

CONDITIONS AND REQUIREMENTS

GCE Subject Level Conditions and Requirements for Physical Education (2021)

November 2020

ofqual

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Introduction

About this document

This document is part of a suite of documents which sets out the regulatory requirements for awarding organisations offering reformed A levels and AS qualifications in 2021.

We have developed all our requirements for GCE qualifications with the intention that AS and A level qualifications should fulfil the purposes set out in the table below:

A levels	AS qualifications
<ul style="list-style-type: none">• define and assess achievement of the knowledge, skills and understanding which will be needed by students planning to progress to undergraduate study at a UK higher education establishment, particularly (although not only) in the same subject area;• set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding;• permit UK universities to accurately identify the level of attainment of students;• provide a basis for school and college accountability measures at age 18; and• provide a benchmark of academic ability for employers.	<ul style="list-style-type: none">• provide evidence of students' achievements in a robust and internationally comparable post-16 course of study that is a subset of A level content; and• enable students to broaden the range of subjects they study.

Requirements set out in this document

This document sets out the GCE Subject Level Conditions for Physical Education. These conditions will come into effect at 09:30 on 5 November 2020 for the following qualifications:

- all GCE A levels in Physical Education; and
- all standalone GCE AS qualifications in Physical Education

for Learners completing the qualification in 2021, except where the GQCov Framework applies.

It also sets out our requirements in relation to:

- assessment objectives - awarding organisations must comply with these requirements under Condition GCE(Physical Education)1.2; and

- assessment - awarding organisations must comply with these requirements under Condition GCE (Physical Education)2.3.

Appendix 1 reproduces the [subject content requirements for Physical Education](#), as published by the Department for Education. Awarding organisations must comply with these requirements under Condition GCE(Physical Education)1.1.

With respect to the qualifications listed above, awarding organisations must also comply with:

- our [General Conditions of Recognition](#), which apply to all awarding organisations and qualifications;
- our [GCE Qualification Level Conditions and Requirements](#); and
- all [relevant Regulatory Documents](#).

With respect to all other GCE Qualifications in Physical Education taken by Learners completing the qualification in 2022 and after, an awarding organisation must continue to comply with the [GCE Subject Level Conditions and Requirements for Physical Education](#).

Subject Level Conditions

GCE Subject Level Conditions for Physical Education

Condition GCE(Physical Education) 1: Compliance with content requirements

GCE(Physical Education)1.1

In respect of each GCE 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 GCE AS and A level subject content](#)', document reference DFE-00696-2014,
- (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.

GCE(Physical Education)1.2

In respect of each GCE 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.

Condition GCE(Physical Education) 2: Assessment

GCE(Physical Education)2.1

Condition GCE4.1 does not apply to any GCE Qualification in Physical Education which an awarding organisation makes available or proposes to make available.

GCE(Physical Education)2.2

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

- (a) 70 per cent of those marks are made available through Assessments by Examination, and
- (b) 30 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.

GCE(Physical Education)2.3

An awarding organisation must ensure that in respect of each assessment for a GCE 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 - GCE Qualifications in Physical Education

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

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

	Objective	Weighting (A level)	Weighting (AS)
AO1	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	20–25%	20–25%
AO2	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	20–25%	20–25%
AO3	Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	20–25%	20–25%
AO4	Demonstrate and apply relevant skills and techniques in physical activity and sport Analyse and evaluate performance	30%	30%

Assessment requirements

Requirements in relation to assessments for GCE Qualifications in Physical Education

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

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

Forms of non-examination assessment

Condition GCE(Physical Education)2.2(b) states that an awarding organisation must ensure that of the total marks available for a GCE Qualification in Physical Education, 30 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 30 per cent, an awarding organisation must ensure that -

- (a) 15 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) 15 per cent of the total marks available for the qualification are made available through a task which assesses a Learner's knowledge, skills and understanding in relation to analysis and evaluation of performance (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 or coach in one sport or activity listed in the document published by the Secretary of State entitled 'GCE PE activity list', document reference DfE-00008-2020 (the 'Activity List').

In respect of each Performance Assessment involving a sport or activity in relation to which the awarding organisation does not undertake live moderation, the awarding organisation must ensure that the Centre which delivered the assessment -

- (a) obtains an audiovisual recording of the evidence generated by a sufficient number of Learners in that assessment to allow the awarding organisation to effectively –
 - (i) moderate that assessment, and
 - (ii) authenticate the evidence generated by the Learner in that assessment, and
- (a) 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 either their own or another's 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 the sport or activity 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 GCE 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 live 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.

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



Department
for Education

Physical Education

GCE AS and A level subject content

January 2015

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The content for physical education AS and A level

Introduction

1. The AS and A level subject content sets out the knowledge, understanding and skills common to all AS and A level specifications in physical education to ensure progression from key stage 4 and the possibility of development on to further study. It provides the framework within which awarding organisations create the detail of the subject specification. GCE specifications in physical education must reflect the subject aims and objectives.

Aims and objectives

2. AS and A level specifications in physical education should equip students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. 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 physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport 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
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Subject content

Knowledge and understanding

3. The content sets out the full range of content for AS and A level specifications in physical education. Content in non-bold text must be covered in AS and A level

specifications; in addition, content in bold text and contained within square brackets must be covered in A level specifications. Awarding organisations may increase the depth and breadth within the specified topics.

4. AS and A level specifications in physical education must be of sufficient depth and breadth to allow students to develop the knowledge, understanding and skills specified below.

5. AS and A level physical education specifications must build on the knowledge, skills and understanding set out in the GCSE content for physical education.

6. Students will be expected to understand the interrelationship between the different areas of study and develop an awareness of the importance they all have collectively on performance.

7. AS and A level specifications in physical education will require students to be assessed in one practical activity as either a player/performer or coach.

8. A level specifications in physical education must cover the minimum content specified in each of the following topics. AS specifications must cover the minimum content specified in each of these topics except for the areas of knowledge and understanding in bold and contained in square brackets [] which are only required for the A level. The topics are:

- applied anatomy and exercise physiology
- biomechanical movement
- skill acquisition
- sport psychology
- sport and society
- the role of technology in physical activity and sport.

Applied anatomy and physiology

9. AS and A level specifications must require students to develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities, and during recovery. There is a minimum requirement for specifications to cover the following:

- musculo-skeletal system
- cardio-respiratory system

- neuromuscular system
- **[energy systems]**

10. AS and A level specifications must require students to develop knowledge and understanding of the adaptations to the body systems specified in section 9 through training or lifestyle, and how these changes affect the efficiency of that system.

Exercise physiology

11. AS and A level specifications must require students to develop knowledge and understanding of:

- diet and nutrition and their effect on physical activity and performance
- preparation and training methods in relation to maintaining and improving physical activity and performance
- **[injury prevention and the rehabilitation of injury]**

Biomechanical movement

12. AS and A level specifications must require students to develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. There is a minimum requirement for specifications to cover the following:

- biomechanical principles (newton's laws, force, centre of mass)
- levers (components, classes and mechanical advantage)
- analysis of movement in physical activities
- **[linear motion]**
- **[angular motion]**
- **[projectile motion]**
- **[fluid mechanics]**

Skill acquisition

13. AS and A level specifications must require students to develop knowledge and understanding of the principles required in order to optimise the learning of new, and the development of existing, skills. There is a minimum requirement for specifications to cover the following:

- skills continuums and transfer of skills
- principles and theories of learning and performance

- how skill classification impacts on how practice is structured for learning
- use of guidance and feedback
- **[memory models]**

Sport psychology

14. AS and A level specifications must require students to develop knowledge and understanding of the role sport psychology has in optimising performance in physical activity and sport. There is a minimum requirement for specifications to cover the following psychological factors in relation to performance:

- factors (personality, attitudes, arousal, anxiety, aggression, motivation and social facilitation) that can influence an individual in physical activities
- dynamics of a group/team and how they can influence the performance of an individual and/or team
- goal setting
- **[attribution theory]**
- **[self-efficacy]**
- **[leadership]**
- **[confidence]**
- **[stress management]**

Sport and society

15. AS and A level specifications must require students to develop knowledge and understanding of the interaction between, and the evolution of, sport and society. There is a minimum requirement for specifications to cover the following:

- the factors leading to the emergence of modern sport through to the globalisation of sport in the 21st century
- the impact of sport on society and of society on sport
- **[the impact of ethics on sport and sporting ethics on society, including deviance in sport]**
- **[development routes from talent identification through to elite performance]**
- **[the impact of commercialisation on physical activity and sport]**
- **[the relationship between sport and the media]**

The role of technology in physical activity and sport

16. AS and A level specifications must require students to develop knowledge and understanding of technological developments in physical activity and sport. There is a minimum requirement for specifications to include the following:

- the use of technology to analyse physical activity and sport
- **[the development of equipment and facilities in physical activity and sport]**
- **[the role of technology in sport, for the performer and the audience]**

Skills

17. Students must demonstrate the skills outlined in this section in relation to the knowledge and understanding specified in the subject content.

18. GCE AS and A level specifications in physical education will require students to demonstrate their ability to:

- apply knowledge and understanding from the different areas outlined in the subject content above to physical activity and sport
- use theories, concepts, principles and models to analyse and evaluate physical activity and performance
- discuss, make judgements, present arguments and draw conclusions about aspects of physical activity and sport
- interpret and analyse a range of data, graphical representations and diagrams in the context of physical activity and performance
- use critically and constructively a range of source material related to physical activity and performance
- perform a range of skills and techniques in physical activity and sport
- make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and understanding of rules and regulations while performing physical activity and sport
- apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance
- evaluate performance in physical activity and sport, applying relevant knowledge and understanding

Quantitative skills in AS and A level physical education

19. In order to be able to develop their skills, knowledge and understanding in physical education, students need to have acquired quantitative skills that are relevant to the subject content, including:

Applied anatomy and exercise physiology

- interpretation of data and graphs relating to:
 - changes within musculo-skeletal, cardio-respiratory and neuro-muscular systems during different types of physical activity and sport
 - **[use of energy systems during different types of physical activity and sport and the recovery process]**
- quantitative methods for planning, monitoring and evaluating physical training and performance

Biomechanics

- knowledge and use of definitions, equations, formulae and units of measurement
- ability to plot, label and interpret graphs and diagrams

Sport psychology and skill acquisition

- understanding and interpretation of graphical representations associated with sport psychology theories

Sport and society

- interpretation and analysis of data and graphs relating to participation in physical activity and sport

Sport technology

- understanding of types of and use of data analysis to optimise performance

20. The assessment of these skills will represent a minimum of 5% of the overall A-level and AS level marks.



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