

## GCSE PE 1PE0 04: PEP Checklist

This checklist is designed to be used as a guide to assist students with the type of content to be included within the PEP as well as providing an example of the overall structure of the task. A student who includes everything will ensure that they have **access** to the full mark available for this component but **does not guarantee a mark** as this will be determined by the quality of the work submitted when assessed against the published assessment criteria in the marking grid.

Aim and Planning	
Introduction	
Provide brief information about your sport, position, personal best etc and a physiological overview of the sporting activity- do not waste words on too much personal information.	
Performance Analysis	
<p>Collect and record performance data - it should be something that is easy and straight-forward to collect and must be measurable. This could include a form of:</p> <ul style="list-style-type: none"> <li>- notational analysis e.g., number of passes/ tackles/ interceptions, times (splits), distances, GPS data, analysis of a witness statement/ observation sheet etc.</li> <li>- dates, times, type/level of game/fixture for further authentication. Also, a table of raw data and a graph(s) to illustrate results is encouraged.</li> </ul> <p>Some sport performance data examples to consider for gathering are available in the appendix of the specification.</p>	
<p>Analyse performance:</p> <ul style="list-style-type: none"> <li>- Strengths &amp; weaknesses in relation to their event/position.</li> <li>- Students may use comparisons against more elite performers for further analysis of strengths &amp; weaknesses and as a way of determining the requirements for improvement.</li> </ul>	
Fitness Test Battery	
<p>Complete a range of fitness tests for the components of fitness relevant to students sporting activity:</p> <ul style="list-style-type: none"> <li>- Include a table of raw data.</li> <li>- Illustrate results in graph format. This can include comparisons to normative data, class or team averages or elite data.</li> </ul>	
<p>Analyse fitness test results:</p> <ul style="list-style-type: none"> <li>- Strengths &amp; weaknesses.</li> <li>- Link to performance.</li> </ul>	
SMART	
<p>PEP aim:</p> <ul style="list-style-type: none"> <li>- The aim can now be constructed based on the prior analysis.</li> <li>- The aim should be a performance-based aim through developing an aspect of fitness.</li> <li>- The aim can be broken down into specific measurable targets.</li> <li>- The application of SMART to the PEP is required (justify and evaluate), not definitions.</li> </ul>	

<b>Methods of Training</b>	
Justification of the method(s) of training best suited to develop your sport and the aim/targets.	
<b>Principles of Training</b>	
Analyse how the principles of training will be applied: <ul style="list-style-type: none"> <li>- Not all principles of training need to be analysed, only principles that are relevant to the candidate planning, aim and performance.</li> <li>- Students may want to analyse the relevant principles of training through the FITT principle e.g., how will progressive overload be applied through frequency, intensity and time across the 6-8 weeks?</li> </ul>	
<b>PAR-Q</b>	
It is good practice to include a completed PAR-Q. This can either be placed in the appendix or at the end of the planning section prior to the training logs (it will not count towards the word count).	
<b>Carrying out and Monitoring the PEP</b>	
The student will need to complete a 6–8-week training programme: <ul style="list-style-type: none"> <li>- Training logs for each session, recorded on the Pearson training record sheet or something similar (where appropriate include HR &amp; RHR data, reps &amp; sets etc).</li> <li>- Students may choose to complete mid-PEP testing to re-evaluate intensities.</li> <li>- Post-PEP testing (fitness and performance) to take place to assist with the evaluation - this data can be presented in the actual evaluation section.</li> <li>- Training logs can either be included after the planning section (before the evaluation) or in an appendix.</li> </ul>	
<b>Evaluation</b>	
<b>Evaluation of Fitness</b>	
The student should re-test the same test(s) based on the specific PEP aim: <ul style="list-style-type: none"> <li>- Include raw pre, (mid), and post-test results.</li> <li>- Illustrate results in graph format. This can include comparisons to normative data, class or team averages or elite data.</li> </ul>	
Analyse fitness test results: <ul style="list-style-type: none"> <li>- Strengths &amp; weaknesses/physiological data e.g., HR &amp; RHR data, 1RM changes etc.</li> <li>- Results are compared and interpreted, and the differences and/or similarities identified and analysed (% increase or decrease) - justified, with ample supporting evidence.</li> <li>- <b>Possible</b> physiological adaptations that may have occurred because of training that has had a positive influence on your performance - link to content in Component 1.</li> </ul>	
<b>Performance Analysis</b>	
Collect and record performance data (examples below): <ul style="list-style-type: none"> <li>- Use the same method of performance assessment that was used in the planning section for comparison.</li> <li>- Illustrate the results with a table(s) of raw data (if applicable) and a graph(s) - pre and post PEP results.</li> </ul>	

Analyse performance: <ul style="list-style-type: none"> <li>- Has there been any improvements &amp; why or why not?</li> <li>- Give specific performance examples.</li> </ul>	
<b>Evaluation of the PEP</b>	
Following the programme, have you evaluated: <ul style="list-style-type: none"> <li>- The method of training you selected-was it appropriate? – could you have selected a different one?</li> <li>- Your SMART target(s) – did you meet them – if not, why not? Could you have set others?</li> <li>- Did you apply the principles of training appropriately – why? Could you have done anything different?</li> <li>- Have you made any recommendations for the future?</li> </ul>	