



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



GCSE subject criteria for physical education

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Introduction

1. GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in physical education. They provide the framework within which an awarding body creates the detail of the specification.
2. Specifications must also meet the regulators' general requirements, including the common and GCSE criteria as defined in *The statutory regulation of external qualifications* (QCA/04/1293).
3. Subject criteria are intended to:
 - help ensure consistent and comparable standards in the same subject across the awarding bodies
 - ensure that the rigour of GCSE is maintained
 - ensure that specifications build on the knowledge, understanding and skills established by the national curricula for England, Northern Ireland and Wales, and facilitate progression to A level physical education and level 3 vocational and occupational qualifications
 - help higher education institutions, employers and other stakeholders such as learners and parents/guardians know what has been studied and assessed.
4. Any GCSE specification that contains significant elements of physical education must be consistent with the relevant parts of these subject criteria.

Aims and learning outcomes

5. GCSE specifications in physical education should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education. They should encourage creativity and decision-making skills to enable them to plan effectively for performances and to respond to changing situations. They should prepare learners to make informed decisions about further learning opportunities and career choices.
6. GCSE specifications in physical education must enable learners to:

- become increasingly physically competent through being actively engaged in a range of physical activities
- become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official
- develop their ability to engage independently and successfully in the processes of different types of physical activity
- develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

Subject content

7. The content of GCSE specifications in physical education must reflect the learning outcomes.
8. GCSE specifications in physical education must be based on learners' involvement in physical activity and be consistent with the national curriculum key stage 4 programmes of study requirements in the orders for England and/or Northern Ireland and/or Wales. Specifications should be based on four performances in practical contexts in at least two different types of activity. At least two performances must be as a player/participant (in the full course).
9. GCSE specifications in physical education must require learners to develop their physical competence in different:
 - types of physical activity
 - contexts within a physical activity
 - roles such as player/participant, leader and official.
10. GCSE specifications in physical education must require learners to understand how to perform well and improve the effectiveness of performance by:
 - developing the skills and techniques required to perform effectively in specific activities
 - understanding how to apply and adapt a wide range of skills and techniques through the effective selection and application of tactics, strategies and compositional ideas

- developing their physical and mental capacity to respond to the demands of performance
- developing their knowledge and understanding of roles such as player/participant, leader and official, and what constitutes effective performance in these different roles
- developing their ability to analyse and evaluate performance and identify key priorities for improvement
- developing their ability to make effective plans that bring about improved performance.

11. GCSE specifications in physical education must require learners to:

- identify key influences, including cultural factors, that impact on them and others achieving sustained involvement in physical activity
- plan how they and others can develop and maintain regular involvement in healthy physical activity
- understand the way in which diet, work, rest and physical activity in combination help to contribute to a balanced healthy lifestyle.
- plan the targeted selection of physical activity to maximise its effect as part of a balanced, healthy lifestyle
- develop knowledge and understanding of the opportunities and pathways available for becoming or remaining involved in physical activities in a range of roles.

Assessment objectives

12. All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of physical activity	20–30
AO2	Apply skills, knowledge and understanding in physical activity	45–55
AO3	Analyse and evaluate physical activity, and identify action to bring about improvement	20–30

Scheme of assessment

13. GCSE specifications in physical education must allocate a weighting of 40% to external assessment and a weighting of 60% to controlled assessment in the overall scheme of assessment.

14. Question papers must be targeted at the full range of GCSE grades.

Grade descriptions

To be added later