



Preparing to teach New AS / A-Level Physical Education

April Wright

First teaching September 2016

Structure of the session

- External assessment at AS and A-level PE
- Co-teaching AS and A-level PE
- NEA (non-exam assessment) requirements and assessment
- Schemes of work and other support and resources available

The new AS specification



AS-level: Specification at a glance

Component 1: Factors affecting participation in physical activity and sport Written Paper	70%	<ul style="list-style-type: none">• 2 hours written paper• 84 marks• Combination of multiple choice, short answer and extended writing questions• Section A – Applied physiology (28 marks)• Section B – Skill acquisition and sports psychology (28 marks)• Section C – Sport and society and technology in sport (28 marks)
Component 2: Practical performance in physical activity and sport Non-exam assessment	30%	<ul style="list-style-type: none">• 90 marks• Practical performance (45 marks)• Analysis and evaluation (45 marks)• Internal assessment, external moderation

AS theoretical content and skills

Section A – Applied physiology (28 marks)

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics

Section B – Skill acquisition and sports psychology (28 marks)

- Skill acquisition
- Sport psychology

Section C – Sport and society and technology in sport (28 marks)

- Sport and society
- Technology in sport

AS and A-level Assessment Objectives

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 (15%) |
| | Analyse and evaluate performance (15%) |

The new A-level specification

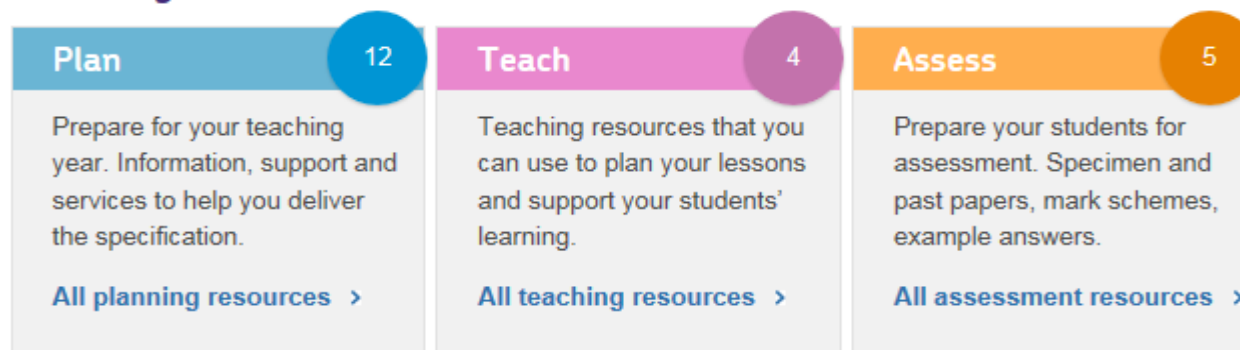


A-level: Specification at a glance

Component 1: Factors affecting participation in physical activity and sport Written Paper	35%	<ul style="list-style-type: none">• 2 hours written paper• 105 marks• Combination of multiple choice, short answer and extended writing questions• Section A – Applied anatomy and physiology (35 marks)• Section B – Skill acquisition (35 marks)• Section C – Sport and society (35 marks)
Component 2: Factors affecting optimal performance in physical activity and sport Written Paper	35%	<ul style="list-style-type: none">• 2 hours written paper• 105 marks• Combination of multiple choice, short answer and extended writing questions• Section A – Exercise physiology and biomechanics (35 marks)• Section B – Sport psychology (35 marks)• Section C – Sport and society and technology in sport (35 marks)
Component 3: Practical performance in physical activity and sport Non-exam assessment	30%	<ul style="list-style-type: none">• 90 marks• Practical performance (45 marks)• Analysis and evaluation (45 marks)• Internal assessment, external moderation

Co-teaching flowchart

Teaching resources



Physical Education (7582)

- Introduction
- Specification at a glance
- Subject content
- Scheme of assessment
- Non-exam assessment administration
- General administration
- Planning resources**
- Teaching resources
- Assessment resources

Planning resources

Prepare for your teaching year. Information, support and services to help you deliver the specification.

- Companion guide (1.1 MB)
- Guidance on co-teaching: Flowchart (111.8 KB)
- Key dates and changes: Timeline (155.6 KB)
- Launch meetings: General information (556.0 KB)
- Launch meetings: Non-exam assessment (NEA) (2.1 MB)
- Launch meetings: Presentation (1.7 MB)
- Launch meetings: Resources (1.3 MB)
- [> Launch meetings: webcast](#)
- Launch meetings: Written question exemplars and mark schemes (746.0 KB)
- Summary of changes: Guide (236.2 KB)
- Switching to AQA from Edexcel: Guide (138.4 KB)
- Switching to AQA from OCR: Guide (140.5 KB)

Questions targeting synoptic assessment – AS and A-level

- Synoptic assessment will be targeted in each written component
- These questions will require students to draw together knowledge, skills and understanding from more than one of the seven main topics
- They can draw on content from **any topic**, regardless of which component that topic is predominantly assessed in
- Questions targeting synoptic assessment at **AS** will be in **at least two** of the 8 mark extended answer questions in each series
- Questions targeting synoptic assessment at **A-level** will be in **at least two** of the 15 mark extended answer questions and **at least one** of the 8 mark questions **across both** papers (not in each paper)

AS and A-level examination questions



Command words 1

Command word	Meaning
Analyse	Separate information into components and identify their characteristics.
Apply	Put into effect in a recognised way.
Assess	Make an informed judgement.
Calculate	Work out the value of something.
Comment	Present an informed opinion.
Compare	Identify similarities and or differences.
Complete	Finish a task by adding to given information.
Consider	Review and respond to given information.
Contrast	Identify differences.
Define	Specify meaning.
Describe	Set out characteristics.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
Evaluate	Judge from available evidence.
Explain	Set out purposes or reasons.
Give	Produce an answer from recall.
Identify	Name or otherwise characterise.
Interpret	Translate information into recognisable form.
Justify	Support a case with evidence.
Label	Provide appropriate names on a diagram.
Name	Identify using a recognised technical term.
Outline	Set out main characteristics.
Plot	Mark on a graph.
State	Express clearly and briefly.
Sketch	Draw approximately.
Suggest	Present a possible case/solution

Question types: short answer

AS paper, question 20

Which **one** of the following was played in pre-industrial society?

- A** Association football
- B** Lawn tennis
- C** Rationalised track and field events
- D** Real tennis

☐
☐
☐
☐

[1 mark]

Question types: short answer

AS paper, question 1

0 1

Heart rate is controlled by the cardiac conduction system.

Which one of the following is the order of the cardiac conduction system?

A Atrioventricular node, sinoatrial node, bundle of His, Purkinje fibres

☐

B Atrioventricular node, sinoatrial node, Purkinje fibres, bundle of His

☐

C Sinoatrial node, atrioventricular node, bundle of His, Purkinje fibres

☐

D Sinoatrial node, atrioventricular node, Purkinje fibres, bundle of His

☐

[1 mark]

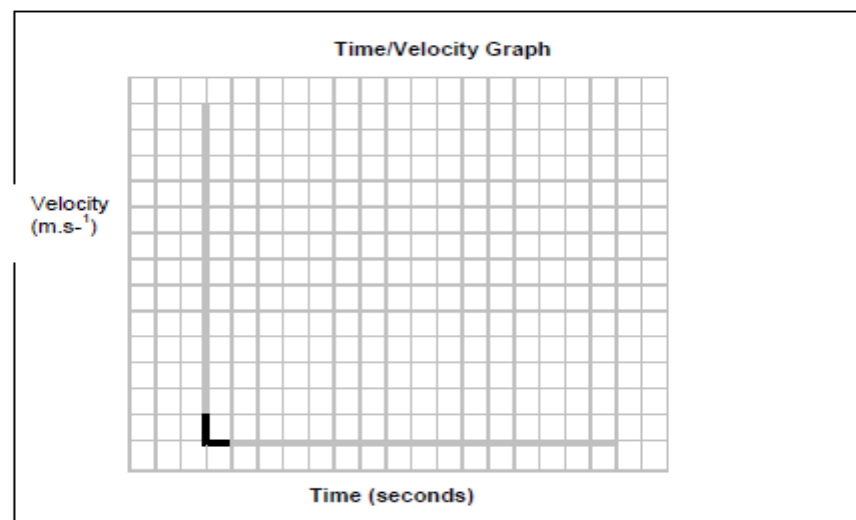
Question types: short answer

A-level paper 2, question 03

0 3

Table 1 shows time and velocity data for the first 6 seconds of a 100m sprint.

Table 1							
Time (seconds)	0	1	2	3	4	5	6
Velocity (m.s^{-1})	0	7	8.5	9	9.5	10	9.5



0 3

. 1

Plot the points from Table 1 on the time/velocity graph.

[2 marks]

0 3

. 2

Identify the period of time when acceleration was the greatest.

[1 mark]

Question types: longer response

A-level paper 2, question 17

State how the technological development of facilities and equipment can help to optimise elite performance.

[4 marks]

A-level paper 1, question 03.2

Explain how wave summation allows a gymnast to gain the required height in a floor routine.

[3 marks]

Question types: banding

AS paper, question 23

2 3

Explain how the modern form of association football can match the concept of sport.
[6 marks]

Question types: quantitative skills

A-level paper 2, question 11

Figure 3 shows Weiner's Model of attribution.

Figure 3

		Locus of Causality	
Locus of stability		Internal	External
	Stable	Ability	C
	Unstable	B	D

Define the term attribution and, using sporting examples, describe the different attributions labelled **B**, **C** and **D**.

[4 marks]

Question types: extended response

A-level paper 1, question 05

0 5

In relation to energy transfer, evaluate the use of altitude training to increase fitness for performance in a 1500m running event.

[8 marks]

Student responses 1 and 2

Marking activity

A-level paper 1, question 05

Mark scheme

Marks for this question: AO1 = 2, AO2 = 3 and AO3 = 3

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Marking activity: Levels

A-level paper 1, question 05

Level	Marks	Description
4	7-8	Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.
3	5-6	Knowledge is usually accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is often used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
2	3-4	Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.
1	1-2	Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus.
	0	No relevant content.

Marking activity: Levels

A-level paper 1, question 05

Possible content may include:

AO1 – Knowledge

Knowledge of altitude training using simple statements, eg altitude training involves working above 5000 feet. Altitude training is used to develop aerobic energy system. It can cause altitude sickness.

AO2 – Application

Identified and explained principles of the method for the 1500m, eg at first, the 1500m runner will be unable to train as hard as normal due to lack of oxygen resulting in detraining. After time, altitude training develops aerobic energy system and so aerobic power because there is an increase in red blood cells at altitude due to an increase in EPO. This is needed by a 1500m runner because the 1500m run predominantly uses aerobic system to create ATP.

AO3 – Analysis/Evaluation

Evaluated altitude training as a suitable method for the 1500m runner, eg due to altitude sickness some athletes may be unable to train therefore decreasing aerobic energy transfer. However, if successful, altitude training develops aerobic energy system. A 1500m runner predominantly uses aerobic system to create ATP. A 1500m runner requires good levels of aerobic endurance to perform well in this event. However, due to the fact that a 1500m runner will use anaerobic systems (get a good start or overtake other runners) in potentially large sections of the race then altitude training might be more suited to a marathon runner/10 000m runner which would be classed as more of an endurance event. Alternatively, the 1500m could also combine altitude training with HIIT training to also develop the anaerobic energy systems.

Credit other relevant evaluation points of the use of altitude training to increase performance in a 1500m running event. Answers must be in relation to energy transfer.

Question types: extended response (synoptic)

A-level paper 2, question 20

Evaluate the effectiveness of technology as a deterrent for deviant behaviour in sport.

[15 marks]

AS / A-level non-exam assessment



Reduced activity list

Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

Practical performance in physical activity and sport

- 30% non-exam assessment
- 90 marks
- Internal assessment, external moderation
- Broken down into two sections:
 - i. performance assessment (practical performance)
 - ii. performance analysis assessment (analysis and evaluation)

Performance assessment (practical performance)

- 15% of overall qualification
- 45 marks
- Students assessed in one activity as a **player/performer or coach**
- Students can only be assessed in activities listed in the specification
- AS – assessment of **core** skills in **full sided** version of the activity
- A-level – assessment of **advanced** skills in **full sided** version of the activity

Performance assessment (practical performance)

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

Moderation

- Visiting moderation for performance assessment
- Moderation by post for performance analysis assessment
- Total for performance assessments and performance analysis assessments to be submitted to moderator **before** he/she selects sample
- Expect performances to be repeatable, ie expect performances at moderation to justify marks awarded
- Audio-visual evidence has to be made for any assessment/activity that cannot be replicated at live moderation
- Schools/colleges have to make audio-visual recording of the performances seen at the moderation visit
- This is so that schools or colleges can challenge the outcome of moderation
- Will not know the outcome of moderation until results day

Moderation timeline



January to February

- Moderator contacts school to arrange date of visit for practical

March to May

- School sends marks to moderator no later than two weeks before visit
- Moderator selects sample of assessments and inform school of students and activities no earlier than one week before the visit
- Moderation visit occurs – it is responsibility of school to ensure that sample students are available, activities set up, there are sufficient students to make up numbers and performances at moderation are filmed
- School submit marks for all assessments, including performance analysis task, to AQA and moderator
- Moderator selects sample of performance analysis task – same students as selected for practical performance
- School sends sample of work to moderator in the post

August

- Results issued – school don't find out outcome of moderation until results day
- EaR period opens

September

- EaR period closed

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 continued

- 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)

Support and resources for AS and A-level



AQA support and resourcing 1

AQA tools to help you:

- AQA website – subject pages – Plan, Teach and Assess
- e-AQA
- ERA (Enhanced Results Analysis)
- Secure Key Materials
- Training courses



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Have you got ULNs for your students?

From January 2014, all students entered for an exam in English schools will be required to have a ULN (unique learner number). You can start to obtain these now from LRS. [Read more...](#)

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Entry requirements for 2014

To help us ensure we have the right support in place for you in 2014, please tell us your plans. [Read more...](#)

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[Preliminary material and early question papers](#)

Summary of teaching resources

- Exemplar responses to exam questions, with accompanying commentaries
- Second set of specimen question papers and mark schemes
- Practical exemplar clips, with accompanying commentaries
- Analysis and evaluation exemplars, with accompanying commentaries
- Hodder Education textbooks

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PE subject team

T: 01483 477822

E: pe@aqa.org.uk

Teacher support manager

Eilish Gorse

CPD manager

Ros Nixon

View more courses and events on:
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