



Pearson



GCSE Physical Education

Instructions for the Conduct
of Non Examined Assessment (NEA)

Practical Performance (1PE0/03)

& Personal Exercise Programme (1PE0/04)

Summer 2025



Pearson

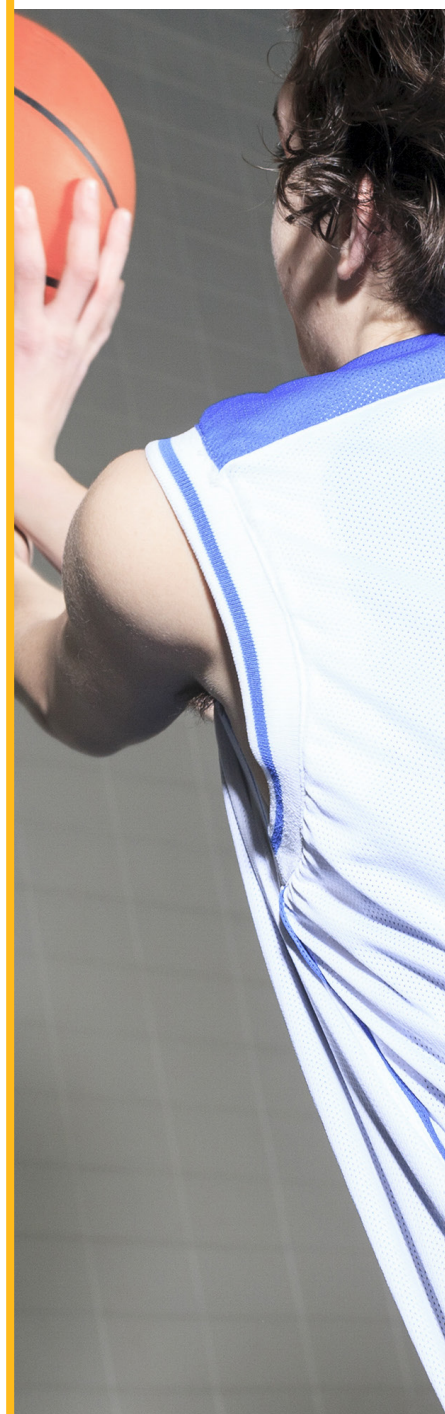
This guidance document contains information outlining processes, procedures and requirements related to the moderation of GCSE PE NEA components.

This document will be updated yearly and published online in November each year.

1. Introduction	1
2. 1PE0_03: Practical Performance	2
Key dates	2
Assessing candidates	4
Moderation process	14
3. 1PE0_04: Personal Exercise Programme (PEP)	19
Key dates	19
Understanding Personal Exercise Programme	20
PEP setting	25
Moderation process and sample	27
4. Lost/damaged coursework	28
5. Special Consideration	28
6. Retention of work	29
7. Malpractice	29
8. Pearson's safeguarding Children Policy	29
9. Support	30

Edexcel qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Pearson's centres receive the support they need to help them deliver their education and training programmes to learners.





1. Introduction

What is NEA?

Non-Examined Assessment (NEA) is the name given to the internally assessed components.

For Physical Education, it includes the Practical Performance and Personal Exercise Programme (PEP) components.

This booklet will provide guidance for:

**Component 3:
Practical Performance**

**Component 4:
Personal Exercise Programme**



The information in this booklet is to help teacher-assessors to ensure that the requirements and regulations of the assessment process have been met and that all assessment evidence is produced accordingly for the NEA components.

There are no controlled formal conditions set by Pearson for these components. Teacher-assessors are tasked with ensuring there is enough supervision of the candidates work to guarantee they have enough confidence to sign the authentication sheet confirming the candidates work.

You must record full details of any assistance given to a particular candidate that is beyond that given to the group as a whole, but within specification regulations. This assistance must be taken into account when work is assessed.

For regulations, this document must be used in conjunction with the latest version of the [JCQ's Instruction for conducting non-examination assessment](#).



2. 1PE0_03: Practical Performance

Key Dates:

Date	Event	Other information
21 February 2025	Entry deadline	<i>Final date for entering candidates for assessment in Summer 2025. After this date, late entry/amendment fees will be charged.</i>
Mid February 2025	Moderators contact centres	<i>Moderators will begin contacting centres sending the ICQ form to commence the moderation process.</i>
1 March 2025	Start of moderation window for centre visit and remote moderation	<i>The start of moderation window for GCSE Physical Education Component 3. Window for international centres visit can begin at 1 February.</i>
1 March - 5 May 2025	Submission of centres marks and moderation samples	<i>Centres must ensure all final total marks are submitted on Edexcel Online and PE2MS for each candidate in the cohort 15 days prior to moderation day.</i> <i>A selection of sampled candidates by the moderator will be confirmed between 7 and 10 days prior to moderation day.</i>



Date	Event	Other information
5 May 2025	End of moderation window	<i>Final date for centre visit and/or video evidence to be submitted digitally for remote moderation.</i>
June/July 2025	Deadline to submit special consideration requests	<i>Centres should only apply as soon as the moderation window has finished.</i>
21 August 2025	GCSE Results Day	<i>The release date of results to candidates (results available to centre staff a day before). Individual centre moderator reports will be available on Edexcel Online. The cumulative Principal Moderator report for this component will also be available on ResultPlus.</i>
August/September 2025	Reviews of Marking/ Moderation (RoMM) window	<i>Dates for requesting review of marking.</i>
October/November 2025	Release of certification	<i>Date by which certificates are released.</i>



Assessing candidates

Teacher-assessors must ensure that all aspects of the course follow the [specification](#) - issue 5 and that all formal assessments are carried out in accordance with the marking criteria in the [Practical Performance Assessment Criteria \(PPAC\)](#) - issue 6.

- **GCSE PE – Component 3:** Each of the three practical performances is marked out of 35. The three marks are added together to give a total for this component out of 105 marks.

Each activity's assessment grid contains two columns, headed as follows:

The performance of skills and techniques in isolation/unopposed situations
(10 marks)

Application of skills, techniques and decision making under pressure during conditioned practices and a conditioned/formal/competitive situation
(25 marks)

When can I assess candidates in the practical activities?

You can assess candidates at any point throughout the course. When presenting evidence for moderation centres must ensure that the candidates are of the same standard as they were when they were assessed.

The moderator will moderate using the assessment criteria and if the candidates are not of the same standard as they were when they were assessed during the course, then centre marks may be adjusted to bring them in line with the national standard.

Please note any adjustment will affect the entire cohort and not just those candidates seen during the moderation process.



General points to consider when awarding marks using the levels-based mark scheme

Finding the right level

The first stage is to decide which level the performance should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the performance. Performances can display characteristics from more than one level, and where this happens the teacher/assessors must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level for the practical

After a level has been decided, the next stage is to decide the mark within the level.

The instructions in the criteria and the guidelines below tell you how to award marks within a level for both the assessment of the skills in isolation and the assessment of the application of skills.

Assessing the Skills in Isolation

- Each levels grid contains activity specific skills/techniques and performance traits for that activity.
- There are five level bands which outline the quality of these skills and which students will be marked against – with two marks available in each band.
- Candidates will normally demonstrate four skills/techniques from the list in the criteria, although in some sports, such as cricket, candidates will have to demonstrate all of the listed skills for their specific positions.
- The skills are hierarchical and there is an expectation that those candidates who are awarded marks in the top-level mark bands should be assessed performing the more advanced and demanding skills than those who are awarded marks in the lower level mark bands. However, the level of demand should never precede the quality of the performance, as this would disadvantage candidates.
- Assessment will be based on the preparation, execution and recovery of each skill.



Assessing the Application of Skills in a Competitive/Formal Situation

A candidate must demonstrate/show application of skills, techniques and decision making under pressure during a formal/ competitive situation.

This can be shown as a complete routine or performance in an activity such as Dance and Gymnastics.

In an outdoor activity, such as Rock Climbing, for this element of the assessment, the candidate could demonstrate a full climb on a wall that is appropriately demanding and in accordance with the guidance in the marking criteria, or it could be shown as a timed climb against another competitor.

In swimming or athletics, for example, it is expected that a candidate would demonstrate a competitive swim or run, for example, in their chosen stroke or event.

When a team game is being moderated, it is expected that a full-sided game is shown, as the assessment criteria has been written based on a full-sided game.

Each National Governing Body (NGB) has the minimum number of players required to field a full game and you must adhere to the rules of the NGB.



Minimum number of players:

Association football	Minimum seven players
Camogie	Minimum of 12 players
Cricket	Minimum of nine players
Dance	Minimum two - we do not recommend a group larger than five. If the group is too big some of the candidates may not be seen making a contribution and hence may not be able to show the requirements to justify the mark awarded.
Hockey	Minimum of seven players
Hurling	Minimum of 13 players
Netball	Minimum five players
Rugby League	Minimum of eight players
Rugby union	Minimum of eight players
Volleyball	Minimum of four players

For example, in football, the moderator will need to see the candidates playing football on a full-sided pitch and show the skills, techniques and tactics for a full-sided game.

The moderator would expect to see 11v11 but there must be a minimum of 7v7 for the moderator to carry out a moderation.

A competitive game of 5-a-side football would NOT be allowed as it is not one of the listed activities in the specification.

For rugby union, if assessing Sevens, correct rules and regulations should be applied. Tag and touch rugby is not allowed.

It is up to the centre to make sure that only those activities as listed in the specification are assessed.



Candidates must demonstrate both skills in isolation and a competitive/formal situation for the purpose of assessment and to access the full range of marks.

For example, in swimming, it would be expected that a candidate shows skills in isolation by demonstrating specific skills e.g. showing leg action using a float, arm action using a float, starts and turns, in addition to swimming in a competitive situation.

In team games, candidates must show appropriate skills in isolation e.g. in the first instance, outfield hockey players would demonstrate passing, receiving, tackling and shooting all on the move in “game-like” situations, although with no intended competitive outcome.

This would be followed with conditioned small-sided games (e.g. 3v2, 5v5 etc.) and finally a full game.

Size of the playing area for a competitive game

It is expected that where a centre is able to demonstrate evidence of candidates taking part in a full sided competitive game ie 11 v 11 football match, this would be played on a full-size pitch.



Placing a mark within a level when assessing the Application of Skills in a Formal/Competitive Situation.

Candidates will be marked on their overall performance against all the activity indicators listed in the criteria using a best fit approach.

Each element of the criteria should be considered with the candidate being awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

This includes the following:

- Demonstrate a range of sport specific skills.
- Able to apply skills in their sport/ activity using appropriate physical characteristics/attributes to achieve a successful performance such as strength, speed, stamina, flexibility, agility etc.
- Demonstrate and apply a range of decision making skills/problem solving skills – able to play a variety of shots in response to their opponent or weather conditions – tennis/badminton effectively and successively playing back of the court to net shots; football -playing a low ball instead of a high ball in windy conditions.
- Able to apply appropriate tactics to improve performance/win the game.
- Knowledge and understanding of the rules and regulations of the sport and appropriate safety considerations.

Teachers-assessors should be prepared to use the full range of marks available in a level and not restrict marks to the middle.

Teachers-assessors should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark.

To do this, they should consider how far the performance meets the requirements of the level:

- If a performance meets the requirements fully and consistently markers should be prepared to award full marks within the level. The top mark in the level is used for performances that are as good as can realistically be expected within that level.
- If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for performances that are the weakest that can be expected within that level.
- The middle marks of the level are used for performances that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.



Physical Activities

Candidates must select three physical activities from the specification. The list has been set by the Department for Education and has to be used by all awarding body organisations.

Candidates must perform in three **separate** activities:

- One must be a **team** activity
- One must be an **individual** activity
- One activity can be a **free choice**, either a team or individual activity.

Candidates cannot be assessed in the 'team' and 'individual' version of the same activity. For example, they cannot be assessed in both doubles (team) and singles (individual) in tennis. In addition, candidates cannot offer two different roles in the same activity e.g. they could not offer goal keeping (GK) in football and a centre forward in football for a second activity. Candidates can only offer athletics once; they cannot offer more than one event in athletics.

Mixing up activities

The style/stroke/event/genre of activity that is used for the assessment of the skills in isolation should be the same as the style/ stroke/event/ genre that is used for the assessment of the application of skills in a formal/competitive situation; such as dance where you would assess the candidate performing the skills from contemporary dance and then performing a contemporary dance

routine; or a swimmer performing the skills in the front crawl and then performing in a competitive race using the front crawl style.

This is as opposed to assessing a candidate performing the skills from the jazz dance style and then performing in a contemporary dance routine, or a swimmer performing the skills used in the front crawl and then competing in a competitive race using the breast-stroke style.

Who can assess the candidates?

In most cases the PE teacher(s) will assess their candidates directly following a block of teaching an activity. However, there are some activities that are listed in the specification that could be delivered by an external coach/ instructor.

In which case, the external coach/ instructor may have the expert knowledge to make a judgement about the performance of a candidate in their activity. This is acceptable provided that the teacher is also involved in the assessment of the candidate as they will have the knowledge to apply all the performance indicators included in the activity criteria. The teacher-assessor/coach/instructor/ leader are not permitted to coach/ teach the candidates at any time during the formal assessment, whether it is live or recorded. Any assistance provided must be documented on the authentication sheet.



Conflict of interest

At Pearson, we value protecting the integrity of our qualifications and assessments for our learners.

Our centres have a shared responsibility to help us do this through reporting and managing possible conflicts of interest that may arise relating to our qualification assessments. Centres must declare the possible conflict of interest to Pearson and submit the marked work for moderation, whether or not it is selected for moderation.

Conflict of interest such as any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units.

In the case where a conflict of interest arises, centre staff must have digital recordings readily available for all activities performed by the candidate. The recording(s) should be made available for moderation purposes.

If you have any questions regarding declarations of interest, please email conflictofinterest@pearson.com.

Candidates performing and being assessed in activities outside of school or by an external coach.

Please note that an external coach/instructor is anyone who is not a member of the PE team and has not been standardised by the PE team.

If candidates select an activity that is delivered by an external coach, you should make early contact with the coach/instructor.

The coach/instructor must be given a copy of the skills, knowledge and understanding requirements together with the assessment criteria for the activity. The coach/instructor should ensure that the requirements are covered.

It is advisable for the teacher-assessor from the school to be present for the formal assessment but where this is not possible, assessment must be recorded and the teacher-assessor should verify the assessment of the activity, if it has been assessed by the coach. This should then be presented as video evidence and marked as usual using the assessment criteria.

If a coach is assessing the candidate(s), we recommend that the coach also writes a storyboard/commentary so that you, as the teacher-assessor, are confident that you can justify why the marks were awarded.



The submission of the final marks for all the practical performances for all candidates is the responsibility of the centre.

If a centre is unable to obtain video permission to record candidates' performances outside of school i.e. sport clubs environment, they are reminded that this is a formal assessment following Ofqual regulations; the requirements of which are that those performances which are not capable of live moderation must instead obtain an audiovisual recording of the evidence to ensure they can be moderated effectively. If video evidence cannot be provided or being denied, a mark of zero may be awarded as "no rewardable evidence" from the assessment criteria.

Internal Standardisation

Internal standardisation is essential for accurate and consistent assessment. It is of the utmost importance where centres offer off-site activities or where candidates take on responsibility for gathering their own evidence for an activity that is performed outside of school. While this is completely acceptable it is important to make sure that the activity is marked by the teacher in the school and that it is standardised with the other activities that have been assessed in school. Otherwise, this may lead to overmarking in some activities and which can, in turn lead to a moderator recommending an adjustment of the marks.

To summarise, internal standardisation:

- Ensures that the performances of all candidates in all activities have been marked to the same standard
- Should take place across all activities that are being assessed including off-site activities
- Must be carried out where more than one teacher assessor has marked a practical activity in a centre.

Mixed gender

The assessment was created based on a gender neutral/inclusive basis and there is no policy on gender during competitive situations.

It is important to remember that centres must adhere to governing body guidelines/rules on resources/ equipment and health and safety. Centres can use non-assessed candidates to make up the number of players required.



Assessment and reasonable adjustment for candidates with a disability

The specialist activities are available only to those candidates with a physical disability and are in line with entry criteria set out by that activity's National Governing Body. More information can be found in the specification.

Any 'mainstream' activity listed in the specification can be reasonably adapted as far as necessary for candidates with a disability to ensure they are not disadvantaged within the assessment e.g. football could be adapted to frame football or volleyball could be adapted to sitting volleyball.

The centre must be aware that candidates must fulfil the requirements of the practical assessment and cover the required elements of the criteria for common activities without affecting the integrity of the assessment criteria.

Where centres assess candidates who have amended techniques due to the nature of their impairment (for example catching, passing and kicking for amputees), it must be shown that the technique underpins the skill and it is the skill that is assessed.

As with all candidates, the overall assessment must be in a 'like for like' situation. The centre should deliver the activity and assess the candidate using the published assessment criteria in exactly the same way as any other candidates.

Details of any adaptations must be noted in the ICQ (Initial Contact Questionnaire) form.

If there is a particular skill that the candidate cannot be assessed in, the centre would need to submit to Pearson alternative skill, in that activity, of the same standard and equally demanding that could be assessed.

Accordingly, candidates with physical disabilities should not be referred for special consideration.



Moderation Process

The moderator will ensure the standard of marking within a centre is in line with the standard set by Pearson. Moderators cannot assume the role of an advisory teacher, INSET trainer or inspector.

They can offer guidance in the administration of the internal assessment, however if a centre needs additional support, they should contact Pearson directly.

Centres must ensure that the centre's final marks have been submitted on Edexcel Online before sending the PE2MS spreadsheet with activity level marks to the moderator. A guidance on completing PE2MS can be found [here](#).

It is the centres responsibility to ensure that all marks inputted via Edexcel Online are correct and free from error. If an amendment is required, please contact Pearson at courseworkmarks@pearson.com.

Pearson will require proof that an error has been made prior to amending any mark.

Types of moderation

From Summer 2024, we will no longer apply the following rule of a minimum of 15 candidates in the cohort to request a live moderation visit by a visiting moderator. This means all UK centres entered in the 2024 examination series and onward are now entitled to a live visit from a visiting moderator, regardless of their cohort size.

This is part of our continuous commitment to improve our assessment and customer experience.

However, UK centres will still have the option to request a digital submission on Learner Work Transfer (LWT) via Edexcel Online if they wish to do so.

International centres can request for a live visit from a moderator regardless of the cohort size, but they will be liable for the moderator's flight, accommodation, subsistence as well as travel expenses. Alternatively, they can be recorded and submitted on the digital platform through the Learner Work Transfer via Edexcel Online.

The type of moderation, a live visit or digital submission, should be clarified between the centre and the visiting moderator during their initial contact stage in February/March.

Please note that if you select a live visit moderation, we strongly recommend that you collect some video evidence, as a contingency, in case a live visit cannot take place.

It is important to remember that to be eligible for Review of Marking/ Moderation (RoMM), teacher-assessor(s) should video record the sampled candidates on the moderation day and submit on the digital platform through the Learner Work Transfer via Edexcel Online. Without video evidence, RoMM cannot be requested.



Sample size

The moderator will select the sample candidates from across the full range of marks awarded by the teacher-assessor(s).

No. of individual performances

The normal sample size, for a centre, will be **30 candidate-performances** selected from across the full range of marks awarded by the teacher-assessors.

If there are less than 30 candidate-performances in the cohort, centres should make available evidence of all performances ahead of moderator's sample selection.

Activities to be seen

All centre assessed activities **MUST** be available for sampling. The Moderator will select 30 candidate-performances from approximately 60% of activities to sample. Your moderator will confirm the exact details of the candidates and its activities upon receipt of PE2MS.

Additional criteria

The sample should include candidates that were awarded the highest and the lowest marks in overall across three activities by the teacher-assessor(s).

Include top and bottom at activity level if possible i.e. in hockey or netball, the candidates with the highest and lowest score.

Include both team and individual if the centre has carried out both.

Make available evidence of off-site activities.



Authenticating

It is a requirement for centres to complete the authentication sheet for each candidate.

Centres must check that the final, total mark entered on Edexcel Online matches with the authentication sheet sent to the moderator. Any requests for a change of final mark following the issuing of results will be denied.

Preparation for moderation – forms to complete

- **Initial Contact Questionnaire (ICQ)**
The centres must complete the form as a part of the preparation for the moderation day and it must be sent to their allocated moderator during first contact.
- **PE2MS**
A completed PE2MS for all the candidates and their marks awarded for their activities. The template can be found on the website [here](#).
- **Edexcel Online**
The teacher-assessor must submit their final marks for each candidate to Pearson via Edexcel Online 15 days prior to moderation day.
- **Authentication Sheet**
Each candidate must complete and sign a candidate declaration form. This form, which can be found on the website [here](#), and must be seen by the moderator.

Absent candidates

Absent candidates should be indicated with an 'X' on Edexcel Online and an 'X' on PE2MS. Where a candidate is disadvantaged or affected by circumstances that are beyond his or her control, or is suffering from illness or a temporary condition at the time of examinations, a special consideration can be requested.

More information on special consideration can be found on Section 5 of this handbook.

If the sampled candidate is absent from the moderation day, the centre can select a replacement candidate with a similar activity and/or mark.



Allocated Moderator

Moderators will contact centres in mid February to establish the communication. The Initial Contact Questionnaire (ICQ) should be completed by the centre as soon as possible and sent to the moderator so that the moderation day can be planned effectively. Without the ICQ form, the moderation cannot be arranged.

Moderators will select samples based on the sample size requirements following receipt of completed PE2MS.

The centre marks can be submitted at any time during the moderation window but they must be submitted 15 days before the moderation day.

If the centre marks are not submitted on Edexcel Online by the required timeline then the moderator will not be able to select and moderate the sample.

It is important to note that the allocated moderator for practical performance component is not expected to be the same moderator as Component 4: Personal Exercise Programme.

Submitting Evidence by Video

All evidence must be a complete and an unedited recording of each performance. It is essential that all recordings provide enough evidence of each candidate for a moderator to justify the mark awarded by the centre.

Unedited refers to the filming of an assessment of an activity being undertaken in one session, as opposed to over a number of weeks, so the moderator will have a realistic view of a performance as it actually happens.

However, it is acceptable for centres to assess and record the performance of the skills in isolation at a different time to the assessment and recording of the application of skills in a formal/ competitive situation.

During the performance the camera may have to be switched off as the moderator does not necessarily want to see the candidates moving in between the skills or moving between the competitive elements that are being assessed.

It is important to remember that the video evidence is used for assessment purposes and that the work must be clearly evidenced and accessible for the teacher and moderator to check the centre assessment of the work.

For support and additional guidance on recording evidence, please refer to Appendix 4: Recording practical performances in the specification.



Those candidates who are being assessed must always be clearly identifiable during the recording. This is during the skills in isolation and during the application of skills in a formal/competitive situation.

It is recommended that those candidates who are being assessed introduce themselves at the beginning of the activity. It is also recommended that they wear a coloured/numbered bib that is easily identifiable, throughout the recording.

It is not necessary to record the general warm up. The entire performance must be recorded. Once the performance has ended the recording can be stopped and started again once the next performance begins.

It is not necessary to record the teacher explaining the performance practice or putting candidates into teams etc. Commentary/caption is recommended to aid the moderator to explain how the centre-assessor has applied the assessment criteria.

For further information on video evidence, please refer [here](#).

Moderation feedback and final marks

The final marks awarded and the moderator's report will be made available on results day. Moderators are not permitted to discuss the marks awarded with the centres.

The final candidates' marks for the practical component will be based on the outcome of the activity level at moderation. If an adjustment is required, it will be applied, at candidate level, to the aggregated total mark, submitted by the centre, across all activities.



3. 1PE0_04: Personal Exercise Programme (PEP)

Key Dates:

Date	Event	Other information
21 February 2025	Entry deadline	<i>Final date for entering candidates for assessment in Summer 2025. After this date, late entry/ amendment fees will be charged.</i>
15 May 2025	Final date for sampled PEP submission	<i>The sample for the PEPs must be submitted and uploaded on the digital platform.</i>
June/July 2025	Deadline to submit special consideration requests	<i>Centres should only apply as soon as the submission deadline has passed.</i>
21 August 2025	GCSE Results Day	<i>The release date of results to candidates (results available to centre staff a day before)</i> <i>Individual centre moderator reports will be available on Edexcel Online. The cumulative Principal Moderator report for this component will also be available on ResultPlus.</i>
August/ September 2025	Reviews of Marking/ Moderation (RoMM) window	<i>Dates for requesting review of marking.</i>
October/ November 2025	Release of certification	<i>Date by which certificates are released.</i>



Understanding Personal Exercise Programme (PEP)

The PEP comprises 10% of the qualification marks. The purpose of the PEP is to assess candidates' skills in analysing and evaluating performance in order to improve performance in their physical activity.

We have produced further PEP guidance for teacher/assessors in the 'Guide' section of the [Teaching and learning materials](#) section on our website along with a marking grid to support with the marking of PEPs:

- PEP checklist
- PEP performance data examples
- PEP exemplars & commentaries
- Scheme of work

Design and structure of the PEP

- Candidates will develop knowledge and understanding of the principles of training and relevant methods of training in order to analyse and evaluate the effectiveness of their PEP.
- The PEP will be covered in a six-to-eight- week period and can relate to any one of their three activities from Component 3 or any physical activity of their choice from the list of physical activities given in the specification.
- The areas of content candidates must be covered are:
 - Aim and planning analysis
 - Carrying out and monitoring the PEP
 - Evaluation of the PEP



Aim and planning analysis

Candidates will be required to develop their ability to analyse and evaluate.

Candidates will be required to demonstrate their planning of the PEP.

This includes:

- Completing a PARQ (Physical Activity Readiness Questionnaire) or centre devised form
- Candidates are advised to only select one component of fitness and one method of training
- Collect performance data and identify an aspect of performance to improve in conjunction with developing a component of fitness
- Analyse, explaining their chosen component(s) of fitness and what they wish to improve
- Analyse their pre-PEP fitness test results to determine and justify their choice of training methods and training intensities
- Evaluating and justifying the use of appropriate principles and methods of training to include in their PEP, including SMART targets to set their goals in their PEP.
- Candidates should choose one component of fitness and one method of training; they may choose more than one component and/ or method if they feel is appropriate to fulfil their PEP and to generate adequate quantities of data to analyse and evaluate.

Candidates will be assessed on the coherence and conciseness of their aim, planning and analysis.



Carrying out and monitoring the PEP

Candidates will be required to carry out and monitor their chosen method(s) of training over six to eight weeks, using appropriate principles of training to improve their performance.

Candidates must record all their training sessions either by using the template form from the specification (appendix 3) or centres can produce their own forms that are in the best interest of their candidates.

In order to ensure a full analysis and evaluation, it is recommended that candidates gather as much relevant data as possible to support an effective analysis and evaluation of their performance.

Candidates should be encouraged to adapt their PEP as it progresses, using the FITT principles, for example increasing its intensity and/or duration.

Any adaptations to the PEP should be noted and explained on the training record form(s) and analysed and evaluated for their impact on performance and effectiveness.

It is important to remember that candidates will be assessed only on the quality of their analysis and evaluation, and not on the quantity of evidence/ data gathered.

Evaluation of the PEP

Candidates should compare pre-PEP performance and fitness data with data collected after completion of their PEP, using the data to justify reasons for changed level of performance (or not).

Candidates will be required to analyse the data gathered during their PEP and evaluate it to show how their chosen activity has improved. They are also required to make recommendations for further improvements/optimisation to their performance.

The analysis should include:

- Plotting raw data from appropriate test results graphically.
- The use of graphs, charts, tables, and diagrams/flow charts to show evidence to support their analysis and evaluation.
- Comparison of pre- and post- PEP fitness test results.
- Comparison of pre- and post- PEP performance results.

Candidates should evaluate the overall effectiveness of their PEP in improving their performance. If their performance has not improved, they should give reasons why, for example injury.

Candidates must also recommend strategies to further improve their level of fitness based on the effectiveness of their PEP, with the intention of ensuring their continuing success/ improvement/optimisation.



The assessment criteria

Like Component 3, the PEP will be assessed using levels-based mark scheme. Each level relates to the quality of work produced by the students.

- **The first two bullet points** in each level relate to the candidate's initial analysis and evaluation of the current fitness, and justification of their decision to pursue a particular method of training in their PEP.
- **The third and fourth bullet points** relate to the candidate's post PEP analysis and evaluation, and their recommendation for further training to improve their performance.
- **The final bullet point** related to the overall coherence and conciseness of the students PEP.

The PEP requires the candidates to collect performance data at the beginning and the end of the PEP.

Candidates **MUST** continue to collect performance data at the beginning and end of the PEP, but if a candidate cannot collect performance data from a game/competitive situation the performance data can be collected from a practice/skill session too.

For example:

- In netball the candidate may gather performance data from the number of chest passes in 30 secs.
- In basketball a candidate may gather performance data from the number of baskets scored in 25 attempts.

The candidates must then use this data, to analyse and evaluate a PEP.

If the candidates have missed some of their training period due to illness or injuries which could result in a break or dip in their fitness or performance, they should continue and explain the break in the programme.

The candidates must demonstrate this and should be reflective in the analysis and evaluation i.e. why the performance has not been improved or stalled in the end.

It is possible that the candidates can evaluate the programme and any impact illness or injuries had on the SMART targets, principles of training, optimising performance and so on.

This is as long as they have included a discussion as to whether the selected method of training, SMART targets and principles of training worked as intended and whether they were well applied or not.



Rehabilitation

If a candidate is injured during the period in which they would be performing their PEP, they could carry out their PEP on their rehabilitation.

If possible, the candidate could carry out a skill in isolation that is relevant to their activity/sport for performance data with justification why that particular skill has been chosen.

Then carry out the PEP through rehabilitation with the fitness tests and collect similar performance data at the end for that chosen skill. We would accept that the performance data can be collected from a practice/skill session as an alternative to a formal/competitive situation. It is important to remember that the core requirement of the PEP requires the candidate to collect performance data at the beginning and the end of the PEP.

Please note that you must liaise with the doctor/physio/consultant to ensure it is safe for the learner and must not do anything against medical advice.

Only if a candidate cannot complete the PEP you must apply for special consideration.



PEP Setting

The PEP can be submitted in one of two formats, a written/word processed document or via a verbal presentation.

Written/word processed document

Written/word-processed text (maximum 1500 words). Graphs, charts/tables, PARQ, diagrams and training record forms will not count towards the word count. Candidates may include these in the appendix.

It is advised that teacher-assessor annotate the work to show how the marks have been awarded in relation to the marking criteria.

Verbal presentation

If centres offer a verbal presentation this must be recorded and submitted as video evidence. Maximum presenting time is 15 minutes.

Candidates will only be assessed on their verbal analysis and evaluation of their PEP. During the presentation there must **NOT** be any prompting or interventions from the teacher-assessor.

Use of presentation tools such as PowerPoint and cue cards is optional. If slides are used, they are solely for reference/illustrative purpose to support the verbal analysis of the student presenting. The slides must not be analytical in nature but only factual statements.

The presentation slides (if used) must also be submitted alongside the video evidence.

Templates

Templates are not permitted as in accordance with the JCQ guidelines for coursework.

It is important to ensure that candidates are not provided, or have access to, templates aiding their completion of the work related to this component.

Candidates can be provided with the same Physical Activity Readiness Questionnaire (PAR-Q) to complete or the same training record form to fill in.

These are not considered a template as they are not being assessed on ability to record information.

Marks will not be awarded on the quantity of evidence/data gathered, but their analysis and evaluation skills using the data provided.

Centres are permitted to inform candidates of what is required in the PEP, in terms of what to cover.

However, other than this, no further assistance should be provided. The candidate must design and devise their own structure.



Centre feedback

Teacher-assessor(s) can help candidates to understand instructions and assessment criteria for the PEP. Centres should advise candidates on aspects such as those listed below, before work begins:

- Sources of information.
- Relevance of materials/concepts.
- Techniques of data collection.
- Techniques of data presentation.
- Skills of analysis and evaluation.
- Health and safety considerations.

If centres give any assistance which goes beyond general advice, for example:

- Provide detailed specific advice on how to improve drafts to meet the assessment criteria.
- Give detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves.
- Intervene personally to improve the presentation or content of work.

Then you must record this assistance on the authentication sheet and take it into account when marking the work.

Candidates do not need to be directly supervised at all times and work can be completed outside of the centre, provided that the teacher-assessor is confident that the work produced is the candidate's own.

Candidates can have unlimited access to electronic and printed resources without restriction. Candidates must ensure that their work is properly referenced to avoid any potential plagiarism.

Authenticating

It is a requirement for centres to complete the authentication sheet for each candidate - the authentication sheet can be found on the website [here](#).

Centres must check that the mark entered on Edexcel Online matches with the authentication sheet sent to the moderator.

If an amendment is required, please contact Pearson at courseworkmarks@pearson.com

Pearson will require proof that an error has been made prior to amending any mark.



Moderation Process and Sample

Centres must ensure that centre's final marks have been submitted on Edexcel Online on or before 15 May.

The Edexcel Online list will show which candidates work is required to be uploaded for moderation. The nominated candidates will have a green tick shown against their details.

Please note that if the highest and lowest marked candidates are not identified as part of the sample (green tick), you should still include them in the sample you upload for moderation.

Where necessary, the moderator may contact you requesting further samples of your candidates' work so please ensure that you have all of your candidates' work readily available throughout the moderation.

Moderation feedback

The final marks awarded and the report will be made available on results day. Moderators are not permitted to discuss the marks awarded with the centres.



4. Lost/damaged coursework

If work is either lost, damaged or irretrievable i.e. video performances become corrupted. A centre should complete a [Lost Coursework form](#) for each candidate, this must then be sent to courseworkmarks@pearson.com.

Forms submitted for work lost due to candidate or centre negligence will not be considered.

5. Special Consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

For Practical Performance, if the centre has formally assessed the candidate(s) and awarded the mark during the course of study it is not required for candidate(s) to apply for special consideration. However, if the candidate(s) has never been formally assessed in one or more activity during the whole course of study, then they should apply for special consideration. If the candidate(s) has failed to participate in an assessment/examination without valid reason, it is expected that they will be awarded the mark of absent and special consideration cannot be requested.

Further guidance on how to apply for special consideration can be seen [here](#). Centres will need to fill in two forms:

- JCQ's Form 10
- Pearson's Form 10 (for practical performance)

Applications for special consideration along with the appropriate documentation, such as a medical certificate, should be sent to uk.special.requirements@pearson.com.



6. Retention of work

Pearson's digital platform will mean that we will be able to retain the samples and they will be automatically available for Reviews of Moderation/Marking (RoMM).

We will also automatically retain work for archive purposes from the Awarding process.

It is still important that centres keep copies of all materials submitted for the process of moderation.

7. Malpractice

Any malpractice discovered by a centre or candidate must be reported to Pearson at the earliest opportunity. More details about malpractice and how to report can be found [here](#).

8. Pearson's safeguarding Children Policy

Our policy ensures reasonable steps are taken to reduce, or prevent, the opportunities whereby harm, whether real or potential may occur to a child or vulnerable adult.

For additional information please refer to the full policy [here](#) or contact customer services.



9. Support

We hope that we have provided you with all the necessary information to have a successful moderation, but if you have any further queries about the process, you can contact us by using the [contact form](#).

For subject specialist advice, we have the 'Ask the Expert' service which allows you to contact our experienced subject advisors and senior examining teams to ask any subject-specific question that you may have.

The service is fast, efficient and will enable you to receive answers directly from our professional experts.

Alternatively, you can email them at teachingpeandsport@pearson.com.

For more information and additional teaching materials and guidance documents about the coursework, controlled assessments and non-exam assessments (NEA), please visit our [subject page](#).