

GCSE Physical Education

Coursework marking training
Component 4 for 2024 onwards

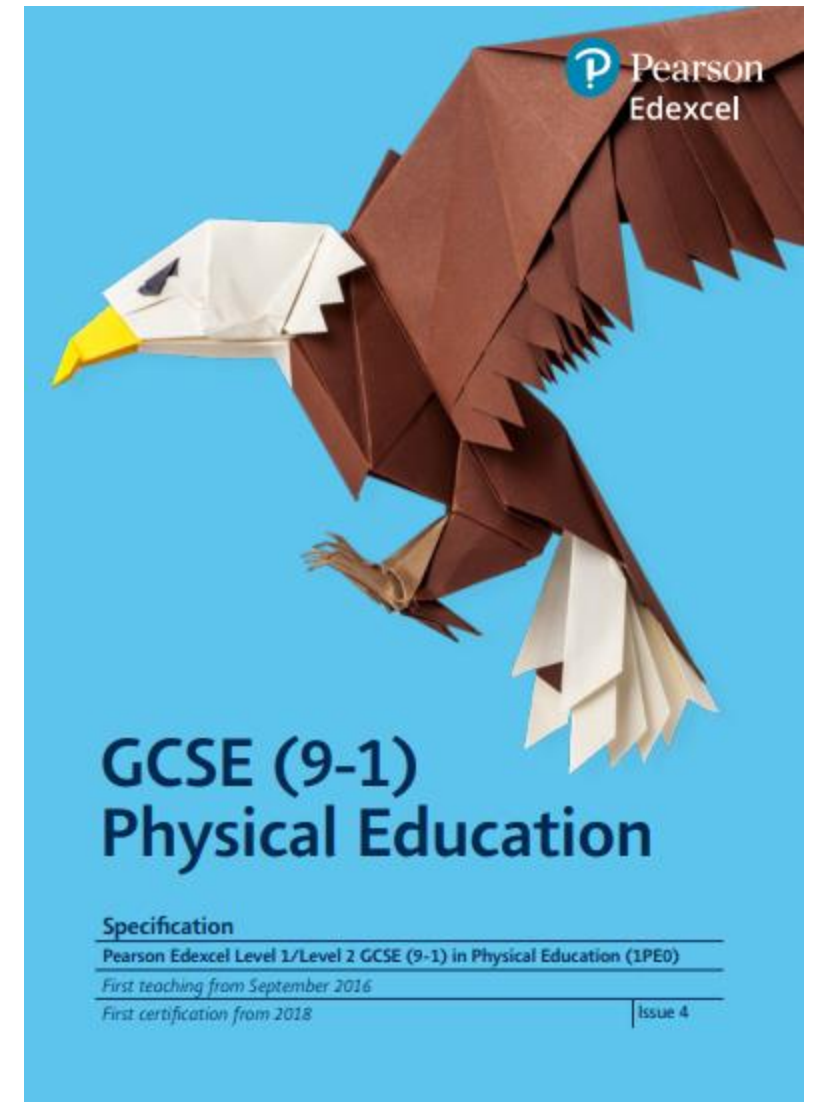
Module 4: Live Q&A session



Welcome to this Professional Development Course

Please use the chat box to introduce yourself:

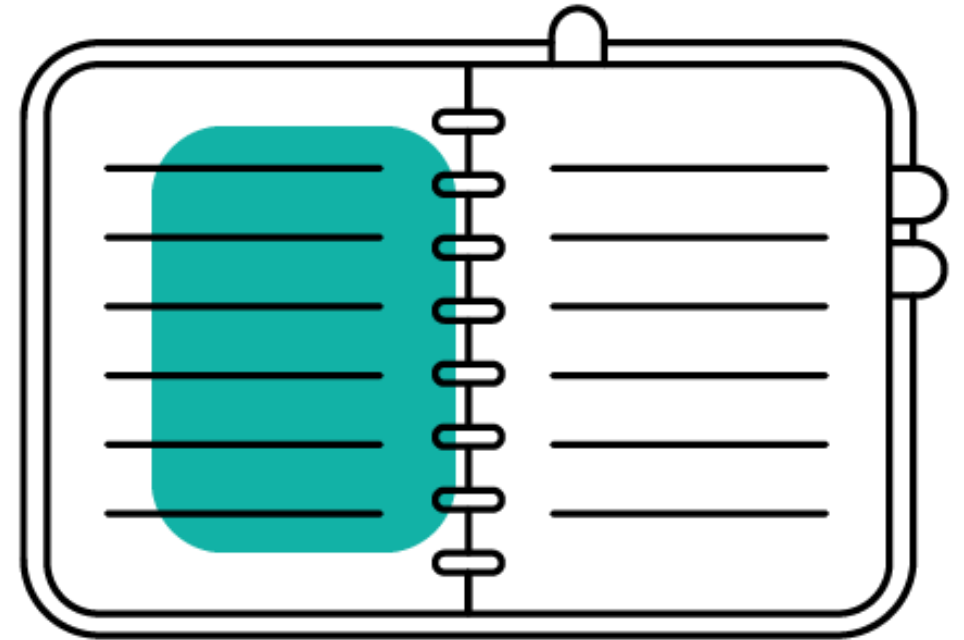
- Name.
- Geographical location.
- Number of years teaching Physical Education.
- Number of years teaching Pearson Edexcel GCSE PE.
- One question you would like answered by the end of the session.



Session objectives

In this session we are going to:

- recap the requirements of Component 4
- identify the characteristics of top, middle and lower band work
- explore the importance of accurately applying the assessment mark grid criteria
- apply the assessment criteria to a PEP example
- provide an opportunity for you to ask questions.



Component 4 requirements



Assessment Overview

Content	Assessment	Structure of Assessment
<p>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.</p> <p>The areas of content covered are:</p> <ul style="list-style-type: none">• aim and planning analysis• carrying out and monitoring their PEP• evaluation of data and programme.	<p>Component 4 is worth 10% of the total marks of the qualification.</p> <p>The PEP is marked out of 20 marks.</p>	<p>The PEP is internally assessed by the Teacher Assessors and externally assessed by Pearson through the moderation process.</p>

Characteristics of top band work

- Pre-testing and evaluation of performance to identify their strengths and weaknesses.
- 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, principles and method(s) of training.
- 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 progress and performance.
- Recommendations for future training.

Characteristics of middle band work

- Aim has been justified, although it may lack some quantifiable data.
- Interpretation or analysis of fitness testing data is good, but it may not always link back to how it impacts on performance.
- Good understanding of SMART, methods and principles of training with inconsistent application to the overall aim.
- Includes both fitness and performance targets but not always measurable.
- Able to analysis data to post-PEP with sufficient supporting evidence that lacks depth and/or link to performance improvements.
- Has a good understanding how the method(s) and principles of training and SMART has been used throughout the PEP but may lack the inclusion of evidence and provide more descriptive comments rather than something more analytical and evaluative.

Characteristics of lower band work

- Concluded what their aims are prior to any fitness and/or performance analysis.
- Little or no evidence of interpretation or analysis of fitness testing data which ultimately limits the justifications of their aims. Without the analysis, S & W's in relation to fitness cannot be stated.
- Only provide definitions of SMART, methods and principles of training rather than applying them to how they will help develop their overall aim.
- Fitness test target driven with little/no emphasis on performance progress.
- Improvements made irrespective of the number of sessions completed.
- Limited evaluation of the overall effectiveness of their PEP in relation to their initial sporting aim(s).

Assessing the PEP

When assessing each PEP, Teacher Assessors should:

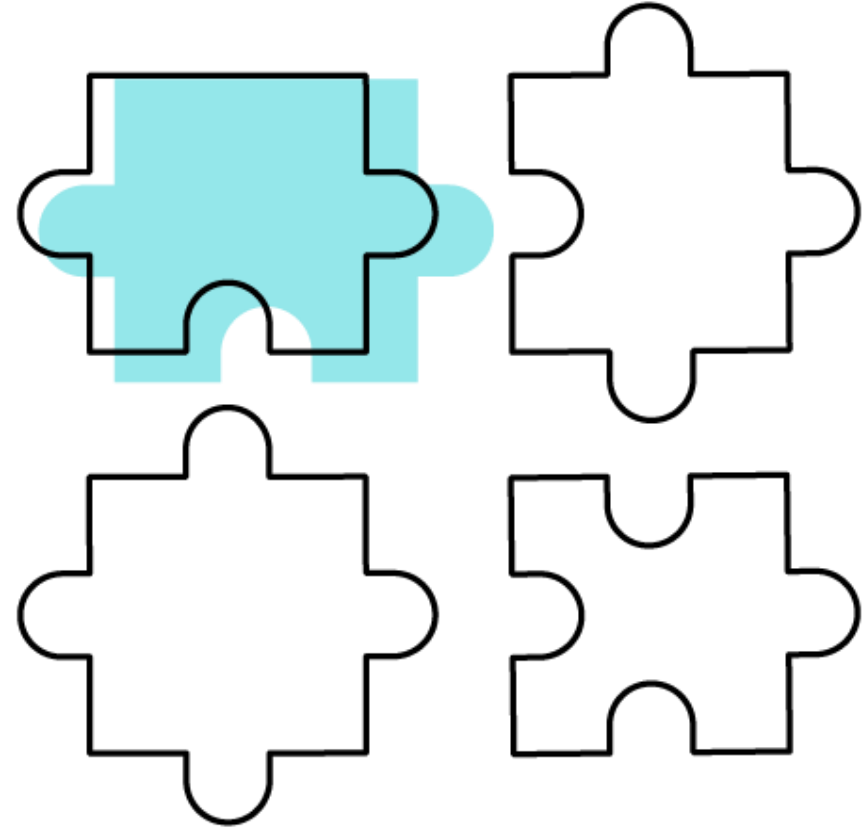
- thoroughly read the PEP, including all training record forms
- read the generic statement on the mark grid for each strand, noting the key indicators
- try to apply the key word within the levels for each strand, Limited, Some Attempts, Good, Very Good, Excellent
- decide whether the evidence 'just' 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.

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 <u>minor</u> , if any, errors.			

Task – Awarding marks to a PEP

- You are now going to see a completed PEP.
- You will see the assessment criteria and hear an explanation about the marks awarded.

Resource document –
Athletics PEP



Applying the Assessment Marking Grid to the Athletics PEP Example



PEP Example

Initial thoughts and judgements having read the exemplar Athletics PEP:

- This is an excellent PEP
- Fitness testing data pre-and post-PEP are evident
- Performance data included
- Required elements, SMART, principles of training and training methods are included and discussed
- Training logs are evident
- PARQ is displayed
- Excellent evaluation

PEP Example – Strand 1

- PEP begins with a general aim before an excellent and thorough interpretation of fitness and performance data was completed.
- SMART target referencing both fitness and performance.
- Pre-PEP Battery of fitness tests were completed.
- Relevant components of fitness were identified.
- Clear and concise analysis of data including physiological aspects.

Work marked at Level 5, 20 marks

PEP Example – Strand 2

- One component of fitness identified for the basis of the PEP (power).
- SMART targets were specific and included in good detail.
- Circuit training identified as the main method.
- Principles of training lacked any real depth.
- Including references to a warm-up and phases of a periodised training plan are not directly linked to the assessment criteria.

Work marked at Level 4, 13 marks

PEP Example – Strand 3

- Training logs present.
- All components of fitness were retested, which is not necessary.
- Fitness and performance data completed to an excellent standard.
- Pre and Post PEP Data displayed in table format enabling comparisons to be made.
- Continuous links throughout relating to how the fitness improvements impacted upon performance.

Work marked at Level 5, 20 marks

PEP Example – Strand 4

- Sophisticated evaluation including all aspects of the strand 4 criteria.
- All aspects regarding the application of SMART targets, principles and methods of training were analysed in depth.
- Recommendations that were scientifically accurate.

Work marked at Level 5, 20 marks

PEP Example – Strand 5

- Excellent coherence and structure with continuous prose.
- Appropriate utilisation of scientific and technical terminology.
- The learner understood the task and covered all aspects of the criteria.

Work marked at Level 5, 19 marks

PEP Example – Conclusion

- This is an excellent PEP
- S1: 20
- S2: 13
- S3: 20
- S4: 20
- S5: 19
- Total: $92/5 = 18.4$
- 18.4 is rounded down to 18

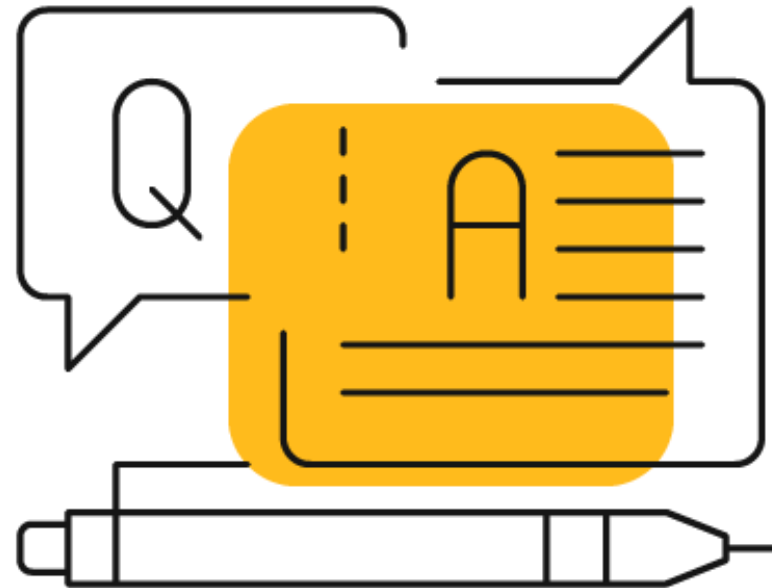
Overall, Level 5, 18 marks

PEP Structure

- It is important that students have a clear structure when completing the PEP.
- All requirements of the task should be covered in a clear and concise manner but at the same time provide the relevant depth to achieve a certain mark.
- The checklist in the pack is provided as a guide.
- This checklist can be used to structure the PEP helping candidates understand the whole process allowing the written piece of work to be clear and concise.

Frequently Asked Questions

1. My students haven't been able to access any performance data, therefore may not be able to evaluate the effectiveness of the PEP. What should they do?
2. What happens if the word count goes over the 1500 limit?
3. Do I have to have graphs, tables and training logs in the appendix?
4. When is the best time of year to start the PEP?
5. How do students justify how they have achieved their aim?



Considering delivery strategies and sharing best practice

Teaching strategies | Resources | Technology



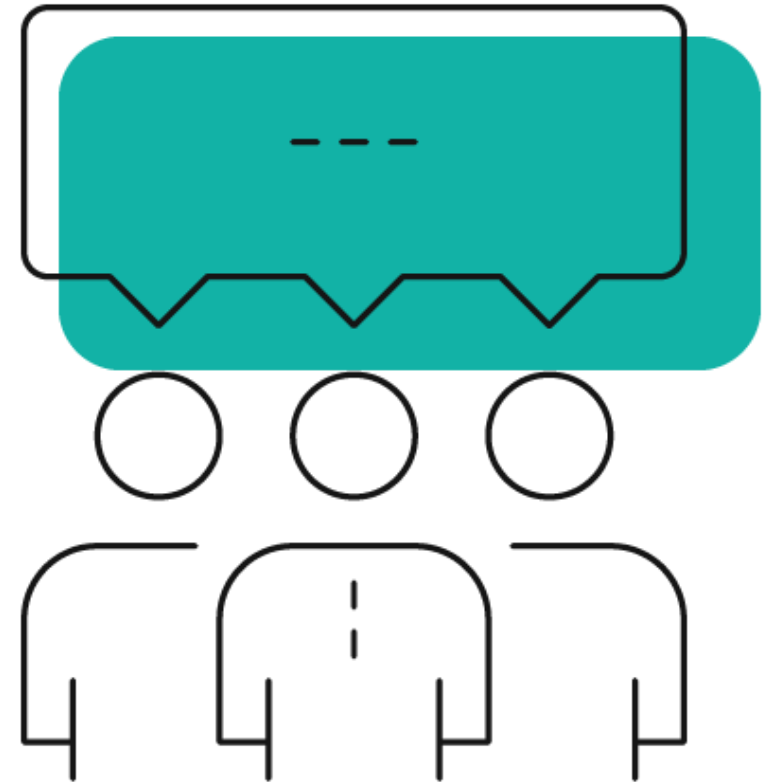
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- Additional exemplars with commentaries for both theoretical, NEA and practical components are available online.
- [ResultsPlus](#) provides the most detailed analysis available of your students' exam performance. This free online service helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of PE.



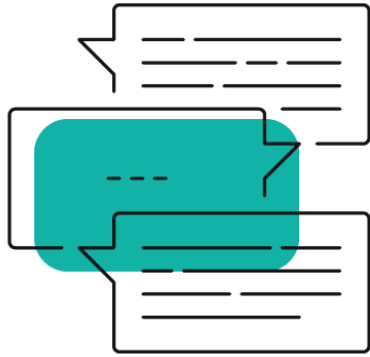
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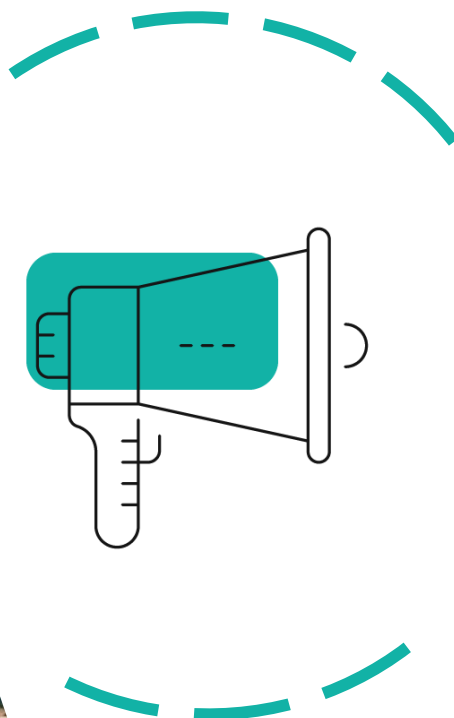
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