Permission to reproduce all copyright materials have been applied for. In some cases, efforts to contact copyright holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future documents if required.
## Contents

<table>
<thead>
<tr>
<th>Contacts</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme for the day</td>
<td>5</td>
</tr>
<tr>
<td>PowerPoint slides</td>
<td>6</td>
</tr>
</tbody>
</table>


Contacts

AS and A-level PE customer support team
E: pe@aqa.org.uk
T: 01483 477822

Teacher support manager
Eilish Gorse

CPD manager
Ros Nixon

E: teachercpd@aqa.org.uk
T: 0161 957 3646
Programme for the day

Overview of the new AS and A-level specifications
  • Underlying principles and key features
  • Specification at a glance
  • Summary of content and assessment objectives

A-level Papers 1 and 2
  • Core content
  • The question papers and question types

AS Paper assessment
  • Core content
  • The question paper and question types

AS and A-level Non-exam assessment
  • Criteria and assessment

Support and resources
Programme of the day

Overview of the new AS and A-level specifications
- Underlying principles and key features
- Specification at a glance
- Summary of content and assessment objectives

A-level Papers 1 and 2
- Core content
- The question papers and question types

AS Paper assessment
- Core content
- The question paper and question types

AS and A-level Non-exam assessment
- Criteria and assessment

Support and resources
Objectives

• Understand the key elements of the specification structure, teaching content and assessment

• Think about the implications for teaching and learning

• Review the resources and support available

• To give you the chance to ask questions about the specification

Context

• Developed by an experienced team of teachers and examiners

• Designed to engage young people in this subject and provide effective assessments across the ability range

• Complements other qualifications in this subject, ie GCSE PE

• Submitted to Ofqual for accreditation. Approval expected by Autumn 2015

• Assuming approval, the new AS and A-level specifications are for teaching from September 2016 with first assessment for AS in summer 2017 and A-level in summer 2018.
Government requirements

Government requirements include:

• 70% theory, 30% non-exam assessment
• DfE stipulated theoretical content
• Reduced activity list, same across all boards
• Students assessed in only one activity as either player/performer or coach
• Minimum of 5% of overall assessment on quantitative skills


Underlying principles

• Built on the foundations of our current specification
• Co-teachability of AS and A-level
• Relevant, familiar and accessible content
• Suitable for mixed ability classes
• Progression to HE or the world of work
• New AQA resources to help planning, teaching and assessing
### AS and A-level: Assessment objectives

| AO1 | Demonstrate knowledge and understanding of factors that underpin performance and involvement in physical activity and sport (20-25%) |
| AO2 | Apply knowledge and understanding of factors that underpin performance and involvement in physical activity and sport (20-25%) |
| AO3 | Analyse and evaluate factors that underpin performance and involvement in physical activity and sport (20-25%) |
| AO4 | Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance (30%) |

### A-level: Specification at a glance

<table>
<thead>
<tr>
<th>Component 1: Factors affecting participation in physical activity and sport</th>
<th>Written Paper</th>
<th>35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2 hour written paper</td>
<td>• 105 marks</td>
<td>• Combination of multiple choice, short answer and extended writing questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 2: Factors affecting optimal performance in physical activity and sport</th>
<th>Written Paper</th>
<th>35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2 hour written paper</td>
<td>• 105 marks</td>
<td>• Combination of multiple choice, short answer and extended writing questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 3: Non-exam assessment: Practical performance in physical activity and sport</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 90 marks</td>
<td>• Internal assessment, external moderation</td>
</tr>
</tbody>
</table>
AS: Specification at a glance

| Component 1: Factors affecting participation in physical activity and sport | 70% | • 2 hour written paper  
• 84 marks  
• Combination of multiple choice, short answer and extended writing questions |
| Component 2: Non-exam assessment: Practical performance in physical activity and sport | 30% | • 90 marks  
• Internal assessment, external moderation |

Why choose the AS and A-level specifications - 1?

• Familiar content designed by teachers, higher education and the Youth Sport Trust, retaining much of the current subject content
• The AS and A-level are designed to be fully co-teachable within the first year of study
• Assessment you can trust with clear, well-structured mark schemes and exemplar materials
• The AS, A-level and GCSE have been developed in tandem creating a consistent approach to teaching and assessment throughout our suite of physical education qualifications
Why choose the AS and A-level specifications - 2?

- New and contemporary topics, relevant to today’s sporting world, will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies.
- Content is divided clearly across the papers, helping students to see exactly which part of the specifications they are being assessed on.
- Our detailed specifications clearly show the skills and knowledge required in each topic.
- Our suite of resources will include face-to-face and online training events, schemes of work, lesson plans, exemplar student responses and exemplar practical footage.
- In addition to our free resources, Hodder Education has been selected to enter our approval process to create textbooks for GCSE, AS and A-level Physical Education.

A-level: Paper 1
A-level: Structure of question Paper 1

- 2 hours
- 35% of total marks
- Three sections
- Combination of multiple-choice, short answer and extended writing questions

A-level: Subject content for Paper 1

- Applied anatomy and physiology
- Skill acquisition
- Sport and society
A-level: Key content changes - Paper 1

Applied anatomy and physiology
• health, fitness and exercise – no longer assessed
• analysis of movement – no longer applied to specific sporting actions
• impact of specialist training method on energy systems

Skill acquisition
• theories of learning – constructivism – social development theory (Vygotsky)
• information processing – Whiting’s model only

Sport and society
• basic sociological terminology to help understanding of equal opportunity issues
• clearly defined historical eras with a focus on three key sports; association football, lawn tennis and track and field events
• development of female elite athletes in the above sports

A-level: Subject content changes – resources available

<table>
<thead>
<tr>
<th>Topics Assessed</th>
<th>No longer assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied anatomy and physiology</td>
<td>PHED1 Applied Exercise Physiology: Health, exercise and fitness.</td>
</tr>
<tr>
<td>Skill acquisition</td>
<td>PHED1 Opportunities for Participation: Section 2 – The current provision for active leisure.</td>
</tr>
<tr>
<td>Sport and society</td>
<td>PHED1 Opportunities for Participation: Section 3 – The role of schools and national governing bodies in creating opportunities for increasing participation (except Whole Sport plans).</td>
</tr>
<tr>
<td>Biomechanical movement</td>
<td></td>
</tr>
<tr>
<td>Sport psychology</td>
<td></td>
</tr>
<tr>
<td>Sport and society and the role of technology in physical activity sport.</td>
<td></td>
</tr>
</tbody>
</table>

Visit: aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7581/planning-resources
A-level: Paper 2

A-level: Structure of Paper 2

- 2 hours
- 35% of total marks
- Three sections
- Combination of multiple-choice, short answer and extended writing questions
A-level: Subject content for Paper 2

- Exercise physiology and biomechanics
- Sports psychology
- Sport and society and technology in sport

A-level: Key content changes - Paper 2

- Exercise physiology and biomechanics
  - Injury prevention – assessed in more detail
  - fluid mechanics – new content
- Sports psychology
  - Vealey’s model of self confidence
- Sport and society and technology in sport
  - three main organisations; national governing bodies, national institutes of sports and UK Sport
  - technology
    - understanding of sports technology for analytics
    - functions of sports analytics
    - development of facilities and equipment and impact on participation and performance
Examples of A-level questions

Questions on A-level papers
Time for a 5 minute break

AS: Paper
AS: Content for Paper

Section A - Applied physiology
  • Applied anatomy and physiology
  • Exercise physiology
  • Biomechanical movement

Section B – Skill acquisition and sports psychology

Section C – Sport and society and technology in sport
  • Sport and society
  • Sport and society and the role of technology in physical activity and sport

AS: Structure of Question Paper

• 2 hours
• 70% of total marks
• Three sections
• Combination of multiple-choice, short answer and extended writing questions
Examples of AS questions

Co-teaching opportunities for AS and A-level

- It is possible to teach AS and first year A-level students in the same class
- Year one A-level content is the same as AS content, the differentiation is in the assessment
- Students starting with the intention of taking just the AS will have the option of continuing to A-level (as at present)
- AS forms a coherent and stimulating PE course in its own right providing a sound introduction to the subject
Questions on AS

AS and A-level: Non-exam assessment (NEA)
AS and A-level: Non-exam assessment criteria

- 30% non-exam assessment, broken down into two sections:
  - 15% - students are assessed as a player/performer or coach in the full context of one activity from the list provided
  - 15% - written or verbal analysis and evaluation of either their own or the performance of another

- Internal assessment, external moderation

- Each marked out of 45 marks – total 90 marks

Performance assessment (practical performance)

- 15% of overall qualification

- 45 marks

- students assessed in one activity as a either player/performer or coach

- students can only be assessed in activities listed in the specification

- for each activity, students will be assessed in three areas of assessment, each worth 15 marks
### Activity list

<table>
<thead>
<tr>
<th>Amateur Boxing</th>
<th>Association football</th>
<th>Athletics</th>
<th>Badminton</th>
<th>Basketball</th>
<th>Camogie</th>
<th>Canoeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cricket</td>
<td>Cycling</td>
<td>Dance</td>
<td>Diving</td>
<td>Gaelic football</td>
<td>Golf</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Handball</td>
<td>Hockey</td>
<td>Equestrian</td>
<td>Hurling</td>
<td>Kayaking</td>
<td>Lacrosse</td>
<td>Netball</td>
</tr>
<tr>
<td>Rock climbing</td>
<td>Rowing</td>
<td>Rugby league</td>
<td>Rugby union</td>
<td>Sculling</td>
<td>Skiing</td>
<td>Snowboarding</td>
</tr>
<tr>
<td>Squash</td>
<td>Swimming</td>
<td>Table tennis</td>
<td>Tennis</td>
<td>Trampolining</td>
<td>Volleyball</td>
<td></td>
</tr>
</tbody>
</table>

### Specialist Activity

<table>
<thead>
<tr>
<th>Blind cricket</th>
<th>Boccia</th>
<th>Goal ball</th>
<th>Powerchair football</th>
<th>Polybat</th>
<th>Table cricket</th>
<th>Wheelchair basketball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheelchair football</td>
<td>Wheelchair rugby</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Areas of assessment for NEA – amateur boxing
Performance analysis assessment – analysis and evaluation

- 15% of overall qualification
- 45 marks
- Students will be assessed on:
  - i. analysis (20 marks)
  - ii. evaluation (25 marks)
- Students can analyse and evaluate their own performance or the performance of another person
- Analysis and evaluation can only be carried out on an activity listed in the specification
- Can be carried out in either written or verbal format – if verbal, audio-visual evidence

Performance analysis assessment – analysis and evaluation

- All causes and corrective measures used by the students must be from the theoretical content within the specification
- At AS the analysis is of one weakness from Area of assessment 1
- At A-level the analysis is of two weaknesses, one from Area of assessment 2 and one from Area of assessment 3
- May choose one cause/corrective measure (to show depth of knowledge) or may choose to discuss more than one relevant cause/corrective measure (to show breadth and depth)
Performance analysis assessment – marking criteria for analysis and evaluation of performance

Questions on non-exam assessment
### Resources - 1

<table>
<thead>
<tr>
<th>Current</th>
<th>Spring 2016</th>
<th>On-going</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specimen assessment materials (SAMs)</td>
<td>An additional set of SAMs</td>
<td>AQA website</td>
</tr>
<tr>
<td>Subject specific vocabulary</td>
<td>Exemplar practical footage and accompanying commentaries</td>
<td>e-AQA – Secure Key Materials</td>
</tr>
<tr>
<td>Command words</td>
<td>Exemplar analysis and evaluation work and accompanying commentaries</td>
<td>TOLS</td>
</tr>
<tr>
<td>Summary of changes</td>
<td>Training: free full day face-to-face preparing to teach events or 2 hour twilight live online events, from April 2016</td>
<td>Enhanced result analysis (ERA)</td>
</tr>
<tr>
<td>Specification comparison: AQA new to competitors' current</td>
<td></td>
<td>Exaampro</td>
</tr>
<tr>
<td>Specification comparison: AQA new to competitors' new</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-teachability guidance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AQA ongoing support and resources
Resources 2 – Plan, Teach and Assess

AS Physical Education

Teaching resources

Exampro

Physical Education

Available subjects
- GCSE Physical Education
- A Level Physical Education

Order

Exampro serves one billion! It’s very useful to be able to drag and drop questions by subject.
Timeline 1

 Draft
 Specification and specimen Question Papers, and Mark Schemes published

 Accredited
 Specification published

 First teaching of
 AS/A-level in Subject

 FREE Introductory events online and face to face
 FREE Preparing to Teach events
 CPD events face-to-face
 Teacher and learner resources published
 Current specification Feedback events online

 Teacher and learner resources published

 July September October November to March April to September 2016 September 2016

 Contact points for more information and guidance

 AS and A-level PE Customer support team
 E: pe@aqa.org.uk
 T: 01483 477822

 Teacher support manager
 Eilish Gorse

 CPD manager
 Ros Nixon

 E: teachercpd@aqa.org.uk
 T: 0161 957 3646
Next steps – things to consider

• what is your centre policy on AS entry?
• co-teachability or linear exams?
• teaching and learning strategies eg impact of AOs on teaching strategies or what can you learn from other subjects?
• staff awareness of new AS and A-level structure as separate qualifications
• staff expertise in specialist areas
• familiarisation with the AQA website

Training courses
• Current specification – feedback events in October and November 2015
• New specification – free face-to-face and online preparing to teach events in spring 2016

Final questions
Thank you

We are an independent education charity and the largest provider of academic qualifications for all abilities taught in schools and colleges.

Our aim is to enable students to realise their potential and provide teachers with the support and resources they need so that they can focus on inspiring learning.

aqa.org.uk