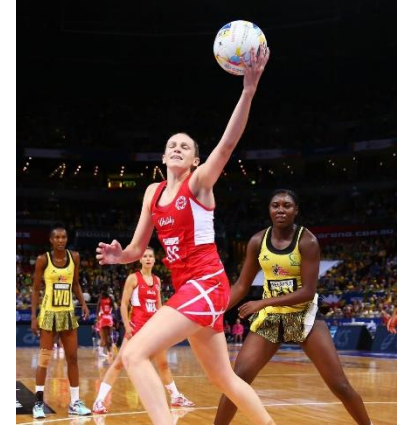


GCSE PE

Mr Comber – Curriculum Director for PE and Performing Arts

GCSE PE



The Course



Paper 1: The human body and movement in physical activity and sport

What's assessed

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- Answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 2: Socio-cultural influences and well-being in physical activity and sport

What's assessed

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- Answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Non-exam assessment: Practical performance in physical activity and sport

What's assessed

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

How it's assessed

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE

Questions

- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Practical assessment

This is a **40 % of the course.**

Students must **be assessed in 3 sports;**

- **1 team sport**
- **1 individual sport**
- **A second team or individual sport**

10 marks for the assessment of skills
15 marks for the full context

Students also need to complete a Performance Analysis on a sport they are competing in.

Team sports list

- Acrobatic gymnastics
- Association football
- Badminton
- Basketball
- Camogie
- Cricket
- Dance
- Figure skating
- Futsal
- Gaelic football
- Handball
- Hockey
- Hurling
- Ice hockey
- Inline roller hockey
- Lacrosse
- Netball
- Rowing
- Rugby league
- Rugby union
- Sailing
- Sculling
- Squash
- Table tennis
- Tennis
- Volleyball
- Water polo

Individual sports list

- Amateur boxing
- Athletics
- Badminton
- Canoeing/kayaking (slalom)
- Canoeing/kayaking (sprint)
- Cycling
- Dance
- Diving
- Equestrian
- Figure skating
- Golf
- Gymnastics
- Rock climbing
- Sailing
- Sculling
- Skiing
- Snowboarding
- Squash
- Swimming
- Table tennis
- Tennis
- Trampolining
- Windsurfing

Theory

This section is **60%** of the course and is assessed over **2** theory exams.

Paper 1 – The human body and movement in physical activity and sport

This will include:

Applied anatomy and physiology

Movement analysis

Physical training

Use of data

Paper 2 – Socio-cultural influences and well-being in physical activity and sport

This will include:

Sports psychology

Socio-cultural influences

Health, fitness and well-being

Use of data.

These are written exams. 1 hour 15 minutes each. Each worth 30% of the course.

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Exam structure

The exams are made up of:

- Multiple choice questions – 1 mark questions
- Short answer questions – 2-5 mark questions
- Long answer questions – 6 and 9 mark questions

Support

- All students have a progress booklet which includes:
 - Overview of the course
 - Expectations
 - Course timeline
 - Revision suggestions
 - Space for assessment results
 - Key terminology
 - Personal Learning Checklists
- All GCSE PE students have access to www.theeverlearner.com which includes:
 - Videos on the whole content of the course
 - Practice questions
 - Test questions
 - Checkpoints
- Additional sessions will be provided for some activities such as:
 - Revision
 - Coursework
 - Practical sessions
 - Practical assessments
- Students will have the opportunity to purchase a revision guide (CGP)

Questions?

GCSE and A Level PE Practical assessment and video evidence information evening.

Updated September 2023

Mr Evans – Assistant Headteacher – Behaviour and Attitudes
Mr Comber – Curriculum Director for PE and Performing Arts
Miss Barron – Subject Lead for PE

Is video evidence required for your sport?

Yes?

- If the sport/activity can not be replicated live for moderation.
- ***If the standard of play can not be recreated for live moderation.***

No?

- If the sport/activity can be replicated live for moderation.

For GCSE PE, a combination of live and video evidence can be provided, as long as it covers a whole area. i.e. All skills, or full game/context.

Practical assessments

- **GCSE – 40%**

- 3 sports (skills /10, full context /15)
- 1 team
- 1 individual
- 1 additional (team or individual)

- NEA – coursework (25 marks)

- **A Level – 30%**

- 1 sport (15 marks per area)
- 3 areas
 - Attack / routine 1
 - Defence / routine 2
 - Tactics/strategies

- NEA – coursework (45 marks)

Assessments - 2022

- Seen to bring inline results to 2019 data (pre-covid)
- PE has generally done this through increasing detail needed in the practical assessments (grade boundaries also slightly increased)
- This means practical evidence is extremely important!!

Evidence

- The audio-visual evidence must be of sufficient quality and length to clearly show how the candidate has gained the marks awarded. This evidence must be available for the moderation visit as it may form part of the sample.
- If it is not possible to appropriately film an activity for any reason, then candidates cannot use that activity as part of their assessment. Candidates must select a different activity to use as part of their assessment.
- If a mark for a sport is submitted, but the evidence is not available for moderation, they would score 0.

Before recording

- Test the camera and any accessories, such as microphones, by recording a small piece of video and playing it back
- The camera must be positioned to ensure that the best possible and unobstructed recording is made of the performance, as it would be seen by the marker/moderator.
- Audio-visual evidence should clearly show all the assessment requirements of the performance, which should be a combination of:
 - Wide-angled shots, to give an overall perspective
 - Close range shots, to show aspects such as stance, posture and position.

Identifying candidates

- If the moderator is not completely certain of the identity of a candidate, the work cannot be moderated (the candidate would score 0).
- Candidates must state their centre number and name, candidate number and name, qualification (eg A Level / GCSE Physical Education), chosen activity and role at the start of each activity.
- The candidate for whom the recording is being made must be easily identifiable. If in a team situation, they should be identified by a number, or a coloured item of clothing, eg a bib.

During recording

- The practical performance for assessment must be recorded from start to finish and be unedited.
- Ensure filming does not automatically auto-focus during the performance as this can cause blurring, making assessment very difficult.
- Always film keeping the candidate in shot. Evidence filmed where the candidate disappears from shot, will not be accepted (within reason).
- Ensure that extraneous noise is kept to a minimum (parent/coach commentary must be kept to a minimum).

During recording

- Do not film the candidate from some distance without the zoom facility being used.
- Avoid using a fixed position camera without an operator as candidates may disappear off screen.
- After a recording has been made, please ensure you watch and check that there are no problems with the recording, and that all requirements have been met. Unsatisfactory recordings may jeopardise the moderation process and are liable to have an adverse effect on the marks of some or all candidates.

After recording

- Please label every disk with the appropriate information, or include the appropriate information with a USB stick. The information should include:
 - centre number and name
 - qualification and component code
 - date
 - number of candidates
 - disk number

Acceptable file types and media

- Files must play correctly on VLC media player (www.videolan.org/vlc). Before giving work to your moderator, you must check that your recording plays successfully on this software.
- We can **only** accept work on the following media:
- USB stick: a small, portable memory drive that plugs into a computer
- DVD, provided it is on the correct type of disc - either DVD±R or DVD±RW.
- We **cannot** accept any of the following:
- Blu-ray, HD-DVD, DVD-VCD, DVD-MP3, Mini-DVD, CD±R or CD±RW, Memory cards (eg SD, Micro SD, XD, Compact Flash cards), Tapes (eg VHS cassette, MiniDV).
- Using the wrong format may mean that we are unable to mark candidates' work. Any unsatisfactory recordings may jeopardise the moderation process and are liable to have an adverse effect on the marks of some or all candidates.

Candidate: A Level Footballer Activity/Role: Performer Area of Assessment: 1/2/3

Context: Red shirt (white boots) number 7, playing centre forward for County U18 v Sunderland Academy.

Time	Area of Assessment (1,2,3)	Core Skill / tactic	Advanced Skill / tactic	Brief Comment
00.45	1	Receiving / Passing		Played one-two successfully
1.42	1	Receiving / Dribbling		Received pass, turned and beat defender 1 v 1
2.56	1	Dribbling / Passing		Ran onto through ball – dribbled to goal line & crossed ball – cross blocked
4.10	1	Passing		Short pass completed dominant foot
4.30	3		1-2	Successfully completed 1-2 with team mate
4.40	1	Header		Header from cross keeper saves
6.10	1	Receiving / Passing		Received the ball under pressure, held up and laid short pass off, spun in for return
6.15		Receiving / Shooting		From return pass through 1 v 1 and scored bottom corner with placed shot
7.20	3		Zonal Marking	Positioned front post for under-hit corner
7.35	2 / 3	Heading / Role		Defensive header cleared from near post corner
7.50	2	Tackle		Missed tackle when closing down opponent
9.30	1	Receive/ Dribble		Received ball on the move, used first touch to go past defender
11.10	3		Set piece role	Positioned edge of penalty area from attacking corner to shoot in response to any poor clearance
11.45	1		Shooting / Volley	Volley from corner hits cross bar
15.01	3	Role		Tracking back into midfield to support
17.30	3	Role		Offered pass, not taken
21.10	1 / 3		Passing	Hit first time lofted pass to switch play with outstep
24.10	1 / 3	Header / Role		Attacking header at corner saved by goalkeeper

Commentary Timeline

Very important!!

A Level guidance

- Students are required to be assessed in the full context of their chosen activity and role. They will be assessed in three areas of assessment.
- Students will be assessed for all of the activities in the following skills:
 - Area of assessment 1: Technical quality – aspect 1 (15 marks).
 - Area of assessment 2: Technical quality – aspect 2 (15 marks).
 - Area of assessment 3: Application of strategic/tactical awareness (15 marks).
- Students will be assessed against the relevant levels of response grids, as either player/performer or coach, for each area of assessment.

e.g.

- Netball player
 - Area of assessment 1 – Attacking skills (15 marks)
 - Area of assessment 2 – Defensive skills (15 marks)
 - Area of assessment 3 – Tactics and strategies (15 marks)

- Gymnast
 - Area of assessment 1 – Routine one (15 marks)
 - Area of assessment 2 – Routine two (15 marks)
 - Area of assessment 3 – Tactics and strategies (15 marks)

Core and Advanced Skills

- These need to be demonstrated regularly/consistently throughout the video evidence to access the higher band marks.

Cricket

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Batting skills	Grip, stance, backlift. Front foot – defence, cover drive, off drive, on drive. Back foot – defence, cut, pull, glance.	Front foot – sweep, slog sweep, reverse sweep, switch hitting. Back foot – hook, ramp, late cut.
Area of assessment 2 – Bowling and/or fielding/wicket keeping skills	Bowling – control of line and length, regular leg/off spin, inswing/outswing. Fielding – slip fielding, high/low catches, pick up and throw, long barrier, receiving ball from fielder (deep). Wicket keeper – fast/medium/spin – standing up receiving ball from fielder (deep).	Bowling – googly, reverse swing, bouncer, Yorker, leg cutter, off cutter, slower ball. Fielding – one handed catches, accuracy of throws, run-outs (where appropriate), receiving ball from fielder close. Wicket keeper – stumpings, leg side takes/catches, one hand catches (both sides), receiving ball from fielder (deep).
Area of assessment 3 – Tactics and strategies	In their main role. Batting – shot selection, running between the stumps, calling. Bowling – restricting score, maintaining line and length to different opponents, variation in chosen deliveries. Fielding – individual positioning, backing up, fielding in one or two positions (wicket keeper is exempt). Wicket keeper – positioning for different bowling styles, positioning for left and right handed batter.	In two roles. Batting – up and down the order. Bowling – bowling to your field, positioning of fielders, wide variety of deliveries. Fielding – sliding to gather the ball, accuracy of long throws, flight of the throw, fielding in a wide variety of positions (wicket keeper is exempt). Wicket keeper – accuracy of appeals, effectiveness when standing up to medium/fast pace to add pressure on batter.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment, eg helmets (batting/wicket keeping), in order to ensure their own personal safety.

Association football

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context (cannot be 5-a-side or futsal).

Outfield player

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Outfield player. Receiving the ball – control using both feet and thigh. Passing – (dominant foot) – short and long – along the floor, lofted, chip and driven. Dribbling – close control, use of inside and outside of dominant foot. Shooting – short and long range with dominant foot. Half volley, header.	Outfield player. Receiving the ball using chest and head to control the ball. Passing – use of inside and outside of dominant foot. Use of non-dominant foot for short and long passes. Use of inside of non-dominant foot. Dribbling – use of inside and outside of non-dominant foot. Shooting – volley. Use of inside and outside of dominant foot to add spin/swerve/dip. Short and long range with non-dominant foot.
Area of assessment 2 – Defensive skills	Tackling – block, lunge. Heading – distance and height. Clearance – height and distance.	Tackling – slide. Clearance – ability to find teammate higher up the pitch. Heading – finding team mate with header.
Area of assessment 3 – Tactics and strategies	Role at corners. Set play. Role in formation. Tracking back. Man-to-man marking. Range of passing. Decision making – when to pass/dribble/shoot or decision making when to tackle/jockey.	Jockeying. Ability to play in two or more roles in a variety of formations (eg CDM role in 442 and CB in back four). Interception of pass. Zonal marking.

A Level Physical Education – Practical assessment marking grid (performer)

A Level – Performer: Area of Assessment 1 and 2	Level (Mark)	Level of Core Skills	Level of Advanced skill	Accuracy / Success of all Skills	Application of Advanced skills	Competence in performance context	Evidence of Physical Fitness	Evidence of psychological focus.
	5 13-15	Excellent level of core skills/techniques	Very good level of advanced skills/techniques	Excellent accuracy/success	Frequently used successfully	Excellent levels of technical competence even at the highest levels of competition	Excellent in almost the entire duration	Excellent in almost the entire duration
	4 10-12	Very good level of core skills/techniques	Good level of advanced skills/techniques	Very good accuracy/success	Frequently used, often successfully	Very good levels of technical competence event at high levels of competition. May make errors in challenging situations	Very good throughout most of performance	Very good throughout most of performance
	3 7-9	Good level of core skills/techniques	Moderate level of advanced skills/techniques	Good accuracy/success	Applied inconsistently	Good levels of technical competence high levels of competition. Sometimes makes errors in more challenging situations	Good levels evident, although there may be some deficiencies	Good levels evident, although there may be some deficiencies
	2 4-6	Moderate level of core skills/techniques	Limited level of advanced skills/techniques	Moderate accuracy/success Not always consistent	Occasionally used but rarely successful	Moderate levels of technical competence in competitive situations. As the challenge increases the level of competence lowers significantly.	Moderate levels evident, though there are some deficiencies	Moderate levels evident, though there are some deficiencies
	1 1-3	Limited level of core skills/techniques	No advanced skills demonstrated	Limited accuracy/success	Clear lack of consistency. Does not demonstrate advanced skill/techniques	Limited level of technical competence, and nearly always makes errors in more challenging situations.	Rarely evident	Rarely evident
	0	Nothing credit worthy	Nothing credit worthy	Nothing credit worthy	Nothing credit worthy	Nothing credit worthy	Nothing credit worthy	Nothing credit worthy

A Level – Performer: Area of Assessment 3	Level (Mark)	Level of Motivation	Understanding of rules in context	Application of <u>all</u> tactics & strategies	Competence in performance context	Errors in application of Core and Advanced tactics & strategies	Use of Core and Advanced skills in delivery and planning of tactics/strategy or choreography
	5 13-15	Excellent level clearly demonstrated	Excellent understanding of application of rules	Excellent application of strategies/tactics	Excellent level of success even at the highest levels of competition.	Very few evident even in advanced tactics and strategies	A very wide range of variation of Core and Advanced skills/techniques is evident
	4 10-12	Very good level clearly demonstrated	Very good understanding of application of rules	Very good application of strategies/tactics, with little inconsistency	Very good level of success, but may make occasional errors at high levels of competition	Some errors in performance are evident, especially in advanced tactics and strategies	A wide range of Core and some Advanced skills/techniques are evident
	3 7-9	Good level clearly demonstrated	Good understanding of application of rules generally shown	Good application of strategies/tactics, some inconsistency when applying advanced tactics	Good level of success, but with some tactical errors at high levels of competition	Errors in performance are frequently evident, especially in advanced tactics and strategies. Performance is consistent	A modest range of Core skills/techniques is evident
	2 4-6	Moderate level clearly demonstrated	Moderate understanding of application of rules	Moderate application of strategies/tactics	Achieves some success, but makes frequent errors at high levels of competition	Errors in performance are occasionally evident	A limited range of Core skills/techniques is evident
	1 1-3	Limited level clearly demonstrated	Limited understanding of application of rules	Limited application of strategies/tactics	Frequent errors in performance	Frequent errors in performance	A very limited range of Core skills/techniques is rarely evident
	0	Nothing worthy of credit	Nothing worthy of credit	Nothing worthy of credit	Nothing worthy of credit	Nothing worthy of credit	Nothing worthy of credit

GCSE guidance

- **Part 1 – Skills (10 marks per activity)**

Students are assessed against the set skills for the sport.

e.g. Football

- **Part 2 – Full context (15 marks per activity)**

Students are assessed in the full context of their sport, including the skills, techniques, tactics and strategies.

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Golf

- 1 Tee shots – driver, hybrid and/or long iron.
- 2 Longer fairway irons/hybrid equivalent – a range of at least three clubs between 1 iron and 6 iron.
- 3 Shorter fairway irons – a range of at least three clubs between 7 iron and sand wedge.
- 4 Pitching/chipping around the green.
- 5 Bunker play.
- 6 Putting – long, medium, short, break.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques/shots in stable and adaptive situations. The demonstration of each core skill may start with the skill in a stable environment, eg driving range and/or practice fairway, putting green, but should progress to show the shots being played on a variety of golf holes (par 3, 4, 5). This must not be in a competitive game.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all shots and throughout all situations (driving range and/or practice fairway, putting green, golf holes). When faced with challenging par 3, 4 or 5 golf holes, decision making is consistently effective and suitable for the challenge of the hole. There are very few errors and the student is adaptive when faced with progressively challenging shots to play. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all shots on the driving range/practice fairway but may start to deteriorate on the most challenging golf holes. When faced with challenging par 3, 4 or 5 golf holes, decision making is usually effective for the challenge of the hole. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging shots to play. They regularly produce the intended results/accuracy.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of golf over 18 holes demonstrating the appropriate skills/shots. The chosen course should suitably challenge the player and his/her handicap.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions (club selection), almost always fully relevant to the demands of each hole. The student is highly consistent for almost all of the game across the range of stroke indexes/par 3, 4 and 5 golf holes. The student maintains a high level of technique, accuracy and consistency in the performance of all skills during their round of golf. The application of skill is fully appropriate to the demands of each hole. The student demonstrates a high level of ability to perform the most appropriate shots (shot selection) and is usually successful in meeting the demands of the majority of the course.

Further guidance* (more guidance could follow from AQA).

- Golf – Skills video needs to be separate from competition (GCSE)
 - Video can be stopped/paused walking to each hole, but must film continuously when playing (even went not playing a shot) – explain club selection.
- Cricket – Camera must record whole time when fielding/bowling or batting (for that individual).
- Rock climbing – must be visible throughout.
- Cycling / skiing – “Built footage” is acceptable.
- Goalkeepers – Potentially provide a second video.
- Competitions must be suitably challenging / Performances must be in front of an audience.

Further guidance* (more guidance could follow from AQA).

- Evidence can come from different games, competitions, as long as it is the full section.
 - E.g.
 - Football, could use the first half from one game, and one half from another game.
 - Netball, could use four quarters from different games.
 - Trampolining could use multiple competitions.
- Evidence can be longer than the duration of a set competition, but the standard MUST be maintained throughout.
- ***Recommendation – provide the BEST evidence for the standard length of competition (with a few exceptions, such as for a goalkeeper).***

Any questions?

If so, please contact us and we will do our best to answer them as soon as possible.

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Thank you for taking the time to attend/watch this presentation. Hopefully it has answered many of your questions.