identified as a weakness.
- Weight and plyometric training methods selected but with weak justification
- SMART targets are fitness based with limited application to performance
- Relevant principles of training are listed with application attempted
- Supportive evidence is limited
- Work marked at Level 2, 5 marks

PEP Example 1 – Strand 3

- Post-PEP battery of fitness tests completed and compared to normative data
- Pre and Post PEP Data displayed in table and graph 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, 4 marks

PEP Example 1 – Strand 4

- Some attempt at evaluating of the application of SMART targets
- Limited evaluation of the application of principles of training
- Limited evaluation of the chosen methods of training
- Limited recommendations made for improving future training
- Work at Level 1, 3 marks

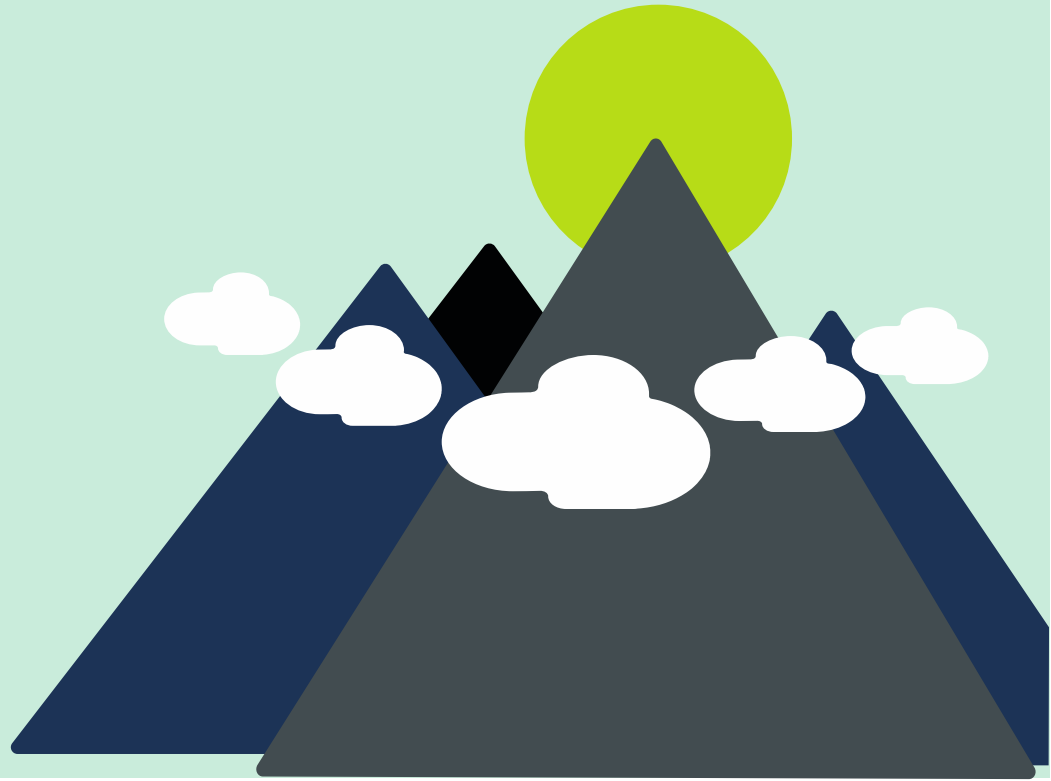
PEP Example 1 - Strand 5

- PEP within the 1500 word count
- Attempts to structure PEP using continuous prose
- Good use of graphs to illustrate results, but lacks detail in the analysis
- Detail and appropriate terminology is inconsistent
- Work at Level 2, 6 marks

PEP Example 1 – Conclusion

- This is a limited PEP
- $5 + 5 + 4 + 3 + 6 = 23$
- 23 divided by 5 = 4.6
- 4.6 is rounded up to 5
- Overall, Level 2, 5 marks

Applying the Assessment Mark Grid to PEP Example 2



PEP Example 2

- Initial thoughts and judgements having read the exemplar Basketball PEP:
 - This is an excellent PEP
 - Components of fitness clearly identified and researched
 - Pre-PEP performance data and fitness test data is evident
 - Clear aim, linked to the chosen activity and SMART targets
 - Training methods and Principles of Training applied
 - Post-PEP performance data and fitness test data compared and analysed

PEP Example 2 - Strand 1

- Introduction highlights fitness requirements for the candidate's sport and position
- Performance data evident compared and analysed against an elite performer
- Pre-PEP battery of fitness tests compared to normative data
- Physiological and performance strengths and weaknesses identified
- Very good analysis and interpretation
- Clear aim to increase power to improve the jump shot in basketball
- Level 5, 20 marks

PEP Example 2 - Strand 2

- Components of fitness identified to be improved, linked to performance
- Two specific SMART targets are applied
- Method of training has been researched and linked directly to improving the required component of fitness to improve performance
- Principles of training applied to an excellent level to support the SMART targets
- Evidence of the principles being applied in the training sessions documented
- Level 5, 20 marks

PEP Example 2 - Strand 3

- Post-PEP vertical jump test completed and compared to pre and mid PEP test results as well as an elite performer
- Post-PEP performance data, with comparison to pre PEP data and an elite performer
- Training sessions included within the PEP
- Results compared and interpreted
- Links to sporting performance
- Work at Level 5, 17 marks

PEP Example 2 – Strand 4

- Well argued evaluation linked to performance
- SMART targets evaluated in good detail and depth
- Application of the principles of training evaluated, linking to training improvements
- Very good evaluation of plyometric training with well justified recommendations for improving future training and performance
- Work at level 4, 14 marks

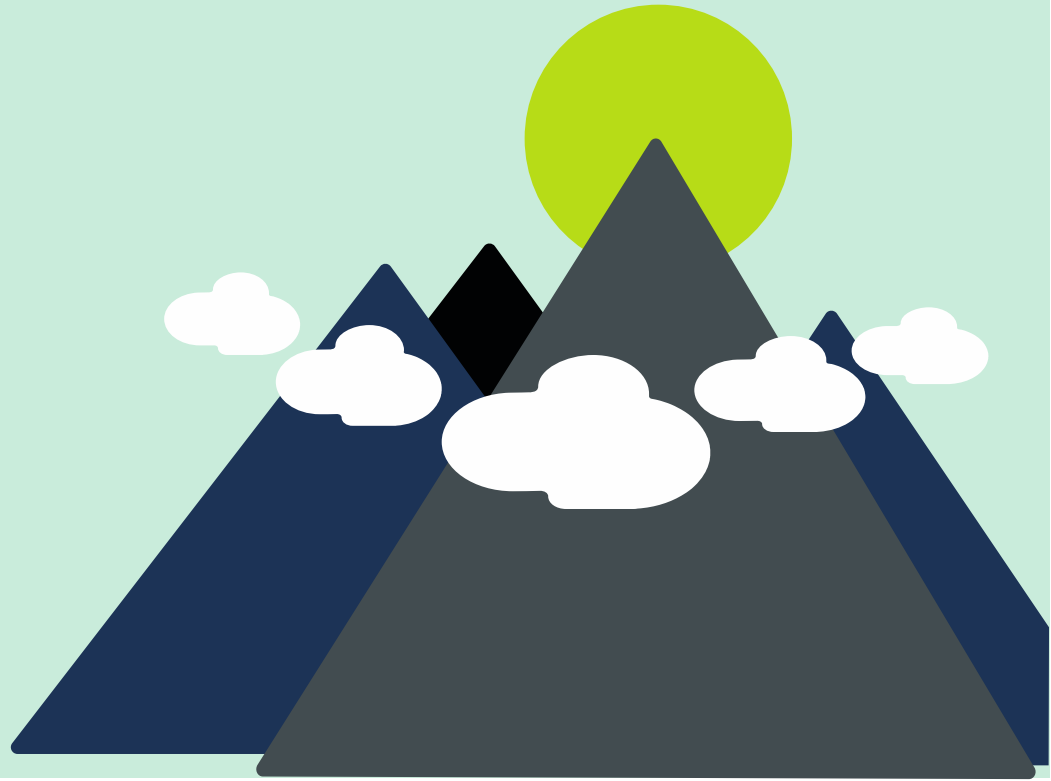
PEP Example 2 – Strand 5

- Well written and easy to follow
- Just over the 1500 word count
- Very good coherence and structure
- Appropriate terminology
- Work at Level 5, 19 marks

PEP Example 2 - Conclusion

- This is an excellent PEP
- Level 5, an excellent PEP
- $20 + 20 + 17 + 14 + 19 = 90$
- $90 \text{ divided by } 5 = 18$
- Overall, Level 5, 18 marks

Applying the Assessment Mark Grid to PEP Example 3



PEP Example 3

- Initial thoughts and judgements having read the exemplar Athletics PEP:
 - This is a good PEP
 - Logical structure throughout
 - Pre-PEP performance data and fitness test data is evident
 - Component of fitness is identified, and appropriate Training methods and Principles of Training are applied
 - Post-PEP performance data and fitness test data is discussed
 - PEP is intrinsically linked to their performance outcomes, increase distance in the shot putt event.
 - Evidence of each training session has not been included in full detail.

PEP Example 3– Strand 1

- Pre-PEP performance data is included at the start
- Pre-PEP fitness tests/exercises are displayed and compared to other candidates
- Strengths and weaknesses identified from fitness testing results
- Good analysis and interpretation of data
- Level 3, 12 marks

PEP Example 3 – Strand 2

- Components of fitness identified to be improved and linked to performance
- Performance aim is set but not directly linked with fitness
- The appropriate methods of training to improve strength and power are selected with weak justification
- SMART targets are intrinsically linked to performance
- Relevant principles of training are discussed with weak application
- Supportive evidence is descriptive and greater justification is required
- Work marked at Level 2, 8 marks

PEP Example 3 – Strand 3

- Specific Post-PEP fitness tests/exercises are completed
- Pre and Post PEP Data are displayed in table and graph format, enabling comparisons to be made easily
- Interpretation and analysis of data is good
- Justification of differences in data are discussed
- Evidence in the appendices informs the discussion
- Work at Level 3, 11 marks

PEP Example 3 – Strand 4

- Evaluation provides some detail that is linked to performance
- SMART targets evaluated with weak detail and depth
- Evaluation of their training methods to justify improvements, was attempted
- Some good application of the principles of training evaluated, linking to training, although there was a lot of descriptive content
- Lacks justified recommendations for improving future training
- Work at level 3, 10 marks

PEP Example 3 – Strand 5

- Structure and flow of PEP is good
- The PEP has lacks depth and detail, but is concise
- Some appropriate terminology is used throughout
- Coherence is good
- Appendices supports most discussions, although all training sessions are not evident
- Work at Level 3, 12 marks

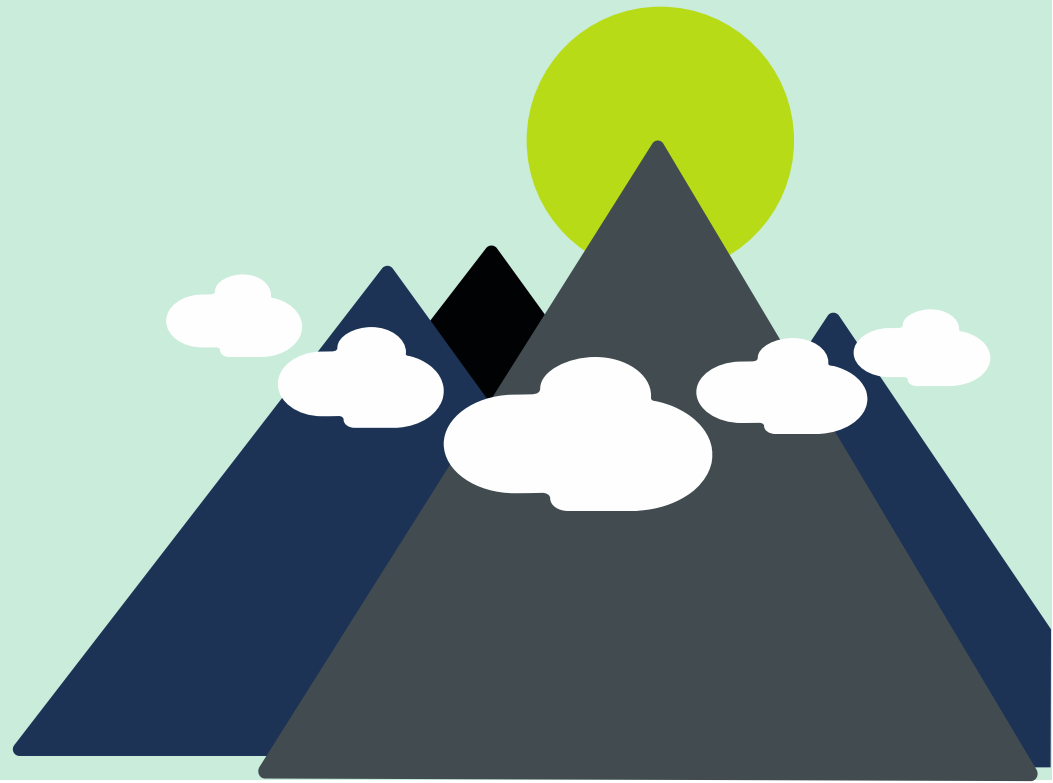
PEP Example 3 – Conclusion

- This is an good PEP
- $12 + 8 + 11 + 10 + 12 = 53$
- 53 divided by 5 = 10.6
- Overall, Level 3, 11 marks

Module 3 – Conclusion



Support



Your Subject Advisor

Penny Lewis

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