

PEARSON EDEXCEL

GCSE PE

PEP STEP-BY-STEP WORKBOOK

Personal Exercise Programme (PEP)

COMPLETE STUDENT EDITION

Work through it step by step:
in class or on your own.

PLAN · TRAIN · MONITOR · EVALUATE



Step-by-step preparation for your Personal Exercise Programme: learn how to analyse your fitness and performance data, plan and monitor a six to eight week programme, then evaluate what changed and why.

UNDERSTAND PART 1 The task, the rules and how it is marked	PLAN · S1 + S2 PART 2 Data, weakness, aim, targets, method and plan	TRAIN & EVALUATE PART 3 Monitor, re-test and explain the change	CHECK & WRITE · S5 PART 4 Check, plan and write independently
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Written for the **Pearson Edexcel GCSE (9–1) PE** specification (1PE0)

Component 4 · A free Teacher Companion is also available from Exam Vista

About this book

Copyright, licence and integrity

Pearson Edexcel GCSE PE PEP Step-by-Step Workbook · Personal Exercise Programme

Complete Student Edition · Exam Vista · First edition, 2026 · A4 colour, designed to be printed and written in by hand.

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Where this book quotes Pearson, the words are in quotation marks. Every other summary of the strands, levels, rules and requirements is **Exam Vista's summary**, written in student language. It is not Pearson wording and is not a mark scheme. Always check the current specification, marking grid and your school's instructions.

Requirements checked against the Pearson Edexcel GCSE PE specification, the PEP marking grid (first used in 2023), Pearson's GCSE PE NEA guidance for 2026 and the JCQ instructions for conducting non-examination assessments, in October 2026.

EXAMPLES

All performers, teams, results and figures in this book are **fictional**; the practice norm table is not for use in your PEP. Examples are short teaching fragments across many activities.

PRINTING

Print on A4, double-sided, so that even-numbered pages fall on the left. The book is designed in colour but works in black and white: every colour also carries a label in words.

! INTEGRITY STATEMENT

This workbook teaches you how to think about your PEP. It is **preparation**, not a template. It never contains a structure, paragraph or sentence for you to use, and it must never be submitted, or copied from, for your assessed PEP.

Your PEP must be **your own work, in your own words, with a structure you design yourself**. You will sign an authentication sheet to confirm this. The full rules, including the rule on AI, are on p. 4 and p. 9 (1.4 Playing fair).

NOTE FOR TEACHERS · JCQ 4.2 AND PEARSON'S NEA GUIDANCE

JCQ 4.2: "Centres must not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)." Pearson's NEA guidance adds that templates are not permitted and that candidates design their own structure. *Exam Vista's advice*: use this book for teaching and preparation, not during the assessed write-up. Record any help beyond general advice on the authentication sheet.

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Four parts. Support fades as you go.

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THE BAR AT THE TOP OF EVERY PAGE

it shows which part you are in

UNDERSTAND

Part 1 • Know what the task is and how it is marked.

PLAN • S1 + S2

Part 2 • Collect your data and plan your programme.

TRAIN & EVALUATE • S3 + S4

Part 3 • Train, re-test and evaluate.

CHECK & WRITE • S5

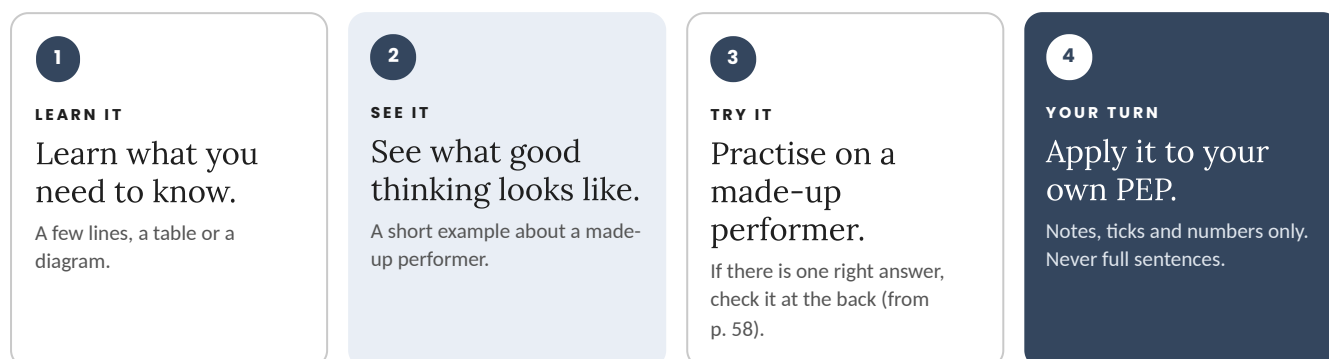
Part 4 • Check everything, then plan and write on your own.

Your current part is filled in and the parts you have finished are ticked. Every part is named in words, so the book works just as well printed in black and white.

How to use this workbook

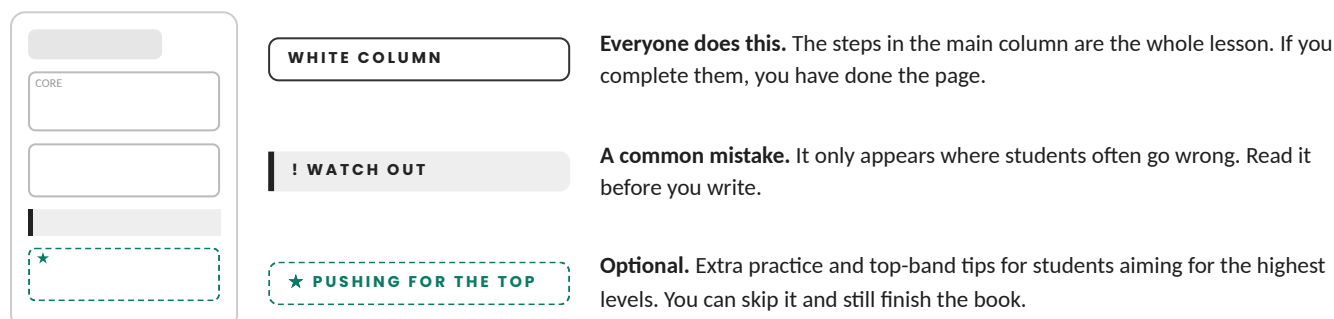
Four steps, and one simple page layout.

Start at the beginning and work through the book in order. Every skill page is built from the same four steps:



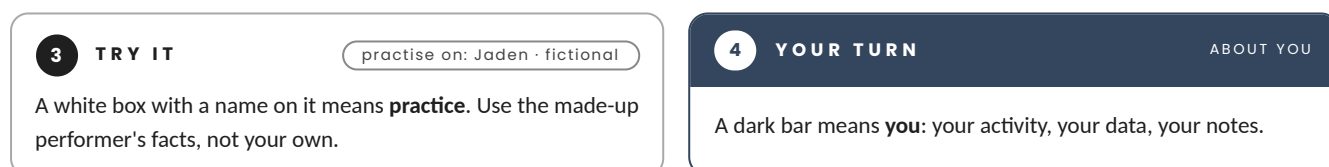
HOW EVERY PAGE IS LAID OUT

read once · nothing to write



PRACTISING, OR DOING MY OWN?

look at the top of the box



! YOUR WORK, YOUR WORDS, YOUR STRUCTURE · READ THIS FIRST

- This book is **preparation**. Never hand it in, or any page of it, as your PEP, and **never copy from it** into your assessed work.
- Design your own structure.** Pearson does not allow templates for the PEP write-up, so this book never gives you headings, paragraphs or sentence starters to fill in.
- Your notes here are for learning. **Check with your teacher** before you use any of them while you produce your assessed work.
- AI:** if you use an AI tool at all, you must acknowledge it (name the tool and the date), keep screenshots of your prompts and its answers, and add a brief explanation of how you used it, to hand in with your work. AI-generated content is not your own work and cannot receive credit.

A few times in the book there is an **optional teacher check**: your teacher can look over your notes if they want to, but you can keep going without it.

MY PLEDGE I will use this book to learn, and keep my assessed PEP entirely my own, in my own words and my own structure. I will acknowledge any source or AI tool I use, and ask my teacher when I am unsure. (A promise to myself, not the authentication sheet.)

NAME _____

SIGNATURE _____

DATE _____



Key words

Words you will meet in this book

These words appear all through the book. Come back to this page whenever you meet one you are not sure about.

PEP	Personal Exercise Programme: your 6–8 week training programme and its write-up (Component 4).
NEA	Non-examination assessment: work done in school and marked by your teacher, not in an exam. The PEP is NEA.
Component	Two meanings. A component of your GCSE is a part of the course (the PEP is Component 4). A component of fitness is one part of fitness, such as power or agility.
Strand	One of the five areas your PEP is marked in (S1–S5).
Moderator	An examiner from Pearson who checks a sample of your school's marking.
PAR-Q	Physical Activity Readiness Questionnaire: health questions you answer before testing or training.
Baseline	Your result at the start, before training. Everything is compared with it.
Norms	A table of ratings (excellent to poor) for people of your age and sex.
RPE	Rating of perceived exertion: how hard the work feels, from 1 (very light) to 10 (maximal).
FITT	Frequency, intensity, time, type: the four things you can change in training.
Max HR	Maximum heart rate: $220 - \text{your age}$, in beats per minute (bpm).
Simplified Karvonen formula	Pearson's formula for training zones: $\text{max HR} = 220 - \text{age}$, then 60–80% (aerobic) or 80–90% (anaerobic).
Progressive overload	Making training gradually harder so your body keeps adapting.
Adaptation	Two meanings. A long-term change in your body caused by training (a lower resting heart rate). Also a change you make to your plan during the PEP.
1RM · hypertrophy · capillarisation	1RM: the most you can lift once (estimate it; never test a true maximum). Hypertrophy: muscle or heart getting bigger. Capillarisation: more capillaries around the muscles.
% change	$(\text{change} \div \text{original score}) \times 100$.
Appendix	The section at the back of your PEP for evidence: PAR-Q, raw data, training records.
Authentication sheet	The form you and your teacher sign to confirm the PEP is your own work.

1.1

Your PEP at a glance

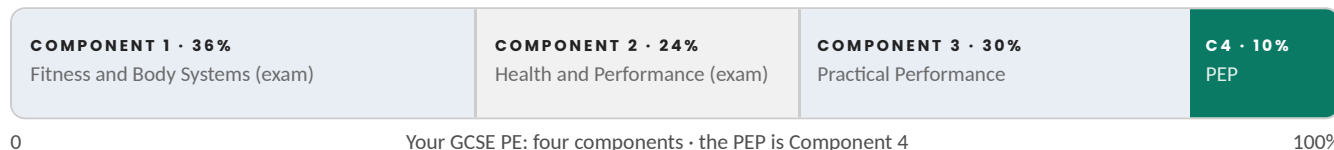
What is the PEP, and how much is it worth?

PART 1 STARTS HERE

Understand the task, the rules and how it is marked.

Your GCSE PE has two exams, a practical performance and a **Personal Exercise Programme (PEP)**. In the PEP you plan, carry out, monitor and evaluate a **six to eight week** training programme to improve your performance in one physical activity. It is Component 4, and this book is about it.

WHERE THE PEP SITS



THE MARK

20 marks

five strands, each read against five levels · p. 11

THE PROGRAMME

6–8 weeks

of training, with every session recorded

THE WRITE-UP

1500 words

or a recorded verbal presentation of up to 15 minutes · p. 8

FOUR FACTS TO KNOW NOW

ONE ACTIVITY

One of your Component 3 activities, or another activity from the specification list.

ONE FOCUS

Pearson advises **one component of fitness** and **one training method**. More is possible only if justified.

BEFORE AND AFTER

Fitness tests **and** performance data, collected at the start **and** at the end.

EVERY SESSION

Every training session is recorded, and any change to the plan is explained.

PEARSON'S GCSE PE NEA GUIDANCE SAYS

"The PEP comprises 10% of the qualification marks."

4

YOUR TURN

ABOUT YOU · NOTES ONLY

→ **Now think about your own PEP.** A word or two in each box is enough.

MY ACTIVITY

A WEAKNESS I SUSPECT (A GUESS)

FORMAT I'M LEANING TOWARDS

QUESTIONS FOR MY TEACHER



WATCH OUT

"My PEP is a training diary." No: the training gives you the evidence, but the marks come from how well you **analyse**, **justify** and **evaluate** it.

1.2

What you must produce

What does a complete PEP contain, stage by stage?

WHY THIS MATTERS This is the whole task on one page. Every later section builds one of these pieces.

Pearson describes three stages. You plan first, then you train and record, then you evaluate. Every piece below is needed.

STAGE 1 · AIM AND PLANNING ANALYSIS

- A **PAR-Q** (or centre form) before any testing
- Pre-PEP **fitness tests and performance data**, analysed
- One component of fitness chosen, with an **aim** and **SMART targets**
- A **training method**, principles and intensities, all justified

STAGE 2 · CARRYING OUT AND MONITORING

- Six to eight weeks of training
- **Every session recorded** on a training record
- Changes to the plan (using FITT) **noted, explained and evaluated**
- A mid-PEP check (optional, but useful)

STAGE 3 · EVALUATION

- Post-PEP fitness tests and performance data
- Pre and post **compared**, with graphs
- The PEP's **effectiveness evaluated**, with reasons if it did not improve
- **Recommendations** for future training

THE ELEVEN STEPS AT A GLANCE

1 Analyse your performance

Section 3 · p. 19

2 Test your fitness

Section 4 · p. 21

3 Choose your weakness

p. 24

4 Set your aim and targets

Section 5 · p. 25

5 Choose and justify a method

Section 6 · p. 28

6 Apply the principles

Section 7 · p. 32

7 Train for 6–8 weeks

Section 8 · p. 38

8 Monitor and adapt

p. 41

9 Re-test and compare

Section 9 · p. 43

10 Evaluate the PEP

Section 10 · p. 45

11 Recommend what next

Section 11 · p. 49

+ Check and write

Part 4 · p. 50

ONE CONNECTED STORY

DATA

what the tests and matches show

WEAKNESS

the component that holds you back

TARGET

where you aim to get to

TRAINING

what you do, and why

CHANGE

what the re-test shows

PERFORMANCE

what is different in your sport

Strong PEPs do not read like eleven separate tasks. Each step leads to the next, and the last step comes back to the first.



WATCH OUT

"If my fitness does not improve, my PEP has failed." No: you are marked on the quality of your analysis and evaluation. Pearson asks you to give reasons if your performance did not improve, and a good explanation earns marks.

1.3

Written or verbal?

Which format suits you, and what are the rules for each?

You can present your PEP as a **written, word-processed document** or as a **recorded verbal presentation**. The content and the marking grid are the same: only the format changes.

THE RULES SIDE BY SIDE

WRITTEN

- Word-processed.
- **Maximum 1500 words.**
- Graphs, charts, tables of numbers, the PAR-Q, diagrams and training records do **not** count towards the 1500, and can go in an appendix. **Words written in tables do count.**
- Can be written in stages and outside lessons, but your teacher must be confident it is your own work.

VERBAL PRESENTATION

- **Maximum 15 minutes.**
- **Video-recorded** and submitted as evidence.
- **No prompting or intervention** from your teacher while you present.
- Slides are optional. They must be **factual, not analytical**, and are submitted with the video.

WHAT GOES WHERE (WRITTEN)

	COUNTS TOWARDS 1500?	WHERE IT USUALLY GOES
Your analysis, justification and evaluation	Yes	Main body, in continuous prose
Key graphs and tables of numbers you refer to	No (words in tables do count)	Main body, beside your discussion
PAR-Q, raw test results, every training record	No	Appendix, numbered and referred to
Contents page with your word count (our advice)	No	Front of the PEP

Exam Vista's summary; the point on words in tables is from Pearson's 2025 moderator report. Check the current guidance with your teacher before you start writing.

4 YOUR TURN

ABOUT YOU · TICKS AND KEY WORDS

→ Answer the two questions, then tick your format.

A QUICK DECISION TREE

Q1

Do you explain ideas more clearly out loud than on paper?

Q2 · IF YES

Can you talk from short notes for up to 15 minutes, on camera, without your teacher prompting you?

IF YES TO BOTH

A verbal presentation may suit you. If no to either, written is the safer choice. Ask your teacher.

TICK ONE

☐ Written ☐ Verbal presentation

WHY (KEY WORDS) · NOTES ONLY



WATCH OUT

"In a verbal presentation my slides can do the analysing for me." No: Pearson says slides must be factual, not analytical. The analysis and evaluation have to be in what you **say**.

1.4

Playing fair: your work, your words

What can you, your teacher and your sources do?

Your PEP must be your own work. You and your teacher will sign an **authentication sheet** to confirm it. Breaking the rules is **malpractice**, and the penalty can be disqualification.

THE RULES IN BRIEF · EXAM VISTA'S SUMMARY

YOUR TEACHER CAN

- explain the instructions and the marking criteria
- give **general advice** on sources, collecting and presenting data, analysis and evaluation skills, and health and safety
- give more detailed help on a draft **only if it is recorded** on the authentication sheet and taken into account in marking

YOUR STRUCTURE

- You **design and devise your own structure**. Pearson does not allow templates for the write-up.
- Your teacher can tell you **what** to cover, but nothing more.
- Everyone may use the **same PAR-Q and training record form**.

SOURCES AND AI

- **Reference** any source, even if you put it in your own words.
- **Acknowledge** any AI use: tool, date, screenshots of prompts and answers, and a brief explanation.
- AI-generated content is not your own work.

ALLOWED OR NOT? NINE COMMON SITUATIONS

G ALLOWED

- Your whole class uses the same training record form.
- Your teacher explains what strand 3 of the grid looks for.
- You train and write up in stages, some of it at home.

A ALLOWED ONLY IF ACKNOWLEDGED OR RECORDED

- You use an AI tool to check how the Karvonen formula works. Name the tool and date; keep screenshots.
- You use a fitness test norm table from a website. Reference it.
- Your teacher gives detailed corrections on your draft. Only if recorded and taken into account.

R NOT ALLOWED

- You copy headings or a structure from this workbook into your PEP.
- You ask an AI tool to write your evaluation and paste it in.
- Your teacher gives your draft a mark, then lets you improve it.

WHEN YOU SIGN THE AUTHENTICATION SHEET

You are confirming that the PEP you submit is your own, and that any sources or AI use are properly acknowledged. If you are unsure whether something is allowed, ask your teacher *before* you use it.

1.5

Your route through the PEP

What comes next, and when will you do it?

The PEP is a journey of nine stages, from understanding the task to producing your write-up. The training itself takes six to eight weeks, so the dates matter: count back from your deadline.

4 YOUR TURN

ABOUT YOU · DATES AND TICKS

→ Add a target date to each stage. Tick it off when it is done.

STAGE	PAGES	TARGET DATE	DONE
1 Understand the task PART 1 What is marked and the rules	p. 6	_____	☐
2 Profile, PAR-Q and performance data PART 2 Your activity and how you perform now	p. 17	_____	☐
3 Fitness tests and your weakness PART 2 Test battery, the link, the decision	p. 21	_____	☐
4 Aim, targets and method PART 2 SMART targets; method and an alternative	p. 25	_____	☐
5 Principles, intensity and the plan PART 2 The full 6–8 week overview and one session	p. 32	_____	☐
6 Train and record PART 3 Every session logged; adapt with reasons	p. 38	_____	☐
7 Mid-PEP and post-PEP testing PART 3 Same tests, same conditions, % change	p. 42	_____	☐
8 Evaluate and recommend PART 3 Why it changed, what you would do next	p. 45	_____	☐
9 Check, plan and write PART 4 Final checks, then your own write-up	p. 50	_____	☐

KEY DATES AND FACTS

FINAL DEADLINE (FROM MY
TEACHER)

TRAINING STARTS (WEEK 1)

TRAINING ENDS (WEEK 6, 7
OR 8)

FORMAT

Plan your **pre-PEP tests and performance data first**: without a baseline, nothing later can be compared.

OPTIONAL TEACHER CHECK

you can keep going without it · general advice only · no level or mark

Initials _____ Date _____

2.1

How the PEP is marked

Five strands, one mark out of 20

Your teacher marks your PEP against Pearson's **marking grid**. The grid has five **strands**. Each strand is marked out of 20, the five marks are added, and the total is divided by 5. Below is our plain-English version.

THE FIVE STRANDS · EXAM VISTA'S SUMMARY, NOT PEARSON WORDING

S1

Initial data

Collecting relevant pre-PEP fitness and performance data, and interpreting it.

PART 2

S2

Planning

Weakness, aim, SMART targets, method and principles, all justified; adaptations to the plan.

PART 2

S3

Post-PEP comparison

Post-PEP data compared with pre-PEP, and the differences explained with evidence.

PART 3

S4

Evaluation

Evaluating the method, targets and principles; justified recommendations.

PART 3

S5

Structure

A coherent, succinct PEP in continuous prose, with accurate terms, within the limit.

PART 4

1 LEARN IT

how the final mark is made

STRAND MARKS

five marks, each out of 20

ADD

a total out of 100

DIVIDE BY 5

and round

YOUR PEP MARK

out of 20

Strand marks **13, 15, 12, 11, 14** → total **65** → $65 \div 5 = 13$ out of 20.

NOTICE Every strand counts the same. A brilliant plan cannot carry an evaluation that is missing.

3 TRY IT

practise on: two made-up students · fictional

ANSWERS P. 58

2.1.1 Work out each PEP mark out of 20. Show the total first.

a Tom: 16, 14, 12, 10, 13

b Ana: 9, 11, 14, 15, 12

! WATCH OUT "S5 is just spelling, so it hardly matters." No: S5 is worth the same as every other strand. It rewards a PEP that reads as one connected story, in continuous prose, with precise terms, inside the word limit.

2.2

What the levels look like

What separates a Level 3 PEP from a Level 5 one?

Every strand is read against **five levels**. The level describes the quality of the work, not how much of it there is. Pearson's guidance says marks reward the **quality** of analysis and evaluation, not the quantity of data.

THE FIVE LEVELS · EXAM VISTA'S SUMMARY, NOT PEARSON WORDING

Level 5

17–20 marks

Excellent. Thorough and detailed. Every choice is justified with data, every difference is explained with evidence, and there are few or no errors.

Level 4

13–16 marks

Very good. Appropriate methods and data, well explained, with only one or two minor errors.

Level 3

9–12 marks

Good. Appropriate methods and data, with errors that have little effect on the quality.

Level 2

5–8 marks

Some attempts. Some attempt to analyse and justify, but errors affect the quality.

Level 1

1–4 marks

Limited. Mainly description, little interpretation, and some choices that do not fit.

0 marks: nothing worthy of credit. Check the exact wording in Pearson's current marking grid.

FROM LEVEL 3 TO LEVEL 5 · WHAT CHANGES

STRAND	LEVEL 3 WORK TYPICALLY...	LEVEL 5 WORK TYPICALLY...
S1 Initial data	Interprets results with appropriate data	Thorough interpretation of fitness test results with appropriate data; performance data supports the decision
S2 Planning	Explains the choices; applies SMART and the principles	Justifies every choice; realistic targets from the baseline; zones calculated; an alternative rejected
S3 Post-PEP	Compares pre and post with enough evidence	Explains every difference: % change, graphs, logs, monitoring data
S4 Evaluation	Evaluates with appropriate recommendations	Physiological reasons, limitations, other factors; recommendations justified by data
S5 Structure	Good structure; mostly accurate terms	One connected story; precise terms throughout; succinct

The strands describe your PEP **as a whole**. Level 5 work is not longer: it is more **connected**, more **numerical** and more **justified**.

2.3

Five habits of strong PEPs

What do high-scoring PEPs have in common?

High-scoring PEPs look different from each other, because every performer is different. But they share five habits, and every section of this book practises them.

1 LEARN IT

five habits

1

Uses numbers

A figure, not an opinion, behind every claim.

2

Makes links

Test result → component → sporting action → consequence.

3

Justifies choices

Says why *this* method, target and intensity suit *this* performer.

4

Monitors change

Logs, RPE and heart rate show what happened, session by session.

5

Evaluates

What improved, why, what did not, and what to change next.

2 SEE IT

EXAM VISTA TEACHING EXAMPLE

→ Read each pair. The better version is not longer: it is more precise.

USES NUMBERS · ATHLETICS 200 M

NOT

"My speed is poor."

BETTER

"My 30 m sprint was 4.71 s, 0.3 s slower than the squad average."

MAKES LINKS · VOLLEYBALL

NOT

"My vertical jump was below average."

BETTER

"My jump was below average, so I block lower and the ball deflects off my hands and out of court."

JUSTIFIES · SWIMMING

NOT

"I chose interval training because it is good."

BETTER

"Intervals of 8 × 50 m copy the repeated hard efforts of my 400 m race."

EVALUATES · NETBALL

NOT

"My PEP worked."

BETTER

"My agility time fell by 0.6 s, but my interceptions only rose by one, so the gain transferred only partly."

THE ONE QUESTION TO KEEP ASKING

"So what does this mean for my sporting performance?"

If a sentence in your PEP cannot answer that question, it is probably description, and it is using words that should be spent on evaluation.



WATCH OUT

"The more data I include, the higher my mark." No: Pearson rewards the quality of your analysis, not the quantity of data. Three results you interpret well beat ten you only list.

2.4

Describe, analyse, justify, evaluate

What are the four thinking moves, and where does your PEP need them?

Four **command words** run through the whole PEP. Planning needs you to **describe**, **analyse** and **justify**; the evaluation adds **evaluate**. Learn to hear the difference.

1 LEARN IT

the four thinking moves

DESCRIBE

What is it?

Say what the data, the training or the result was, clearly and with units.

ANALYSE

What does it show, and why?

Explain what the figure means and what it does to performance.

JUSTIFY

What is the proof?

Support a choice with reasons and with your own data.

EVALUATE

How well did it work?

Weigh up what worked and what did not, and reach a judgement.

2 SEE IT

EXAM VISTA TEACHING EXAMPLE

→ Read one sentence for each move, each from a different activity.

DESCRIBE · ROWING

Theo's 2,000 m ergometer time was 7 min 48 s at the start of his PEP.

ANALYSE · HOCKEY

Isla's slow Illinois time means she turns late when the forward cuts inside, so she concedes the shooting angle.

JUSTIFY · BADMINTON

Kai trains at RPE 8 because his rallies are short, all-out efforts, and his heart rate in matches reaches 185 bpm.

EVALUATE · BASKETBALL

Plyometrics worked better than expected for Ola's jump, but less well for his rebounds, which rose by only one a game.

NOTICE Each example is one sentence on one point. Your own PEP must be about your own data, in your own words.

! WATCH OUT "If I describe my training in enough detail, that counts as evaluation." No: description says what happened. Evaluation judges how well it worked and why, using your data.

2.5

Sort it

Can you tell description, analysis, justification and evaluation apart?

Moderators look for analysis and evaluation, not just description. Sort these eight statements by the thinking move each one makes. Look for clue words: *so* and *means* often signal analysis; *because* plus a figure signals justification; *but*, *less* and *more effective* signal evaluation. If both appear, the judgement word decides.

3 TRY IT

PRACTISE ON: EIGHT MADE-UP PERFORMERS · FICTIONAL

ANSWERS P. 58

2.5.1 On each card, write **D** (describe), **A** (analyse), **J** (justify) or **E** (evaluate). There are two of each.

1 FOOTBALL (WINGER)

Leon's 30 m sprint fell from 4.52 s to 4.38 s, but he beat his full-back no more often, so speed was not the whole problem.

2 SWIMMING (100 M FREESTYLE)

Mei completed 6 × 50 m at 85% of her maximum heart rate with 30 s rest.

3 NETBALL (CENTRE)

Agility is the right focus for Priya because her Illinois time of 17.6 s is 1.1 s slower than the squad average, and she lost her defender on only 4 of 11 centre passes.

4 RUGBY (PROP)

Sam's grip strength of 41 kg is below average, so he cannot hold his bind, and the scrum turns on his side.

5 ATHLETICS (800 M)

Erin's Cooper run result was 2,450 m.

6 TENNIS

Circuit training was less effective for Arjun than plyometrics would have been, because only two of his eight stations trained power.

7 CRICKET (FAST BOWLER)

Callum's low sit-up score means his trunk tires late in a spell, so his front foot lands short and his pace drops.

8 BADMINTON

Weight training suits Nia because her smash needs strength through the shoulder, and only 3 of her 15 smashes in two matches were winners.

★ PUSHING FOR THE TOP

OPTIONAL

2.5.2 **Lift a description.** Pick one card you marked D. Add notes that would turn it into **analysis**: what the figure means, and what it does to performance.

CARD NUMBER AND NOTES · NOTES, NOT A PARAGRAPH

2.6

Weak → better → strong

What lifts one claim from weak to strong?

WHY THIS MATTERS A claim on its own earns little. Numbers and links lift it, not length.

1 LEARN IT

four lifters · you will use these letters on this page

N NUMBER a result with its unit

C COMPARISON against norms, a squad or an elite performer

A ACTION the moment in your sport it affects

I IMPACT what difference it makes to the result

2 SEE IT

EXAM VISTA TEACHING EXAMPLE

→ Read one claim about Kwame, a rugby winger, written three ways.

WEAK

"Kwame's speed is a weakness."

BETTER

"Kwame's 30 m sprint of 4.48 s is a weakness. It is slower than the 4.20 s squad average."

STRONG

"Kwame's 30 m sprint of 4.48 s is 0.28 s slower than the squad average. On the outside break he is caught before the corner, and in his last three matches he was pushed out of play 5 times when through on the wing."

NOTICE Weak → better adds **N** and **C**: a result and a comparison. Still missing: the sporting action and the impact.

3 TRY IT

PRACTISE ON: KWAME · FICTIONAL

ANSWERS P. 58

2.6.1 Compare STRONG with BETTER. Tick each lifter STRONG adds, then copy the words that show it.

N number	☐ added	_____
C comparison	☐ added	_____
A action	☐ added	_____
I impact	☐ added	_____

4 YOUR TURN

ABOUT YOU · NOTES AND TICKS ONLY

→ Now apply this to your own performance. You do not need test results yet: just see what you already know.

ONE THING THAT MIGHT BE A WEAKNESS

WHICH LIFTERS COULD YOU SHOW TODAY?

N a number for it	☐ have	☐ need
C something to compare with	☐ have	☐ need
A the moment in my sport	☐ have	☐ need
I what difference it makes	☐ have	☐ need

Every "need" is fine for now. Part 2 shows you how to collect it (p. 19).

3.1

Your PEP profile

Who are you as a performer, and what does your activity demand?

PART 2 STARTS HERE

Collect and analyse your data, then plan your programme.

Your PEP opens with a short introduction: who you are as a performer, and what your activity demands. Keep it brief. The marks are in the data that follows, not in your sporting life story.

1 LEARN IT

keep it short

INCLUDE

- your activity, and your **position or event**
- your current **level** (school, club, county...)
- one **performance measure** or personal best, as a number
- your current training: sessions per week and type
- a brief overview of the **demands**: main components of fitness, key muscles, energy system

AVOID

- a long history ("I started playing when I was six...")
- anything that is not about fitness or performance
- using up words you will need for evaluation, where the marks are

2 SEE IT

EXAM VISTA TEACHING EXAMPLE · ZARA, HOCKEY

→ Read Zara's profile notes. Notes, not sentences: every line is a fact she will use later.

ACTIVITY · ROLE	LEVEL	MEASURE NOW	TRAINING NOW	MAIN DEMANDS
Hockey · centre midfield	Club U16, county trials	covers 6.1 km a match (GPS vest)	2 club sessions + 1 match a week	cardiovascular fitness, agility, speed; mainly aerobic with repeated sprints; quads, hamstrings, glutes

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ Fill in your profile card. Key words and numbers only.

PROFILE CARD		
ACTIVITY as on the specification list	POSITION · EVENT	LEVEL school · club · county · other
PERFORMANCE MEASURE NOW a number and its unit	TRAINING NOW sessions a week · type	MATCHES · COMPETITIONS how often
MAIN COMPONENTS OF FITNESS two or three	ENERGY SYSTEM aerobic · anaerobic · a mix	KEY MUSCLES the ones that do the work



WATCH OUT

"I need to explain how I got into my sport, so the moderator knows me." No: the moderator needs your **level**, your **demands** and a **number**. Background that is not about fitness or performance uses words and earns nothing.

3.2

PAR-Q and fair testing

Are you safe to test, and could your tests be repeated exactly?

Before any fitness test or training session, complete a **PAR-Q** (Physical Activity Readiness Questionnaire) or your centre's own form. Then plan your tests so they can be repeated in **exactly the same way** at the end of the PEP.

1 LEARN IT

safe first, then fair

THE PAR-Q

- Answer it **before** any testing or training.
- If an answer raises a concern, get advice **before** you test or train, and never go against medical advice.
- It goes in your **appendix**, and you refer to it in your write-up.
- Filming anyone: consent first, school devices only, following school policy.

A FAIR RE-TEST

- Same **surface**, **equipment** and **time of day**.
- Same **warm-up**, same **tester**, same **number of attempts**.
- Not straight after a match or a hard session.
- If something does change, **write it down**: it becomes an evaluation point.

3 TRY IT

PRACTISE ON: FOUR RE-TESTS · FICTIONAL

ANSWERS P. 58

3.2.1 Tick **fair** or **unfair** for each pre-test and post-test pair. If unfair, write what changed.

- a Pre-test on the sports hall floor; post-test on the 3G pitch. ☐ fair ☐ unfair _____
- b Pre-test at 9 am before school; post-test at 4 pm after a full PE lesson. ☐ fair ☐ unfair _____
- c Pre-test with a 10-minute warm-up; post-test with a 10-minute warm-up. ☐ fair ☐ unfair _____
- d Pre-test: best of three jumps. Post-test: one jump only. ☐ fair ☐ unfair _____

4 YOUR TURN

ABOUT YOU · NOTES AND TICKS

→ Plan the conditions for your own tests now, so your post-tests can copy them exactly.

TEST	SURFACE · VENUE	TIME OF DAY	WARM-UP	EQUIPMENT · TESTER	ATTEMPTS

- ☐ PAR-Q completed ☐ Any concern discussed before testing ☐ PAR-Q filed for my appendix

! WATCH OUT "I did my post-test straight after a match, but it still counts." It counts, but it is not a fair comparison: fatigue will lower your score. Re-test in the same conditions, or explain the difference in your evaluation.

3.3

Collect performance data

Before you test your fitness, measure how you actually perform.

Pearson says you **must** collect performance data at the beginning and the end of your PEP. Fitness tests show your body; **performance data** shows what happens in your sport. Strong PEPs use both.

1 LEARN IT

what counts as performance data

GOOD PERFORMANCE DATA IS

- **measurable:** a number, not an opinion
- **relevant:** to your activity and position
- **repeatable:** you can collect it again after the PEP
- **comparable:** against an elite performer, a stronger team-mate or a squad average

WHERE IT COMES FROM

- Team games: passes, tackles, interceptions, rebounds, sprints
- Racket sports: first-serve %, unforced errors, points won at the net
- Athletics, swimming, rowing, cycling: splits, stroke rate, start or turn times
- No competitive data? Pearson allows a **practice or skill session** instead, for example passes completed in 30 seconds.

3 TRY IT

PRACTISE ON: SIX MADE-UP MEASURES · FICTIONAL

ANSWERS P. 58

3.3.1 Tick **usable** or **not usable** as performance data. If not usable, say why in a few words.

a Netball: chest passes completed against a wall in 30 seconds

☐ usable ☐ not usable

b Football: "my coach says I am a bit slow"

☐ usable ☐ not usable

c Tennis: first serves in, out of 20, in a practice set

☐ usable ☐ not usable

d Basketball: how confident I feel shooting

☐ usable ☐ not usable

e Hockey: successful tackles as a % of attempts, from match video

☐ usable ☐ not usable

f Swimming: time for the final 25 m of a 100 m race

☐ usable ☐ not usable

4 YOUR TURN

ABOUT YOU · NUMBERS AND NOTES

→ Choose four to six performance measures. One row per measure. Add the comparison you will use.

PERFORMANCE MEASURE	SOURCE (VIDEO, STATS, PRACTICE)	MY RESULT	COMPARISON (WHO?) · RESULT	DIFFERENCE

3.4

From data to analysis

What turns a number into analysis a moderator can credit?

A number is not analysis. Analysis explains **what the number shows** and **what it does to your performance**. Every important result in your PEP needs all three links.

1 LEARN IT

three links

1 · DATA

What happened? The figure, its unit and the comparison.

2 · MEANING

What does the figure show about you?

3 · IMPACT

Why does it matter in your activity and position?

2 SEE IT

EXAM VISTA TEACHING EXAMPLE · FINN, HOCKEY DEFENDER

→ Read Finn's three links. Each one answers a different question.

DATA

"Finn won 58% of his tackles across three league matches; the club's first-team defenders average 76%."

MEANING

"This shows his defending one-on-one is less effective than the standard he is aiming for."

IMPACT

"When he misses a tackle the attacker is through on goal, and two of the five goals his team conceded came this way."

3 TRY IT

PRACTISE ON: GRACE, NETBALL CENTRE · FICTIONAL

ANSWERS P. 58

3.4.1 Label each piece **D** (data), **M** (meaning) or **I** (impact). One link is missing from the second set: name it.

☐

a This shows she is slow to change direction.

☐

d Her passing accuracy was 71%, against a squad average of 84%.

☐

b She received only 4 of 12 centre passes cleanly against Park Lane.

☐

e This means her passing is less accurate than her teammates'.

☐

c Her team lost possession from the centre pass, so they could not score from it.

Missing link:

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ Analyse your weakest performance area. Key words and numbers for each link. No full sentences.

1 DATA · MY FIGURE AND THE COMPARISON

2 MEANING · WHAT IT SHOWS

3 IMPACT · WHAT IT DOES IN MY SPORT

★ PUSHING FOR THE TOP

OPTIONAL

Add a **second piece of data** that points to the same weakness. Two numbers that agree are far more convincing than one, and they are what Level 5 work does in strand 1.

4.1

Your fitness test battery

Which tests match the demands of your activity?

Choose fitness tests that match the **demands of your activity and position**. A focused battery that you interpret well is stronger than a long list you never use again.

1 LEARN IT

the specification tests

COMPONENT OF FITNESS	TEST	RESULT IN
Cardiovascular fitness (aerobic endurance)	Cooper 12-minute run or swim · Harvard step test	metres · fitness index
Strength	Grip dynamometer	kg
Muscular endurance	One-minute sit-up · one-minute press-up · wall sit	repetitions · seconds
Speed	30 m sprint	seconds
Power	Vertical jump	cm
Flexibility	Sit and reach	cm
Agility	Illinois agility run	seconds

The specification also allows any other recognised test (for example ruler drop for reaction time). Check the list your teacher uses against the current specification.

3 TRY IT

PRACTISE ON: SIX TESTS

ANSWERS P. 58

4.1.1 Write the component of fitness each test measures.

a Harvard step test

b Sit and reach

c Illinois agility run

d One-minute press-up

e Grip dynamometer

f Vertical jump

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ **Choose your battery.** Four to six tests. Give each a reason linked to your activity.

TEST	COMPONENT	WHY IT MATTERS IN MY ACTIVITY (KEY WORDS)

4.2

Reading your results

What does each result really tell you?

A result only means something when it is compared. Use **normative data** (a rating table for your age and sex), a **squad average** or an **elite performer**. Then go one step further than the rating.

1 LEARN IT

three ways to read a result

1 · THE RATING

Which band does it fall in? "*below average*"

2 · THE GAP

How far is it from the comparison, or from the next band up? "*9 cm short of average*"

3 · THE PICTURE

Is it a strength or a weakness **for your role**? Show the whole battery in one labelled graph.

2 SEE IT

PRACTICE NORM TABLE

for practice only · not for your PEP

RATING	VERTICAL JUMP (CM)	ILLINOIS (S)
Excellent	> 60	< 15.2
Above average	51–60	15.2–16.1
Average	41–50	16.2–18.1
Below average	31–40	18.2–19.3
Poor	≤ 30	> 19.3

NOTICE Simplified values for practice. In your PEP, use the table your teacher gives you for your age and sex, and reference it.

READING ONE RESULT · RAFAEL, VOLLEYBALL

Vertical jump 39 cm: **below average** (rating), **2 cm below the average band** and **13 cm below his team's best blocker** (gap). As a middle blocker, power is central to his role, so this is his clearest fitness **weakness** (picture).

3 TRY IT

PRACTISE ON: THE PRACTICE TABLE ABOVE

ANSWERS P. 58

4.2.1 Use the practice table. Give the rating and the gap to the next band up.

a Vertical jump 47 cm

b Illinois 18.2 s

c Illinois 15.8 s

4 YOUR TURN

ABOUT YOU · NUMBERS ONLY

→ **Record your battery.** Copy your tests from 4.1, then add results and comparisons.

TEST	COMPONENT	MY RESULT	COMPARISON (SOURCE)	RATING	S OR W?

4.3

The most important link

How does a test result become a reason to train?

WHY THIS MATTERS This is the link that turns a fitness test into a reason to train.

1 LEARN IT

four links, top to bottom

FITNESS TEST RESULT

the figure, the rating and the gap

COMPONENT OF FITNESS

the exact component, not "fitness"

SPORTING ACTION

the moment in your activity that needs it

PERFORMANCE CONSEQUENCE

what goes wrong in competition

2 SEE IT

BASKETBALL · OLA

Vertical jump 38 cm: below average, 10 cm below the squad's forwards

Power is the weakness

Less explosive force at take-off when he jumps for a rebound

He reaches the ball lower, and won 35% of contested rebounds against the squad's 55%

3 TRY IT

PRACTISE ON: LEAH, NETBALL CENTRE · FICTIONAL

ANSWERS P. 58

4.3.1 These four links are in the wrong order. Number them 1 to 4, from test result to consequence.

☐

a reaches fewer passes in the centre third

☐

b agility

☐

c Illinois agility run: 18.6 s, below average

☐

d changing direction to lose her defender at the centre pass

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ **Build your own chain.** Use your weakest relevant result from 4.2. Key words only.

TEST RESULT

COMPONENT

SPORTING ACTION

CONSEQUENCE

★ PUSHING FOR THE TOP

OPTIONAL

Use your Component 1 knowledge: name the **muscles** and the **muscle fibre type** the weakness affects, and say whether your **performance data** from 3.3 points the same way.

4.4

Which weakness should you train?

Which weakness has the strongest evidence and the biggest effect?

You may find more than one weakness. Your PEP should focus on the one with the **strongest evidence** and the **biggest effect** on your performance, that can realistically improve in six to eight weeks.

1 LEARN IT

four questions

Q1 · FITNESS EVIDENCE

Is it below the comparison in a fitness test?

Q2 · PERFORMANCE EVIDENCE

Does your performance data point the same way?

Q3 · IMPORTANCE

Does it matter for your activity **and** your position?

Q4 · TIME

Can it realistically improve in 6–8 weeks with one method?

4 YOUR TURN

ABOUT YOU · TICKS AND NOTES

→ **Compare your possible weaknesses.** Tick or cross each question, then add the evidence in a few words.

POSSIBLE WEAKNESS	Q1 FITNESS TEST	Q2 PERFORMANCE DATA	Q3 IMPORTANCE	Q4 6–8 WEEKS?	TOTAL ✓

MY FINAL DECISION

THE COMPONENT I WILL IMPROVE

MY STRONGEST TWO PIECES OF EVIDENCE

THE PERFORMANCE MEASURE IT SHOULD CHANGE

! WATCH OUT "I decided to do plyometrics first, then found a weakness to fit it." No: moderators notice when the aim came first and the data was made to fit. Let the data choose the weakness, then the weakness choose the method.

★ PUSHING FOR THE TOP

OPTIONAL

Score each question 0, 1 or 2 instead of a tick (2 = clearly, 1 = partly, 0 = no). A close call between two weaknesses is decided by **Q2**: the one your performance data supports.

OPTIONAL TEACHER CHECK

you can keep going without it · general advice only · no level or mark

Initials _____ Date _____

5.1

Your overall aim

One statement that links your weakness to your performance

Your overall aim is one statement that connects the **component of fitness** you will train to the **sporting performance** it should change. Everything later in your PEP is checked against it.

1 LEARN IT

two things every aim names

THE COMPONENT

The exact component of fitness from your decision on p. 24: "agility", not "fitness".

THE PERFORMANCE

The part of your activity it should improve, so you can check it with your performance data.

2 SEE IT

THREE AIMS · THREE ACTIVITIES

400 M · JODIE

To improve her anaerobic endurance so that she slows less in the final 100 m.

BADMINTON · RYAN

To improve his speed around the court so that he reaches more drop shots before they land.

RUGBY · TOMAS

To improve his strength so that his scrum holds steady on his own put-in.

NOTICE Each aim names a component and a moment in the activity. Your own aim must come from your own data, in your own words.

3 TRY IT

PRACTISE ON: FOUR AIMS · FICTIONAL

ANSWERS P. 58

5.1.1 Tick what each aim names. If something is missing, it needs fixing.

AIM	NAMES A COMPONENT	NAMES A PERFORMANCE
a "To get fitter for football."	☐	☐
b "To improve my power."	☐	☐
c "To score more goals in netball."	☐	☐
d "To improve my cardiovascular fitness so that I hold my pace in the last 400 m of my 1500 m."	☐	☐

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ **Plan your aim.** Four boxes. You will write the aim in your own words in your PEP.

COMPONENT I WILL TRAIN

PERFORMANCE IT SHOULD CHANGE

THE TEST THAT WILL CHECK IT

THE PERFORMANCE MEASURE THAT WILL CHECK IT

★ PUSHING FOR THE TOP

OPTIONAL

Test your aim: could someone read only your aim and work out which fitness test and which performance measure you will use to check it? If not, make it more specific.

5.2

Two measurable targets

One target for fitness, one for performance, both with numbers

You need **two** targets: one for **fitness** and one for **performance**. Both need numbers. Each one has four parts.

1 LEARN IT

four parts · two targets

MEASURE

the test or statistic you will use

BASELINE

your result now, with its unit

TARGET

the result you aim for

TIME FRAME

by the end of week 6, 7 or 8

2 SEE IT

EXAM VISTA TEACHING EXAMPLE · PRIYA, NETBALL CENTRE

FITNESS TARGET

Illinois agility run: from 17.6 s to 17.0 s in six weeks.

PERFORMANCE TARGET

Centre passes received cleanly: from 4 in 11 to 7 in 11, averaged over three matches, in six weeks.

NOTICE The performance target measures something agility affects: getting free of a defender to receive the centre pass.

3 TRY IT

PRACTISE ON: FOUR TARGETS · FICTIONAL

ANSWERS P. 58

5.2.1 Which part (measure, baseline, target, time frame) is missing from each? Some miss more than one.

a "Improve my 30 m sprint to 4.30 s."

b "Improve my vertical jump from 41 cm in six weeks."

c "Win more rebounds per game."

d "Increase my Cooper run from 2,350 m to 2,500 m in eight weeks."

4 YOUR TURN

ABOUT YOU · NUMBERS ONLY

→ **Plan your two targets.** Numbers and units. Your performance target must measure something your component affects.

TARGET 1 · FITNESS

e.g. a fitness test from your battery

MEASURE

BASELINE

TARGET

TIME FRAME

TARGET 2 · PERFORMANCE

e.g. a statistic from 3.3

MEASURE

BASELINE

TARGET

TIME FRAME

! WATCH OUT A performance target that is **not connected** to your fitness weakness. If you are training power, your performance target must be something power affects, such as rebounds or jump height in a spike.

5.3

Apply SMART, do not define it

How do your own targets meet each feature?

Defining SMART earns nothing: every student can do that. Strong PEPs show how **their own targets** meet each feature, using their own test, numbers and activity.

1 LEARN IT

apply it, do not define it

FEATURE	DEFINITION (WEAK)	APPLIED (STRONG) · PRIYA, NETBALL
Specific	clear and precise	names agility and the centre pass, not "fitness"
Measurable	can be measured	Illinois time in seconds; passes received per match from video
Achievable	possible to reach	a 0.6 s gain is within one band of the norm table
Realistic	sensible for you	two sessions a week fit around two club sessions and a match
Time-bound	has a deadline	re-test at the end of week 6, same conditions

3 TRY IT

PRACTISE ON: FOUR SENTENCES

ANSWERS P. 58

5.3.1 Is each sentence a **definition** (D) or **applied** to a target (A)?

☐

a "Measurable means it can be measured with a number."

☐

b "My target is time-bound: it must be met by the end of week 6, when I re-test."

☐

c "Realistic means the target is not too hard."

☐

d "A 0.6 s drop is achievable because my baseline of 17.6 s is 1.1 s slower than the squad average, so there is room to improve."

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ **Apply SMART to your own targets.** For each feature, the evidence from your own test, numbers or week.

FEATURE	MY EVIDENCE (KEY WORDS AND NUMBERS)
Specific	
Measurable	
Achievable	
Realistic	
Time-bound	

★ PUSHING FOR THE TOP

OPTIONAL

5.3.2 **Justify the size of the improvement.** Priya's target is 17.6 s → 17.0 s. Work out the % improvement: $(\text{change} \div \text{baseline}) \times 100$. Is a gain of that size realistic in six weeks for a club player?

6.1

Compare the training methods

Which method fits your component, your activity and you?

Compare the methods **before** you choose one. A method can be excellent in general but still wrong for your component and your activity.

1 LEARN IT

what each method mainly develops

METHOD	MAINLY DEVELOPS	HOW INTENSITY IS SHOWN
Continuous	cardiovascular fitness (aerobic endurance)	steady pace, at least 20 minutes, % of max HR
Fartlek	aerobic and anaerobic fitness	changes of pace or terrain
Interval	speed and anaerobic fitness (short work); aerobic (longer work)	work : rest ratio and HR zone
Circuit	several components, depending on the stations	work and rest per station, circuits
Weight / resistance	strength, power (high load) or muscular endurance (low load, high reps)	load, sets, repetitions
Plyometric	power	foot contacts, sets, recovery
Fitness classes	depends on the class: spinning (aerobic), body pump (muscular endurance), Pilates, yoga (flexibility)	class intensity, RPE

3 TRY IT

PRACTISE ON: FOUR MADE-UP PERFORMERS

ANSWERS P. 59

6.1.1 Write the method that suits each performer best.

a A 5,000 m runner whose pace fades in the second half

b A volleyball middle blocker with a low vertical jump

c A rugby prop with low grip and leg strength

d A hockey midfielder who must repeat sprints with short recoveries

4 YOUR TURN

ABOUT YOU · CIRCLES AND KEY WORDS

→ Compare the methods against your aim. Circle yes or no, then a few words of why.

METHOD	SUITS MY AIM?	WHY / WHY NOT (KEY WORDS)
Continuous	yes / no	
Fartlek	yes / no	
Interval	yes / no	
Circuit	yes / no	
Weight / resistance	yes / no	
Plyometric	yes / no	

MY CHOSEN METHOD

6.2

Why this method?

Can you link your method all the way to your target?

Naming a method is not justifying it. A justified method is linked **all the way** from the training to your performance target, with nothing missing in between.

1 LEARN IT

five links

METHOD

the method and the actual exercises

COMPONENT

the component it develops

PHYSIOLOGICAL EFFECT

what it does to your body

SPORTING ACTION

the moment in your activity it helps

PERFORMANCE TARGET

the figure it should change

2 SEE IT

BASKETBALL · OLA

Plyometrics: box jumps, squat jumps, bounding

Power

Muscles stretch then contract fast, so force is produced more quickly

Explosive take-off when jumping for a rebound

Rebounds per game: from 4 towards 6

3 TRY IT

PRACTISE ON: DEV, ROWER · FICTIONAL

ANSWERS P. 59

6.2.1 These five links are shuffled. Number them 1 to 5, from method to target.

☐

a Holding stroke rate through the third 500 m

☐

b Interval training (8 × 500 m on the ergometer)

☐

c Split for the third 500 m: from 2:03 to 1:58

☐

d Heart pumps more blood per beat, so more oxygen reaches the legs

☐

e Cardiovascular fitness

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ Build the chain for your own method. Key words only.

METHOD

COMPONENT

EFFECT

ACTION

TARGET

6.3

Why not another method?

Which sensible alternative did you reject, and why?

Strong PEPs consider **another reasonable method** and explain why it was not chosen. Rejecting an obviously unsuitable method shows little. Rejecting a sensible one shows real understanding.

1 LEARN IT

obvious versus sensible

OBVIOUS ALTERNATIVE · SHOWS LITTLE

Continuous training for a power weakness. Nobody would choose it, so rejecting it proves nothing.

SENSIBLE ALTERNATIVE · SHOWS UNDERSTANDING

Weight training for a power weakness. It *could* work, so you must explain why your method fits better.

2 SEE IT

EXAM VISTA TEACHING EXAMPLE · JODIE, 400 M

Fartlek could also train Jodie's anaerobic endurance, because its fast sections work above her threshold. But the fast sections are unstructured, so she could not control how long she spends at race pace. Intervals of 150 m at race pace with timed recovery copy the final bend exactly, so they are more specific to the point where she slows down.

NOTICE A sensible alternative, what it could offer, and a precise reason it is less specific to **her** weakness.

3 TRY IT

PRACTISE ON: THREE REJECTIONS · FICTIONAL

ANSWERS P. 59

6.3.1 Is each alternative **obvious** (O) or **sensible** (S)? Then circle the strongest rejection.

☐

a Ola rejects continuous training because it develops aerobic endurance, not power.

☐

b Ola rejects weight training: squats build leg strength, but they are slower than a rebound jump, and his weakness is how fast he produces force, not how much.

☐

c Priya rejects circuit training: it could include agility stations, but most of its time would go on muscular endurance, which is not her weakness.

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ **Plan your alternative.** Choose one that could genuinely work for your aim.

ALTERNATIVE METHOD

HOW IT COULD HELP MY AIM

WHY MINE IS MORE SPECIFIC

ONE LIMITATION OF MY METHOD

6.4

Specific exercises

Which sporting action does each exercise copy?

"Box jumps are good for power" tells the reader nothing about **you**. Every exercise in your programme should copy a movement or demand from your activity, and you should be able to say how.

1 LEARN IT

five ways an exercise can be specific

MOVEMENT

copies the action:
e.g. triple extension
of a jump

MUSCLES

works the ones the
action uses

FIBRE TYPE

fast twitch for
explosive work, slow
twitch for
endurance

MUSCLE ACTION

concentric,
eccentric, isometric

ENERGY DEMAND

matches the length
and intensity of the
efforts

2 SEE IT

EXAM VISTA TEACHING EXAMPLE · OLA, BASKETBALL

EXERCISE	ACTION IT COPIES	MUSCLES · ACTION	WHY IT IS SPECIFIC
Box jumps	two-footed take-off for a rebound	quads, glutes, gastrocnemius · concentric	same triple extension; maximal effort, fast twitch
Depth jumps	landing and jumping again for a tip-in	same · eccentric then concentric	trains the fast stretch then contraction

3 TRY IT

PRACTISE ON: FOUR EXERCISES

ANSWERS P. 59

6.4.1 Match each exercise (a-d) to the sporting action it copies best (1-4).

☐

a Lateral bounds

☐

b Ergometer intervals at stroke rate 30

☐

c Shuttle runs with a cone touch

☐

d Medicine-ball chest throws

1 rugby: the hand-off and the drive into contact

2 rowing: holding pace in the middle 1,000 m

3 tennis: pushing off sideways to reach a wide ball

4 netball: stopping, turning and sprinting to receive

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ List your main exercises. Key words. You will design your own exercise table for your appendix.

EXERCISE	ACTION IT COPIES	MUSCLES · FIBRE TYPE · ACTION

7.1

Principles: applied, not defined

How does your programme use each principle?

Every PEP mentions the principles of training. The marks go to PEPs that show how **their** programme applies each one, with numbers.

1 LEARN IT

OLA, BASKETBALL

defined versus applied

PRINCIPLE	DEFINED (WEAK)	APPLIED WITH NUMBERS (STRONG)
Individual needs	Training should suit the person.	Two sessions, not three, because Ola already trains twice with his club and plays on Saturdays.
Specificity	Training should match the sport.	Every exercise is a vertical or repeated jump, the movement of a rebound.
Progressive overload	Gradually increase the training.	From 60 foot contacts in week 1 to 100 by week 6; box height 30 cm to 45 cm from week 4.
FITT	Frequency, intensity, time, type.	F 2 a week · I maximal-effort jumps, 60–100 contacts, 2 min rest (RPE as a check) · T 35 min · T plyometric.
Overtraining	Do not train too much.	None the day before a match; hold the volume if form breaks down or RPE goes above 8.
Rest and recovery	You need rest to adapt.	At least 48 hours between plyometric sessions; 2 min between sets so every jump is maximal.
Thresholds of training	Train in the right zone.	Pearson's zones are 60–80% (aerobic) and 80–90% (anaerobic) of max HR; for plyometrics, maximal-effort contacts and full recovery set the intensity.
Reversibility	Fitness is lost if you stop.	A missed session is made up that week, so no week has fewer than two sessions.

3 TRY IT

PRACTISE ON: FOUR SENTENCES

ANSWERS P. 59

7.1.1 Is each sentence a **definition** (D) or **applied** (A)?

☐

a "Specificity means your training should be related to your sport."

☐

b "I will increase from 3 sets of 6 box jumps to 4 sets of 8 by week 4."

☐

c "I train on Tuesday and Friday so I have 48 hours before my Sunday match."

☐

d "Reversibility is when you lose fitness because you stop training."

4 YOUR TURN

ABOUT YOU · NUMBERS AND NOTES

→ Apply each principle to your programme. Numbers, days and loads. No definitions.

PRINCIPLE	HOW MY PROGRAMME APPLIES IT (NUMBERS)
Individual needs	
Specificity	
Progressive overload	
FITT	
Overtraining	
Rest and recovery	
Thresholds of training	
Reversibility	

7.2

Setting and controlling intensity

How hard should you train, and how will you know?

"I trained hard" earns little. Give your intensity a **number**, show the **working**, and say **why** it suits you and your component.

1 LEARN IT

three ways to set intensity

MAXIMUM HEART RATE

220 – age

bpm · then a % of it:
Pearson's **simplified**
Karvonen formula

AEROBIC ZONE

60–80%

for steady, longer work

ANAEROBIC ZONE

80–90%

for short, intense work

EXTENSION · HR RESERVE

$RHR + \% \times (MHR - RHR)$

uses your resting heart rate

RATING OF PERCEIVED EXERTION (RPE) · 1–10 · A CHECK ALONGSIDE YOUR MAIN MEASURE: % OF 1RM FOR WEIGHTS (PREDICTED OR SUB-MAXIMAL ONLY, SUPERVISED; NEVER A TRUE MAXIMUM), CONTACTS FOR PLYOMETRICS

1

very light

2

light

3

easy

4

moderate

5

somewhat hard

6

hard

7

very hard

8

very, very hard

9

near max

10

maximal

2 SEE IT

EXAM VISTA TEACHING EXAMPLE · JODIE, 15, 400 M

round to whole bpm

STEP 1 · MAX HR

$220 - 15 = \mathbf{205}$ bpm

Resting HR (RHR) = 65 bpm

STEP 2 · HEART RATE RESERVE

$205 - 65 = \mathbf{140}$ bpm

STEP 3 · ANAEROBIC ZONE (HR RESERVE)

80%: $65 + 0.8 \times 140 = 177$

90%: $65 + 0.9 \times 140 = 191$

177–191 bpm

NOTICE Pearson's simplified Karvonen formula (80–90% of max HR) gives 164–185 bpm. The heart rate reserve version gives higher, more personal targets because it uses resting heart rate. Know the simplified method for your exam; use the one your teacher teaches.

3 TRY IT

PRACTISE ON: THREE MADE-UP PERFORMERS

ANSWERS P. 59

7.2.1 Max HR, age 14.

7.2.2 Aerobic zone (60–80% of max HR), age 16.

7.2.3 HR reserve at 80%, age 16, RHR 60 bpm.

4 YOUR TURN

ABOUT YOU · NUMBERS ONLY

→ Do the numbers for your own PEP. Show your working in your PEP too.

AGE

MAX HR

RESTING HR

ZONE (%)

MY RANGE (BPM) OR RPE

7.3

Your programme overview

Can a reader see the progression at a glance?

Plan all six to eight weeks **before** you start. A reader should be able to see the progression at a glance, and see that your programme fits around the rest of your week.

1 LEARN IT

three things a good overview shows

PROGRESSION

One or two FITT variables change each week or two. Not all at once.

YOUR WHOLE WEEK

Club training and matches are shown, so recovery is planned, not hoped for.

TEST POINTS

Pre-test before week 1; mid-PEP check about halfway; post-test after the last week.

3 TRY IT

PRACTISE ON: BEN, FOOTBALL MIDFIELDER · FICTIONAL

ANSWERS P. 59

7.3.1 Ben's plan for weeks 1–3 of his fartlek programme has three problems. Find them.

WEEK	SESSION 1	SESSION 2	SESSION 3	OTHER TRAINING · MATCHES
1	Fartlek 30 min	Fartlek 30 min	Fartlek 30 min (Fri)	Club Tue, Thu · match Sat
2	Fartlek 30 min	Fartlek 30 min	Fartlek 30 min (Fri)	Club Tue, Thu · match Sat
3	Fartlek 30 min	Fartlek 30 min	Fartlek 30 min (Fri)	Club Tue, Thu · match Sat

1

2

3

4 YOUR TURN

ABOUT YOU · PLANNING NOTES

→ **Plan your programme overview.** Planning notes for you. You will present your plan in your own way in your PEP.

WEEK	SESSION 1	SESSION 2	SESSION 3 (IF ANY)	OTHER TRAINING · MATCHES	WHAT PROGRESSES
1					
2					
3					
4					
5					
6					
7 (opt.)					
8 (opt.)					

7.4

One session in full

What does a fully described training session look like?

Your training records show every session, but you should also be able to describe **one session in full**: what you did, for how long, and at what intensity.

1 LEARN IT

the three parts

WARM UP

- pulse raiser
- mobility and dynamic stretching
- skill-related or specific preparation
- mental preparation

MAIN SET

Your method at your **calculated intensity**: exercises, sets and reps or times, work : rest. This is where the weakness is trained.

COOL DOWN

- gradual lowering of heart rate (walk, light jog)
- static stretching of the muscles used

2 SEE IT

PRIYA · NETBALL · AGILITY CIRCUIT · 34 MINUTES

WARM UP · 12		MAIN SET · 14		COOL DOWN · 8
0 min	12	26	34	
WHAT PRIYA DOES	TIME	INTENSITY	WARM-UP PART	
A Jog and side-step round the court, building up	5 min	up to RPE 4		
B Leg swings, walking lunges, hip openers	3 min	light		
C Dodge and drive drills onto a feed, at speed	3 min	RPE 6		
D Picture three centre-pass drives; check the plan	1 min	rest		
MS 6 stations · 30 s work : 30 s rest · 2 circuits · 2 min between	14 min	RPE 8	main set	
CD Walk, slow jog; static stretches for calves, hamstrings, hips	8 min	RPE 2	cool down	

3 TRY IT

PRACTISE ON: PRIYA'S SESSION

ANSWERS P. 59

7.4.1 In the last column of Priya's table, write which warm-up part each block A–D shows. Use the four parts in the LEARN IT box.

! WATCH OUT "A full description of my session means writing out all six weeks." No: your overview shows the weeks. Here you describe **one** session in full: parts, times and intensity.

7.5

Session planner and safety

Is your session complete, and is your safety yours?

Plan your first session in full, then make your safety points belong to **this** session. Generic safety ("warm up, drink water") could be pasted into any PEP.

4 YOUR TURN

ABOUT YOU · NOTES AND NUMBERS

→ **Plan your first session.** Times must add up. Intensity must match 7.2.

PART	WHAT I DO	TIME	SETS · REPS · WORK : REST	INTENSITY (RPE · BPM · LOAD)
Warm up				
Main set				
Cool down				

TOTAL TIME CHECK

MINUTES _____

1 LEARN IT

GENERIC VERSUS RELEVANT · PRIYA

RISK AREA	GENERIC	RELEVANT TO PRIYA'S SESSION
Warm up	<i>Warm up first.</i>	12 min warm up ends with dodge drills at speed: no cold sprints
Technique	<i>Use good technique.</i>	Lands on two feet with knees over toes on every stop
Footwear and surface	<i>Wear the right kit.</i>	Court shoes; outdoor court only if dry
Overtraining	<i>Don't overdo it.</i>	No circuit the day before a match; stops a set if RPE goes above 8

4 YOUR TURN

ABOUT YOU · RISK → RESPONSE

→ **List two risks in your session and your response to each.**

RISK IN MY SESSION (WHEN, WHICH BODY PART)	MY RESPONSE (WHAT, HOW MUCH)

★ PUSHING FOR THE TOP

OPTIONAL

Aim for four relevant points, each naming a body part, a figure or a moment in the session.

7.6

Planning checkpoint

Is everything in place before week 1?

Training starts next. Before week 1, check that your planning is complete: you cannot go back and collect a baseline once training has begun.

4 YOUR TURN

BEFORE WEEK 1 · TICKS ONLY

→ Tick each item only if you can point to it in your notes. An empty box is a gap: fix it before week 1.

STRAND	BEFORE I START TRAINING...	PAGE	DONE
S1	PAR-Q completed and filed for the appendix	p. 18	☐
S1	Four to six performance measures, with comparison data	p. 19	☐
S1	Fitness battery recorded, with norms and ratings	p. 22	☐
S1	Weakness linked: test → component → action → consequence	p. 23	☐
S1	Weakness supported by fitness and performance data	p. 24	☐
S2	Aim names a component and a performance	p. 25	☐
S2	Two targets, each with measure, baseline, target and time frame	p. 26	☐
S2	SMART applied to my targets, not defined	p. 27	☐
S2	Method justified to the target; a sensible alternative rejected	p. 30	☐
S2	Exercises linked to sporting actions	p. 31	☐
S2	Principles applied with numbers; intensity calculated	p. 33	☐
S2	Six to eight weeks planned, with visible progression	p. 34	☐
S2	One session planned in full, with relevant safety	p. 36	☐

! WATCH OUT "I will do the pre-tests in week 1, after a couple of sessions." No: a baseline taken after training has started is not a baseline. Test first, then train.

OPTIONAL TEACHER CHECK

you can keep going without it · general advice only · no level or mark

Initials _____ Date _____

8.1

Monitor every session

Do your records prove that your programme happened, and changed?

PART 3 STARTS HERE

Train, monitor and re-test, then explain what changed and why.

Your training records are the evidence that your programme happened, and that it changed. Pearson says **every session must be recorded**. In your evaluation you will point back to them, so record **numbers**, not just feelings.

1 LEARN IT

what every record needs

RECORD EVERY SESSION

- what you completed: sets, reps, loads, times
- intensity: **RPE**, and heart rate where it suits the method
- focus and attitude (score out of 10)
- what went well, and what was difficult
- **what you will change next time, and why**

WHY IT MATTERS

Records prove that progressive overload happened, explain why results changed and show problems early. The strongest PEPs graph their monitoring data, such as working heart rate or RPE across sessions, and discuss it.

2 SEE IT

SPOT THE DIFFERENCE · CIRCUIT TRAINING

WEAK RECORD

"Did the circuit. It was hard but good. Will try harder next time."

STRONG RECORD

"3 circuits of 6 stations, 40 s work : 20 s rest. RPE 7; heart rate peaked at 176 bpm. Shuttle station hardest: form dropped on the last set. Next session: keep 40 : 20 but add a fourth circuit, because RPE 7 is below my target of 8."

NOTICE The strong record has numbers, a problem and a reasoned next step. It is still short.

3 TRY IT

PRACTISE ON: A WEAK RECORD · FICTIONAL

ANSWERS P. 59

8.1.1 This record is weak: "Plyometrics today. Legs tired. Good effort." Tick everything it is missing.

- | | | |
|--|--|--|
| ☐ what was completed (contacts, sets) | ☐ an intensity figure (RPE or HR) | ☐ what was difficult, precisely |
| ☐ what will change next session | ☐ why it will change | ☐ the session number or date |

! WATCH OUT "I will write up my records at the end of the six weeks." No: records written from memory weeks later have no reliable numbers, and moderators can tell. Fill them in straight after each session.

★ PUSHING FOR THE TOP

OPTIONAL

Record your **working heart rate** straight after each main set and plot it against your target zone. It shows whether your planned intensity was actually reached.

8.2

Training record

Photocopiable: one per session

Photocopy this page once per session, or use your centre's form or the training record template in Pearson's specification. Everyone may use the same record form: it is not assessed for how you record. **Fill it in straight after the session.**

TRAINING RECORD		SESSION NO. _____		WEEK _____		DATE _____	
PLANNED	method · exercises · sets × reps or times · load · work : rest						
EXERCISE · STATION	SETS	REPS · TIME	LOAD · DISTANCE · HEIGHT	REST	RPE	HR (BPM)	
WARM UP · COOL DOWN							
HEART RATE (BPM)	pre-exercise	working (main set)	immediately after	recovery: 1 · 2 · 3 · 4 · 5 min			
SESSION RPE (1-10)	overall · target range: _____						
FOCUS · ATTITUDE (1-10)							
WHAT WENT WELL							
WHAT WAS DIFFICULT	which exercise, which set, which body part						
WHAT I WILL CHANGE NEXT SESSION	which FITT variable, by how much						
WHY	the evidence from this record: RPE, HR, reps, soreness						
ANYTHING ELSE THAT AFFECTED IT	match the day before, illness, sleep, conditions						

At least **two numbers** in every record: for example RPE and reps, heart rate and time, or load and sets.

8.3

Progression tracker

Can a reader see the overload, session by session?

Fill in one row after every session. Progression should be obvious at a glance: a reader should see which variable went up, and when.

4 YOUR TURN

ABOUT YOU · NUMBERS ONLY

→ **Track your sessions.** One row per session. Highlight each cell where you increased the load.

SESSION	WEEK	SETS	REPS · TIME	LOAD · DISTANCE	REST	RPE	HR	CHANGE NEXT SESSION
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								

! WATCH OUT "Progression means making every session harder than the last." No: overload is planned and gradual. Holding a variable for a week because RPE is already high is a **good** decision, if your record explains it.

★ PUSHING FOR THE TOP

OPTIONAL

Find one session where you did **not** progress. Can you explain why that was the right decision, using a figure from that session's record?

8.4

Adapting your programme

When should you change the plan, and how do you show why?

Plans change. Pearson says any adaptation to your PEP, using the FITT principles, must be **noted, explained and evaluated**. Adapting with a reason is a strength, not a failure.

1 LEARN IT

three reasons to adapt, and what to do about a break

TOO EASY

RPE or heart rate below your target for the same work: overload more.

TOO HARD

RPE above target, soreness, form breaking down: hold or reduce. Pain that persists: stop and get advice.

LIFE GETS IN THE WAY

A match, an exam, the facility closed: move the session and protect recovery.

ILLNESS OR INJURY

Explain the break and reflect on its effect. If injured, a PEP can follow your rehabilitation: never go against medical advice.

3 TRY IT

PRACTISE ON: FOUR ADAPTATION NOTES · FICTIONAL

ANSWERS P. 59

8.4.1 Which notes would a moderator credit as a **reasoned** adaptation? Tick them. For the others, say what is missing.

- ☐ a "Week 4: I changed to 3 sets because I felt like it."
- ☐ b "Week 4: RPE reached 9 for the same work and my knee was sore, so I held contacts at 80 instead of rising to 90."
- ☐ c "Week 5: RPE has been 6 for three sessions, below my target of 7–8, so I added a fourth set of box jumps."
- ☐ d "Week 3: I missed two sessions."

4 YOUR TURN

ABOUT YOU · NOTES AND NUMBERS

→ Record each adaptation as it happens. You will evaluate these in Section 10.

WEEK · SESSION	WHAT I CHANGED (FITT)	THE EVIDENCE THAT MADE ME CHANGE IT	WHAT HAPPENED NEXT

9.1

Mid-PEP check

Halfway: are you on track to meet your targets?

Test halfway, in the same conditions as your pre-test. It is optional, but it gives you evidence to adapt your programme while there is still time for the change to work.

1 LEARN IT

on track?

PRE-PEP

your baseline

MID-PEP

same test, same conditions

RATE NEEDED

change still needed ÷ weeks left

DECISION

keep the plan, or adapt it with a reason

2 SEE IT

EXAM VISTA TEACHING EXAMPLE · OLA, BASKETBALL

Vertical jump 38 → 41 cm after three weeks, target 43 cm: 2 cm still needed in three weeks, so he is on track. Rebounds 4 → 5 a game, target 6: also on track. He keeps the plan, but checks every record for RPE above 8 or soreness before adding height or contacts.

3 TRY IT

PRACTISE ON: HANA, LONG JUMP · FICTIONAL

ANSWERS P. 59

9.1.1 Hana's target is a 5 cm gain in vertical jump over six weeks. After three weeks she has gained 1 cm. Is she on track? What should she look at in her records before she decides?

4 YOUR TURN

ABOUT YOU · NUMBERS AND NOTES

→ Record your mid-PEP check.

MEASURE	PRE-PEP	MID-PEP	CHANGE	TARGET	ON TRACK?
Fitness					yes / partly / no
Performance					yes / partly / no

WHAT HAS IMPROVED? (NUMBERS)

WHAT HAS NOT, AS EXPECTED?

DO I NEED TO ADAPT? WHAT?

WHY? (EVIDENCE FROM MY RECORDS)

! WATCH OUT "My mid-PEP result is worse, so I will leave it out." No: leave nothing out. A dip can be explained (fatigue from overload, a hard match week) and is strong evaluation material.

9.2

Post-PEP testing and % change

How big was the change, in figures?

Repeat the **same tests**, in the **same conditions**, as your pre-tests, and collect the same performance data. Then work out the change in two ways: the raw difference and the percentage.

1 LEARN IT

the formula

PERCENTAGE CHANGE

$$(\text{change} \div \text{original score}) \times 100$$

Vertical jump 38 → 44 cm: change 6 cm; $(6 \div 38) \times 100 = 15.8\%$ increase.

TIMED TESTS: LOWER IS BETTER

30 m sprint 4.60 → 4.42 s: the time fell by 0.18 s; $(0.18 \div 4.60) \times 100 = 3.9\%$ **faster**. Say "faster" or "reduced", never "increased".

Small numbers make big percentages: rebounds 4 → 6 is +50%. Report the raw change too, and average performance data over several matches where you can.

3 TRY IT

PRACTISE ON: FOUR RESULTS · FICTIONAL

ANSWERS P. 59

9.2.1 Work out the change and the % change. Round to one decimal place. Say whether each is better or worse.

a Sit and reach 18 → 22 cm

b Illinois 17.6 → 17.0 s

c Cooper run 2,400 → 2,580 m

d First serves in 9 → 12 out of 20

_____	_____	_____	_____
_____	_____	_____	_____

4 YOUR TURN

ABOUT YOU · NUMBERS ONLY

→ **Record your results.** Show your working for every % in your PEP.

MEASURE	PRE	MID	POST	TARGET	CHANGE	% CHANGE
Fitness						
Performance						
Additional (optional)						

MY WORKING

! WATCH OUT If any condition was different from your pre-test (surface, time of day, warm-up, fatigue), **note it now**. It becomes a point for your evaluation.

9.3 Make the change visible

Do your graphs show the change at a glance?

Pearson asks you to plot your raw test data on graphs. A good graph shows in one glance what a table makes the reader work out. Put your key graphs in the **main body** and refer to them.

1 LEARN IT

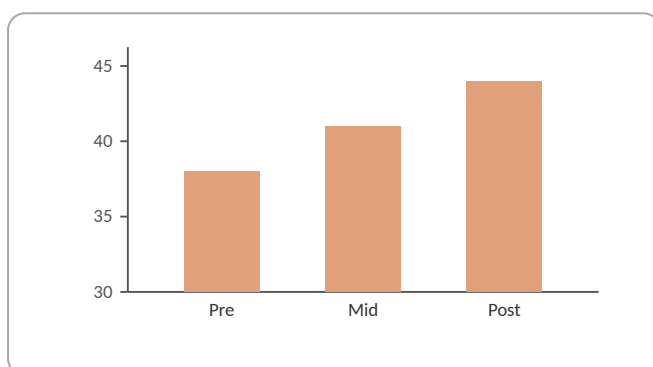
the graph checklist

- ☐ a clear **title**
- ☐ an **x-axis title** as well as bar labels
- ☐ **y-axis** labelled, with **units**
- ☐ accurate values and a sensible scale
- ☐ your **SMART target** shown (e.g. a dashed line)
- ☐ referred to in your writing: "Graph 2 shows..."

3 TRY IT

PRACTISE ON: OLA'S FIRST GRAPH · FICTIONAL

ANSWERS P. 60

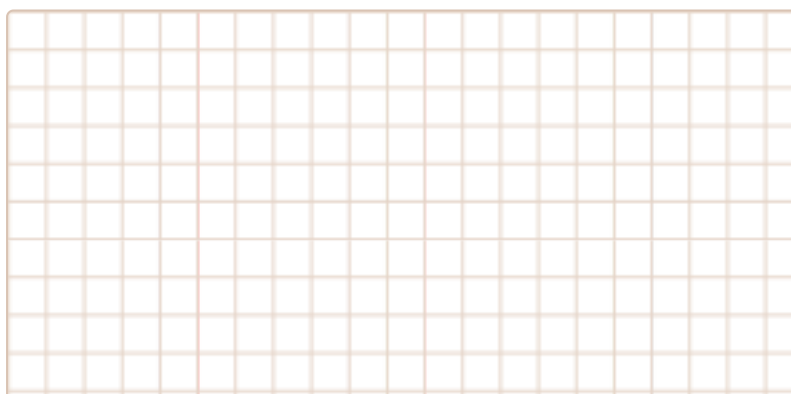


9.3.1 Ola's target was 43 cm. Use the checklist: list **four** things his graph is missing.

4 YOUR TURN

ABOUT YOU · SKETCH ONLY

→ **Sketch your fitness graph.** Then draw it properly, and draw a second one for your performance data.



GRAPH TITLE

Y-AXIS AND UNITS

WHAT IT SHOWS (KEY WORDS)

★ PUSHING FOR THE TOP

OPTIONAL

Graph your **monitoring** data too: working heart rate across sessions against your target zone, or RPE against focus and attitude scores. Do the fitness and performance lines move together?

10.1

Was your PEP successful?

What do your results show, target by target?

Start with the evidence, then decide. A result that did **not** change is evidence too: explain the similarities as well as the differences. A PEP can be **partly successful**: say which part worked and which did not. Pearson asks you to give reasons if performance did not improve, so a missed target is valuable evaluation material.

1 LEARN IT

three possible verdicts

SUCCESSFUL

Both targets met, and the performance change can be linked to the fitness change.

PARTLY SUCCESSFUL

One target met; or both improved but at least one fell short. Explain the gap.

NOT SUCCESSFUL

Little or no change. Explain why, with evidence from your records.

3 TRY IT

PRACTISE ON: THREE MADE-UP PEPS

ANSWERS P. 60

10.1.1 Give each PEP a verdict: **S**, **P** (partly) or **N**. Then say which question the performer must answer in their evaluation.

a Fitness target: Illinois 17.6 → 17.0 s. Result: 16.9 s. Performance target: 4 → 7 centre passes in 11. Result: 5.

b Fitness target: grip 41 → 45 kg. Result: 43 kg. Performance target: scrums lost 4 → 1 in 11. Result: 2.

c Fitness target: Cooper 2,400 → 2,550 m. Result: 2,580 m. Performance target: GPS distance 5.8 → 6.2 km. Result: 6.3 km.

4 YOUR TURN

ABOUT YOU · NUMBERS AND KEY WORDS

→ Judge your own targets. Numbers first, then the verdict.

TARGET	PRE	POST	TARGET	CHANGE (+ %)	MET?
Fitness					yes / partly / no
Performance					yes / partly / no

MY OVERALL VERDICT

THE QUESTION MY EVALUATION MUST ANSWER

! WATCH OUT "My PEP was successful." On its own, that earns nothing. Give the figures, and never leave out a target you missed: explain it.

ASK YOURSELF

Did the fitness change actually show up in my sport?

10.2

From training to performance

Why did your performance change?

Explain the **cause**, not just the result. The strongest evaluations link the training to an adaptation in the body, the adaptation to a sporting action, and the action to the performance data.

1 LEARN IT

the evaluation chain

TRAINING

what I did

ADAPTATION

what changed in my body

SPORTING ACTION

what I can now do

PERFORMANCE DATA

the evidence

METHOD	ADAPTATIONS YOU CAN CLAIM	AVOID CLAIMING
Aerobic (continuous, fartlek, longer intervals)	increased size and strength of the heart; increased resting stroke volume and maximum cardiac output; lower resting heart rate; capillarisation; faster recovery	large gains in muscle size
Anaerobic (short intervals)	better tolerance of high-intensity work; faster recovery between repeated efforts	big aerobic changes from a few short sessions
Weight, plyometric	muscle hypertrophy; more strength and power; stronger tendons, ligaments and bones	capillarisation or a higher VO ₂ max

Six to eight weeks is short: claim an adaptation as *likely*, and back it with your data. Large changes in muscle size or bone density are unlikely in that time.

3 TRY IT

PRACTISE ON: FOUR CLAIMS · FICTIONAL

ANSWERS P. 60

10.2.1 Tick **valid** or **invalid**. For invalid claims, say why.

a Continuous running for 8 weeks lowered Erin's resting heart rate.

☐ valid ☐ invalid

b Plyometric training increased capillarisation in Ola's legs, so his vertical jump improved.

☐ valid ☐ invalid

c Weight training with heavy loads caused hypertrophy of Tomas's leg muscles.

☐ valid ☐ invalid

d Six weeks of interval training increased Jodie's height.

☐ valid ☐ invalid

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ Build your evaluation chain. Key words and figures.

TRAINING

ADAPTATION

SPORTING ACTION

PERFORMANCE DATA

10.3

Other explanations

How far can you trust your result, and what else could explain it?

Six weeks is a short time. Some of your change may have **other causes**, and some of your evidence may be less reliable than it looks. Showing that you know this is a feature of high-level evaluation.

1 LEARN IT

five things to question

CONDITIONS

Were pre and post tests really the same?

FAMILIARITY

Did you get better at the test?

TECHNIQUE

Did skill improve, not just fitness?

OTHER TRAINING

Club sessions, matches, other sports.

SAMPLE SIZE

How many matches does the data come from?

2 SEE IT

EXAM VISTA TEACHING EXAMPLE · OLA, BASKETBALL

"Six weeks is short, so some of the 6 cm gain may come from a better arm swing and from knowing the vertical jump test, not from power alone. My rebounds were also measured over only three games, so a longer run of matches would make this conclusion more reliable."

NOTICE Two other factors, each tied to his own evidence. He does not throw away his result: he judges how far to trust it.

3 TRY IT

PRACTISE ON: FOUR LIMITATIONS · FICTIONAL

ANSWERS P. 60

10.3.1 Which of the five (conditions, familiarity, technique, other training, sample size) does each statement show?

a "My post-test was on a dry day; my pre-test was in the rain on grass."

b "I had done the Illinois test four times before the post-test, so I knew the course."

c "My rebounds were measured in only two matches, both against the bottom team."

d "Halfway through my PEP I started two extra club sessions a week."

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ List the other factors that could affect your result. Then judge each: big, small or none?

FACTOR	MY EVIDENCE	EFFECT ON MY RESULT
		big · small · none
		big · small · none
		big · small · none

10.4

Evaluating method and principles

How well did your method and principles work, on the evidence?

Judge your method and each principle using your **records** and your **data**. "It worked because my score improved" is not evaluation: explain how it worked, and admit what did not.

2 SEE IT

EXAM VISTA TEACHING EXAMPLE · OLA, BASKETBALL · ONE PRINCIPLE

"Progressive overload worked for most of the programme: raising contacts from 60 to 100 kept my RPE inside my 7–8 target. But in week 4 I raised box height and volume together, my RPE hit 9 and my knee was sore. Holding the volume for a week prevented overtraining, but it probably slowed my progress. Next time I would change one variable at a time."

NOTICE Evidence from the records (contacts, RPE, week 4), a judgement, a limitation and what he learned.

4 YOUR TURN

ABOUT YOU · EVIDENCE AND JUDGEMENTS

→ Evaluate your method and each principle. Evidence first, then a judgement.

HOW I APPLIED IT	EVIDENCE (RECORD, DATA)	HOW EFFECTIVE? WHY?
My method		
My SMART targets		
Individual needs		
Specificity		
Progressive overload		
FITT and intensity		
Overtraining, rest and recovery		
Reversibility		

★ PUSHING FOR THE TOP

OPTIONAL

Which principle did you apply **least** effectively? Explain what happened and how it may have affected your results. Honest evaluation of a weakness in your own programme is a feature of top-band work.

! WATCH OUT Refer to **specific** records: "between sessions 4 and 9 my RPE for the same work fell from 8 to 6" is evidence; "the sessions got easier" is not.

11.1

What would you do next?

Which recommendations does your evidence support?

Recommendations should come from **your evidence**, not from a list of ideas. Each one is specific, justified, and linked to a result or a record.

1 LEARN IT

three tests for every recommendation

SPECIFIC

exactly what would change, by how much

JUSTIFIED

the effect you expect, and why

LINKED TO DATA

the result, trend or record it comes from

Ideas: change one FITT variable · change or combine methods · train a second component your data revealed · improve recovery or nutrition timing · mental preparation. Every idea needs evidence from your PEP.

3 TRY IT

PRACTISE ON: FOUR RECOMMENDATIONS · FICTIONAL

ANSWERS P. 60

11.1.1 Score each recommendation: one point for each test it passes (specific, justified, linked to data).

a "Next time I would train harder."

☐

b "I would extend the programme to eight weeks, because my jump was still rising by about 1 cm a week at the end and had not levelled off."

☐

c "I would add reactive jumps that finish with catching a ball, because my contested rebounds improved less than my jump."

☐

d "I would do more sessions."

☐

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ Plan three recommendations. Each box: key words and the figure it comes from.

WHAT WOULD I CHANGE?	WHY? WHAT EFFECT?	WHICH EVIDENCE?
1		
2		
3		



WATCH OUT

"I would train harder and do more sessions." No data, no reason, and possibly a route to overtraining. Every recommendation needs a *because* that points to your results or records.

12.1

The six-link chain

How do you make one important point at the highest level?

PART 4 STARTS HERE

Check your work against the requirements, then plan and write on your own.

Strand 5 rewards a PEP that reads as **one connected story**. Whenever you make an important point, use the whole chain. Most weak paragraphs stop after link 1 or 2.

1 LEARN IT

six links

LINK	WHAT IT DOES
1	State the data the figure, with its unit and the comparison
2	Interpret it what the figure shows
3	Link to fitness the component and what it does in the body
4	Link to sport the action in your activity
5	Explain the impact what is different in performance
6	Justify the decision what this means for your choice of method, target or recommendation

3 TRY IT

PRACTISE ON: DEV, ROWER · FICTIONAL

ANSWERS P. 60

12.1.1 These six sentences make one point, but they are jumbled. Write the link number (1–6) beside each.

☐ a This shows that my cardiovascular fitness has improved.

☐ b My Cooper run distance rose from 2,350 m to 2,560 m.

☐ c So in the third 500 m I held my split at 1:58 instead of fading to 2:03.

☐ d A stronger heart pumps more blood per beat, so more oxygen reaches my working muscles.

☐ e Therefore interval training was an effective choice for my weakness.

☐ f This lets me hold my stroke rate for longer in a 2,000 m race.

4 YOUR TURN

ABOUT YOU · KEY WORDS ONLY

→ Choose one important result from your PEP. Plan all six links as key words. You will write it in your own words in your PEP.

1 · STATE THE DATA

2 · INTERPRET IT

3 · LINK TO FITNESS

4 · LINK TO SPORT

5 · EXPLAIN THE IMPACT

6 · JUSTIFY THE DECISION

12.2

Use your words wisely

Where should your 1500 words go?

A written PEP has a maximum of **1500 words**. Graphs, tables of numbers, the PAR-Q, diagrams and training records do not count; words written in tables do count. Every word in the main body should earn its place.

DO NOT

- describe in words what a table already shows
- write definitions of SMART or the principles
- include a long personal history
- leave your analysis in the appendix
- use bullet points for your analysis and evaluation

DO

- spend most words on analysis, justification and evaluation
- put your key tables and graphs in the main body, and refer to them
- write in continuous prose
- refer to each appendix where it is relevant, e.g. "(Appendix 7, sessions 4–9)"
- add a contents page that states your total word count

APPENDICES: EVIDENCE, NUMBERED AND REFERRED TO

Typical contents: the PAR-Q · pre-PEP fitness results · pre-PEP performance data · your programme overview · exercise justification · your RPE scale · every training record · mid-PEP and post-PEP results · monitoring graphs. Number them in the order you refer to them.

4 YOUR TURN

ABOUT YOU · NUMBERS ONLY

→ **Plan your word budget.** A suggested split, not an official Pearson one. Evaluation gets the largest share.

PART OF YOUR PEP	SUGGESTED	MY PLAN	MY ACTUAL
Introduction	50–80		
Performance and fitness analysis	250–300		
Aim and targets	120–150		
Method and principles	250–300		
Post-PEP comparison and evaluation	550–650		
Recommendations	120–150		
Total	max. 1500		

! WATCH OUT "If I go over 1500 words, the extra just will not be read." Do not rely on that: check your school's instructions and Pearson's current guidance. Writing succinctly is part of strand 5, so cut description, not analysis.

13

Final check: aim and planning

Could a moderator see it in your PEP?

You're ready to work independently.

From here on: no examples and no practice performers.

1 · CHECK

Your draft against the requirements ·
p. 52–53

2 · PLAN

Your evidence and your argument, as
notes · p. 55

3 · SUBMIT

Everything there, labelled and signed
· p. 57

REMEMBER Marks are awarded using the official Pearson marking grid. These boxes are a checklist of evidence, not a level or a mark.

4 YOUR TURN

YOUR OWN DRAFT · TICK ONLY WHAT YOU CAN POINT TO

→ **Check your draft: aim and planning.** Tick only if you can point to it. Note the page or section where it is.

WOULD A MODERATOR SEE...	STRAND	TICK	WHERE?
1 the PAR-Q, in the appendix and referred to?	S1	☐	_____
2 relevant performance data, with comparison data?	S1	☐	_____
3 a relevant fitness test battery, with norms and ratings?	S1	☐	_____
4 each key result interpreted, not just stated?	S1	☐	_____
5 your weakness supported by fitness and performance data?	S1	☐	_____
6 an aim naming a component and a performance?	S2	☐	_____
7 two numerical targets, with SMART applied to them?	S2	☐	_____
8 your method justified, from method to target?	S2	☐	_____
9 a sensible alternative method rejected, with a reason?	S2	☐	_____
10 every principle applied with numbers?	S2	☐	_____
11 intensities calculated, with the working shown?	S2	☐	_____
12 adaptations to the plan noted and explained?	S2	☐	_____

EVERY EMPTY BOX BECOMES ONE ACTION

ROW	WHAT IS MISSING	WHAT I WILL DO	DONE
			☐
			☐

14

Final check: comparison and evaluation

Could a moderator see it in your evaluation?

REMEMBER A ticked box is evidence, not a level or a mark.

4 YOUR TURN

YOUR OWN DRAFT · TICK ONLY WHAT YOU CAN POINT TO

→ **Check your draft: comparison, evaluation and writing.** Tick only if you can point to it.

WOULD A MODERATOR SEE...	STRAND	TICK	WHERE?
1 post-PEP tests and performance data, in the same conditions?	S3	☐	_____
2 pre, mid and post compared, with % change and the working?	S3	☐	_____
3 labelled graphs in the main body, referred to?	S3	☐	_____
4 every difference explained with evidence from your records?	S3	☐	_____
5 a verdict on each target, including any you missed?	S4	☐	_____
6 the physiological reason for the change, matched to your method?	S4	☐	_____
7 the method evaluated, including a limitation?	S4	☐	_____
8 each principle evaluated with evidence?	S4	☐	_____
9 other factors and the reliability of your data considered?	S4	☐	_____
10 three recommendations, each specific, justified and linked to data?	S4	☐	_____
11 one connected story, in continuous prose?	S5	☐	_____
12 precise terms, and within 1500 words (or 15 minutes)?	S5	☐	_____

EVERY EMPTY BOX BECOMES ONE ACTION

ROW	WHAT IS MISSING	WHAT I WILL DO	DONE
			☐
			☐
			☐

THE FINAL QUESTION

Could someone read only your main body and understand your data, your decisions, what changed, why it changed and what you would do next?

15

How strong is your evidence?

Where is your draft strongest, and where is it thinnest?

Be honest. In each row, circle the column that best matches your draft. The columns are rough guides only: only your teacher can judge your PEP against Pearson's grid.

4 YOUR TURN

YOUR OWN DRAFT · CIRCLE ONE PER ROW

AREA		DEVELOPING	SECURE	HIGH LEVEL
Performance analysis	S1	Names a strength or weakness.	Uses performance data to explain it.	Several pieces of data, clearly linked to performance.
Fitness analysis	S1	Lists test results.	Compares with norms; identifies a clear weakness.	Interprets against norms; links to specific actions.
Targets	S2	A general goal.	Fitness and performance targets with numbers.	Size of each target justified from the baseline.
Method	S2	Names a method.	Explains how it develops the component.	Method → adaptation → action; sensible alternative rejected.
Principles	S2	Defines some.	Shows how they are applied.	Applied with numbers; effect on results explained.
Monitoring	S2-3	Some sessions recorded.	All sessions recorded, with RPE and changes.	Reasoned progression and adaptations, all explained.
Use of data	S3	Occasional numbers.	Data in most sections, including % change.	Data drives every judgement and is interpreted.
Evaluation	S4	Says whether targets were met.	Explains why, with some physiology.	Adaptations linked to performance; other factors weighed.
Recommendations	S4	General changes.	Specific changes with a reason.	Specific, data-justified, expected effect explained.
Structure and terms	S5	Sections feel separate.	Clear prose; mostly accurate terms.	One connected story; precise; within the limit.

MY BIGGEST STRENGTH IS

THE ONE THING I WILL IMPROVE BEFORE I SUBMIT

The columns are Exam Vista's teaching summary, not Pearson's levels, and do not give a mark.

16.1

Evidence map

Does every box lead to the next?

! YOUR WORK, YOUR WORDS, YOUR STRUCTURE

This map holds **preparation notes**: keywords, figures and dates only. It is not a plan of your PEP's headings, and you must not copy it into your PEP. Design your own structure, write it fresh in your own words, and check with your teacher before using any notes during the task.

Fill each box from top to bottom. Every box should lead to the next: if one does not, there is a gap in your story.

DATA figures · comparisons	WEAKNESS component · evidence × 2
AIM AND TARGETS measure · baseline · target	METHOD why · alternative · exercises
PRINCIPLES AND INTENSITY numbers · zone · RPE	WHAT HAPPENED records · adaptations
RESULTS pre · mid · post · %	WHY IT CHANGED adaptation · action · other factors
METHOD AND PRINCIPLES: VERDICT evidence · limitation	NEXT TIME three recommendations · evidence
ONE STORY the last box should answer the first	NUMBERS every box should hold at least one figure
	EVIDENCE every judgement points to a record or a result

16.2

If you're presenting verbally

What goes on your slides, and what do you say?

If you are presenting your PEP verbally, the content is the same: only the format changes. Plan for **talking**, not reading.

1 LEARN IT

[recap · full rules p. 8](#)

Up to 15 minutes

Video-recorded and submitted

No prompting or intervention from your teacher

Slides optional: factual, not analytical

Slides submitted with the video

Same five strands as a written PEP

4 YOUR TURN

[ABOUT YOU · TICKS](#)

→ **Check your slides.** Facts on the slides; analysis in what you say.

- ☐ Slides hold data, tables, graphs and key terms only
- ☐ No analysis or evaluation written on the slides
- ☐ Every graph has a title, axes and units
- ☐ Timed rehearsal: under 15 minutes

4 YOUR TURN

[ABOUT YOU · CUE CARDS · NOTES ONLY](#)

→ **Make your cue cards.** Keywords, figures and terms. No full sentences.

CARD 1

data and weakness

CARD 2

aim, targets, method, principles

CARD 3

results and why they changed

CARD 4

verdict and recommendations

Cards that hold whole sentences turn into a script. A short card with keywords and numbers lets you **talk**, and a natural explanation shows your understanding.

17

Before you begin: final requirements check

What will your assessed PEP need, and what are the rules?

4 YOUR TURN

BEFORE ASSESSED WORK · TICK WHEN YOU UNDERSTAND

→ **Before you begin producing your assessed PEP, make sure you understand the requirements.** Once assessed work begins, follow your teacher's instructions and the current Pearson and JCQ rules on assistance, feedback and authentication.

BEFORE AND DURING TRAINING

stage 1-2

- ☐ PAR-Q completed before any testing or training
- ☐ Pre-PEP fitness tests **and** performance data collected
- ☐ Six to eight weeks of training
- ☐ **Every** session recorded
- ☐ Every adaptation noted and explained

AT THE END

stage 3

- ☐ Post-PEP tests and performance data, in the same conditions
- ☐ Raw data plotted on graphs
- ☐ Pre and post compared
- ☐ Reasons given if performance did not improve
- ☐ Recommendations for further improvement

YOUR FORMAT

written or verbal

- ☐ Written: word-processed, max. 1500 words; graphs, tables, PAR-Q and records outside the count
- ☐ Verbal: up to 15 minutes, recorded; no teacher prompting
- ☐ Verbal: slides factual only, submitted with the video

DECLARATIONS

what you will need to do

- ☐ You will sign the **authentication sheet**
- ☐ Every source is **referenced**, even when paraphrased
- ☐ Any **AI use is acknowledged**: tool, date, screenshots of prompts and outputs, and a brief explanation

GOOD HABITS

when you produce your PEP

- ☐ A structure you have designed yourself
- ☐ Accurate spelling, technical terms, numbers and units
- ☐ Nothing copied from this workbook, a classmate, a website or an AI tool

! YOUR OWN WORK

The PEP you submit must be **your own**, in your own words, with your own structure. Reference any source and acknowledge any AI use. This workbook is preparation only: never submit it, copy from it, or use it to check or improve your assessed work.

I understand the requirements · date _____

From here, preparation ends. When your assessed work begins, use your notes only if your teacher says you may.



Check your understanding

Answers to the practice tasks

There are no answers for pages about your own PEP: those are yours. ★ marks an optional stretch task.

PART 1 • UNDERSTAND

TASK	ANSWER	WHY	PAGE
2.1.1	a 13 ($65 \div 5$) · b 12 ($61 \div 5 = 12.2$, rounded)	Add the five strands, divide by 5, round	11
2.5.1	1 E · 2 D · 3 J · 4 A · 5 D · 6 E · 7 A · 8 J	Figures alone → describe; <i>so/means</i> → analyse; reason plus data → justify; judgement → evaluate	15
2.6.1	A "on the outside break he is caught before the corner" · I "pushed out of play 5 times" (N and C were already in BETTER; STRONG also gives the size of the gap, 0.28 s)	STRONG adds the sporting action and its impact	16

PART 2 • PLAN

TASK	ANSWER	WHY	PAGE
3.2.1	a unfair: surface · b unfair: time of day and fatigue · c fair · d unfair: number of attempts	Only the training should change between pre and post	18
3.3.1	Usable: a, c, e, f · Not usable: b (an opinion, not a number) · d (a feeling, not measurable)	Performance data must be a repeatable number from your activity	19
3.4.1	a M · b D · c I · d D · e M · missing link: impact (what her passing does to the team)	Data → meaning → impact	20
4.1.1	a cardiovascular fitness · b flexibility · c agility · d muscular endurance · e strength · f power	Match the test to the component it isolates	21
4.2.1	a average; 4 cm to above average (51) · b below average; 0.1 s to average (18.1) · c above average; at least 0.7 s to excellent (15.1 s or faster)	For timed tests a lower number is better	22
4.3.1	c 1 · b 2 · d 3 · a 4	Test result → component → action → consequence	23
5.1.1	a neither ("fitter" is not a component; no performance) · b component only · c performance only · d both	An aim needs a component and a performance	25
5.2.1	a baseline and time frame · b target · c baseline, target and time frame (and "more" is not a number) · d nothing missing	Measure, baseline, target, time frame	26
5.3.1	a D · b A · c D · d A	Applied sentences use the performer's own figures	27
★ 5.3.2	$(0.6 \div 17.6) \times 100 = 3.4\%$ faster. Small enough to be realistic in six weeks; big enough to close about half of her 1.1 s gap to the squad average (16.5 s)	Divide by the baseline	27



Check your understanding CONTINUED

Answers to the practice tasks

PART 2 · PLAN

TASK	ANSWER	WHY	PAGE
6.1.1	a continuous (fartlek also accepted with a reason) · b plyometric · c weight / resistance, high load and low reps · d interval (fartlek accepted with a reason)	Match the method to the component	28
6.2.1	b 1 · e 2 · d 3 · a 4 · c 5	Method → component → effect → action → target	29
6.3.1	a O · b S · c S · strongest: b (names the exact difference: speed of force); c is also accepted	A sensible alternative could work; explain precisely why yours fits better	30
6.4.1	a 3 · b 2 · c 4 · d 1	Each exercise copies the movement and the demand	31
7.1.1	a D · b A · c A · d D	Applied sentences give numbers, days or loads	32
7.2.1	206 bpm	220 – 14	33
7.2.2	122–163 bpm	Max HR 204; 60% = 122.4; 80% = 163.2	33
7.2.3	175 bpm	Max 204; reserve 204 – 60 = 144; 60 + 0.8 × 144 = 175.2	33
7.3.1	1 No progression: every week is identical · 2 Session 3 on Friday is the day before his Saturday match · 3 Three sessions plus two club sessions and a match is six days: risk of overtraining and no recovery	Progression, recovery around matches, a realistic load	34
7.4.1	A pulse raiser · B mobility and dynamic stretching · C skill-related or specific preparation · D mental preparation	The four parts of a warm up	35

PART 3 · TRAIN & EVALUATE

TASK	ANSWER	WHY	PAGE
8.1.1	Tick all six. "Legs tired" is not precise enough to count as what was difficult	A strong record has data, a reason and a next step	38
8.4.1	Credit b and c · a: no evidence ("felt like it") · d: no reason for the break and no effect on the programme	Adaptation = change + evidence + effect	41
9.1.1	Not on track: she needs 4 cm more in three weeks, four times her rate so far. Check her records for RPE (is the work hard enough?), missed sessions and whether overload has actually happened	Compare the rate so far with the rate needed	42
9.2.1	a +4 cm, 22.2% better · b –0.6 s, 3.4% faster · c +180 m, 7.5% better · d +3, 33.3% better (small numbers: report the raw change)	Divide by the original score	43



Check your understanding CONTINUED

Answers to the practice tasks

PART 3 · TRAIN & EVALUATE

TASK	ANSWER	WHY	PAGE
9.3.1	Any four: a title · a y-axis label and units (cm) · an x-axis title (the bars are labelled, but the axis is not) · the target of 43 cm (dashed line) · the y-axis starts at 30, which exaggerates the change: say so, or start at 0	Use the graph checklist	44
10.1.1	a P : fitness met, performance short. Why did the agility gain not fully transfer? · b P : both improved, neither met. Was the target too ambitious, or the load too low? · c S : both met. Is the change caused by the training, or partly by other factors?	Judge each target separately, then overall	45
10.2.1	a valid · b invalid: capillarisation is an aerobic adaptation; plyometrics develop power through muscle and tendon changes · c valid for the method, but after 6–8 weeks say it is <i>likely</i> , not certain · d invalid: training does not change height	Match the adaptation to the method	46
10.3.1	a conditions · b familiarity (a learning effect) · c sample size (and the level of opposition) · d other training: the extra club sessions could explain part of the change	Question your evidence	47
11.1.1	a 0 · b 3 · c 3 (specific exercise, expected transfer, linked to the gap between jump and rebounds) · d 0	Specific + justified + linked to data	49

PART 4 · CHECK & WRITE

TASK	ANSWER	WHY	PAGE
12.1.1	b 1 · a 2 · d 3 · f 4 · c 5 · e 6	Data → interpret → fitness → sport → impact → justify	50

EXAM VISTA

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Theory toolkit

The specification content your PEP uses

The theory in your PEP is also examined in **Component 1 (Fitness and Body Systems)**: components of fitness, fitness tests, principles and methods of training, long-term effects of exercise, injury prevention and use of data. Check every term against the current specification.

COMPONENTS AND TESTS		specification tests
Cardiovascular fitness	Cooper 12-minute run or swim · Harvard step test	
Strength	Grip dynamometer	
Muscular endurance	One-minute sit-up · one-minute press-up · wall sit	
Speed	30 m sprint	
Power	Vertical jump	
Flexibility	Sit and reach	
Agility	Illinois agility run	
Others	any other recognised test, e.g. ruler drop (reaction time)	

METHODS OF TRAINING		how intensity is shown
Continuous	steady, at least 20 min · % of max HR	
Fartlek	changes of pace or terrain	
Interval	work : rest ratio · HR zone	
Circuit	stations · work and rest · circuits	
Weight / resistance	load · sets × reps	
Plyometric	foot contacts · sets · recovery	
Fitness classes	e.g. spinning, body pump, aerobics, Pilates, yoga	

PRINCIPLES OF TRAINING		apply, do not define
Individual needs	fits the performer	
Specificity	matches the activity and the weakness	
Progressive overload	gradual, planned increases	
FITT	frequency, intensity, time, type	
Overtraining	too much, without enough rest	
Rest and recovery	time to adapt between sessions	
Reversibility	adaptations lost when training stops	
Thresholds	training zones: see right	

INTENSITY		the figures
Maximum heart rate	$220 - \text{age (bpm)}$	
Aerobic zone	60–80% of max HR	
Anaerobic zone	80–90% of max HR	
Simplified Karvonen	$(220 - \text{age}) \times 60\text{--}80\% \text{ or } 80\text{--}90\%$	
HR reserve (extension)	$\text{RHR} + \% \times (\text{MHR} - \text{RHR})$	
RPE	1–10 rating of perceived exertion	
% change	$(\text{change} \div \text{original}) \times 100$	

LONG-TERM ADAPTATIONS		match them to your method
Aerobic training	bigger, stronger heart · higher resting stroke volume and maximum cardiac output · lower resting HR · capillarisation · faster recovery	
Anaerobic training	better tolerance of high-intensity work · faster recovery between efforts	
Weight, plyometric	muscle hypertrophy · strength and power · stronger tendons, ligaments and bones	

SESSION AND SAFETY		every session
Warm up	pulse raiser · mobility, dynamic stretching · skill-related preparation · mental preparation	
Cool down	lower heart rate gradually · static stretching	
Injury prevention	warm up · technique · clothing, footwear, surface · avoid overtraining · rest · hydration	



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