

Pearson Edexcel GCSE PE Component 4: Personal Exercise Programme (PEP) Scheme of Work (SOW)

This scheme of work is designed to help centres structure their cohorts PEP's and to provide various learning opportunities and strategies to help guide candidates through the NEA task. By no means are the suggested strategies an exhaustive list but may prove useful in providing a varied and practical approach to teaching Component 4.

Key Objectives:

1. Be able to analyse and evaluate fitness levels and performance in order to design a personal exercise programme (PEP) to improve/optimize performance.
2. Develop knowledge and understanding of setting SMART targets, analyse relevant principles and methods of training to construct a PEP.
3. Carry out and complete a PEP, and to record training data throughout a 6-8-week period.
4. Use data from pre- and post-PEP fitness tests and performance to evaluate the effectiveness of the PEP.
5. Provide recommendations for future training and be able to write the PEP concisely and coherently utilising the correct terminology from the appropriate sections of Component 1 & 2.

Specification Content	Task	TIME SCALE	Outcomes	Suggested Strategies
Aim and Planning Analysis	- Introduction	1 lesson	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
	- Performance Data	1 lesson	<ul style="list-style-type: none"> - Gather performance data for the candidate and an elite performer for comparison. - In the absence of elite data, peer data or data of a more elite standard could be used. - Examples include: notational analysis e.g., number of passes/ tackles/ interceptions, times (splits), distances, GPS data, analysis of a witness statement/ observation sheet etc. 	<ul style="list-style-type: none"> - In a practical lesson, record a game/match/activity of a competitive performance. - The footage can then be played back in lesson or uploaded to a shared drive/VLE in order for students to conduct their analysis (possible homework task). - This could provide valuable practice for both staff and candidates to perfect filming technique for Component 3. - Examples of skills to analyse can be found in the '<i>PEP Performance Data Examples</i>' document https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Teaching%20and%20learning%20materials/2023-PEP-performance-data-examples-v1.pdf - Candidates could also collate the data when performing for their club e.g. swimming gala, netball game on the weekend etc.

	- Fitness Test Battery	1-2 lessons	- Complete a range of fitness tests for the components of fitness relevant to students sporting activity.	- Use a practical lesson(s) to complete a selection of fitness tests relevant to their sporting activity/ performance.
	- Analysis and Evaluation	2 lessons	Performance Analysis: <ul style="list-style-type: none"> - Strengths & weaknesses in relation to their event/position. - Students may use comparisons against more elite performers for further analysis of strengths & weaknesses and as a way of determining the requirements for improvement. Fitness test Analysis: <ul style="list-style-type: none"> - Strengths & weaknesses. - Link to how fitness levels affect performance. 	<ul style="list-style-type: none"> - If possible, use elite data (or more elite data) for the performance analysis. - Some NGB or professional team websites include performance data. Alternatively, candidates can watch a live match/event or on YouTube to gather the data. - This could be a homework task. - Use normative data from websites such as www.brianmac.co.uk or www.topendsports.com to gather data for comparison. - Alternatively, students may find elite data for tests that are more specific to the relevant component of fitness.

	<ul style="list-style-type: none"> - SMART, Methods and Principles of Training 	2 lessons	<ul style="list-style-type: none"> - From the analysis students will now be able to construct an aim that is performance based and supported by a component of fitness. - SMART targets can then be developed. - Relevant methods of training researched and applied. - Explain how the Principles of training will be applied, especially with regards to intensities of training and how progressive overload will be used to initially, and throughout the training. 	<ul style="list-style-type: none"> - Ensure that the overall aim is only established <u>after the analysis of performance and fitness.</u> - SMART targets should be <u>measurable</u> with both a <u>performance and fitness target outlined.</u> - Students should have exposure to the various methods of training throughout the course. - Practical lessons can demonstrate how each method of training is conducted.
Carrying out and Monitoring their PEP	<ul style="list-style-type: none"> - Conducting the training 	6-8 lessons	<ul style="list-style-type: none"> - Students should have their plans documented and record all training. - Training logs for each session, recorded on the Pearson training record sheet or something similar (where appropriate, include HR & RHR data, reps & sets etc). - Students <u>may</u> choose to complete mid-PEP testing to re-evaluate intensities. - Post-PEP testing (fitness and performance) to take place to assist with the evaluation. 	<ul style="list-style-type: none"> - Encourage students to complete training outside of lessons. - Any training for clubs, private sessions can also be evidenced as long as they are in line with the aim (<u>specificity</u>). - Data should only be collected that is related to the aim e.g. if the student has chosen to focus on strength, then it wouldn't be appropriate to collect HR data. The more relevant data collected, the greater the opportunities for analysis and evaluation.

Evaluation of data and programme	- Fitness Analysis	1 lesson	<ul style="list-style-type: none"> - Include raw pre, (mid), and post-test results. - Illustrate results in graph format. This can include comparisons to normative data, class or team averages or elite data. - Strengths & weaknesses/physiological data e.g., HR & RHR data, 1RM changes etc to be documented. - Results are compared and interpreted, and the differences and/or similarities identified and analysed (% increase or decrease). - Evaluate the <u>possible</u> physiological adaptations that may have occurred because of training that has had a positive influence on your performance. 	<ul style="list-style-type: none"> - Use a practical lesson to only conduct the test(s) associated with the aim (no need to re-test the whole battery). - Good opportunity to review students' knowledge & understanding of Component 1 (3.4: The long-term effects of exercise) and how training <u>may</u> have influenced certain adaptations.
	- Performance Analysis	1 lesson	<ul style="list-style-type: none"> - Collect and record performance data. Use the same method of performance assessment that was used in the planning section for comparison. - Illustrate the results with a table(s) of raw data and a graph that includes pre and post PEP results. - Analyse any improvements and give reasons for changes (link to specific fitness and performance examples). 	<ul style="list-style-type: none"> - In a practical lesson, record a game/match/activity of a competitive performance. - The footage can then be played back in lesson or uploaded to a shared drive/VLE in order for students to conduct their analysis. - This could be a homework task.

	<ul style="list-style-type: none"> - Evaluation of the PEP 	1 lesson	<ul style="list-style-type: none"> - SMART: did the students meet the targets for both performance and their training aim (give explanations). - Was the method of training appropriate to the PEP? Justify. - Were the principles of training applied appropriately and were the intensities of training in line with achieving the aim? - Could you have done anything different in the planning phase or during the PEP? - Recommendations for the future: this could include a review of the above content and how you could improve fitness and/or performance by adjusting your training (full explanation required that is linked to performance). 	<ul style="list-style-type: none"> - It is important to use the data recorded in the training logs to justify the application of SMART, methods, principles and intensities of training. - Remember: the training logs are not just used as evidence of training, they provide a vital part of the task in order for students to reflect on, and thus should be referred to.
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It is recommended that the PEP is conducted after or in conjunction to teaching **Topic 3: Physical Training, from Component 1.**

Encourage students to include tables of data and graphs to be placed within the main section of the PEP. This will ensure students can refer to them directly and include the necessary analysis and evaluative comments within the task. Alternatively, students can also include the data in an appendix if they choose to (although there must be direct referencing).

Assessment procedures should involve multiple teacher assessors for standardisation purposes as well as taking into account the following supporting documents/resources:

1. PEP Marking Grid:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Teaching%20and%20learning%20materials/2023-PEP-marking-grid-v1.pdf>

2. PEP Checklist:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Teaching%20and%20learning%20materials/2023-PEP-checklist-v1-fill-in.pdf>

3. PEP Exemplars and Commentaries:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Teaching%20and%20learning%20materials/2023-PEP-exemplars-v1.zip>