

# GCSE Physical Education

1PE04 – Component 4:  
Personal Exercise Programme (PEP) Training

Centre Support

First teaching in 2016  
First assessment 2018



# Aims of the session

- Requirements for each strand
- Best ways to teach the PEP
- Different banded answers in each strand
- How to ensure we mark within tolerance
- Top tips to be successful

## **Strand 1: Interpretation and Analysis of pre-PEP fitness tests and sporting/activity performance.**

- Physiological overview/analysis of the sporting activity
- Collection of performance data
- Specific fitness testing with analysis of fitness and how it affects performance.

## **Strand 2: Evaluation and justification for method(s) of training, SMART targets and principles of training.**

- 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 (specific and measurable)
  - principles and method(s) of training.

## Strand 3: Fitness test results are compared and interpreted.

- Collect and compare pre- and post-PEP results (fitness and performance).
- Analyse fitness data and evaluate the impact on performance in relation to the aim.
- Justify the differences in the data e.g. link to theory components with emphasis on **possible** adaptations.

## Strand 4: Evaluation of the application of the method(s) of training, SMART targets and principles of training with justified future recommendations.

- Evaluation of their smart targets, principles and methods of training with regards to the impact on training progress and performance.
- Use data from training logs to justify application of the above areas.
- Justified recommendations to improve future training and performance.

## **Strand 5: Coherence and structure, use of appropriate terminology.**

- Detailed training record forms that include the application of the relevant principles and methods of training and the use of data to track progress.
- Coherent with minimal (if any) errors and appropriate structure throughout.
- Correct application of appropriate terminology.

Strand	Level 1 Limited				Level 2 Some Attempts				Level 3 Good				Level 4 Very Good				Level 5 Excellent			
1.	<b>Collect initial fitness and performance data:</b> pre-PEP fitness tests data covering a range of components of fitness, relevant and specific to the candidates' selected sporting performance whilst also collecting <b>performance related data</b> that allows the possibility of realistic and measurable improvement. <b>Interpret and analyse initial fitness test results for performance:</b> 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.	<b>Select and justify a component of fitness:</b> (weakness to improve) with statement of aim(s) intrinsically linked to bring about the best improvement in the candidates selected element of their <b>sporting performance</b> . <b>Application of SMART targets:</b> linked to fitness and performance, justifying why their targets are SMART and how they impact on the candidates selected element of their sporting performance. <b>Select and justify a training method:</b> 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 <b>justified making it clear</b> why this is the best and most suitable method to use to improve their <b>future performance</b> . <b>Application of principles of training:</b> 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. <b>Adaptations to the training plan</b> 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.	<b>Collecting and drawing up post-PEP fitness test data:</b> relevant fitness tests, and performance data as at the start of the PEP. <b>Compare pre- and post-PEP fitness test results for performance:</b> all data should demonstrate the differences in fitness levels and performance pre and post PEP. <b>Justify differences in data: discuss reasons</b> for any differences or similarities in the results and what the results mean in terms of the candidate's SMART targets. <b>Show evidence</b> 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.	<b>Evaluate application of:</b> methods of training, SMART targets and principles of training <b>Consideration as to whether the selected method of training; SMART targets and principles of training</b> worked as intended should be discussed <b>and whether they were well applied, and how they impacted overall on the candidate's selected element of their sporting performance</b> . <b>Training plans or record sheets should be referred to within the discussion.</b> <b>Recommendations:</b> 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.	<b>Candidates must produce a succinct and coherently structured PEP</b> which should be written as continuous prose. This means the planning (analysis) and evaluation sections should be covered with appropriate <b>content and detail</b> ; that appropriate, subject specific terminology should be used; and that the PEP is succinct enough to be within the 1500-word <b>count</b> .																			
	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.			

# Best Ways to teach the PEP

- Teach in conjunction with, or after completing, Topic 3: Physical Training (Component 1) – refer to programme of study.
- Use the exam board Scheme of Work – some ideas and strategies outlined.
- Follow the PEP checklist.
- Performance data – game data filmed in lesson or use 'Performance data examples' sheet.
- The PEP was designed to teach and apply the theoretical aspects of the course in a practical way – refer to the content and theories during practical sessions.



# Standardisation

- You are now going to look at three different PEPs.
- This is your opportunity to apply your knowledge to different tasks.
- The tasks are designed to stimulate discussion and practice applying the marking grid to the PEPs.
- You will be provided with commentaries at the end of each marking session.
- PEP 1 – mark blind
- PEP 2 & 3 – mark as a Moderator (the trainer will give you the centre marks).



# 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.

# Additional Materials

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

- PEP Marking Grid (new for 2023)
- PEP checklist
- PEP SOW
- Performance data examples sheet
- Exemplars with commentaries
- Updated specification
- Instructions for the Conduct of Non-Examined Assessment (NEA)
- Past and present/future training materials
- Ask The Expert – details available on the Edexcel website. Questions put to, and answered, by principal examiners.

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