GCSE

Rewarding Learning

CCEA GCSE Specification in

Physical Education

Updated: 3 April 2023



For first teaching from September 2017
For first assessment in Summer 2019
For first award in Summer 2019
Subject Code: 7210

Contents

1	**Introduction**	**3**
1.1	Aims	4
1.2	Key features	4
1.3	Prior attainment	4
1.4	Classification codes and subject combinations	5
2	**Specification at a Glance**	**6**
3	**Subject Content**	**8**
3.1	Component 1: Factors Underpinning Health and Performance	8
3.2	Component 2: Developing Performance	35
3.3	Component 3: Individual Performances in Physical Activities and Sports	44
4	**Scheme of Assessment**	**48**
4.1	Assessment opportunities	48
4.2	Assessment objectives	48
4.3	Assessment objective weightings	49
4.4	Quality of written communication	49
4.5	Reporting and grading	49
5	**Grade Descriptions**	**50**
6	**Guidance on Controlled Assessment**	**55**
6.1	Controlled assessment review	55
6.2	Skills assessed by controlled assessment	55
6.3	Level of control	56
6.4	Task setting	56
6.5	Task taking	56
6.6	Task marking	57
6.7	Internal standardisation	58
6.8	Moderation	58
7	**Curriculum Objectives**	**59**
7.1	Cross-Curricular Skills at Key Stage 4	59
7.2	Thinking Skills and Personal Capabilities at Key Stage 4	61
8	**Links and Support**	**63**
8.1	Support	63
8.2	Examination entries	63
8.3	Equality and inclusion	63
8.4	Contact details	64

Appendix 1 **65**
Glossary of Terms for Controlled Assessment Regulations

Appendix 2 **67**
Assessment Criteria for Component 3

Subject Code 7210
QAN 603/0738/9

A CCEA Publication © 2016

This specification is available online at www.ccea.org.uk

Updated: 3 April 2023

1 Introduction

This specification sets out the content and assessment details for our GCSE course in Physical Education. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles; and
- Northern Ireland GCE and GCSE Qualifications Criteria.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a linear course. The guided learning hours, as for all our GCSEs, are 120 hours.

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to www.ccea.org.uk

1.1 Aims

This specification aims to encourage students to:

- develop an appreciation of physical education in a wide range of contexts;
- develop theoretical knowledge and understanding of health and performance to evaluate and improve these in physical activities and sports;
- understand how the physiological and psychological state affects health and performance in physical activities and sports;
- perform efficiently, effectively and consistently in different physical activities and sports by developing their physical fitness, skills and techniques;
- select and use strategies, tactics and/or compositional ideas;
- develop their ability to analyse, evaluate and implement safe, appropriate and effective plans to improve health and performance in physical activities and sports;
- develop knowledge and understanding of the active leisure industry and how it contributes to developing good health and outstanding physical performance; and
- develop knowledge and understanding of successful event management and be able to plan active leisure events.

1.2 Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It helps students to develop a well-rounded skill set for adult life and employment.
- It encourages students to be inspired, motivated and challenged and enables them to make informed decisions about further learning opportunities and career pathways.
- Students are introduced to health, the active leisure industry, physical fitness and performing effectively in physical activities and sports by combining various academic and physical challenges.
- The three components of the specification are integrated, so what students learn for the written examinations is applied in the practical component and vice versa.
- It provides a good base for further study at advanced level, for example GCE Sports Science and the Active Leisure Industry.

1.3 Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

1.4 Classification codes and subject combinations

Every specification has a national classification code that indicates its subject area. The classification code for this qualification is 7210.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

2 Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Component 1: Factors Underpinning Health and Performance	External written examination 1 hour 15 mins Students answer short response questions and questions that require extended writing. 100 marks	25%	**This is a linear qualification.** **Assessment is available each Summer from 2019.**
Component 2: Developing Performance	External written examination 1 hour 15 mins Students answer short response questions and questions that require extended writing. 100 marks	25%	

Content	Assessment	Weightings	Availability
Component 3: Individual Performances in Physical Activities and Sports	Controlled assessment (a) Students are assessed on the consistent quality, efficiency and effectiveness of their performances in physical activities and/or sports. Students perform **three** physical activities and/or sports from the list that we supply. For **one** physical activity or sport, the assessment may be based on the consistent quality, efficiency and effectiveness of the student's performance as an **event manager**. 3 × 50 = 150 marks and (b) Students are assessed on the consistent quality of their analysis and evaluation of their own and others' performances. 50 marks	50%	**This is a linear qualification.** **Assessment is available each Summer from 2019.**

3 Subject Content

We have divided this course into three components. The content of each component and the respective learning outcomes appear below.

3.1 Component 1: Factors Underpinning Health and Performance

This component is organised into the following three sections:

3.1.1 The Body at Work;
3.1.2 Health and Lifestyle Decisions; and
3.1.3 The Active Leisure Industry.

This component is worth 25 percent of the total marks and is assessed in a 1 hour 15 minute written examination that includes short response questions and questions which require extended writing.

3.1.1 The Body at Work

In this section, students develop knowledge and understanding of how the body works. This enhances their understanding of the changes that take place in body systems as a result of exercise, training and skill development. This can help them understand the effects that these changes have on their performances in physical activities and sports.

Content	Learning Outcomes
Skeletal system	Students should be able to: • demonstrate understanding of how the following functions of the skeleton affect performances in physical activities and sports: – shape or support; – blood cell production; – protection; – movement; and – mineral storage.

Content	Learning Outcomes
Skeletal system (cont.)	Students should be able to: • demonstrate understanding of how the following parts of synovial joints function during performances in physical activities and sports: – synovial capsule; – synovial membrane; – synovial fluid; – bursae; – cartilage; – ligaments; and – tendons; • demonstrate understanding of the following classifications of synovial joints and locate where they can be found in the body: – hinge; – ball and socket; – pivot; – saddle; – gliding; and – condyloid; • demonstrate understanding of which of the following movements are possible at the different synovial joints when performing in physical activities and sports: – flexion; – extension; – rotation; – circumduction; – plantar-flexion; – dorsi-flexion; – abduction; and – adduction; and • demonstrate understanding of the following long-term effects of exercise and optimal training on the skeletal system: – skeletal tissues become stronger by reinforcing the criss-cross matrix structure of the bones; – cartilage thickens, which helps to cushion the joints; and – tendons thicken and can withstand greater muscle force.

Content	Learning Outcomes
Muscular system	Students should be able to: • demonstrate understanding of how the following functions of the muscular system affect performances in physical activities and sports: – movement (voluntary and involuntary); – supporting and maintaining good posture; and – producing heat to keep the body warm by contraction; • demonstrate understanding of the following aspects of how skeletal muscles work to control actions during physical activities and sports: – the action of prime movers (agonist or antagonist); – the difference between concentric and eccentric contractions; – the difference between isometric and isotonic contractions; and – the recruitment of muscle fibres to produce force; • demonstrate understanding of the characteristics of the following muscle fibre types and how they work during physical activities and sports: – type I (slow twitch) muscle fibres that are designed for endurance and can produce a large amount of energy over a long period of time assuming that oxygen is present; and – type II (fast twitch) muscle fibres that are designed for very high intensity activity and can contract rapidly but tire very quickly; and • demonstrate understanding of the following short-term or immediate effects of exercise on the skeletal muscles: – muscles contract more often; – blood flow to muscles increases; – muscle temperature rises; – aerobic effect; and – anaerobic effect.

Content	Learning Outcomes
Muscular system (cont.)	Students should be able to: • demonstrate understanding of the following long-term effects of optimal training on the skeletal muscles: – muscles increase in size (hypertrophy); – muscles, tendons and ligaments around joints become stronger; – an increase in the number of mitochondria allows for an increase in the rate of energy production; and – an increase in the number of myoglobin within skeletal muscle allows for greater stores of oxygen within the muscle;
Cardiovascular system	• demonstrate understanding of how the following functions of the cardiovascular system affect performances in physical activities and sports: – transporting oxygen and nutrients; – removing waste products, carbon dioxide and lactic acid; – clotting of cuts and open wounds; and – regulating body temperature (heat); and • demonstrate understanding of how the following parts of the cardiovascular system function during performances in physical activities and sports: – the double circulatory system (systemic and pulmonary); – atria, ventricles and septum; and – aorta, vena cava, pulmonary artery and pulmonary vein.

Content	Learning Outcomes
Cardiovascular system (cont.)	Students should be able to: • demonstrate understanding of the following ways in which blood vessels function during physical activities and sports in terms of blood pressure, oxygenated blood, deoxygenated blood and changes due to physical exercise: – arteries have thick, smooth, elastic walls and small lumen; – arteries transport: blood under higher pressure (than veins); blood away from the heart; and oxygenated blood only (except the pulmonary artery); – capillaries are small, narrow blood vessels and are the site for diffusion of oxygen and carbon dioxide; – veins have thinner, less elastic walls than arteries, larger lumen and non-return valves that help to return blood to the heart by preventing backflow of blood; and – veins transport: blood under lower pressure (than arteries); blood towards the heart; and deoxygenated blood only (except the pulmonary vein); and • demonstrate understanding of the following aspects of the process of blood flow around the body and the changes that occur after starting exercise: – blood has high pressure and velocity as it leaves the heart (aorta), pressure reduces as it moves through the blood vessels, blood velocity reduces dramatically as it reaches the capillary beds, blood flow is re-diverted to skeletal muscle by vasoconstriction and vasodilation (redistribution of blood), and precapillary sphincter muscles control blood entering the capillary network; and – blood returning to the heart enters the veins (vena cava), blood velocity increases, rhythmic movement of smooth muscle and the action of the skeletal muscle as the body moves helps the flow of blood, one-way valves prevent blood from flowing backwards.

Content	Learning Outcomes
Cardiovascular system (cont.)	Students should be able to: • demonstrate understanding of heart rate, stroke volume and cardiac output, the relationship among them, and how each responds to exercise as follows: – heart rate (the number of cardiac cycles per minute); – stroke volume (the volume of blood ejected from the heart per beat); – cardiac output (the volume of blood ejected from the heart in one minute); – cardiac output = stroke volume × heart rate; – heart rate rises in direct proportion to exercise intensity; and – stroke volume increases due to an increased venous return (muscle pump), therefore cardiac output increases; • demonstrate understanding of the following short-term or immediate effects of exercise on the cardiovascular system: – release of adrenaline causes heart rate to rise; – cardiac output increases; – venous return of blood increases; – carbon dioxide production increases; – body temperature increases; – blood pressure increases, therefore increasing blood flow; and – vasoconstriction and vasodilation ensure blood is redirected to areas that need it; and • demonstrate understanding of the following long-term effects of optimal training on the cardiovascular system: – heart walls become thicker and stronger, which increases stroke volume; – red blood cell count increases, which improves the body's ability to transport oxygen to the muscles; – increased capillarisation allows for more efficient gaseous exchange of oxygen and carbon dioxide; – resting heart rate decreases; and – build-up of lactic acid is much lower during high intensity activity.

Content	Learning Outcomes
Respiratory system	Students should be able to: • demonstrate understanding of how the following functions of the respiratory system affect performances in physical activities and sports: – transporting air into the lungs; – diffusion of oxygen into the blood stream; and – removing carbon dioxide and other gases from the blood; and • demonstrate understanding of how the following parts of the respiratory system function during performances in physical activities and sports: – mouth, nose and nasal cavity warms, filters and moistens the incoming air; – trachea carries air from the throat into the lungs and has tiny hairs called cilia, which catch particles of dust that are removed through coughing; – bronchi branch off into the left and right lungs; – bronchioles are smaller in diameter and lead to the alveolar sacs; – alveoli are individual, hollow cavities contained within alveolar sacs where gases are exchanged; and – the diaphragm is a broad band of muscle that sits underneath the lungs, attached to the lower ribs and sternum and forms the base of the thoracic cavity.

Content	Learning Outcomes
Respiratory system (cont.)	Students should be able to: • demonstrate understanding of the following respiratory processes during performances in physical activities and sports: – inspiration during rest (external intercostal muscles and diaphragm contract to expand the chest cavity); – expiration during rest (external intercostal muscles and diaphragm relax); – inspiration during exercise (external intercostal muscles, diaphragm, sternocleidomastoid, scalenes and pectoral minor all contract); – expiration during exercise (internal intercostal muscles and abdominals contract); and – diffusion (gases diffuse down a concentration gradient from an area of high concentration to an area of low concentration); • demonstrate understanding of how vital capacity and minute ventilation affect performances in physical activities and sports: – vital capacity (maximum amount of air exhaled after a maximal inspiration), this varies between individuals, exercise can improve vital capacity by expanding the lungs further to take in extra oxygen; and – minute ventilation = tidal volume × respiratory rate, this increases during exercise, when the breathing rate quickens and each breath becomes deeper; and • demonstrate understanding of the following short-term or immediate effects of exercise on the respiratory system: – changes are detected in the concentration of carbon dioxide and oxygen, this triggers an increase in breathing rate; and – intercostal muscles and diaphragm work harder to expand the thoracic cavity to draw in more air.

Content	Learning Outcomes
Respiratory system (cont.)	Students should be able to: • demonstrate understanding of the following long-term effects of optimal training on the respiratory system: – respiratory muscles (diaphragm and intercostal muscles) increase in strength; – an increase in vital capacity allows for greater intake of air; and – an increase in the number and diameter of capillaries surrounding the alveoli allows for more efficient gaseous exchange;
Digestive system	• demonstrate understanding of the following functions of the digestive system: – breaking down food into smaller and smaller molecules; and – collecting waste products for disposal; • demonstrate understanding of the role of the following parts of the digestive system: – mouth: ingestion and digestion, mechanical (chewing) and chemical (saliva); – stomach: digestion, mechanical (stomach muscles) and chemical (acids, enzymes, hormones); – small intestine: absorption and transfer of molecules to the blood; and – large intestine: absorption and excretion, absorbs sodium and excretes waste products; and • demonstrate understanding of the following short-term or immediate effects of exercise on the digestive system: – blood diverts to the heart, lungs and working muscles away from parts of the digestive system; – improves digestion process by strengthening muscles, which in turn makes it easier to pass food around the body; and – can slow down digestive system to conserve energy for exercise.

Content	Learning Outcomes
Nervous system	Students should be able to: • demonstrate understanding of how the following functions of the nervous system affect skilled performances in physical activities and sports: – sensory function; – interpretative function; and – motor function; • demonstrate understanding of how the following parts of the nervous system function during skilled performances in physical activities and sports: – the central nervous system: the brain (cerebrum and cerebellum); and the spinal cord; and – the peripheral nervous system: the somatic nervous system; the autonomic nervous system (sympathetic and parasympathetic nervous systems); the sensory nerves (including exteroceptors, proprioceptors and interoceptors); and the motor nerves (including controlling muscle actions); and • demonstrate understanding of the following ways in which the nervous system processes information when learning and performing the skills from physical activities and sports: – input from exteroceptors, proprioceptors and interoceptors; – decision making in the brain (short-term sensory storage, short-term memory and long-term memory); and – output (response generator and effectors).

3.1.2 Health and Lifestyle Decisions

In this section, students learn about how the body and mind need to be used positively and looked after to function well and maintain good health. They also learn about how lifestyle decisions can help or hinder health. Students develop knowledge and understanding of the positive and negative consequences of lifestyle decisions and learn how to plan a healthy lifestyle.

Content	Learning Outcomes
Health	Students should be able to: • demonstrate understanding of the following aspects of health: – the concept of health; – physical health; – mental health; and – social health;
Mental health	• demonstrate understanding of and apply the advice and recommendations for mental well-being from the Public Health Agency (PHA); • demonstrate understanding of the following positive benefits of maintaining mental well-being: – ability to cope with challenge; – resilience; – ability to function well with others; – coping skills for life; – effectively managing emotions; – an honest self-regard and self-esteem; and – the ability to view the world honestly, accurately and realistically; and • demonstrate understanding of the following negative consequences of neglecting mental well-being: – poor physical health; – sedentary lifestyle; – decreased motivation; – loss of appetite leading to poor nutritional intake; – difficulty dealing with trauma; and – high amounts of stress (excess stress can lead to cardiac problems).

Content	Learning Outcomes
Mental health (cont.)	Students should be able to: • demonstrate understanding of the following negative coping skills that result from neglecting mental well-being: – using drugs, including stimulants and sedatives; – excessive alcohol use; – denial; – self-harm; – ignoring or denying feelings; – avoiding problems; and – excessive working; • analyse, interpret and evaluate information and/or data about mental health;
Social health	• demonstrate understanding of and apply the advice and recommendations for social well-being from the PHA; • demonstrate understanding of the following benefits of maintaining social well-being: – confidence in meeting people and making friends; – self-belief in co-operating and working with others; and – motivation to participate and compete in life; • demonstrate understanding of the following consequences of neglecting social well-being: – adverse effect on mental health; – loss of self-belief and self-esteem; – loss of confidence to embrace challenges; – deteriorating physical health; and – increased stress; • analyse, interpret and evaluate information and/or data about social health; and
Physical health: exercise	• demonstrate understanding of and apply the advice and recommendations on exercise and physical activity from the PHA.

Content	Learning Outcomes
Physical health: exercise (cont.)	Students should be able to: • demonstrate understanding of the following benefits of maintaining physical well-being: – how increasing physical activity through improving components of physical fitness can lead to a healthy lifestyle; – how exercise improves levels of physical fitness and muscle hypertrophy; – how exercise controls weight; – how exercise combats health conditions and diseases; – how exercise improves mental health, social competence and sleep quality; • demonstrate understanding of the following consequences of a sedentary lifestyle: – increased risk of chronic disease, for example coronary heart disease, diabetes, bowel cancer and osteoporosis; – increased risk of cognitive decline, for example dementia; – loss of lean muscle tissue (atrophy); – increased risk of depression; and – less efficient immune system; • analyse, interpret and evaluate information and/or data about developing and maintaining physical well-being and the consequences of a sedentary lifestyle; and • demonstrate understanding of the difference between 'physical fitness for health' and 'physical fitness for performance': – physical fitness for health: a baseline of appropriate and sufficient exercise or activity to keep the body in reasonable working order; and – physical fitness for performances in physical activities and sports: a higher baseline of regular and appropriate exercise so that the body is in the best shape possible to perform the physical requirements of the physical activities and sports as efficiently and effectively as possible.

Content	Learning Outcomes
Physical health: exercise (cont.)	Students should be able to: • demonstrate understanding of the following components of physical fitness and select appropriate types and methods of exercise to develop health-related fitness in these components: – aerobic energy production; – muscular endurance; – muscular strength; – flexibility; and – body composition; • demonstrate understanding of the following principles of training and apply the principles to plan safe, appropriate and effective weekly health-related exercise programmes for a range of individuals and their circumstances: – FITT (frequency, intensity, time and type of exercise); and – SPORRT (specificity, progression, overload, recovery, reversibility, and tedium); • analyse, interpret and evaluate information and/or data about: – the components of physical fitness; – the appropriateness of different types of exercises; – the methods of training; and – applying the principle of training to develop and maintain health-related physical fitness; and • demonstrate understanding of how to carry out fitness testing for the following components so that the results are valid, reliable and allow progress to be monitored or results to be compared: – aerobic fitness; – muscular endurance; – muscular strength; – flexibility; and – body composition.

Content	Learning Outcomes
Physical health: exercise (cont.)	Students should be able to: • present, analyse, interpret and evaluate information and/or data from health-related fitness test results in the following components and, based on informed evaluations, draw conclusions and make sound recommendations: – aerobic fitness; – muscular endurance; – muscular strength; – flexibility; and – body composition; • demonstrate understanding of the benefits of carrying out appropriate risk assessments before taking part in physical activities and sports; • demonstrate understanding of how to carry out risk assessments (for example the Physical Activity Readiness Questionnaire) and analyse, interpret and evaluate the findings; • demonstrate understanding of what actions to take to minimise the risks from potential hazards in physical activities and sports and the possible consequences if the hazards are ignored; and • analyse, interpret and evaluate information and/or data about risk assessments and the actions taken to minimise the risks from potential hazards.

Content	Learning Outcomes
Physical health: nutrition	Students should be able to: • demonstrate understanding of and apply the advice and recommendations on nutrition from the PHA; • demonstrate understanding of the following benefits of having a balanced, healthy nutritional plan (diet): – balanced energy input and output; – controls weight; – prevents disease and infection (improved function of the immune system); – reduced risk of chronic diseases such as cancer, high blood pressure, diabetes and heart disease; – helps in promoting good mental function and enhances memory; – boosts energy and helps beat the effects of tiredness and fatigue; and – enhances the ability to concentrate and alter mood; • demonstrate understanding of the following consequences of unbalanced nutritional plans or erratic eating patterns on the health of the body and mind (for example overeating, not eating enough, eating the wrong balance of foods and taking insufficient or inappropriate fluids): – risk of chronic diseases (heart disease, bowel cancer, diabetes and stroke); – unused energy stored as fat and resulting in obesity; and – vitamin and mineral deficiency (for example a vitamin A deficiency can cause blindness, while a vitamin C deficiency can cause scurvy, which results in dental problems); and • analyse, interpret and evaluate information and/or data about advice and recommendations on the benefits of maintaining a balanced, healthy nutritional plan (diet) and on the consequences of having an unbalanced diet or erratic eating pattern.

Content	Learning Outcomes
Physical health: nutrition (cont.)	Students should be able to: • demonstrate understanding of the following components of food: – carbohydrates; – fats; – proteins; – vitamins; – minerals; – dietary fibre; and – water; • demonstrate understanding of how the following factors affect energy needs: – metabolism; – age; – body size; – body composition; – gender; – physical activity levels; and – climate; • present, analyse, interpret and evaluate information and/or data about the following nutritional information provided on food and drink for healthy eating: – general labelling; – ingredients; – Food Standards Agency traffic light system; – nutritional information; and – allergen information;
Physical health: sleep	• demonstrate understanding of and apply the advice and recommendations on sleep from the PHA; • analyse, interpret and evaluate information and/or data about the advice and recommendations on sleep for physical well-being; and • demonstrate understanding of the following benefits of maintaining quality sleep: – helps growth and repair; – improves concentration, learning and memory; – boosts mental well-being; – boosts the immune system; and – improves physical performance.

Content	Learning Outcomes
Physical health: sleep (cont.)	Students should be able to: • demonstrate understanding of the following consequences of sleep deprivation: – severe fatigue resulting in poor concentration and fatigue in carrying out everyday tasks; – sleep deficiency is linked to disease (for example an increased risk of heart disease, kidney disease, high blood pressure, diabetes and stroke); and – poor mood; • present, analyse, interpret and evaluate information and/or data about: – advice and recommendations on sleep; – the benefits of maintaining quality sleep; and – the consequences of sleep deprivation;
Physical health: tobacco and illegal drugs	• demonstrate understanding of why some people smoke tobacco and/or take illegal substances and what help is available to assist them to stop and the benefits of stopping; • demonstrate understanding of the following effects and negative consequences that smoking tobacco and/or taking illegal substances may have on the body, mind and health: – the effect on physical performance, mental health, circulation, the brain, the lungs, the heart and appetite; – associated diseases; – addiction; and – antisocial aspects; and • present, analyse, interpret and evaluate information and/or data about the effects and consequences of smoking tobacco and/or taking illegal substances, and the benefits of stopping.

Content	Learning Outcomes
Physical health: alcohol	Students should be able to: • demonstrate understanding of why some people become addicted to alcohol and what help is available to assist them to stop; • demonstrate understanding of the laws on alcohol consumption; • demonstrate understanding of the following alcohol abuse related issues, consequences and their effects on the body, mind and health: – addiction; – long-term effect on the brain, the liver, the heart, the pancreas and the immune system; – the increased risk of cancer in the mouth, esophagus, throat and breast; and – the short-term and long-term effects on physical performance; • present, analyse, interpret and evaluate information and/or data about the effects and consequences of using and/or abusing alcohol;
Planning for physical health	• demonstrate understanding of how to carry out effective, detailed lifestyle audits for the following: – exercise, physical activities and sports (process and information); – nutrition (process and information); and – sleep (process and information); • present, analyse, interpret and evaluate information and/or data about audits and, based on sound evaluations, explain the possible effects or consequences of the findings; and • identify and explain strengths and areas for improvement in, and make sound recommendations to improve: – exercise, physical activities or sports patterns; – nutritional patterns; and – sleep patterns.

Content	Learning Outcomes
Planning for physical health (cont.)	Students should be able to: • demonstrate understanding of how to use the SMART principle (specific, measurable, attainable, realistic and time-bound) to plan safe, appropriate and effective action plans for a range of individuals and their circumstances in the following ways: – plan appropriate health-related exercise or physical activity programmes to achieve the objectives and targets; – plan appropriate breakfasts, lunches, dinners and snacks to achieve the objectives and targets; and – plan appropriate processes and times to achieve the objectives and targets; and • analyse, interpret and evaluate the safety, appropriateness and effectiveness of the following action plans for a range of individuals and their circumstances and, based on sound evaluations, make appropriate recommendations to improve: – exercise action plans; – nutritional action plans; and – sleep action plans.

Content	Learning Outcomes
Planning for physical health (cont.)	Students should be able to: • demonstrate understanding of how the following factors, or combinations of factors, affect lifestyle decisions about sustaining involvement in physical activities and sports: – personal characteristics, for example individual differences, and the nature of physical activities, such as individual or team, competitive or non-competitive, or contact or non-contact; – motivation, arousal and success; – parents, siblings and peers; – disability; – mental health; – facilities, for example availability, location, access, public or private sector; – experiences in physical activities, for example at school, in a club or during coaching; – affluence; – work–leisure balance, for example at school or in a range of jobs and occupations; – cultural heritage; – alternative passive leisure activities, for example cinema, electronic games or television; – the media (including social media); – age; and – gender; and • present, analyse, interpret and evaluate information and/or data about the impact of the above factors or any combination of factors on a person's involvement in physical activity.

3.1.3 The Active Leisure Industry

In this section, students develop knowledge and understanding of the active leisure industry and its role and contribution in developing good health. They also learn about its role and contribution in providing opportunities for developing elite performers in their physical activities and sports.

Students develop knowledge and understanding of the career opportunities that are available for them in the active leisure industry. There is also the opportunity to apply effectively the work skills and personal qualities involved in the role of an event manager.

Content	Learning Outcomes
The concept of leisure	Students should be able to: • demonstrate understanding of the following aspects of leisure: – the concept of leisure; – active leisure activities, such as walking or playing a sport; and – passive leisure activities, such as reading or being a spectator at a sporting event; and • demonstrate understanding of the following factors that contribute to increased leisure time: – shorter working hours; – greater opportunity to job share and work part-time; – unemployment; – increased life expectancy; – people retiring earlier; – longer holidays; – housework is less time consuming due to more efficient appliances; and – technological developments.

Content	Learning Outcomes
Structure of the active leisure industry	Students should be able to: • demonstrate understanding of the following types of organisations and how they operate to meet their own and customers' needs as evidenced in policy statements, goals and objectives, and financial set-up: – public sector: leisure organisations funded and controlled by the government; they are non-profit making; and they provide services for public use, for example local council leisure centres, parks, swimming pools, outdoor pitches and playgrounds; – private sector: leisure organisations run by individuals and companies for profit; they are privately owned and funded; and the government does not own or control private sector leisure organisations, for example private gyms; and – voluntary sector: non-profit making leisure organisations that rely on fundraising and membership; the government does not control them and they are not owned by a business; voluntary leisure organisations, often charities, are focused on helping people to participate and achieve in certain sports or leisure activities; and volunteers normally operate and manage them, for example community clubs or groups.

Content	Learning Outcomes
Structure of the active leisure industry (cont.)	Students should be able to: • demonstrate understanding of how the active leisure industry can be categorised and explain the range of products, services and facilities that each category provides: – arts and entertainment (for example museums, galleries, theatres, cinemas, nightclubs and concert venues); – catering (for example pubs and bars, restaurants, cafés and fast-food outlets); – home-based leisure (for example libraries, computer gaming and DVD rental shops); – sports and physical recreation (for example sports and recreation centres, sports clubs, health clubs and spas, countryside recreation centres and country parks); and – hospitality (for example hotels, bed and breakfasts, hostels, campsites and caravan sites); • analyse, interpret and evaluate information and/or data about the characteristics of organisations and classify them by sector and by category; • demonstrate understanding of the functions and work of the following organisations in Northern Ireland: – Sport Northern Ireland; – local councils; and – Disability Sport NI; and • analyse, interpret and evaluate information and/or data from scenarios about the functions and work of the leisure organisations in Northern Ireland listed above and explain which of the organisations would best manage the scenarios.

Content	Learning Outcomes
Structure of the active leisure industry (cont.)	Students should be able to: • demonstrate understanding of and apply the following factors that the active leisure industry and sport organisations consider important when catering for their customers: – accessibility; – facility quality; – cost to join or participate; – opening hours; – range of activities offered; – activities timetable; – coaching quality; – opportunities to improve and compete; and – disability and special needs provision; • analyse, interpret and evaluate information and/or data about the factors that the active leisure industry and sport organisations consider important when catering for their customers; and • demonstrate understanding of the following career opportunities that exist in the active leisure industry: – leisure centre assistant; – leisure centre manager; – lifeguard; – health and fitness instructor; – professional sportsperson; – sports coach; – sport and exercise scientist; – sports psychologist; – sports physiotherapist; – activity leader; – playworker; – administration or management roles; and – sports development officer.

Content	Learning Outcomes
Event management	Students should be able to: • demonstrate understanding of how to apply the following principles and actions to ensure an active leisure event is successfully organised: – carry out research to establish the feasibility; – calculate the cost, finalise and agree a budget; – carry out an effective risk assessment to ensure health and safety; – produce a timeline of work, outlining targets and deadlines; – secure the necessary facilities and resources, for example venue and equipment; – appoint appropriately qualified staff; – organise advertising and marketing for promotion; and – organise hospitality; and • demonstrate understanding of the following skills and qualities required to be a successful event manager and apply them effectively when organising successful active leisure events: – skills: communication; problem solving; organisational; customer service; interpersonal; leadership; negotiation; financial; sales and marketing; time management; and team work; and – qualities: motivation; initiative; creativity; inspiration; enthusiasm; and positive attitude.

Content	Learning Outcomes
Event management (cont.)	Students should be able to: • demonstrate understanding of how to plan effectively for successfully running the following competitions for a specific number of entries within a school or club context: – knockout competitions; – league competitions; and – ladder competitions; and • demonstrate understanding of how to apply effectively the following methods to analyse and evaluate the degree of success of active leisure events: – SWOT (strengths, weaknesses, opportunities and threats) analysis; – the SMART principle; – questionnaires; – verbal feedback; – financial analysis; and – statistical analysis.

3.2 Component 2: Developing Performance

This component is organised into the following two sections:

3.2.1 Developing Physical Fitness for Performance; and
3.2.2 Developing Skilled Performance.

This component is worth 25 percent of the total marks and is assessed in a 1 hour 15 minute written examination that includes short response questions and questions which require extended writing.

3.2.1 Developing Physical Fitness for Performance

In this section, students develop knowledge and understanding of the concept of physical fitness. They learn about the importance of physical fitness for health and for efficient and effective performances in physical activities and sports. Students develop understanding of how the body works and the long-term effects of training on the body and mind. They then learn how to plan effective training programmes and sessions to develop physical fitness and bring about these long-term effects for a range of individuals and their circumstances, including track and field events in athletics, team sports and positions within team sports.

Content	Learning Outcomes
Physical fitness	Students should be able to: • demonstrate understanding of the following aspects of physical fitness: – definition: the ability to perform physical tasks efficiently and effectively; – physical fitness is a relative concept: you can be fit for one task but not fit for another; – physical fitness for health: a baseline of appropriate and sufficient exercise or physical activity to keep the body in reasonable working order; and – physical fitness for performances in physical activities and sports: a higher baseline of regular and appropriate exercise so that the body is in the best shape possible to perform the physical requirements of the physical activities and sports as efficiently and effectively as possible.

Content	Learning Outcomes
Physical fitness (cont.)	Students should be able to: • demonstrate understanding of the following components of physical fitness and what determines a person's potential in each component: – aerobic energy production; – anaerobic energy production; – muscular power; – muscular strength; – muscular speed; – muscular endurance; and – flexibility; • select suitable physical activities, exercise or exercises for a range of individuals and their circumstances to develop physical fitness in each component; • explain the physical fitness requirements for the following range of physical activities and sports and, based on these requirements, explain the relative importance of the components of physical fitness for inclusion in effective training programmes: – athletics events; – individual sports; and – team sports; and • analyse, interpret and evaluate information and/or data about the physical fitness requirements from the following range of physical activities and sports and how this information matches up with the relative importance given to the components of physical fitness in training programmes: – events in athletics; – individual sports; and – team sports.

Content	Learning Outcomes
Principles of training	Students should be able to: • demonstrate understanding of the following principles of training and apply them effectively to develop physical fitness in any of the components of physical fitness: – FITT (frequency, intensity, time and type of exercise); – SPORRT (specificity, progression, overload, recovery, reversibility, and tedium); – peaking; and – periodisation; • analyse, interpret and evaluate the appropriateness and effectiveness of applying the following principles of training to develop physical fitness in any of the components of physical fitness: – FITT (frequency, intensity, time and type of exercise); – SPORRT (specificity, progression, overload, recovery, reversibility, and tedium); – peaking; and – periodisation; and
Methods of training	• demonstrate understanding of what is involved in using the following methods of training and apply the methods effectively to develop physical fitness in the relevant components of physical fitness: – continuous steady pace training (CSP); – fartlek training; – interval training (variations and adaptations); – circuit training; – isotonic weight training; – isometric training; – static flexibility training (performed actively or passively); and – dynamic flexibility training.

Content	Learning Outcomes
Methods of training (cont.)	Students should be able to: • analyse, interpret and evaluate the safety, appropriateness and effectiveness of applying the following methods of training to develop physical fitness in any of the components of physical fitness: – CSP; – fartlek training; – interval training (variations and adaptations); – circuit training; – isotonic weight training; – isometric training; – static flexibility training (performed actively or passively); and – dynamic flexibility training;
Assessment of physical fitness	• demonstrate understanding of the following reasons for assessing levels of physical fitness: – provides a baseline or starting point; – identifies strengths and weaknesses; – provides incentives; – helps set goals and targets; – helps motivate; – monitors progress; and – identifies talent; • demonstrate understanding of the following factors that underpin fair assessments and apply them when devising, selecting or using fitness tests in any of the components of physical fitness: – specificity; – validity; – reliability; – conditions and environment; – protocol; – accuracy of measurement; – athlete's emotions, motivation and state of readiness; and – athlete's state of hydration and health; and • analyse, interpret and evaluate if the factors underpinning fair assessments have been applied appropriately to fitness tests for any of the components of physical fitness.

Content	Learning Outcomes
Assessment of physical fitness (cont.)	Students should be able to: • present, analyse, interpret and evaluate information and/or data about physical fitness tests and, based on sound evaluations, draw conclusions and make sound recommendations;
Planning and evaluating training programmes	• plan, using the following guidance, safe, appropriate and effective performance-related training programmes to develop optimal physical fitness in any one or any combination of the components of fitness (as required for performances in physical activities, events in athletics, sports or positions in sports and for a range of individuals and their circumstances): – match the physical fitness requirements appropriately to the components of physical fitness; – identify areas for improvement using valid fitness tests in the relevant components; – set SMART objectives and targets; – consider the individual's circumstances, for example age, injury history, current fitness levels, activities they like or dislike, time available, access to facilities or disposable income; – apply the principles of FITT and SPORRT to develop a training programme that is safe, appropriate and effective; and – monitor and review progress; and • analyse, interpret and evaluate the safety, appropriateness and effectiveness of performance-related training programmes to develop optimal physical fitness in any one or any combination of the components of physical fitness (as required for performances in physical activities, events in athletics, sports or positions in sports and for a range of individuals and their circumstances).

Content	Learning Outcomes
Planning and evaluating training sessions	Students should be able to: • plan, using the following guidance, safe, appropriate and effective warm-ups and cool-downs for performance-related sessions for any one or any combination of the components of physical fitness and for a range of individuals and their circumstances: – decide on appropriate low intensity pulse raiser; – decide on appropriate stretching activity (active and dynamic stretching); – decide on appropriate skill-related practices; – decide on appropriate pulse lowering activity; and – decide on appropriate flexibility activities (active, passive, static and dynamic stretching); • analyse, interpret and evaluate the safety, appropriateness and effectiveness of warm-ups and cool-downs for performance-related sessions for any one or any combination of the components of physical fitness and for a range of individuals and their circumstances; • plan, using the following guidance, safe, appropriate and effective workouts for performance-related sessions to develop physical fitness in any one or any combination of the components of physical fitness and for a range of individuals and their circumstances: – decide on appropriate type of exercise for the components; – decide on appropriate method/s of training; – decide on appropriate order of exercises; – decide on appropriate training intensity; and – decide on appropriate time or number of reps and sets; and • analyse, interpret and evaluate the safety, appropriateness and effectiveness of workouts for performance-related sessions to develop physical fitness in any one or any combination of the components of physical fitness and for a range of individuals and their circumstances.

3.2.2 Developing Skilled Performance

In this section, students develop knowledge and understanding of the concept of skill. They apply factors that underpin effective learning and mastering of skills to improve performance.

Students learn that efficient, effective and sound technique is essential for successful performance.

Content	Learning Outcomes
Skilled performance	Students should be able to: • demonstrate understanding of the following features of skilled performance: – learned; – goal directed or end result; – consistent, efficient and fluent; – recognisable or linked to a technical model; and – how aesthetically pleasing it is; • demonstrate understanding of how skills can be classified in the following ways: – basic to complex continuum; – closed to open continuum; and – discrete, continuous or serial; • demonstrate understanding of the following different types of skills: – cognitive; – perceptual; – motor; and – perceptual motor; and • demonstrate understanding of the following factors that underpin skilled performances: – co-ordination; – balance; – reaction time; and – agility.

Content	Learning Outcomes
Skilled performance (cont.)	Students should be able to: • demonstrate understanding of the following principles that underpin fair assessments and apply them when devising, selecting or using tests for assessing co-ordination, balance, reaction time and agility: – specificity; – validity; – reliability; – conditions and environment; – protocol; – accuracy of measurement; – athlete's emotions, motivation and state of readiness; and – athlete's state of hydration and health; • analyse, interpret and evaluate the appropriateness and effectiveness of applying the principles that underpin fair assessments when measuring progress or comparing results; • present, analyse, interpret and evaluate information and/or data gathered from assessments on co-ordination, balance, reaction time and agility, and draw conclusions and make sound recommendations based on the evidence from the information and/or data;
Factors underpinning the learning of skills for physical activities and sports	• demonstrate understanding of the following stages of learning: – cognitive; – associative; and – autonomous; and • demonstrate understanding of and apply effectively the following types of guidance to help learning: – visual; – verbal; and – physical or manual.

Content	Learning Outcomes
Factors underpinning the learning of skills for physical activities and sports (cont.)	Students should be able to: • demonstrate understanding of and apply effectively the following types of practices to help learning: – whole; – part; – whole-part-whole; – mental; – fixed or drill; – variable; – problem solving; – conditioned games; and – timing of practice; • demonstrate understanding of and apply effectively the following types of feedback to help learning: – intrinsic; – extrinsic; – concurrent; and – terminal; • demonstrate understanding of how the level of arousal affects performance; • apply the following factors to plan safe, appropriate and effective workouts to develop skills at each stage of learning: – assessment; – SMART objectives; – guidance on learning techniques; – feedback; and – practices; • analyse and evaluate the safety, appropriateness and effectiveness of planned workouts to develop skills at each stage of learning; and • present, analyse, interpret and evaluate information and/or data about developing skills from physical activities and sports for a range of individuals at the different stages of learning and draw conclusions and make sound recommendations based on the evidence from the information and/or data.

3.3 Component 3: Individual Performances in Physical Activities and Sports

This component is worth 50 percent of the total marks. Teachers assess students' performances and we moderate the assessment.

In this component, students are provided with many opportunities to work individually and with others to learn and master skills and to develop desirable personal qualities, attitudes and behaviours. They participate, compete and develop performance in their physical activities and/or sports.

In this component, students apply and consolidate what they learn in Components 1 and 2.

In this component, students are assessed on:

(a) the quality, efficiency and effectiveness of performances in physical activities and sports; and
(b) the quality of analysis and evaluation of performances.

See Appendix 2 for details of the assessment criteria.

Component 3(a)

Students are assessed on their ability to perform efficiently, effectively and consistently the skills, strategies, tactical or compositional principles used in physical activities or sports. They are also assessed on their ability to consistently maintain appropriate fitness levels, desirable attitudes and behaviours and comply with the rules of their physical activities and/or sports.

Students must perform **three** physical activities or sports **from the list that we supply**. **At least two** of the activities or sports must be centre controlled and **carried out under teachers' direct supervision**. Students may be assessed in **only one activity or sport with no direct teacher supervision**.

If centres intend to assess students in an activity or sport taken outside the teacher's direct supervision, then the centres **must notify us using the Non-Centre Controlled Activity form** available to download from our Physical Education microsite at www.ccea.org.uk The form must be submitted before students start the activity or sport and, in all cases, not later than the end of the Autumn term in Year 12.

Activities or sports completed outside school **must be carried out under the guidance of the relevant governing bodies**. They must be taken by the governing bodies' suitably qualified coaches, working with the centre. The teacher must also make sure that the assessment is fair, using the relevant assessment criteria.

Content	Learning Outcomes
Component 3(a): The quality, efficiency and effectiveness of performances in physical activities and sports	Students should be able to: • use a wide range of strategies, tactics or compositional principles in their physical activities and/or sports to consistently outwit opponents, control situations or be creative; • apply a wide range of the skills from their physical activities and/or sports consistently, efficiently, effectively and with sound technique; • maintain the fitness levels needed to perform the physical activities and/or sports consistently, efficiently and effectively; • maintain consistently the desirable attitudes and behaviours that are positively competitive, aim to improve performance and demonstrate fair play; • demonstrate knowledge and understanding of and maintain the rules and etiquette of their physical activities and/or sports; and • demonstrate knowledge and understanding of and maintain the health and safety requirements of their physical activities and/or sports.

At moderation, students should:

- perform, in appropriate practice situations, a range of skills from their physical activities or sports;
- demonstrate their ability to apply effectively strategies, tactics or compositional principles to outwit opponents, control situations or be creative;
- perform competitively in their physical activities or sports to demonstrate the quality, efficiency and effectiveness of their range of skills;
- meet the physical fitness demands of their physical activities or sports;
- demonstrate desirable attitudes, behaviours and fair play; and
- demonstrate knowledge and understanding of the rules, health and safety requirements and etiquette of their physical activities or sports and apply them when performing.

In place of one physical activity or sport, the assessment may be based on the consistent quality, efficiency and effectiveness of the student's performance as **an event manager**.

Content	Learning Outcomes
As the event manager	Students should be able to: • use consistently a wide range of event management strategies, tactics and compositional principles to be creative and manage successful events in physical activities and/or sports; • apply a wide range of event management skills and actions consistently, efficiently, effectively and with sound judgement; • meet consistently the time management demands and deadlines required for successful event management of physical activities and/or sports; • maintain consistently the personal qualities and desirable attitudes and behaviours that underpin successful event management of physical activities and/or sports; • demonstrate knowledge and understanding of the role of an event manager and the roles within an event management team and apply them when organising event management of physical activities and/or sports; and • demonstrate consistently a high awareness of health and safety.

At moderation, students should:

- explain the range of skills and actions required for successful event management and explain how they applied these skills and actions when organising physical activities or sports events;
- explain the strategies and compositional principles they used in planning physical activities or sports events;
- explain how they met time management demands and deadlines when organising physical activities or sports events;
- explain the personal qualities, attitudes and behaviours that they applied when organising physical activities or sports events; and
- explain their role as event manager and the roles of others involved when organising physical activities or sports events.

Component 3(b)

Students are assessed on their ability to analyse and evaluate the quality of performances of the skills, strategies, tactical or compositional principles used in physical activities or sports, along with fitness levels, attitudes, behaviours and compliance with the rules of their physical activities or sports.

Teachers should continually assess students when they analyse and evaluate their own and others' performances and communicate their findings.

Content	Learning Outcomes
Component 3(b): The quality of analysis and evaluation of performances	Students should be able to: • communicate what they observe or experience; • analyse and evaluate the quality of the observed or experienced performances; • communicate orally their observations as they happen and provide ongoing analysis and evaluations; • provide and communicate orally their summary evaluations; and • work with others to improve their own or others' performances.

At moderation, students should:

- observe an individual's performance in **one** of their selected physical activities or sports and communicate orally what they observe or experience;
- analyse, evaluate and communicate orally the quality of the observed or experienced performances of the skills, strategies, tactical or compositional principles used in the physical activities or sports;
- analyse, evaluate and communicate orally on fitness levels, attitudes, behaviours and compliance with the rules and health and safety requirements of their physical activities or sports; and
- demonstrate the quality of their analysis, evaluation and communication skills.

4 Scheme of Assessment

4.1 Assessment opportunities

For the availability of examinations and controlled assessment, see Section 2.

This is a linear specification; candidates must take all the assessments at the end of the course. Candidates who wish to improve their overall grade must retake the qualification. They must retake all externally assessed components, and they can either retake the controlled assessment components or reuse (carry forward) the controlled assessment marks they have already been awarded.

If candidates retake a controlled assessment component, they must complete the task(s) set for the series in which they are seeking a new grade. For up-to-date details on tasks, see your subject microsite at www.ccea.org.uk

4.2 Assessment objectives

There are four assessment objectives for this specification. Candidates must:

AO1 recall knowledge and demonstrate understanding of the relevant concepts, facts, terminology, principles and methods;

AO2 apply effectively the relevant concepts, facts, terminology, principles and methods;

AO3 analyse, interpret and evaluate information and/or data about the subject content;

AO4(i) perform safely, efficiently, effectively and consistently the skills, strategies, tactical or compositional principles used in physical activities and sports to consistently maintain appropriate fitness levels, desirable attitudes and behaviours and comply with the rules and health and safety requirements of their physical activities and sports; and

AO4(ii) analyse and evaluate the quality of performances of the skills, strategies, tactical or compositional principles used in physical activities and sports, along with fitness levels, desirable attitudes and behaviours and compliance with the rules and health and safety requirements of their physical activities and sports.

Assessment Objectives 1, 2 and 3 are assessed in Components 1 and 2.
Assessment Objective 4 is assessed in Component 3.

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification.

Assessment Objective	Component Weighting (%)			Overall Weighting (%)
	External Assessment		Controlled Assessment	
	Component 1	Component 2	Component 3	
AO1	12	8		20
AO2	7	8		15
AO3	6	9		15
AO4			50	50
Total Weighting	25	25	50	100

4.4 Quality of written communication

In GCSE Physical Education candidates must demonstrate their quality of written communication. They need to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing that suits their purpose and any complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Quality of written communication is assessed in responses to questions and tasks that require extended writing.

4.5 Reporting and grading

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

Grade	A*	A	B	C*	C	D	E	F	G

If candidates fail to attain a grade G or above, we report their result as unclassified (U).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	In the written examinations, the candidate consistently shows excellent competency in recalling knowledge and demonstrating understanding of the relevant concepts, facts, terminology, principles and methods. The candidate consistently shows excellent competency in applying effectively the relevant concepts, facts, terminology, principles and methods. The candidate consistently shows excellent competency in analysing, interpreting and evaluating information and/or data about the subject content. In the physical activities and/or sports, the candidate consistently shows excellent competency in practice and competitive conditions when: • applying sound strategies and tactical principles, or compositional ideas and compositional principles in their selected physical activities or sports; • performing the range of skills in their selected physical activities or sports; • performing physically and mentally in their selected physical activities or sports; • showing desirable attitudes and behaviours that support success and fair play; and • complying with health and safety requirements, the rules and etiquette of their selected physical activities or sports.

Grade	Description
A	*If the candidate chooses event management of physical activities or sports then the following description will apply.* The candidate consistently shows excellent competency when: • applying the range of event management skills and actions; • using event management strategies, tactics and compositional principles; • meeting time management demands and deadlines; • applying personal qualities, desirable attitudes and behaviours; and • explaining and applying the role of an event manager. The candidate consistently shows excellent competency when analysing, evaluating and communicating the quality of their own or others' performances in: • applying the strategies, tactics or compositional ideas and principles used in their physical activities and/or sports; • applying the range of skills used in their physical activities and/or sports; • meeting the physical fitness demands of their physical activities and/or sports; • showing desirable attitudes and behaviours that support success and fair play; and • demonstrating knowledge of and applying the rules and health and safety requirements of their physical activities and/or sports.
C	In the written examinations, the candidate consistently shows moderate to good competency in recalling knowledge and demonstrating understanding of the relevant concepts, facts, terminology, principles and methods. The candidate consistently shows moderate to good competency in applying effectively the relevant concepts, facts, terminology, principles and methods. The candidate consistently shows moderate to good competency in analysing, interpreting and evaluating information and/or data about the subject content.

Grade	Description
C	In the physical activities and/or sports, the candidate consistently shows moderate to good competency in practice and competitive conditions when: • applying sound strategies and tactical principles, or compositional ideas and compositional principles in their selected physical activities or sports; • performing the range of skills in their selected physical activities or sports; • performing physically and mentally in their selected physical activities or sports; • showing desirable attitudes and behaviours that support success and fair play; and • complying with health and safety requirements, the rules and etiquette of their selected physical activities or sports. *If the candidate chooses event management of physical activities or sports then the following description will apply.* The candidate consistently shows moderate to good competency when: • applying the range of event management skills and actions; • using event management strategies, tactics and compositional principles; • meeting time management demands and deadlines; • applying personal qualities, desirable attitudes and behaviours; and • explaining and applying the role of an event manager. The candidate consistently shows moderate to good competency when analysing, evaluating and communicating the quality of their own or others' performances in: • applying the strategies, tactics or compositional ideas and principles used in their physical activities and/or sports; • applying the range of skills used in their physical activities and/or sports; • meeting the physical fitness demands of their physical activities and/or sports; • showing desirable attitudes and behaviours that support success and fair play; and • demonstrating knowledge of and applying the rules and health and safety requirements of their physical activities and/or sports.

Grade	Description
F	In the written examinations, the candidate consistently shows basic competency in recalling knowledge and demonstrating understanding of the relevant concepts, facts, terminology, principles and methods. The candidate consistently shows basic competency in applying effectively the relevant concepts, facts, terminology, principles and methods. The candidate consistently shows basic competency in analysing, interpreting and evaluating information and/or data about the subject content. In the physical activities and/or sports, the candidate consistently shows basic competency in practice and competitive conditions when: • applying sound strategies and tactical principles, or compositional ideas and compositional principles in their selected physical activities or sports; • performing the range of skills in their selected physical activities or sports; • performing physically and mentally in their selected physical activities or sports; • showing desirable attitudes and behaviours that support success and fair play; and • complying with health and safety requirements, the rules and etiquette of their selected physical activities or sports. *If the candidate chooses event management of physical activities or sports then the following description will apply.* The candidate consistently shows basic competency when: • applying the range of event management skills and actions; • using event management strategies, tactics and compositional principles; • meeting time management demands and deadlines; • applying personal qualities, desirable attitudes and behaviours; and • explaining and applying the role of an event manager.

Grade	Description
F	The candidate consistently shows basic competency when analysing, evaluating and communicating the quality of their own or others' performances in: • applying the strategies, tactics or compositional ideas and principles used in their physical activities and/or sports; • applying the range of skills used in their physical activities and/or sports; • meeting the physical fitness demands of their physical activities and/or sports; • showing desirable attitudes and behaviours that support success and fair play; and • demonstrating knowledge of and applying the rules and health and safety requirements of their physical activities and/or sports.

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

We will review our controlled assessment tasks every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

6.2 Skills assessed by controlled assessment

Component 3(a)

Teachers must assess the following skills through controlled assessment:

- applying sound strategies, tactical principles or compositional ideas and principles in their selected physical activities and/or sports;
- applying the range of skills and techniques used in their selected physical activities and/or sports;
- applying optimum physical and mental fitness in their selected physical activities and/or sports;
- complying with the rules, health and safety requirements and etiquette of their selected physical activities and/or sports;
- applying strategies and compositional principles when organising physical activities and/or sports events;
- applying event management skills when organising physical activities and/or sports events; and
- applying time management to meet deadlines when organising physical activities and/or sports events.

Component 3(b)

Teachers must assess the following skills through controlled assessment:

- communicating orally what they observe in other candidates' performances in selected physical activities and/or sports or what they experience in their own performances;
- analysing and evaluating the quality of the observed or experienced performances, including:
  - the strategies, tactical or compositional principles used;
  - the range of skills used;
  - fitness levels;
  - attitudes and behaviours that support success and fair play; and
  - compliance with the rules, health and safety requirements and etiquette of the physical activity or sport;
- communicating orally their observations as they happen and providing ongoing analysis and evaluations; and
- providing and communicating orally summary evaluations after performances.

6.3 Level of control

Rules for controlled assessment in GCSE Physical Education are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.4 Task setting

In both tasks, the level of control for task setting is medium. This means that the centre chooses tasks (physical activities or sports) from the list that we supply.

The controlled assessment gives centres the opportunity to choose the physical activities and/or sports that best suit their specific circumstances. This includes the availability of and access to resources.

We will provide centres with details of controlled assessment tasks and guidance on how to complete them.

6.5 Task taking

In both tasks, the level of control for task taking is medium.

Areas of Control	Detail of Control
Authenticity	• Candidates must choose three physical activities or sports from the list that we supply. Two of the activities must be centre controlled and directly supervised and marked by the teacher. • If the centre does not directly supervise a physical activity or sport, a qualified coach of the governing body must supervise and assess it, under the centre's direction.
Feedback	• Teachers must guide and supervise candidates on: – monitoring progress; – preventing plagiarism; – ensuring compliance with health and safety requirements; – ensuring work is completed in accordance with the specification requirements; and – ensuring work can be assessed in accordance with the procedures and marking criteria. Candidates should reach their own conclusions.

Areas of Control	Detail of Control
Time Limit	• Within the time that the centre allocates for the course, departments must allocate sufficient time according to the candidates' ability to allow: – optimum development of the candidates' competence in performing their selected physical activities or sports; and – optimum development of the candidates' competence in observing, analysing and evaluating performances. • Both areas are developed at the same time and may be allocated between 60 and 90 hours.
Collaboration	• Candidates can work in groups or teams but it is essential that the teacher can identify individual contributions.
Resources	• Candidates' access to resources is determined by those available to the centre. • Centres should limit candidates' access to the resources they need for the tasks.

6.6 Task marking

In both tasks, the level of control for task marking is medium. Teachers mark the controlled assessment tasks using assessment criteria that we provide (see Appendix 2 Assessment Criteria for Component 3). They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses in each response.

For up-to-date advice on plagiarism, or any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at www.jcq.org.uk

6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of controlled assessment tasks before submitting their marks to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments. Centres may need to adjust an individual teacher's marking:

- to bring assessments into line with the assessment criteria; and
- to match the standards established at the agreement trial.

If marks do change, centres must amend the total/final mark on their Candidate Record Sheet.

6.8 Moderation

Centres must submit their marks to us by March or April in any year. We may adjust centres' marking to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions each year on:

- our moderation procedures; and
- the deadlines for submitting marks to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support relating to any aspect of controlled assessment.

See Appendix 1 for a glossary of controlled assessment terms. For more details, see the Joint Council for Qualifications document *Instructions for Conducting Controlled Assessments*, available at www.jcq.org.uk

7 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

7.1 Cross-Curricular Skills at Key Stage 4

Communication
Students should be able to: • communicate meaning, feelings and viewpoints in a logical and coherent manner, *for example analysing and evaluating their own and others' performances in selected physical activities or sports, discussing the effects and consequences on the body of taking illegal substances*; • make oral and written summaries, reports and presentations, taking account of audience and purpose, *for example a presentation on how the parts of the cardiovascular system function during physical and sports activities*; • participate in discussions, debates and interviews, *for example discussing the effectiveness of a range of training methods to develop physical fitness*; • interpret, analyse and present information in oral, written and ICT formats, *for example information or data about physical fitness tests*; and • explore and respond, both imaginatively and critically, to a variety of texts.

Using Mathematics
Students should be able to: • use mathematical language and notation with confidence, *for example collecting, presenting, analysing and evaluating data about how body systems work*; • use mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts, *for example collecting, presenting, calculating, analysing or evaluating data from physical fitness test results, calculate costs for an active leisure event*; • select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, *for example collecting, presenting, analysing and evaluating data about the performance of skills*; • interpret and analyse a wide range of mathematical data, *for example analysing and evaluating data about health and physical fitness*; and • present mathematical data in a variety of formats which take account of audience and purpose, *for example presenting data about the active leisure industry*.
Using ICT
Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, *for example accessing online information and data about subject content*.

7.2 Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management
Students should be able to: • plan work, *for example auditing, analysing and evaluating personal health and physical fitness levels*; • set personal learning goals and targets to meet deadlines, *for example action plans for improving personal health*; • monitor, review and evaluate their progress and improve their learning, *for example using SMART objectives and targets to improve*; and • effectively manage their time, *for example completing a series of action plans*.
Working with Others
Students should be able to: • learn with and from others through co-operation, *for example training, practising and competing as part of a team*; • participate in effective teams and accept responsibility for achieving collective goals, *for example know, understand and implement what their agreed role is within teams and in particular within team sports*; and • listen actively to others and influence group thinking and decision-making, taking account of others' opinions, for example *listening to a team's collective goals, the strategies and tactics to achieve those goals and the roles team members will play in achieving the collective goals.*

Problem Solving
Students should be able to: • identify and analyse relationships and patterns, *for example patterns of play in sports performances*; • propose justified explanations, *for example explain why a person's nutritional intake (diet) is good or should be changed*; • reason, form opinions and justify their views, *for example discuss and decide on the strategies and tactics to be used to defeat a known team in a competition*; • analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas, *for example how the media, commentators, supporters and other students judge performances in sports*; • analyse and evaluate multiple perspectives, *for example analyse and evaluate a person's lifestyle decisions from the person's perspective and the family's perspective*; • explore unfamiliar views without prejudice, *for example explore unfamiliar practices from other cultures*; • weigh up options and justify decisions, *for example considering different nutritional plans and deciding on the best for health*; and • apply and evaluate a range of approaches to solve problems in familiar and novel contexts, *for example trying out and then evaluating different approaches to decide which one will be best to improve personal health*.

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

8 Links and Support

8.1 Support

The following resources are available to support this specification:

- our Physical Education microsite at www.ccea.org.uk and
- specimen assessment materials.

We also intend to provide:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- guidance on progression from Key Stage 3;
- planning frameworks;
- centre support visits;
- support days for teachers;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list; and
- exemplification of examination performance.

8.2 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided.

8.3 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications that prepare students for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at www.jcq.org.uk

8.4 Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Arlene Ashfield
  (email: aashfield@ccea.org.uk)

- Education Manager: Donal Gallagher
  (email: dgallagher@ccea.org.uk)

- For a full list of contacts within CCEA visit our website at
  www.ccea.org.uk/examiner-centre-support/examinations-support/key-contacts

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks May contain one or more tasks
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including detailed supervision and duration) and marked by the awarding organisation
Formal supervision **(High level of control)**	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision **(Medium level of control)**	Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to: • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
Limited supervision **(Limited level of control)**	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	A scheme detailing how credit is to be awarded in relation to a particular unit, component or task Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts May also include information about unacceptable answers
Task	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects
Task marking	Specifies the way in which credit is awarded for candidates' outcomes Involves the use of mark schemes and/or marking criteria produced by the awarding organisation
Task setting	The specification of the assessment requirements Tasks may be set by awarding organisations and/or teachers. Teacher-set tasks must be developed in line with awarding organisation specified requirements.
Task taking	The conditions for candidate support and supervision, and the authentication of candidates' work Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.
Unit	The smallest part of a qualification that is formally reported May comprise separately assessed components

Appendix 2

Assessment Criteria for Component 3: Individual Performances in Physical Activities and Sports (200 marks)

Further guidance on the application of the assessment criteria is available.
See *GCSE Teacher Guidance Physical Education Controlled Assessment* on the PE website at www.ccea.org.uk

Component 3(a) (3 × 50 marks)
The quality, efficiency and effectiveness of performances in physical activities and sports

The candidate consistently:

- shows that they can apply effectively a range of the strategies and tactical principles, or the compositional ideas and compositional principles used, in their selected physical activity or sport with:
  - limited to basic competency (1–3 marks);
  - basic to moderate competency (4–6 marks);
  - moderate to good competency (7–9 marks);
  - good to excellent competency (10–12 marks); or
  - excellent to outstanding competency (13–15 marks).

The candidate consistently:

- performs efficiently and effectively the range of skills from their selected physical activity or sport, in practice and competitive conditions with:
  - limited to basic competency (1–3 marks);
  - basic to moderate competency (4–6 marks);
  - moderate to good competency (7–9 marks);
  - good to excellent competency (10–12 marks); or
  - excellent to outstanding competency (13–15 marks).

The candidate consistently:

- meets the physical fitness demands of their selected physical activity or sport with:
  - limited to basic competency (1–2 marks);
  - basic to moderate competency (3–4 marks);
  - moderate to good competency (5–6 marks);
  - good to excellent competency (7–8 marks); or
  - excellent to outstanding competency (9–10 marks).

The candidate consistently:

- shows attitudes and behaviours that support success and fair play in their selected physical activity or sport with:
  - basic competency (1 mark);
  - moderate competency (2 marks);
  - good competency (3 marks);
  - excellent competency (4 marks); or
  - outstanding competency (5 marks).

The candidate consistently:

- shows a clear knowledge and understanding of the rules and health and safety requirements, applying them when performing in their selected physical activity or sport with:
  - basic competency (1 mark);
  - moderate competency (2 marks);
  - good competency (3 marks);
  - excellent competency (4 marks); or
  - outstanding competency (5 marks).

In place of one physical activity or sport, the assessment may be based on the consistent quality, efficiency and effectiveness of the candidate's performance as an event manager.

The candidate consistently:

- shows that they can plan and apply effectively sound strategies appropriate for successful event management with:
  - limited to basic competency (1–3 marks);
  - basic to moderate competency (4–6 marks);
  - moderate to good competency (7–9 marks);
  - good to excellent competency (10–12 marks); or
  - excellent to outstanding competency (13–15 marks).

The candidate consistently:

- performs efficiently and effectively the range of skills and actions required for successful event management with:
  - limited to basic competency (1–3 marks);
  - basic to moderate competency (4–6 marks);
  - moderate to good competency (7–9 marks);
  - good to excellent competency (10–12 marks); or
  - excellent to outstanding competency (13–15 marks).

The candidate consistently:

- meets time management demands and deadlines required by plans for successful event management with:
  - limited to basic competency (1–2 marks);
  - basic to moderate competency (3–4 marks);
  - moderate to good competency (5–6 marks);
  - good to excellent competency (7–8 marks); or
  - excellent to outstanding competency (9–10 marks).

The candidate consistently:

- shows the personal qualities, desirable attitudes and behaviours that underpin successful event management with:
  - basic competency (1 mark);
  - moderate competency (2 marks);
  - good competency (3 marks);
  - excellent competency (4 marks); or
  - outstanding competency (5 marks).

The candidate consistently:

- shows a clear knowledge and understanding of the role of an event manager and the roles within an event management team and applies them when organising event management with:
  - basic competency (1 mark);
  - moderate competency (2 marks);
  - good competency (3 marks);
  - excellent competency (4 marks); or
  - outstanding competency (5 marks).

Component 3(b) (50 marks)
The quality of analysis and evaluation of performances

The candidate consistently:

- demonstrates knowledge and understanding of the range of the strategies and tactical principles, or the compositional ideas and compositional principles applied in their selected physical activity or sport and critically observes performances of the strategies and tactical principles, or the compositional ideas and compositional principles applied in practice and competitive conditions and, through analysis and evaluation, identifies and explains the quality of the performances with:
  - limited to basic competency (1–3 marks);
  - basic to moderate competency (4–6 marks);
  - moderate to good competency (7–9 marks);
  - good to excellent competency (10–12 marks); or
  - excellent to outstanding competency (13–15 marks).

The candidate consistently:

- demonstrates knowledge and understanding of sound techniques for performing efficiently and effectively the range of skills for their selected physical activity or sport and critically observes performances of the skills applied in practice and competitive conditions and, through analysis and evaluation, identifies and explains the quality of the performances with:
  - limited to basic competency (1–3 marks);
  - basic to moderate competency (4–6 marks);
  - moderate to good competency (7–9 marks);
  - good to excellent competency (10–12 marks); or
  - excellent to outstanding competency (13–15 marks).

The candidate consistently:

- demonstrates knowledge and understanding of the physical fitness requirements for their selected physical activity or sport and critically observes performances in practice and competitive conditions and, through analysis and evaluation, identifies and explains the quality of the performances with:
  - limited to basic competency (1–2 marks);
  - basic to moderate competency (3–4 marks);
  - moderate to good competency (5–6 marks);
  - good to excellent competency (7–8 marks); or
  - excellent to outstanding competency (9–10 marks).

The candidate consistently:

- demonstrates knowledge and understanding of the attitudes and behaviours that support success and fair play in their selected physical activity or sport and critically observes performances in practice and competitive conditions and, through analysis and evaluation, identifies and explains how the desirable attitudes and behaviours are applied with:
  - basic competency (1 mark);
  - moderate competency (2 marks);
  - good competency (3 marks);
  - excellent competency (4 marks); or
  - outstanding competency (5 marks).

The candidate consistently:

- demonstrates knowledge and understanding of the rules and health and safety requirements for their selected physical activity or sport and critically observes how they are applied in practice and competitive conditions and, through analysis and evaluation, identifies and explains compliance with:
  - basic competency (1 mark);
  - moderate competency (2 marks);
  - good competency (3 marks);
  - excellent competency (4 marks); or
  - outstanding competency (5 marks).

Total Component Marks	
Component 3(a) 50 marks × 3 selected activities	150 marks
Component 3(b) 50 marks × 1 analysis of performance	50 marks
Total component marks	**200 marks**

© CCEA 2016

COUNCIL FOR THE CURRICULUM, EXAMINATIONS AND ASSESSMENT
29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG
Tel: +44(0)28 9026 1200 Email: info@ccea.org.uk
Web: ccea.org.uk

Rewarding Learning