

WJEC GCSE

Physical Education and Health

Approved by Qualifications Wales

Non-Examination Assessment Handbook

Unit 2: Performance and Personal Training (3590QSL-2)

Teaching from 2026

For assessment from 2028



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About this pack: information for teachers

This pack contains the assessment materials for Unit 2: Performance and Personal Training.

Within this pack, you will find:

- information for teachers on how to manage arrangements for assessment
- mark record sheets
- a **candidate pack** which includes:
 - assessment details
 - assessment information: a detailed breakdown of each task, the evidence and additional instruction, the assessment conditions (controls) under which the task is to be completed and resources
 - information for candidates, which tells candidates about things that they must and must not do when they are completing the assessment
 - the mark scheme which must be used to assess candidate work.

Managing the assessment

This is a centre-marked (internal) non-examination assessment. The following arrangements must be followed when managing and marking the assessment.

Resources

Candidates must have access to the information for candidates and any necessary resources, as specified in the detailed task tables.

There are three levels of resource conditions: none, specified and permitted. The relevant conditions for this unit are stated below.

Level	Resources
Permitted	• Candidates may access resources of their choice, including materials they have found independently • Internet access is permitted • Teachers may support candidates when locating resources (e.g. helping them search), but must not provide resources unless explicitly stated in the Assessment Information • Candidates must follow 'When to Reference a Source' found in Appendix 1 and 'How to Reference a Source' found in Appendix 2 when using resources found in 'Conducting Non-examination Assessments in National 14-16 Qualifications Guide for Teachers'.

Candidates can access any notes made in preparation for coaching. These could include coaching sessions, performance analysis, video footage and feedback from others.

For the Personal Training element, candidates can access any information gathered from published sources or notes made in preparation for the personal training activity.

Referencing

Candidates must reference any research brought into/developed during the NEA. Candidates must follow the guidelines on 'When to Reference a Source' found in Appendix 1 and 'How to Reference a Source' found in Appendix 2 of the document named 'Conducting Non-examination Assessments in National 14-16 Qualifications - Guide for Teachers'.

Assessment conditions

There are three levels of Assessment conditions: high, medium and low. The conditions relevant for this unit are stated below.

Level	Assessment conditions
Low	Candidates complete work unsupervised – in a classroom setting, or outside the classroom (e.g. library or home) if specified in the Assessment Information, following these rules: • Communication is permitted • Teachers may provide general guidance on how to approach the task (e.g. explaining the structure of the task or helping candidates understand what they are being asked to do), but are not permitted to provide subject-specific advice, feedback, or corrections • Collaboration may be permitted – candidates may work in pre-defined groups, if specified in the Assessment Information.

Supervision and Guidance

Performance

- There is no restriction on the amount of time Candidates spend on developing their performance
- Teachers may provide guidance and support to Candidates to ensure that they have a clear understanding of the requirements
- Once assessment is underway, teachers must not provide specific guidance on how to improve.

Coaching

- There is no restriction on the amount of time Candidates spend on developing their coaching session and skills
- Teachers may provide guidance and support to Candidates to ensure that they have a clear understanding of the requirements
- Once assessment is underway, teachers must not provide specific guidance on how to improve.

Personal Training

- There is no restriction on the amount of time Candidates spend on Task 1 and Task 3 of the Personal Training activity. Task 2 will be completed over 8-10 weeks.
- Teachers may provide guidance and support to Candidates to ensure that they have a clear understanding of the requirements and the assessment grid.
- Once the work is underway, feedback must be limited to general advice. Teachers must **not** provide specific guidance on how to improve.
- Teachers are required to regularly check the Personal Training activity at each stage (Tasks 1, 2 and 3) to be able to authenticate the work as the Candidate's own and complete the necessary authentication documentation.
- Authentication of work must consist of audio-visual evidence collected at three points during Task 2.
- If Task 2 is completed off site and cannot be performed live in a centre, an audio-visual recording will be required throughout the personal training activity for teachers to assess.
- Once Task 1 and Task 3 have been submitted to the teacher to assess, no further amendments may be made.
- Teachers may give feedback after assessment of Task 1 to ensure that Candidates are able to complete subsequent tasks.

Collaboration

Collaboration is permitted during the performance in the sport or physical activity from the approved list.

No collaboration is permitted during the coaching option. Coaches can communicate and give instruction to the participants of the session; however, the coach should work independently to develop and deliver their coaching session.

No collaboration is permitted during the personal training elements. Candidates must independently plan, implement and analyse a personal training activity.

Authentication

For the personal training activity, teacher observation **must** be in place to ensure the authenticity of evidence produced for summative assessment. This should be done at regular intervals during the personal training activity. Authentication of work must consist of audio-visual evidence collected at three points during Task 2.

For any off-site performance or personal training activity, teacher observation **must** be in place to ensure the authenticity of evidence. This will require audio-visual recordings.

You should not provide input or guidance to candidates during the assessment time. This includes providing formative feedback on the evidence being produced. You may provide guidance on the requirements of the task and remind candidates of the mark bands and how they can be interpreted.

Candidates **must** sign the declaration to confirm that all evidence submitted for assessment is their own work and that any sources used have been acknowledged.

Assessors **must** sign the declaration to confirm that evidence submitted for assessment was completed under the conditions set out in this assessment.

Marking the assessment

Centres must ensure that all candidate mark record sheets are completed and include every candidate (PE1, PE2 and PE3 sheets).

Centres must also ensure that candidates complete a candidate declaration form.

Notes on the completion of the Candidate Declaration Form

- The form must be completed and securely attached to the Candidate's work, and submitted to WJEC via IAMIS
- The form can be completed electronically or manually. Electronic signatures will be accepted.

Further information

You should refer the JCQ Instructions for conducting non-examination assessment for further information on managing assessment within our GCSE Qualifications.

Candidate evidence

The acceptable formats for evidence of each of the tasks is summarised in the task tables. Any modified assessment must enable the candidate to generate the evidence required in this table

Assessment details

A total of 60% (120 marks) of the qualification must be assessed through practical non-examination assessment. This assessment will include three parts:

- Perform in one sport or physical activity from the approved list (20% of qualification 40 marks)
- Perform in a second sport or physical activity or provide coaching in a sport or physical activity from the approved list (20% of qualification 40 marks)
- Plan, implement and evaluate a personal training activity (of self) over 8-10 weeks for a sport or physical activity from the approved list (20% qualification 40 marks)

Candidates who select coaching for Part 2 can be assessed in the same or different sport or physical activity from the approved list as that selected for Part 1.

For Part 3, candidates can be assessed in the same or different sport or physical activity from the approved list as that selected for Part 1 and/or Part 2.

Centres must collect audio-visual evidence for all candidates at three separate points for Task 2 of the personal training activity to authenticate the assessment.

Physical activities/sports or Personal Training can be off-site. Off-site activities are those that do not take place at the centre and/or cannot be performed live at the centre.

Appropriate audio-visual evidence must be available for the performance of all off-site activities. All activities must be assessed by teachers and mark sheets signed by teachers.

Assessment must be completed by the Centre and moderated by a WJEC visiting moderator.

Any off-site activities that do not take place at the centre and where it would be difficult to moderate "live" on moderation day, must have appropriate audio-visual evidence. This evidence is subject to the visiting moderator as is any other activity.

Tasks are externally set. Tasks and assessment criteria will remain the same for the lifetime of the qualification.

Candidates can be assessed throughout the course. The final marks submitted should be a true reflection of the candidates' levels of performance.

Guidance for Assessment

The assessment grids for this assessment are included in the candidate pack. The assessment grids provide a structured framework for assessment of performance, coaching and personal training.

For performance and coaching, candidates are assessed in the full and competitive context. Each assessment grid is structured around the relevant Assessment Objectives (AOs):

- AO4 – Demonstrate and apply relevant skills and techniques in sports and physical activities (35 marks)
- AO3 – Analyse and evaluate performance in sports and physical activities, and the factors that affect them (5 marks)

For personal training, candidates are assessed on their ability to plan, implement and evaluate a personal training activity (of self) over 8-10 weeks. The assessment grid is structured around the relevant Assessment Objectives (AOs):

- AO4 – Demonstrate and apply relevant skills and techniques in sports and physical activities (30 marks)
- AO3 – Analyse and evaluate performance in sports and physical activities, and the factors that affect them (10 marks)

The appropriate band should be established by determining which performance descriptor best reflects the candidates' performance. The appropriate mark within the band should then be decided by determining the extent to which the candidate has met the criteria.

All marking of evidence must be made against the assessment criteria provided.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under the controls specified in the task table
- they are clear about the requirements of the assessment and assessment criteria prior to commencing assessment
- evidence presented for assessment is valid, authentic; reliable and credible
- assessment decisions are accurately recorded
- judgements are only made against the mark band statements.
- A mark record sheet (PE1, PE2 and PE3) must be completed for each candidate.

The following arrangements will be in place for the visiting moderator for the non-examination assessment:

Pre Moderation:

- The centre will be contacted by their Moderator between October and December during the final year of study to arrange a date for moderation.
- The centre's PE1, PE2 and PE3 documents will need to be submitted to their Moderator by the first Friday in March or two weeks before your moderation date (whichever is earliest).
- PE1, PE2 and PE3 documents can be located on the subject page of the WJEC website.
- PE1 mark sheets must be completed in candidate number ascending order. Staff should ensure that the activities being assessed comply with the approved list for sports and physical activities.
- PE2 mark sheets must be completed in descending rank order of marks awarded. Space is available on the form to provide supporting evidence e.g. which athletics event they are being assessed in.
- PE3 mark sheets must be completed in descending rank order of marks awarded.
- Once the Moderator has received the paperwork, they will select the sample and let the centre know which activities/candidates they would like to see on the moderation day (please remember that any activity that cannot be shown live on the day must be available via video evidence). This includes the sample/candidates for Personal Training.

Moderation Day:

- The Moderation Day must be recorded. This is a mandatory requirement to safeguard centres.
- Centres must ensure that all candidates are appropriately prepared for each activity with the correct equipment.
- The sample will consist of the following:
 - Performance (and coaching if applicable)
 - Personal Training, including evidence for Task 1 and Task 3 and live performance for Task 2. Audio-visual evidence of Task 2 must be available for the moderator on moderation day.
- All candidates must be clearly identifiable in each activity e.g. candidates wearing numbered bibs for each activity. This also applies to video evidence.
- If candidates are performing in individual events on the day, such as swimming or athletics, they must still be identifiable, as the moderation day will be recorded and should the audio-visual evidence be needed at a later date, WJEC will need to know which candidate is competing in each activity.
- Centres must produce a Moderation Day booklet. This booklet will include a timetable of the day, the participating candidates in the sample, identification of the candidates for each activity and centre marks for each candidate in the sample. This will ensure a successful moderation day.
- No feedback will be given to the centre on the moderation day or post moderation except for the formal moderator's report available on results day.

Post Moderation:

The audio-visual recording of the moderation day must be uploaded to WJEC one week post moderation. Moderators will contact centres with missing uploads. The upload must include:

- Audio-visual of all performances and candidates sampled (including performing, coaching (if applicable) and personal training)
- Off-site activities sampled
- PE1 forms
- PE2 and PE3 forms for the moderation sample
- Candidate Declaration forms
- Clear identification of candidates for all sampled activities.

Further information

You should refer to the *WJEC Applied Qualifications (including Alternative Academic Qualifications): Assessment Guide / JCQ Instructions* for conducting non-examination assessment for further information on managing assessment within our GCSE/Applied Qualifications.

You should also refer to *WJEC Conducting Non-examination Assessments in National 14-16 Qualifications - Guide for Teachers*.

About this pack: information and instructions for candidates

This information is for candidates completing Unit 2: Performance and Personal Training.

Within this pack, you will find:

- your assignment
- assessment information: a detailed breakdown of each task, the evidence requirements, and the conditions (controls) under which the task is to be completed
- information for candidates, which tells you about things that you must and must not do when you are completing the assessment
- the mark scheme which will be used to assess your work.

Your teacher is allowed to help you to understand the assessment requirements and the tasks, but there are rules about the kind of help and how much they can give you. You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

It is important that you work independently from other candidates and the work produced should be your own unaided work. You and your teacher will be required to sign a declaration that all work presented is your own work.

You are advised to check your work carefully to make sure that it is accurate and correct.

Assessment of Practical Performance (Part 1 and Part 2)

Tasks

- Perform in one sport or physical activity from the approved list (20% of qualification 40 marks)
- Perform in a second sport or physical activity or provide coaching in a sport or physical activity from the approved list (20% of qualification 40 marks)

Task: Performing (1 or 2 performances)

For team, individual sport or physical activity you must perform in a full and competitive context.

Within the full and competitive context, you will demonstrate:

- how to prepare for the sport or physical activity and the performance characteristics required for the position/activity within the context of performance
- a range of skills and techniques
- the selection and execution of the skills and techniques
- the ability to make decisions and implement the appropriate strategies/tactics/compositional ideas to overcome the demand of the situation/opposition
- understanding and application of the rules and requirements of the sport or physical activity
- the ability to adapt to the situation, analyse and review performance of themselves and/or others during the context of the full and competitive context.

See Performing assessment grid for examples of assessment requirements.

Task: Coaching (if opted for instead of second performance)

For coaching sports or physical activities, you must develop a specific aspect of performance in others in a full coaching session context. The coaching session should last between 20-40 minutes.

Within the context of the coaching session, you will demonstrate:

- how to prepare for the coaching activity and the coaching characteristics required within the context of the coaching session
- a range of coaching skills and techniques
- the selection and execution of the coaching skills and techniques
- the ability to make decisions and implement the appropriate strategies/tactics/compositional ideas to overcome the demand of the situation/group
- understanding and application of the rules and requirements of the sport or physical activity
- the ability to adapt to the situation, analyse and review performance of themselves and others during the context of the coaching session.

See Coaching assessment grid for examples of assessment requirements.

Task	Evidence
Performance of physical activity/sport	Practical performance. An audio-visual recording will be required for any activity that cannot be assessed or performed live in a centre.
Performance of coaching session (if selected)	Practical performance. An audio-visual recording will be required for any activity that cannot be assessed or performed live in a centre.

End of tasks for Part 1 and 2

Assessment of Personal Training (Part 3)

Task: Personal Training

You must plan, implement and evaluate a personal training activity (of self) over a period of 8-10 weeks for a sport or physical activity from the approved list (20% qualification 40 marks).

Within the context of personal training, you will complete the following tasks:

Task	Evidence	Controls
Task 1- Complete an initial self-assessment of your performance and identify the purpose of the personal training activity based on the strengths and areas for improvement identified.	Unprescribed format- could be audio, visual or audio-visual (3-5 minutes) or written (150-300 words).	Assessment conditions: Low Resources: Permitted
Task 2a- Plan and monitor progress including: • identification of appropriate strategies • appropriate monitoring of training and progress.	Practical application- evidenced by carrying out the personal training activity. You can follow a training programme that you have devised, but this will not be submitted for assessment.	
Task 2b- Implement the strategies for improvement including: • principles of training • components of fitness • methods of training • training zones.	Audio-visual recordings at three points during Task 2a and 2b.	
Task 3- Evaluate the impact of the strategies for improvement on performance.	Unprescribed format- could be audio, visual or audio-visual (3-5 minutes) or written (150-300 words).	

End of tasks for Part 3

Information for candidates

The following information has been taken from the [Joint Council for Qualifications – JCQ – information for Candidates – non-examination assessments and the JCQ Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications](#). This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work

- When you submit your work and sign your candidate declaration form, you need to ensure that your work reflects your own independent work and isn't copied or paraphrased from another source such as an AI tool.
- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher, who will then record the nature of the assistance given to you.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions (such as those produced by AI tools and chatbots) – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** Don't think you won't be caught; there are many ways to detect plagiarism:

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, you will be referred to the Malpractice panel who might impose a penalty.

WJEC will decide which penalty is appropriate.

Remember – it's your qualification so it needs to be your own work.

Assessment Criteria – Performance

Candidates should be assessed based on their overall performance in the full and competitive context against the criteria using a best fit approach. The descriptors within each performance band should be considered to achieve an overall mark.

Performance			
Band	Preparation, rules and requirements (AO4)	Application (AO4)	Analyse, adapt and review (AO3)
	9-10 marks	21-25 marks	5 marks
5	Excellent demonstration of: • effective and consistent preparation techniques including physical, mental, technical and tactical performance requirements of the position/activity • preparation techniques with confidence and accuracy • accurate application of the rules and requirements of the activity.	Excellent demonstration of: • skills and techniques; range, selection and execution with high levels of consistency, precision, and fluency. • performance; controlled, purposeful and efficient. • effectiveness of the position/performance to achieve the desired outcome • decision making and the application of appropriate strategies/tactics/compositional ideas.	Excellent demonstration of the ability to analyse, adapt and review the performance of themselves and/or others consistently during the activity.

4	7-8 marks Very good demonstration of: • mostly effective preparation techniques, including most of the physical, mental, technical and tactical performance requirements of the position/activity with minor inconsistencies. • preparation techniques mostly applied with confidence and accuracy. • mostly accurate application of the rules and requirements of the activity.	16-20 marks Very good demonstration of: • skills and techniques; range, selection and execution with consistency, precision, and fluency. • performance; mainly controlled, purposeful and efficient. • effectiveness of the position/performance to achieve the desired outcome. • decision making and the application of mostly appropriate strategies/tactics/compositional ideas.	4 marks Very good demonstration of the ability to analyse, adapt and review the performance of themselves and/or others during the activity
3	5-6 marks Good demonstration of: • some effective preparation techniques including most of the physical, mental, technical and tactical performance requirements of the position/activity with some inconsistencies. • preparation techniques applied with some confidence and accuracy. • mostly accurate application of the rules and requirements of the activity but with some errors.	11-15 marks Good demonstration of: • skills and techniques; small range, selection and execution with some consistency, precision, and fluency. • performance with some control and efficiency. • effectiveness of the position/performance to achieve the desired outcome. • decision making and the application of some appropriate strategies/tactics/compositional ideas.	3 marks Good demonstration of the ability to analyse and adapt the performance of themselves and/or others during the activity.

2	3-4 marks Basic demonstration of: • few effective preparation techniques, including some of the physical, mental, technical and tactical performance requirements of the position/activity applied inconsistently. • preparation techniques applied with a lack of confidence and accuracy. • some accurate application of the rules and requirements of the activity with many errors.	6-10 marks Basic demonstration of: • skills and techniques; small range, selection and execution with little consistency, precision, and fluency. • performance; little control and efficiency. • effectiveness of the position/performance to achieve desired outcome • decision making and the application of some strategies and/or tactics/ /compositional ideas.	2 marks Basic demonstration of the ability to analyse and adapt the performance of themselves and/or others during the activity.
1	1-2 mark Limited demonstration of: • any effective preparation techniques for the position/activity with many inconsistencies. • of any of the rules and requirements of the activity.	1-5 marks Limited demonstration of: • skills and techniques; limited range and execution. • performance with little control. • effectiveness of the position/performance • decision making in some situations.	1 mark Limited demonstration of the ability to analyse during the activity.
0	0 marks for no credit worthy performances		

Assessment criteria – Coaching

Candidates should be assessed based on their overall performance in the coaching context against the criteria using a best fit approach. The descriptors within each performance band should be considered to achieve an overall mark.

Coaching			
Band	Preparation, rules and requirements (AO4)	Application (AO4)	Analyse, adapt and review (AO3)
5	9-10 marks Excellent demonstration of: • effective and consistent preparation techniques • appropriate planning to meet the needs of the group • accurate application of the rules and requirements of the activity including health and safety.	21-25 marks Excellent demonstration of: • skills and techniques; range, selection and execution with high levels of consistency including effective communication and organisation • coaching skills; purposeful, confident and efficient • effectiveness of the role, effective progression making a major contribution to the session. • decision making and the application of appropriate strategies to achieve the desired outcome including flexibility and adaptability.	5 marks Excellent demonstration of the ability to analyse, adapt and review the performance of themselves and others consistently during the activity.

4	7-8 marks Very good demonstration of: • mostly effective preparation techniques with minor inconsistencies • mostly appropriate planning to meet the needs of the group • mostly accurate application of the rules and requirements of the activity including health and safety.	16-20 marks Very good demonstration of: • skills and techniques; range, selection and execution with consistency including appropriate communication and organisation • coaching skills; mainly purposeful, confident and efficient • effectiveness of the role, appropriate progression making a clear contribution to the session. • decision making and the application of mostly appropriate strategies to achieve the desired outcome including flexibility and adaptability.	4 marks Very good demonstration of the ability to analyse, adapt and review the performance of themselves and others during the activity.
3	5-6 marks Good demonstration of: • some effective preparation techniques with some inconsistencies • some appropriate planning to meet the needs of the group • mostly accurate application the rules and requirements of the activity including some health and safety but with some errors.	11-15 marks Good demonstration of: • skills and techniques; small range, selection and execution with some levels of consistency including some appropriate communication and organisation • coaching skills; sometimes purposeful, confident and efficient • effectiveness of the role, some appropriate progression contributing to the session. • decision making and the application of some appropriate strategies to achieve the desired outcome including some flexibility and adaptability.	3 marks Good demonstration of the ability to analyse and adapt the performance of themselves and/or others during the activity.

2	3-4 marks Basic demonstration of: • few effective preparation techniques applied inconsistently • some appropriate planning but doesn't fully meet the needs of the group • application of some rules and requirements of the activity including some health and safety but with many errors.	6-10 marks Basic demonstration of: • skills and techniques; small range, selection and execution with little consistency including little communication and organisation • coaching skills; sometimes efficient • effectiveness of the role, little progression making some contribution to the session. • decision making and the application of some strategies to achieve the desired outcome including little adaptability.	2 marks Basic demonstration of the ability to analyse and adapt the performance of themselves and/or others during the activity.
1	1-2 mark Limited demonstration of: • any effective preparation techniques with many inconsistencies. • any of the rules and requirements of the activity.	1-5 marks Limited demonstration of: • skills and techniques; limited range and execution. • coaching skills; little efficiency • effectiveness of the role, making very little contribution. • decision making in some situations.	1 mark Limited demonstration of the ability to analyse during the activity.
	0 marks for no credit worthy performances		

Assessment Criteria – Personal Training

Candidates should be assessed based on their ability to plan, implement and evaluate their performance against the criteria using a best fit approach.

The descriptors within each performance band should be considered to achieve an overall mark.

Band	Task 1- Identify purpose and areas for improvement (AO3)
5	5 marks Excellent response with thorough analysis and evaluation of: - the purpose of the personal training activity - themselves against the key physical components of the physical activity/sport - their strengths and areas for improvement
4	4 marks Very good response with detailed analysis and evaluation of: - the purpose of the personal training activity - themselves against the key physical components of the physical activity/sport - their strengths and areas for improvement
3	3 marks Good response with clear analysis and evaluation of: - the purpose of the personal training activity - themselves against most key physical components of the physical activity/sport - their strengths and areas for improvement
2	2 marks Basic response with some analysis and evaluation of: - the purpose of the personal training activity - themselves against some of the key physical components of the physical activity/sport - their strengths and/or areas for improvement
1	1 mark Limited response with minimal analysis and evaluation of: - the purpose of the personal training activity - themselves against some physical components - their strengths and/or areas for improvement
0	0 marks for no credit worthy response

Band	Task 2a Plan and monitor progress (AO4)	Task 2b- Implement strategies for improvement (AO4)
5	9-10 marks - Comprehensive identification and planning of appropriate strategies for improvement - Comprehensive application of monitoring training and progress.	17-20 marks - Comprehensive application of the principles of training including specificity, progression, overload and variance - Excellent demonstration of the components of fitness being improved and the methods of training that improve them - Excellent demonstration of the training zone and energy system being used - Excellent adaptation of the strategies (where appropriate) to make them more effective.
4	7-8 marks - Clear identification and planning of appropriate strategies for improvement - Clear application of monitoring training and progress.	13-16 marks - Clear application of the principles of training including specificity, progression, overload and variance - Very good demonstration of the components of fitness being improved and the methods of training that improve them - Very good demonstration of the training zone and energy system being used - Very good adaptation of the strategies (where appropriate) to make them more effective.
3	5-6 marks - Appropriate identification and planning of some strategies for improvement - Appropriate application of monitoring training and progress.	9-12 marks - Appropriate application of the principles of training including specificity, progression, overload and variance - Good demonstration of the components of fitness being improved and the methods of training that improve them - Good demonstration of the training zone and energy system being used - Good adaptation of the strategies (where appropriate) to make them more effective.

2	3-4 marks • Satisfactory identification and/or planning of some strategies for improvement • Satisfactory application of monitoring training and/or progress.	5-8 marks • Satisfactory application of some of the principles of training including specificity, progression, overload and variance • Basic demonstration of the components of fitness being improved and the methods of training that improve them • Basic demonstration of the training zone and energy system being used • Satisfactory adaptation of some of the strategies (where appropriate) to make them more effective.
1	1-2 marks • Little identification and/or planning of any strategies for improvement • Little application of monitoring training and/or progress.	1-4 marks • Little application of some of the principles of training • Limited demonstration of the methods of training • Limited demonstration of the training zone being used • No adaptation of the strategies (where appropriate) to make them more effective.
0	0 marks for no credit worthy performance	

Band	Task 3- Evaluate the impact of the strategies (AO3)
5	5 marks Excellent response with thorough evaluation of: - the effectiveness of all the strategies on areas for improvement and purpose of the training activity - the impact on overall performance.
4	4 marks Very good response with accurate evaluation of: - the effectiveness of most of the strategies on areas for improvement and purpose of the training activity - the impact on overall performance.
3	3 marks Good response with clear evaluation of: - the effectiveness of many of the strategies on areas for improvement and purpose of the training activity - the impact on overall performance.
2	2 marks Basic response with some evaluation of: - the effectiveness of some of the strategies on areas for improvement and/or purpose of the training activity - the impact on overall performance.
1	1 mark Limited response with minimal evaluation of: - the effectiveness of any strategies or the purpose of the training activity - the impact on overall performance.
0	0 marks for no credit worthy response