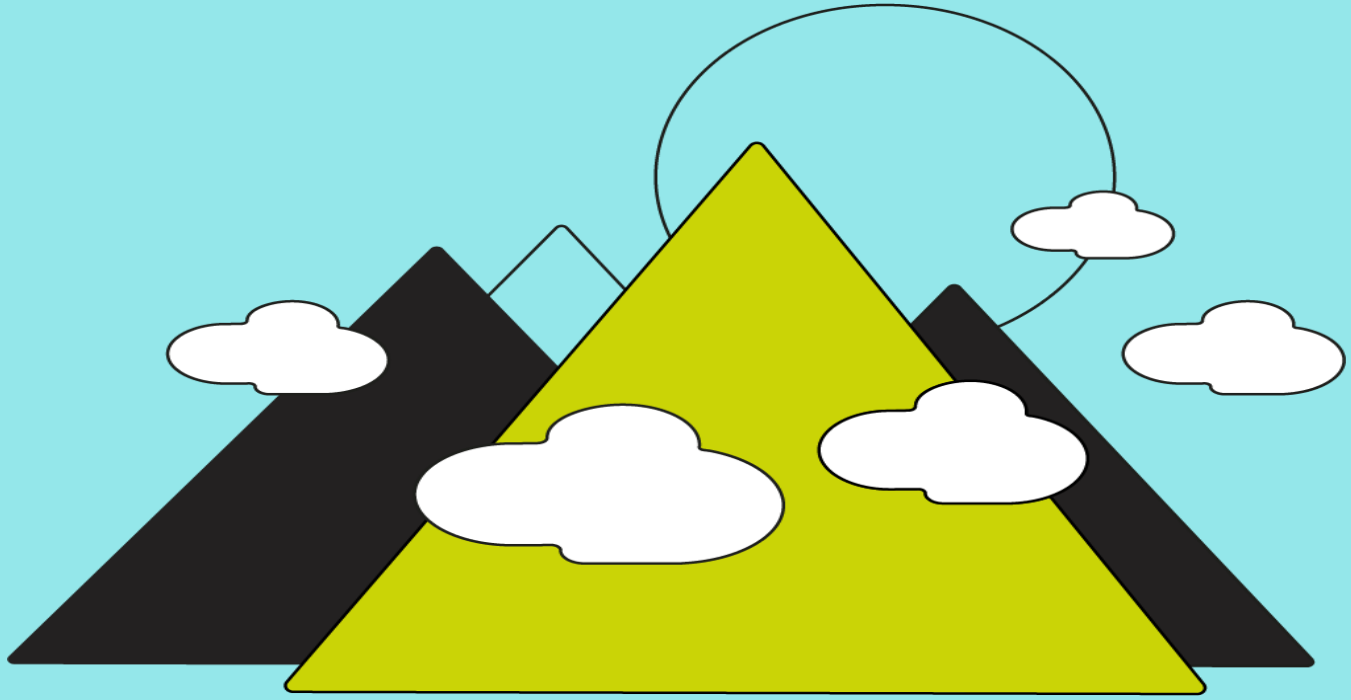
Pearson Edexcel

1PE0-22P3 on Pearson Edexcel GCSE PE: Preparing to deliver the revised specifications for first assessment in 2023



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Aims and Objectives

- Understand the structure of the revised qualification.
- Look at the SAMs and see what the changes look like – structure and question.
- Look at example questions and how to mark them.
- Look at what makes a good live and DVD moderation.
- Review changes to component 4 and understand the requirements.
- Look at an exemplar PEP, mark and some tips/guidance.
- Look at the support on offer for all components especially focusing on Component 4

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Agenda

- Welcome and introductions
- Session 1: Specification structure and basic overview.
- Session 2: Component 1 – deep dive – what are the changes and how best to deliver the course.
- Session 3: Component 2 – deep dive – what are the changes and how best to deliver the course.
- Session 4: Component 3 Practical refresher looking at assessment and what makes a good live and DVD moderation.
- Session 5: Changes to Component 4 – deep dive – what are the changes and how best to deliver the course.

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Session 1
GCSE PE – Changes to qualification for first assessment 2023

GCSE PE – Changes to qualification for first assessment 2023

Components 1 & 2
It is important to note that there are no changes to the content, but there are changes to the structure of the papers and the total number of marks.

Component 3
No changes have been made to this aspect of the qualification.

Component 4
Although there have been no content changes, following feedback from centres, we have reviewed this component and updated it to provide very specific guidance as to the expectations of the PEP.

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Component 1 and 2 changes for 2023 onwards

It is important to note that there are no changes to the content.

The following changes are for first assessment in 2023:
- 3 sections per paper: A, B and C splitting topics up
- Reduction of 10 marks per paper – 1 AO1 mark and 1x9 marker
- Reduced examined time for **Paper 1 only**
- **Evaluate** as only command word for 9 extended questions

Component 1	Component 2
✓ Section A: Anatomy & Physiology and ✓ Movement analysis ✓ Section B: Physical Training ✓ Section C: One extended response from the topic area Physical Training ✓ 80 marks - 1 hour 30 mins 36%	✓ Section A: Health, Fitness and Wellbeing ✓ Section B: Sports Psychology and sociocultural influences ✓ Section C: One extended response from section B ✓ 60 marks - 1 hour 15 mins 24%

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Component 4

- Updated PEP specification
- New checklist created (as a guide) to assist teachers and students.
- Performance Data examples created.
- New exemplars from our new principal moderator Dane Smith clearly outlining the standards across different levels.
- 3 Self-paced modules c/w marking training events

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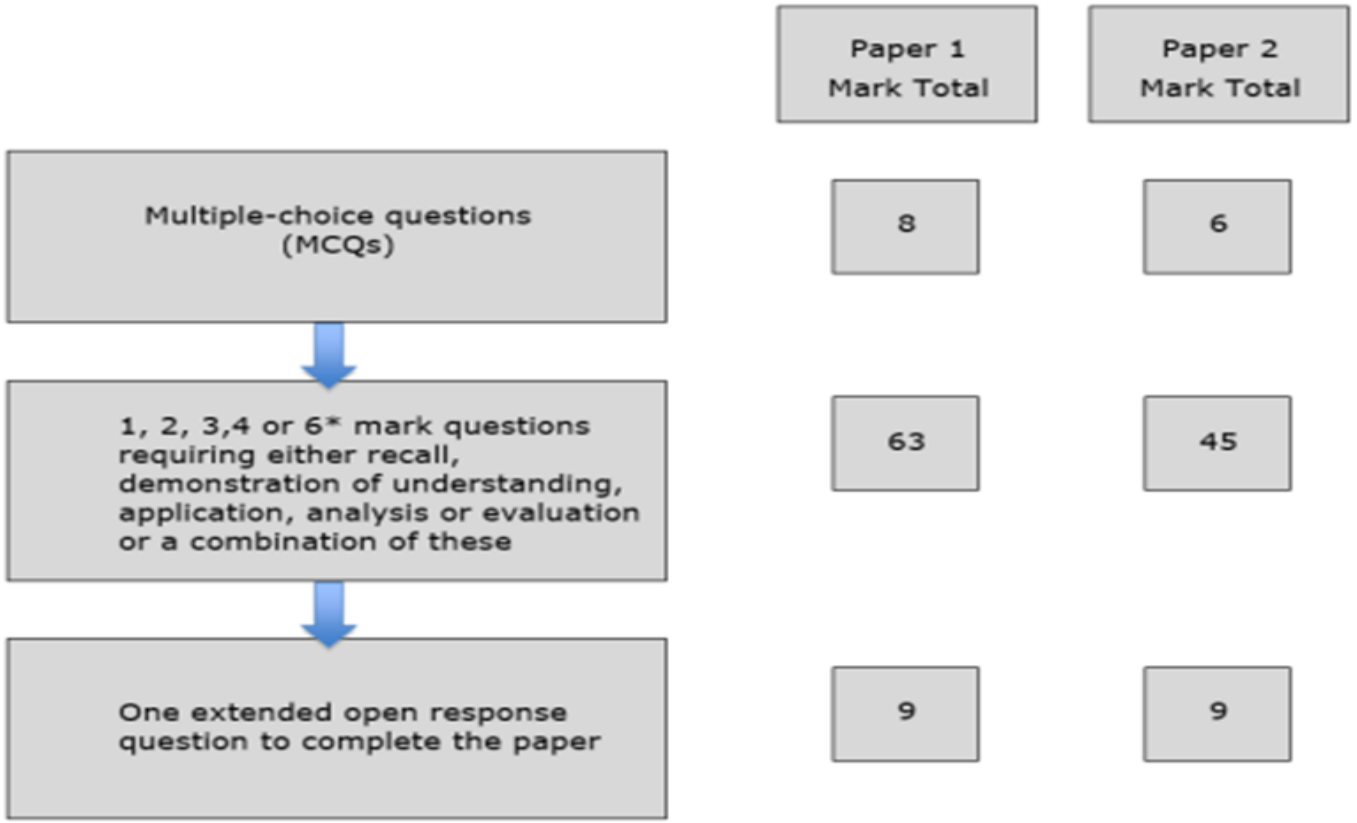
Component 1 & 2 question paper structure

5.2 Component 1 and Component 2 question paper structure



* 6-mark questions will be scaffolded, for example, 2x3 marks or 3x2 marks. They will not be continuous prose (i.e., 6 full marks).

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Variation of questions throughout both paper 1 and paper 2

(c) Which **one** of the following muscles contracts to bring about **extension** at the **hip**?

☒	**A** Biceps
☒	**B** Gluteus maximus
☒	**C** Latissimus dorsi
☒	**D** Quadriceps

(1)

(c) State **one** reason why skeletal muscles are classified as **voluntary** muscles.

(b) Explain why the role of ligaments is important to games players.

(b) Explain why **concurrent** feedback from the football coach could improve the performance of the football team.

(3)

14 Explain **one** advantage and **one** disadvantage of sponsorship for **sport**.

(i) Advantage

(2)

(ii) Disadvantage

(2)

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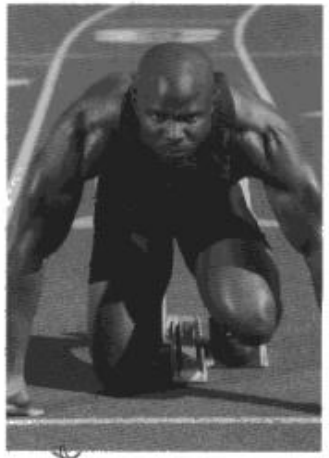
Variation of questions throughout both paper 1 and paper 2 cont…

12 Mason is a sprinter. **Figure 11** shows a sprinter waiting to start a race.
Sprinters require high levels of power, speed and reaction time to perform well in their event.



(Source: © sirtravelalot/Shutterstock)

Figure 11

Mason trains regularly, using interval training, plyometric training and continuous training.

Evaluate the importance of these **three** training methods in improving Mason's fitness to make him a better sprinter.

(9)

15 Ethnicity and gender are two of the personal factors that can have a negative impact on adults' participation in sport.

Evaluate **three other** personal factors which can negatively impact on an adult's participation in sport.

(9)

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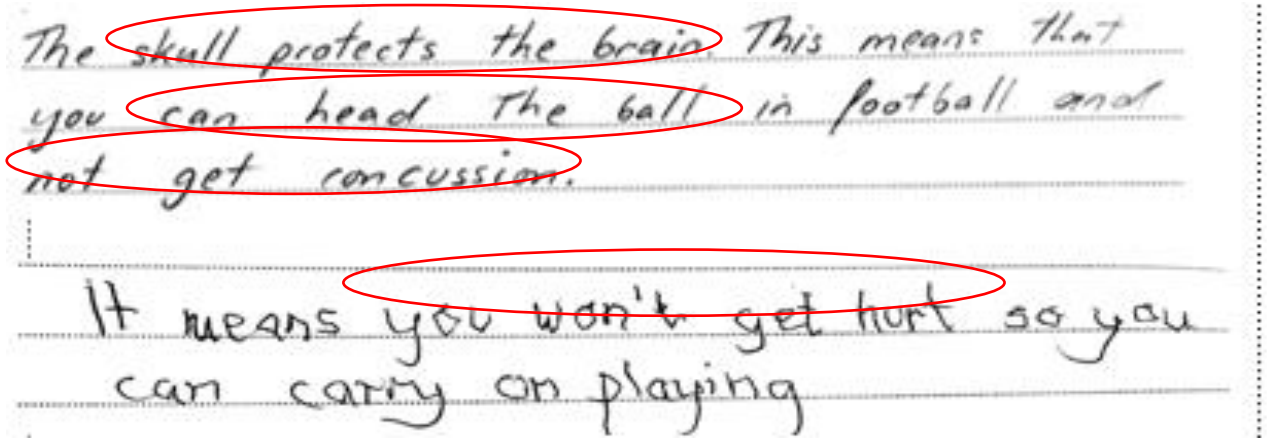
Session 2
Component 1
Deep dive

Section A: Anatomy & Physiology and Movement analysis

SAMs material page 14 Question 2 mark scheme page 36

2 Protection is a function of the skeletal system.

Explain, using **one** example, how the skeletal system's protective function aids performance in physical activity and sport.



Answer (AO1 – 1 mark; AO2 – 2 marks)
One mark for protective function, one mark for an example of how protective function aids performance and one mark for appropriate expansion of explanation.

Protection reduces the chance of the performer becoming injured (1), for example in football the cranium protects the brain/the sternum protects the heart (1) therefore players can head the ball/tackle to improve their game/make use of aerial play/are able to continue to train/play (1)

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Section B: Physical training
Delegate marking

Question 10b question paper 1 2022

(b) Describe how to carry out the sit and reach test.

(3)

- Sit down with you legs straight in front in a pike position.
- have a table in front of you with a cm scale on it.
- Place a ruler at 0cm and reach as far as you can with yor legs straight and push the ruler
- record your result that the ruler got to.

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Section B: Physical training
Response analysis

Question 10b question paper 1 2022

(b) Describe how to carry out the sit and reach test.

(3)

- Sit down with you legs straight in front in a pike position.
- have a table in front of you with a cm scale on it.
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- record yor result that the ruler got to.

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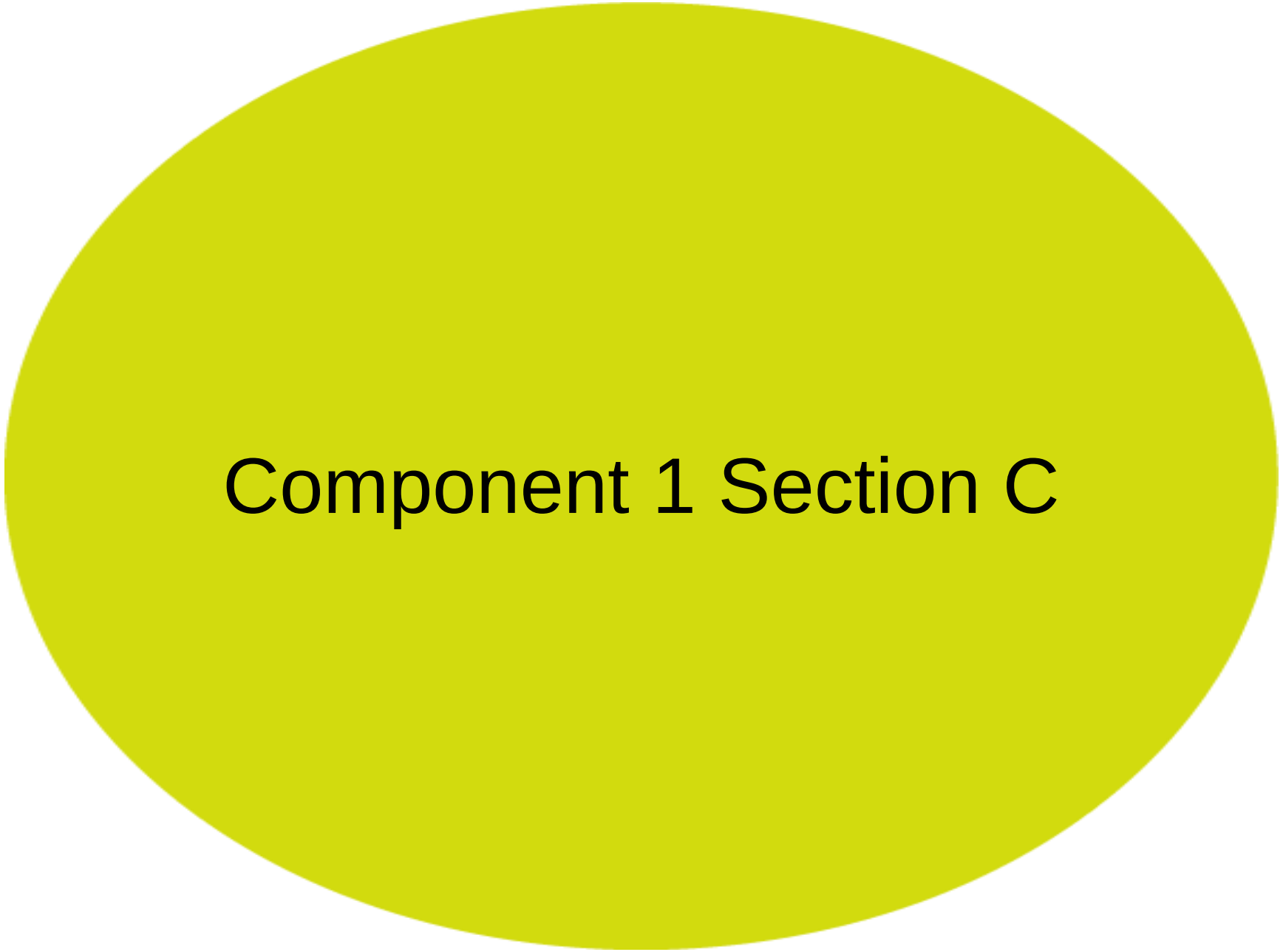
Component 1 Section C

Delegate marking

Paper 1 Q 12

Mason trains regularly, using interval training, plyometric training and continuous training.

Evaluate the importance of these **three** training methods in improving Mason's fitness to make him a better sprinter.

(9)

Continuous training is the ~~les~~ least important training method to Mason, as it ~~mainly~~ sometimes develops anaerobic ~~fitness~~ fitness but mainly develps aerobically. Continuous ~~training~~ training involves constant exercise for no less than 20 minutes and without breaks, improving Cardiovascular fitness. 100m sprint is an ~~anaerobic~~ anaerobic event with a short duration and focus on power, speed and reaction time. Therefore, as continuous training doesn't relate to any of these components, it would not improve Mason's 100m sprint or make him a better sprinter, ~~there~~ making it irrelevant and an unuseful and unimportant training method.

Plyometrics develop power and involve jumping onto and off of blocks to quickly lengthen and then ~~shorten~~ Shorten the muscles. Power is important to Mason's 100m sprint, as good levels of power would allow him to have a quick start off of the ~~bank~~ blocks, giving him an advantage against his ~~comp~~ competitors. Therefore, ~~this~~ developing power is essential for Mason's 100m sprint performance and highlights that plyometrics is a vital training method to make Mason a better sprinter.

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Delegate marking continued

Interval training it good at developing speed and involves sprinting a certain distance and then having an immediate rest (which is active and for a certain duration), this process is repeated many times for many intervals. Speed is essential to Mason's 100m sprint, ~~therefore~~ as the quickest/fastest runner wins the race. Therefore, as interval training improves this vital component of fitness, it is a very important training method for developing Mason's performance.

In conclusion, the most important training methods which Mason uses are interval training and plyometrics - as they are most likely to improve his 100m sprint, making him a better sprinter.

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Response analysis

Mason trains regularly, using interval training, plyometric training and continuous training.

Evaluate the importance of these **three** training methods in improving Mason's fitness to make him a better sprinter.

(9)

Continuous training is the ~~les~~ least important training method to Mason, as it ~~mainly~~ sometimes develops anaerobic ~~exercise~~ fitness but mainly develops aerobically. Continuous ~~training~~ training involves constant exercise for ~~no~~ less than 20 minutes and without breaks, & improving cardiovascular fitness. 100m sprint is an ~~aerobic~~ anaerobic event with a short duration and focus on power, speed and reaction time. Therefore, as continuous training doesn't relate to any of these components,

A01

A02

it would not improve Mason's 100m sprint or make him a better sprinter, ~~these~~ making it irrelevant and an unuseful and unimportant training method.

A03

A02

A01

Plyometrics develop power and involve jumping onto and off of blocks to quickly lengthen and then ~~shorten~~ Shorten the muscles. Power is important to Mason's 100m sprint, as good levels of power would allow him to have a quick start off of the ~~box~~ blocks, giving him an advantage against his ~~theory~~ competitors. Therefore, ~~this~~ developing power is essential for Mason's 100m sprint performance and highlights that plyometrics is a vital training method to make Mason a better sprinter.

A02

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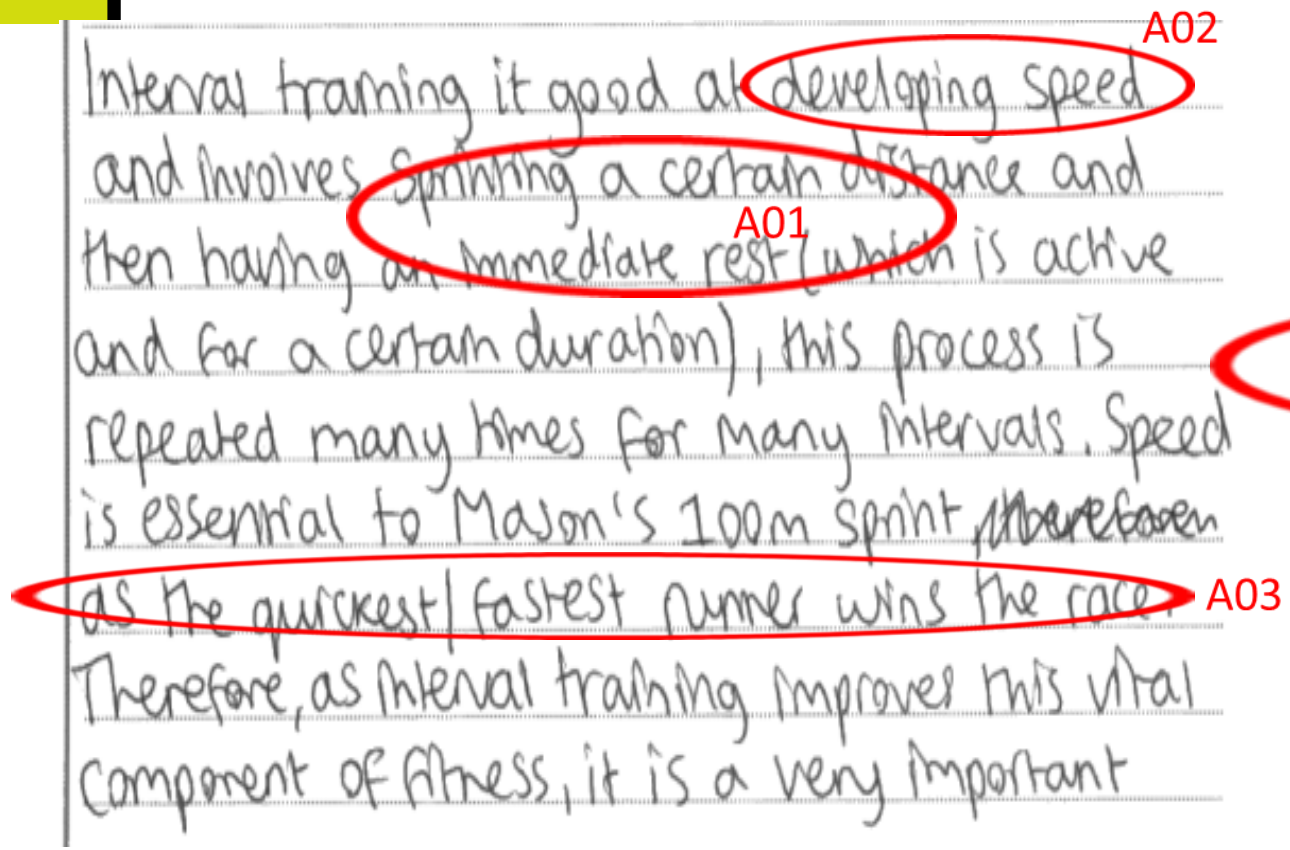
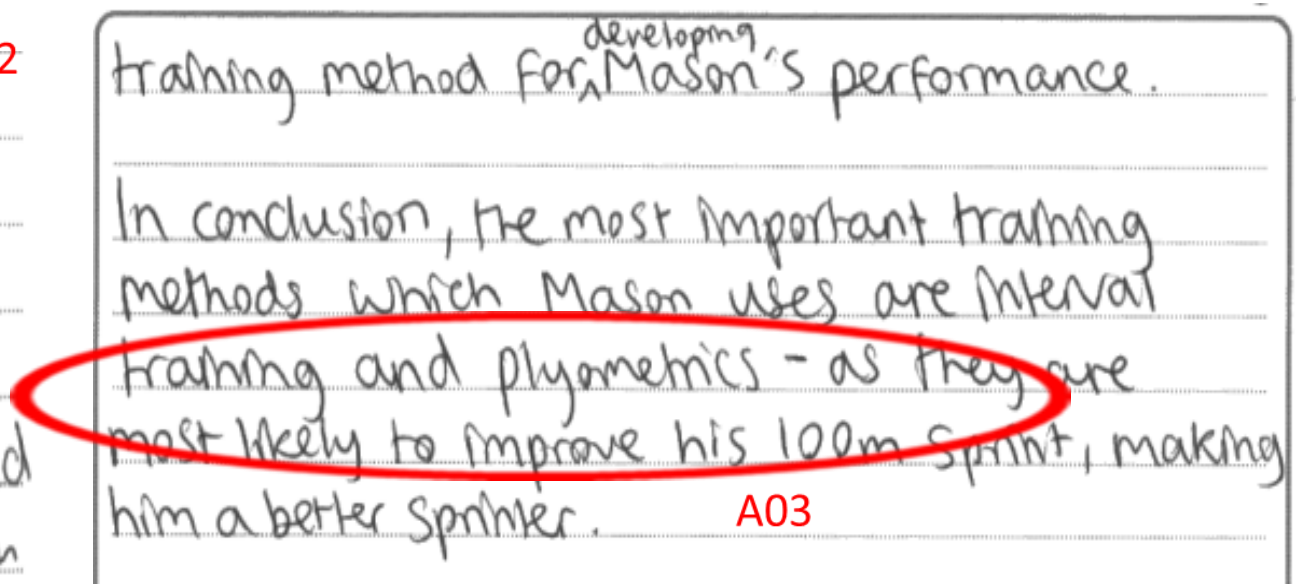
Response analysis



Interval training it good at developing speed and involves sprinting a certain distance and then having an immediate rest (which is active and for a certain duration), this process is repeated many times for many intervals. Speed is essential to Mason's 100m sprint, therefore as the quickest/fastest runner wins the race. Therefore, as Interval training improves this vital component of fitness, it is a very important



training method for developing Mason's performance.

In conclusion, the most important training methods which Mason uses are Interval training and plyometrics - as they are most likely to improve his 100m sprint, making him a better sprinter.

Response awarded 9/9 marks

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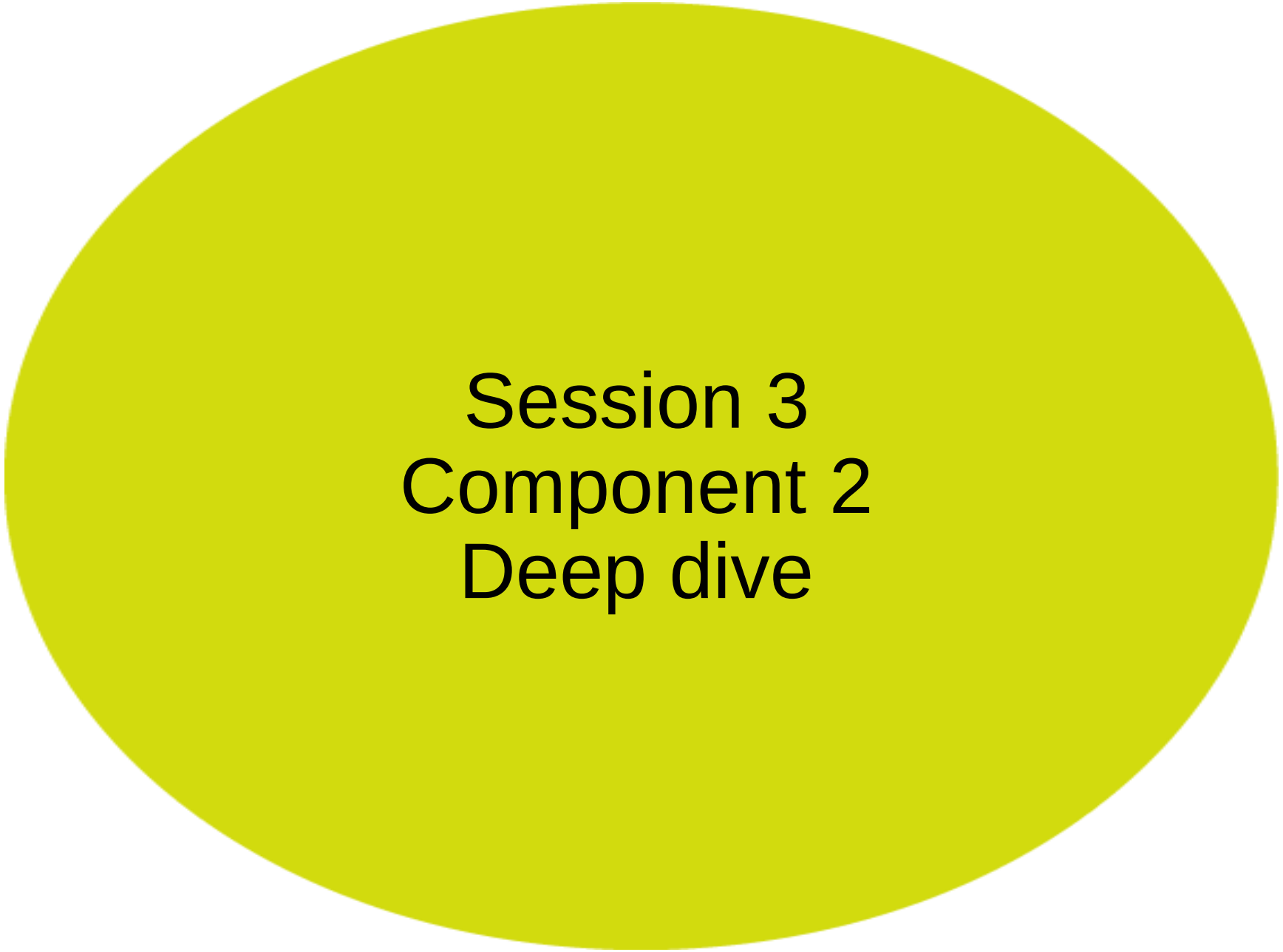
Session 3
Component 2
Deep dive

Section A: Health, fitness and wellbeing

SAMs material page 50 Question 2 mark scheme page 65

2 Complete the following statements about the benefits of regular participation in physical activity.

Participation in physical activity can provide social health benefits, for example

.....

.....

An increase in self-esteem, however, is an example of a ..... health benefit.

(Total for Question 2 = 2 marks)

Question Number	Answer (AO1 – 2 marks)	Mark
2	One mark for suitable example of social health benefit (up to one mark). For example: • Social mixing (1) • Making friends (1) • Socialising with others (1) • Learning teamwork/cooperation skills (1) Accept other appropriate responses. One mark for correct identification of emotional health benefit orequivalent term (up to one mark). • Emotional (1) or • Psychological (1) Also accept:	**(2)**

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Section B: Sports psychology and sociocultural influences Delegate marking

Paper 2 Q6b

(b) Explain why **concurrent** feedback from the football coach could improve the performance of the football team.

(3)

Conaurrent feedback is given during the game. This means the players would be able to respond immedrately and ~~are~~ their pergormance would improve immedrately. for example he could tell the goalkeper to come forward off his line. This means he ~~caugh~~ catch a loose ball before the opponents had the chance to score. This means they are more likely to win and there performance has increased

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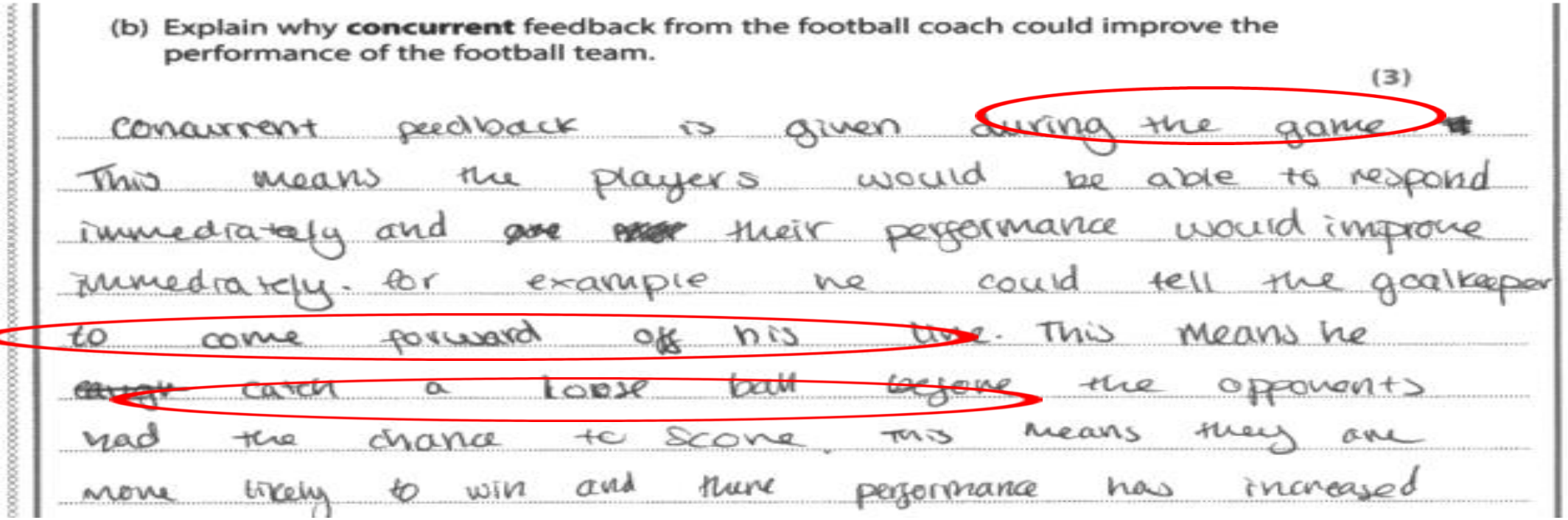
Response analysis



(b) Explain why **concurrent** feedback from the football coach could improve the performance of the football team.

(3)

Conaurrent feedback is given during the game. This means the players would be able to respond immediately and ~~are~~ their performance would improve immediately. for example he could tell the goalkeeper to come forward off his line. This means he ~~can~~ catch a loose ball before the opponents had the chance to score. This means they are more likely to win and there performance has increased

Response awarded 3/3 marks

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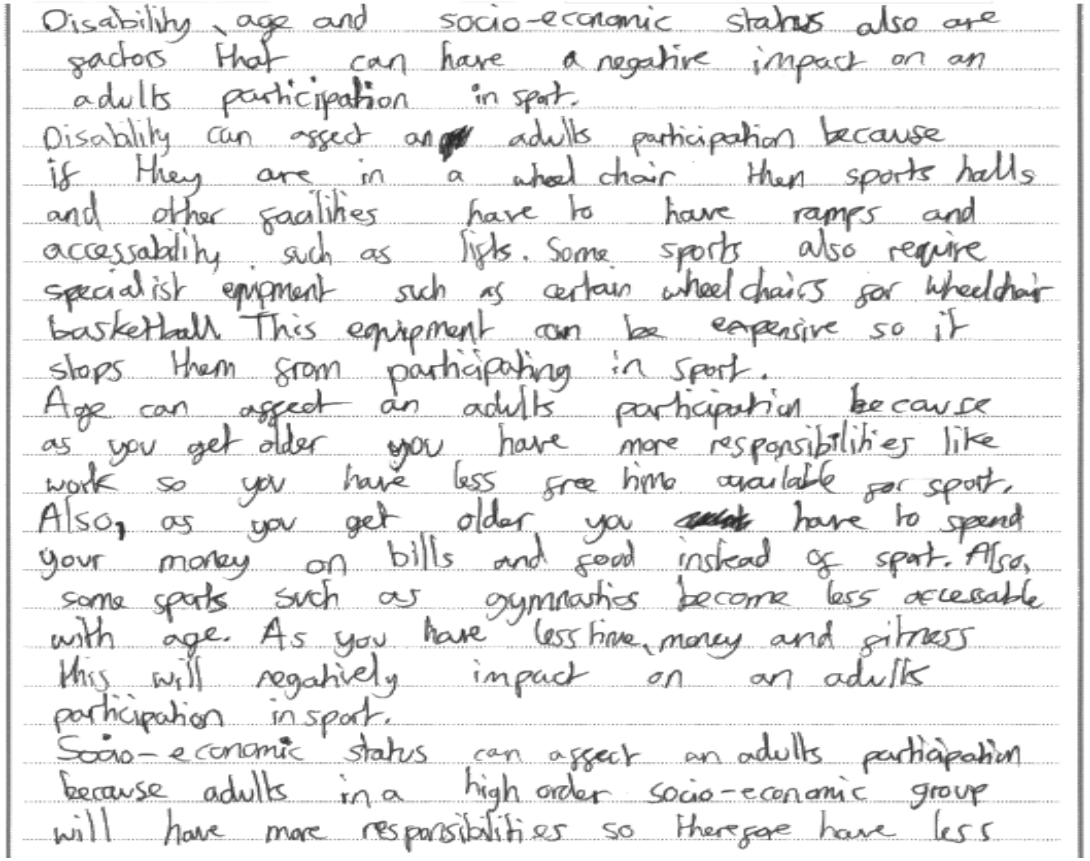
Section C: Sports psychology and sociocultural influences Delegate marking

Paper 2 Q15



Disability, age and socio-economic status also are factors that can have a negative impact on an adults participation in sport.
Disability can assect an adults participation because if they are in a wheel chair then sports halls and other facilities have to have ramps and accessability such as lifts. Some sports also require specialist equipment such as certain wheelchairs for wheelchair basketball This equipment can be expensive so it stops them from participating in sport.
Age can assect an adults participation because as you get older you have more responsibilities like work so you have less free time available for sport. Also, as you get older you have to spend your money on bills and food instead of sport. Also, some sports such as gymnastics become less accessable with age. As you have less time, money and fitness this will negatively impact on an adults participation in sport.
Socio-economic status can assect an adults participation because adults in a high order socio-economic group will have more responsibilities so therefore have less free time available for sport. Adults in low order socio-economic groups don't get paid much money so even though they might have more free time they don't have enough money to do expensive sports such as golf. As the low order jobs don't have enough money and the high order jobs don't have enough free time this can negatively impact on an aldults participation in sport.

In conclusion, disability, age and socio-economic status all can negatively impact an adults participation in sport. I think that socio-economic status is the most negatively impacting and then disability and then age is the least negatively impacting.

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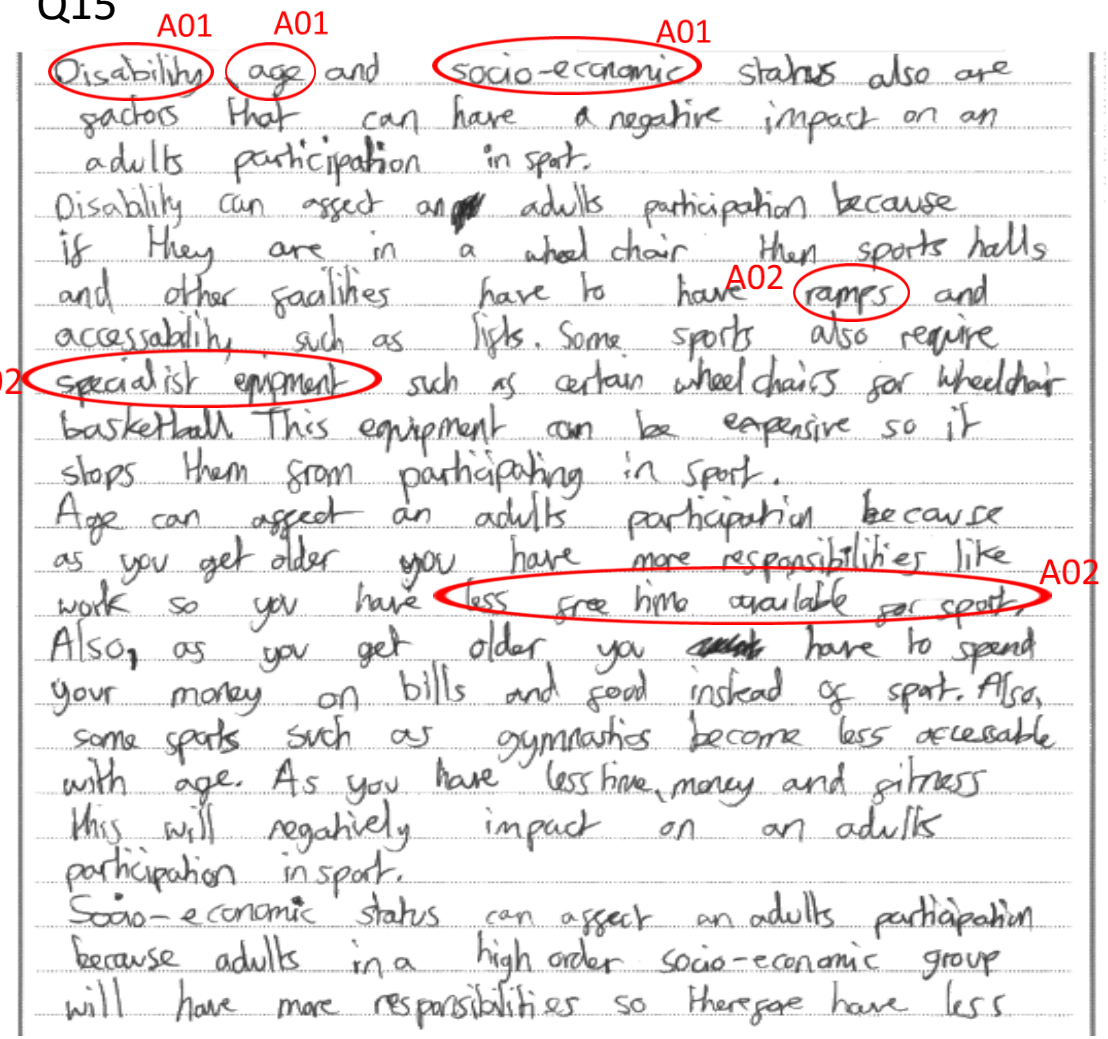
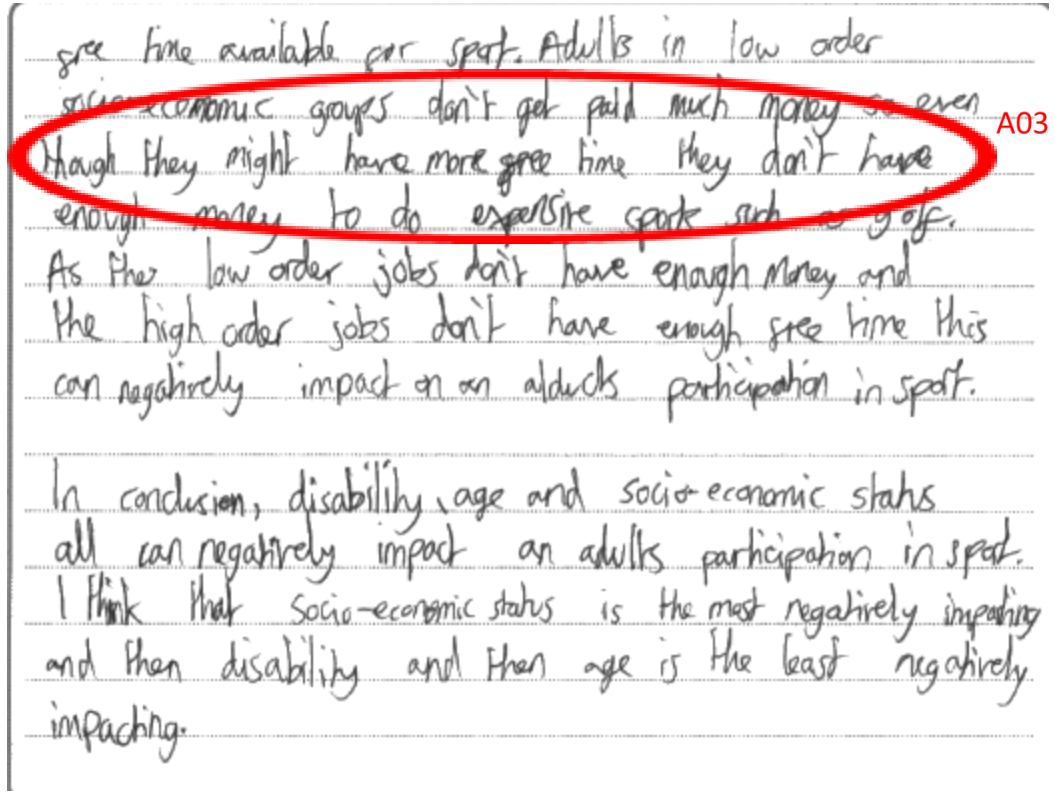
Response analysis

Q15





Response awarded 7/9 marks

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How can we help students achieve more on extended answers questions

- Write in full sentences no bullet points used
- Students to create a quick plan before beginning their answer
- Ask students to underline key terms in the question to ensure their answer remains focused
- Ensure students write developed responses like the one below:
- **Plyometric training involves jumping (AO1) which Mason would use to develop his power (AO2) this is essential if Mason is to push away from the blocks quickly as the greater force he exerts, the faster he will accelerate out of the blocks (AO3).**

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Session 4
Component 3
Deep dive

Component 3: Practical performance

Teacher assessment

- Students are required to:
- Perform in **three** different physical activities in the role of player/performer.
- Demonstrate their skills in isolation/unopposed situations and their skills in a formal/competitive situation while under pressure
- The physical activities will be marked by the teacher and moderated by Pearson

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Component 3: Practical performance

Teacher assessment

- At any point during the course
- Video any activity which cannot be assessed on moderation day
- Internally standardise marks
- Complete practical authentication sheet (appendix 1 – specification)
- Submit marks prior to moderation day

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Component 3: Practical performance

Teacher assessment

- Practical performance assessment criteria pages 30-35

Badminton

Skills in isolation - https://www.youtube.com/watch?v=SAgnE6kZnYQ&list=PLQjlK69nK5E-d7QfVig6n5ODugr9aDbd7&index=2

-Performer wearing pink shoes

Serves 1.08 -2.00 mins, Net Shot 2.38 – 2.59 mins, Drop Shot 3.37 – 4.17 mins & Lift – 5.00 – 5.37 mins.

Application of skills - https://www.youtube.com/watch?v=0yOD_DNECEI&list=PLQjlK69nK5E-d7QfVig6n5ODugr9aDbd7&index=3

-2 games are played; the candidate begins by playing on the far side of the court and is wearing dark coloured training shoes

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Component 3: Practical performance

Badminton skills in isolation feedback

Full commentary for this performance is available within your pack

Skills in isolation

Serves – The serves were generally legal and accurate with some evidence of weight transference from back to front foot. The candidate kept her eyes on the shuttle and her positioning/stance was correct on court.

Net - The net shot was played with some accuracy, control, precision, and fluency. The racket head was held too low and there was not much movement when getting ready to play the shot.

Drop – This shot was also demonstrated, again, with partly correct movement of the feet. The candidate's positioning was mainly front facing rather than in a sideways stance, which did not allow much deception.

Lift - This shot was played on the forehand and backhand with some accuracy, control, fluency, and precision. The candidate played the forehand lift straight down the side of the court with some accuracy and an appropriate amount of height and depth.

Overall - It is judged that using a 'best fit' approach to finding an appropriate mark within a level that the candidate performed at the competent level of technical accuracy, precision, control, and fluency.

Agreed Mark: Level 3 – 6 marks

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Component 3: Practical performance

Badminton application of skills

Full commentary for this performance is available within your pack

The candidate was able to demonstrate a competent level of skill throughout the match with some level of control, precision, and fluency. She was able to hit the shuttle with some power on most occasions although there was little placement for the shot to be effective as an attacking shot.

Shot selection was appropriate in most situations with occasional variation of shots, between clears and drop shots.
The application of skills/techniques during play was appropriate and mostly consistent but with errors when attempting to play tactically.

The candidate was able to demonstrate some influence on the performance, although the pair rarely communicated during the game and with little impact – she was observed to tell her partner where to stand when serving.

Agreed Mark: Level 3 – 14 marks
Combined mark 20/35

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What makes a good live/DVD moderation

- Candidate introductions at the beginning of the session
- Clear candidate identification, using numbered or coloured bibs
- On screen captions to further help candidate identification on DVD submissions
- Sessions should be around an hour in length
- Recordings should be complete and unedited
- When filming try and utilize various angles and zoom functions to capture a range of views for the moderator
- Always use practices that reflect the candidates skill level – higher level candidates should be performing their skills in isolation within pressurised situations

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Session 5
Component 4
Deep dive

Assessment overview

Content	Assessment	Structure of Assessment
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. The areas of content covered are: • aim and planning analysis • carrying out and monitoring their PEP • evaluation of data and programme.	Component 4 is worth 10% of the total marks of the qualification 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

Additional materials for component 4

- PEP checklist
- PEP exemplars and commentaries
- PEP marking Grid
- PEP performance data examples
- Coursework marking training component 4 2023 onwards
- GCSE PE Component 4: PEP Scheme of work (SoW)

All of the above material can be found by clicking on the link below

- https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.coursematerials.html#%2FfilterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials

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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 minor, if any, errors.

Applying the marking grid to a student PEP

When assessing each PEP, teacher assessors should:

- Thoroughly read the PEP including all training record forms
- Read the generic statements on the mark grid for each strand, noting key indicators
- Try to apply the key word within the levels for each strand, noting the key indicators
- 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 for each strand

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Worked example

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 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

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Essentials of accurate teacher assessments

- Get to know the specification, assessment criteria and the forms to be used
- Moderate internally - blind marking is encouraged
- Rank order the candidates - make sure marks awarded reflect this
- Refer to the work to be marked with exemplars that are available online
- Learn from the E9 moderator report feedback form

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Characteristics of top band work

- Fitness pre-testing should be included in the beginning of the PEP to help create strengths and weaknesses.
- The PEP should include evaluation of performance from their chosen sport to help identify strengths and weaknesses.
- Clear, concise but in depth evaluations regarding the application of SMART targets, principles and method(s) of training.
- Try and limit the number of SMART targets, principles and methods of training to either 1 or 2 to help increase the depth of the evaluations.
- 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
- Recommendations for future training

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Applying the assessment marking grid to an athletics PEP example

It is accessible using the link below, but is also included within your pack

https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.coursematerials.html#%2FfilterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials

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Exemplar PEP - Initial thoughts

- This is a very detailed PEP
- Fitness testing both pre and post are included
- Performance data is excellently analysed allowing a performance aim to be created
- Well argued evaluations of the application of training methods and principles of training with some link to their SMART target was included
- PARQ included
- Very clear and concise PEP, very well written

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Exemplar PEP - Strand 1

- Extensive battery of fitness tests used and interpreted to an excellent level using normative data
- Performance data included in the form of split times with explanations helping to formulate a performance aim
- The work provided in this strand is excellent and is marked at level 5: 20 marks

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Exemplar PEP - Strand 2

- Excellent and thorough analysis of both fitness and performance data allowed a performance based aim to be constructed
- Candidate offers two relevant SMART targets, with one being fitness based and one related to performance
- Evaluation of SMART is clear and concise, however greater detail for all sections could have enhanced this section slightly
- Extensive information relating to the principles of training linked to circuit training
- The work provided in this strand is excellent and is marked at Level 5: 19 marks

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Exemplar PEP - Strand 3

- Excellent evaluations of pre, mid (although not compulsory) and post PEP fitness and performance data included
- Graphs embedded within the main part of the PEP
- The impact of training and performance was clear to see
- The work provided in this strand is excellent and is marked at Level 5: 20 marks

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Exemplar PEP - Strand 4

Well argued evaluations of the application of training methods and principles of training with some link to SMART targets

Physiological reasons behind improvements were outlined, linking knowledge from component 1

Further recommendations in the way of recovery methods between sessions were also explored offering justifiable solutions

The work provided in this strand was excellent and is marked at Level 5: 19 marks

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Exemplar PEP - Strand 5

- The PEP displayed an excellent coherence with a very good clear structure
- Appropraite use of terminology throughout
- An abundance of performance and fitness data
- Clear evidence of training, although it is recommended for good practice that all individual training logs are submitted
- Very clear and concise piece of work
- The work provided in this strand is excellent and is marked at Level 5: 20 marks

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Exemplar PEP - Conclusion and marks awarded

Strand 1 = 20

Strand 2 = 19

Strand 3 = 20

Strand 4 = 19

Strand 5 = 20

Overall = 98

Rounded = 98/5 = 19.6 = 20

Overall Level 5, 20 marks

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Personal Exercise Program (PEP) Scheme of work (SOW)

- New document designed to help centres structure their PEPs
- Helps provide learning opportunities to help guide candidates through the NEA task
- Practical ideas for lessons
- Further advice for each strand of the PEP marking grid

Specification Content	Task	TIME SCALE	Outcomes	Suggested Strategies
Aim and Planning Analysis	- **Introduction**	1 lesson	- Provide brief information about your sport, position, personal best etc and a physiological overview of the sporting activity. - e.g. kilometre's/miles covered in a match, important components of fitness required, how many changes of directions in a match, speed of movements etc.	- Students are encouraged to research the fitness components required for their sporting activity. - This will assist candidates in justifying the fitness components and tests used in the initial test battery.

Find out more

For more courses see our Pearson Professional Development Academy.

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