


**GCSE Subject Level
Conditions and
Requirements for
Physical Education**
July 2015

Ofqual/15/5677



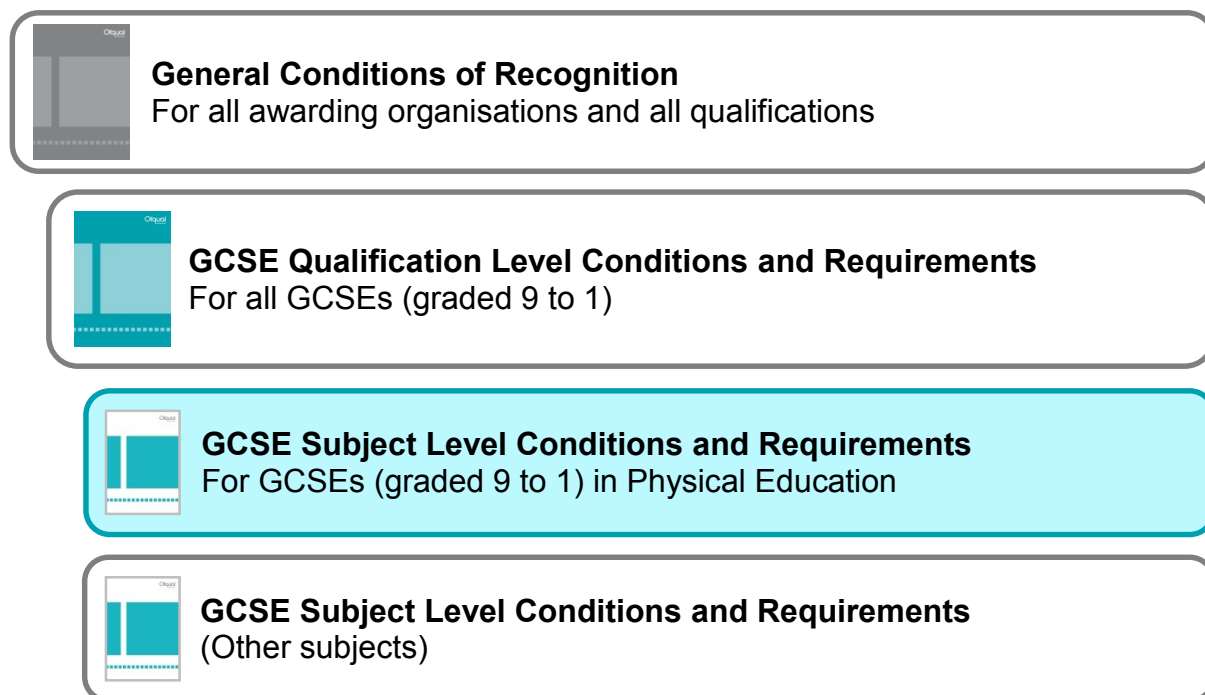
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Introduction

About this document

This document (highlighted in the figure below) is part of a suite of documents which sets out the regulatory requirements for awarding organisations offering GCSE qualifications (graded from 9 to 1).



We have developed these requirements with the intention that GCSE qualifications (graded from 9 to 1) should fulfil the following purposes:

- To provide evidence of students' achievements against demanding and fulfilling content;
- To provide a strong foundation for further academic and vocational study and for employment; and
- To provide (if required) a basis for schools and colleges to be held accountable for the performance of all of their students.

Requirements set out in this document

This document sets out the GCSE Subject Level Conditions for Physical Education. These conditions will come into effect at 12.01am on Wednesday 9 July 2015 for all GCSE qualifications (graded from 9 to 1) in Physical Education.

It also sets out our requirements in relation to:

- assessment objectives – awarding organisations must comply with these requirements under Condition GCSE(Physical Education)1.2; and
- assessment – awarding organisations must comply with these requirements under Condition GCSE(Physical Education)2.3.

Appendix 1 reproduces the requirements in relation to subject content for GCSE Physical Education,¹ as published by the Department for Education. Awarding organisations must comply with these requirements under Condition GCSE(Physical Education)1.1.

With respect to all GCSE Qualifications (graded from 9 to 1) in Physical Education, awarding organisations must also comply with:

- our *General Conditions of Recognition*,² which apply to all awarding organisations and qualifications;
- our *GCSE Qualification Level Conditions*;³ and
- all relevant Regulatory Documents.⁴

With respect to GCSE qualifications graded from A* to G, awarding organisations must continue to comply with the General Conditions of Recognition, and the relevant Regulatory Documents.

Summary of requirements

Subject Level Conditions	
GCSE(Physical Education)1	Compliance with content requirements
GCSE(Physical Education)2	Assessment

¹ www.gov.uk/government/publications/gcse-physical-education

² www.gov.uk/government/publications/general-conditions-of-recognition

³ www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions

⁴ www.gov.uk/government/publications/regulatory-documents-list

Assessment objectives

[Assessment objectives – GCSE Qualifications in Physical Education](#)

Assessment requirements

[Requirements in relation to assessments for GCSE Qualifications in Physical Education](#)

Appendix 1 – Subject content (published by Department for Education)

[Physical Education: GCSE subject content](#)

Subject Level Conditions

GCSE Subject Level Conditions for Physical Education

Condition GCSE(Physical Education)1

Compliance with content requirements

GCSE(Physical
Education)1.1

In respect of each GCSE Qualification in Physical Education which it makes available, or proposes to make available, an awarding organisation must –

- (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled 'Physical Education GCSE subject content',⁵ document reference DFE-00697-2014,
- (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and
- (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.

GCSE(Physical
Education)1.2

In respect of each GCSE Qualification in Physical Education which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

⁵ www.gov.uk/government/publications/gcse-physical-education

Condition
GCSE(Physical
Education)2

Assessment

GCSE(Physical
Education)2.1

Condition GCSE4.1 does not apply to any GCSE Qualification in Physical Education which an awarding organisation makes available or proposes to make available.

GCSE(Physical
Education)2.2

In respect of the total marks available for a GCSE Qualification in Physical Education which it makes available, an awarding organisation must ensure that –

- (a) 60 per cent of those marks are made available through Assessments by Examination, and
- (b) 40 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.

GCSE(Physical
Education)2.3

An awarding organisation must ensure that in respect of each assessment for a GCSE Qualification in Physical Education which it makes available which is not an Assessment by Examination it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Assessment objectives

Assessment objectives – GCSE Qualifications in Physical Education

Condition GCSE(Physical Education)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for all GCSE Qualifications in Physical Education.

The assessment objectives set out below constitute requirements for the purposes of Condition GCSE(Physical Education)1.2. Awarding organisations must comply with these requirements in relation to all GCSE Qualifications in Physical Education they make available or propose to make available.

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	25%
AO2	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	20%
AO3	Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport	15%
AO4	<ul style="list-style-type: none"> ■ Demonstrate and apply relevant skills and techniques in physical activity and sport ■ Analyse and evaluate performance 	40%

Assessment requirements

Requirements in relation to assessments for GCSE Qualifications in Physical Education

Condition GCSE(Physical Education)2.3 allows us to specify requirements and guidance in relation to assessments which are not Assessments by Examination for GCSE Qualifications in Physical Education.

We set out our requirements for the purposes of Condition GCSE(Physical Education)2.3 below.

Forms of non-examination assessment

Condition GCSE(Physical Education)2.2(b) states that an awarding organisation must ensure that of the total marks available for a GCSE Qualification in Physical Education, 40 per cent of those marks shall be made available through assessments set by the awarding organisation which are not Assessments by Examination.

In respect of that 40 per cent, an awarding organisation must ensure that –

- (a) 30 per cent of the total marks available for the qualification are made available through tasks which assess a Learner's performance in physical activity and sport (the 'Performance Assessment'), and
- (b) 10 per cent of the total marks available for the qualification are made available through a task which assesses a Learner's ability to analyse and evaluate performance to bring about personal improvement in physical activity and sport (the 'Performance Analysis Assessment').

The Performance Assessment

An awarding organisation must ensure that each Performance Assessment is designed and set to require each Learner to be assessed in the role of player/performer in three different sports or activities listed in the document published by the Secretary of State entitled 'GCSE PE activity list',⁶ document reference DFE-00698-2014 (the 'Activity List') –

- (a) at least one of which must be drawn from the list of team activities, and
- (b) at least one of which must be drawn from the list of individual activities.

⁶ www.gov.uk/government/publications/gcse-physical-education

In respect of each Performance Assessment involving a sport or activity which is not capable of live moderation, an awarding organisation must ensure that the Centre which delivered the assessment –

- (a) obtains an audiovisual recording of the evidence generated by each Learner in that assessment which allows the awarding organisation to effectively –
 - (i) moderate that assessment, and
 - (ii) authenticate the evidence generated by the Learner in that assessment, and
- (b) provides that recording to the awarding organisation on request.

The Performance Analysis Assessment

An awarding organisation must ensure that each Performance Analysis Assessment is designed and set to require each Learner to analyse performance in a sport or activity listed in the Activity List.

A Learner is not required to analyse, but is not precluded from analysing, his or her performance in one of the sports or activities which he or she has undertaken for the purposes of the Performance Assessment.

Marking of assessments

Evidence generated by a Learner in an assessment for a GCSE Qualification in Physical Education which is not an Assessment by Examination may be marked –

- (a) by the awarding organisation or a person connected to the awarding organisation,
- (b) by a Centre, or
- (c) through a combination of (a) and (b).

In any event, the awarding organisation must demonstrate to Ofqual's satisfaction in its assessment strategy that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking of assessments (and moderation where appropriate), and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

In respect of any performance by a Learner which it observes for the purposes of moderation, an awarding organisation must ensure that –

- (a) a complete audiovisual recording is made of the evidence used to support the outcome of that moderation, and
- (b) that recording is retained by the awarding organisation for a sufficient period of time to allow for the completion of –
 - (i) all relevant enquiries about results and appeals, and
 - (ii) all appropriate steps to correct or, where relevant, to mitigate the effect of any failure discovered through such enquiries about results and appeals.

Subject content (published by Department for Education)



Department
for Education

Physical Education

GCSE subject content

January 2015

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The content for GCSEs in physical education

Introduction

1. The GCSE subject content sets out the knowledge, understanding and skills common to all GCSE specifications in a given subject. Together with the assessment objectives, it provides the framework within which awarding organisations create the detail of their specifications, so ensuring progression from key stage 3 national curriculum requirements and the possibilities for development into A level.

Subject aims and learning outcomes

2. This document sets out the learning outcomes and content coverage required for GCSEs in physical education.

3. GCSE study in physical education should be broad, coherent and practical, encourage students to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

4. GCSE specifications in physical education should equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. This will require them to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport

Subject content

5. GCSE specifications in physical education must enable students to make the connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. They will be required to use the technical vocabulary, terminology and definitions associated with the study of physical education.
6. The content sets out the full range of content for GCSE specifications in physical education. Awarding organisations may increase the depth and breadth within the specified topics in order to consolidate teaching of the subject.
7. Students will be assessed in three activities in the role of performer.

Scope of study

8. GCSE specifications in physical education should require students to study:

Applied anatomy and physiology

9. Students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport, including:

- the structure and functions of the musculo-skeletal system
- the structure and functions of the cardio-respiratory system
- anaerobic and aerobic exercise
- the short and long term effects of exercise

Movement analysis

10. Students should develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport, including:

- lever systems, examples of their use in activity and the mechanical advantage they provide in movement
- planes and axes of movement

Physical training

11. Students should develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes, including:

- the relationship between health and fitness and the role that exercise plays in both
- the components of fitness, benefits for sport and how fitness is measured and improved
- the principles of training and their application to personal exercise/training programmes
- how to optimise training and prevent injury
- effective use of warm up and cool down

Use of data

12. Students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. Students should be able to:

- demonstrate an understanding of how data are collected – both qualitative and quantitative
- present data (including tables and graphs)
- analyse and evaluate data

Sport psychology

13. Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport, including:

- classification of skills (basic/complex, open/closed)
- the use of goal setting and SMART targets to improve and/or optimise performance
- guidance and feedback on performance
- mental preparation for performance

Socio-cultural influences

14. Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society including:

- engagement patterns of different social groups in physical activity and sport
- commercialisation of physical activity and sport
- ethical and socio-cultural issues in physical activity and sport

Health, fitness and well-being

15. Students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being, including:

- physical, emotional and social health, fitness and well-being
- the consequences of a sedentary lifestyle
- energy use, diet, nutrition and hydration

Practical performance

16. Students should develop their ability and aptitude in physical activities, demonstrating the skills and techniques outlined below. GCSE specifications in physical education must require students to:

- be assessed in three different activities in the role of player/performer. One of these assessments must be in a team sport/activity, one assessment must be in an individual sport/ activity, with the third assessment being from either a team or individual sport/activity. Students can only be assessed once in any sport or activity
- demonstrate skills in physical activity and sport, applying appropriate technique(s)
- demonstrate and apply appropriate decision making skills, strategies and/ or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport
- use appropriate physical characteristics/attributes (e.g. strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- demonstrate psychological control (e.g. arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
- adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- analyse and evaluate performance to bring about personal improvement in physical activity and sport
- demonstrate their ability in team sports and activities by:

- applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate
- showing awareness of, and responding to, the actions of other player(s)/performer(s)
- communicating effectively with other player(s)/performer(s)
- demonstrating their individual role in achieving the collective outcome



Department
for Education

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Reference: DFE-00697-2014



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