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lations to improve future I performance.			
covered with appropriate			
19 20			
pherence and structure, priate terminology used			
, with few minor, if any,			
,			

Using the GCSE PE PEP Marking Grid

All GCSE student work should be marked using the assessment grids in the accredited specifications.

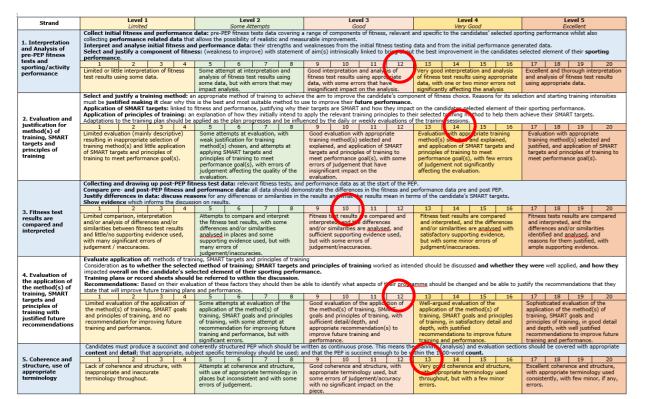
The Marking Grid is a support tool to help you make accurate judgements about student work.

Step by step instructions

- 1. Mark the PEP, taking each Strand at a time.
- 2. Follow the Mark Grid across the chart (from left to right) until the work exhibits characteristics reflected in the descriptors in the levels from 1 to 5.
- 3. Choose those descriptors that apply to the work (not all of them will), identify the mark within that level that best demonstrates the evidence in the work and circle that mark.
- 4. Identifying the mark in the relevant boxes will give you a clear visual picture (like a graph) of the student's performance for each Strand (see the worked example below).
- 5. Once completed transfer the marks into the 'Strand/Mark' grid at the bottom. Calculate the total.
- 6. Transfer this total mark into the 'Total mark' on the left-hand column, divide by 5 (and, if necessary, round this sum).
- 7. Identify and write down the overall Level.

A worked example

In Strand 1, a GCSE student's PEP shows **good interpretation and analysis** of the fitness test data with evidence at the very top of the mark range in Level 3 (12 marks). In Strand 2 the evidence showed they were able to **evaluate and justify** their training methods, but there were a few areas where they made small errors and achieved a Level 4 (14 marks). The Strand 3 mark showed their weakest area, achieving 10 marks at Level 3, because they did not fully develop their **interpretations**. Strand 4, again evidenced to be at the top of Level 3, contained well-argued **evaluation** of the application of the method(s) of training, SMART goals and principles of training, scoring 12 marks. The final Strand, Strand 5, contained evidence that put them at the bottom of Level 4, contained very good **coherence and structure** but lacked the appropriate terminology and could only score 13 marks.



Strand	Mark	
1	12	
2	14	
3	10	
4	12	
5	13	
Total:	61	

rk:	61
y 5:	12.2
:	12

Overall Level:	3
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Total ma

Divided b

Rounded

This student's overall score, across the 5 Strands, was 61. This is then divided by 5 to give an average score across the Strands. This value is rounded to place them in the correct overall Level, which in this case is Level 3. They are a high Level 3, with elements of Level 4.