

**GCSE Subject Level
Conditions and
Requirements for
Physical Education**
May 2016

Ofqual/16/6021 (previously Ofqual/15/5667)



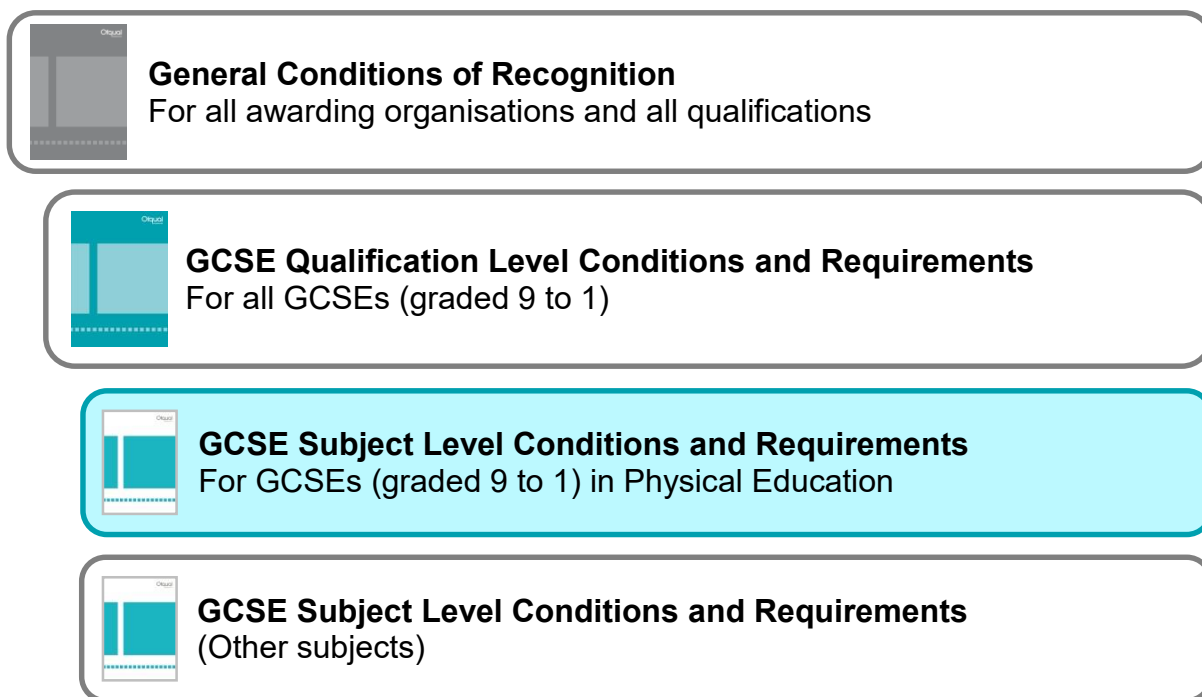
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Introduction

About this document

This document (highlighted in the figure below) is part of a suite of documents which sets out the regulatory requirements for awarding organisations offering GCSE qualifications (graded from 9 to 1).



We have developed these requirements with the intention that GCSE qualifications (graded from 9 to 1) should fulfil the following purposes:

- To provide evidence of students' achievements against demanding and fulfilling content;
- To provide a strong foundation for further academic and vocational study and for employment; and
- To provide (if required) a basis for schools and colleges to be held accountable for the performance of all of their students.

Requirements set out in this document

This document sets out the GCSE Subject Level Conditions for Physical Education.

It also sets out our requirements in relation to:

- assessment objectives – awarding organisations must comply with these requirements under Condition GCSE(Physical Education)1.2; and

- assessment – awarding organisations must comply with these requirements under Condition GCSE(Physical Education)2.3.

Appendices 1 and 2 reproduce the requirements in relation to subject content (as published by the Department for Education) for Physical Education GCSE ¹ and Physical Education GCSE short course,² respectively. Awarding organisations must comply with these requirements, as appropriate, under Condition GCSE(Physical Education)1.1.

With respect to all GCSE Qualifications (graded from 9 to 1) in Physical Education, awarding organisations must also comply with:

- our *General Conditions of Recognition*,³ which apply to all awarding organisations and qualifications;
- our *GCSE Qualification Level Conditions*;⁴ and
- all relevant Regulatory Documents.⁵

With respect to GCSE qualifications graded from A* to G, awarding organisations must continue to comply with the General Conditions of Recognition, and the relevant Regulatory Documents.

Revisions to this document

We have revised this document since it was originally published (see Appendix 3 for details), most recently in May 2016.

The May 2016 version of this document replaces all previous versions of *GCSE Subject Level Conditions and Requirements for Physical Education* with effect from 5.01pm on Friday 27 May 2016. It incorporates the new subject content for GCSE short course qualifications, and includes the following new or amended Conditions and requirements:

- Condition GCSE(Physical Education 1) – Compliance with content requirements (amended)

¹ www.gov.uk/government/publications/gcse-physical-education

² www.gov.uk/government/publications/gcse-physical-education-short-course

³ www.gov.uk/government/publications/general-conditions-of-recognition

⁴ www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions

⁵ www.gov.uk/government/publications/regulatory-documents-list

- Assessment objectives – GCSE Qualifications in Physical Education (amended)
- Requirements in relation to assessments for GCSE Qualifications in Physical Education (amended)

Summary of requirements

Subject Level Conditions	
GCSE(Physical Education)1	Compliance with content requirements
GCSE(Physical Education)2	Assessment

Assessment objectives

[Assessment objectives – GCSE Qualifications in Physical Education](#)

Assessment requirements

[Requirements in relation to assessments for GCSE Qualifications in Physical Education](#)

Appendix 1 – Subject content (published by Department for Education)

[Physical Education GCSE subject content](#)

Appendix 2 – Short course subject content (published by Department for Education)

[Physical Education GCSE short course subject content](#)

Appendix 3 – Revisions to this document

[Revisions to this document](#)

Subject Level Conditions

GCSE Subject Level Conditions for Physical Education

Condition GCSE(Physical Education)1

Compliance with content requirements

GCSE(Physical Education)1.1 In respect of each GCSE Qualification in Physical Education which it makes available, or proposes to make available, an awarding organisation must –

- (a) comply with the requirements relating to that qualification set out in –
 - (i) for a GCSE qualification in Physical Education which is not a short course qualification, the document published by the Secretary of State entitled ‘Physical Education GCSE subject content’,⁶ document reference DFE-00697-2014, and
 - (ii) for a GCSE short course qualification in Physical Education, the document published by the Secretary of State entitled ‘Physical Education GCSE short course subject content’,⁷ document reference DFE-00057-2016,
- (b) have regard to any recommendations or guidelines relating to that qualification set out in those documents, and
- (c) interpret those documents in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.

GCSE(Physical Education)1.2 In respect of each GCSE Qualification in Physical Education which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

⁶ www.gov.uk/government/publications/gcse-physical-education

⁷ www.gov.uk/government/publications/gcse-physical-education-short-course

Condition Assessment

**GCSE(Physical
Education)2**

GCSE(Physical Education)2.1 Condition GCSE4.1 does not apply to any GCSE Qualification in Physical Education which an awarding organisation makes available or proposes to make available.

GCSE(Physical Education)2.2 In respect of the total marks available for a GCSE Qualification in Physical Education which it makes available, an awarding organisation must ensure that –

- (a) 60 per cent of those marks are made available through Assessments by Examination, and
- (b) 40 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.

GCSE(Physical Education)2.3 An awarding organisation must ensure that in respect of each assessment for a GCSE Qualification in Physical Education which it makes available which is not an Assessment by Examination it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Assessment objectives

Assessment objectives – GCSE Qualifications in Physical Education

Condition GCSE(Physical Education)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for all GCSE Qualifications in Physical Education.

The assessment objectives set out below constitute requirements for the purposes of Condition GCSE(Physical Education)1.2. Awarding organisations must comply with these requirements in relation to all GCSE Qualifications in Physical Education they make available or propose to make available.

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	25%
AO2	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	20%
AO3	Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport	15%
AO4 (GCSE short course)	Demonstrate and apply relevant skills and techniques in physical activity and sport	40%
AO4 (GCSE qualifications other than short course)	<ul style="list-style-type: none"> ■ Demonstrate and apply relevant skills and techniques in physical activity and sport ■ Analyse and evaluate performance 	40%

Assessment requirements

Requirements in relation to assessments for GCSE Qualifications in Physical Education

Condition GCSE(Physical Education)2.3 allows us to specify requirements and guidance in relation to assessments which are not Assessments by Examination for GCSE Qualifications in Physical Education.

We set out our requirements for the purposes of Condition GCSE(Physical Education)2.3 below. Except where specified, these requirements apply to all GCSE Qualifications in Physical Education which an awarding organisation makes available or proposes to make available.

Forms of non-examination assessment

Condition GCSE(Physical Education)2.2(b) states that an awarding organisation must ensure that of the total marks available for a GCSE Qualification in Physical Education, 40 per cent of those marks shall be made available through assessments set by the awarding organisation which are not Assessments by Examination.

In respect of that 40 per cent, an awarding organisation must ensure that –

- (a) for a GCSE qualification in Physical Education which is not a short course qualification –
 - (i) 30 per cent of the total marks available for the qualification are made available through tasks which assess a Learner's performance in physical activity and sport (the 'Performance Assessment'), and
 - (ii) 10 per cent of the total marks available for the qualification are made available through a task which assesses a Learner's ability to analyse and evaluate performance to bring about personal improvement in physical activity and sport (the 'Performance Analysis Assessment'), and
- (b) for a GCSE short course qualification in Physical Education, those marks are only made available through tasks which assess a Learner's performance in physical activity and sport (the 'Performance Assessment').

The Performance Assessment

An awarding organisation must ensure that each Performance Assessment is designed and set to require each Learner to be assessed in the role of player/performer in –

- (a) a sport or activity drawn from the list of team activities specified in the document published by the Secretary of State entitled 'GCSE PE activity list',⁸ document reference DFE-00698-2014 (the 'Activity List'),
- (b) a different sport or activity drawn from the list of individual activities specified in the Activity List, and
- (c) for a GCSE qualification in Physical Education which is not a short course qualification, a further different sport or activity drawn from –
 - (i) the list of team activities specified in the Activity List, or
 - (ii) the list of individual activities specified in the Activity List.

In respect of each Performance Assessment involving a sport or activity which is not capable of live moderation, an awarding organisation must ensure that the Centre which delivered the assessment –

- (a) obtains an audiovisual recording of the evidence generated by each Learner in that assessment which allows the awarding organisation to effectively –
 - (i) moderate that assessment, and
 - (ii) authenticate the evidence generated by the Learner in that assessment, and
- (b) provides that recording to the awarding organisation on request.

The Performance Analysis Assessment

The requirements in this section do not apply to GCSE short course qualifications in Physical Education which an awarding organisation makes available, or proposes to make available.

An awarding organisation must ensure that each Performance Analysis Assessment is designed and set to require each Learner to analyse performance in a sport or activity listed in the Activity List.

A Learner is not required to analyse, but is not precluded from analysing, his or her performance in one of the sports or activities which he or she has undertaken for the purposes of the Performance Assessment.

⁸ www.gov.uk/government/publications/gcse-physical-education

Marking of assessments

Evidence generated by a Learner in an assessment for a GCSE Qualification in Physical Education which is not an Assessment by Examination may be marked –

- (a) by the awarding organisation or a person connected to the awarding organisation,
- (b) by a Centre, or
- (c) through a combination of (a) and (b).

In any event, the awarding organisation must demonstrate to Ofqual's satisfaction in its assessment strategy that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking of assessments (and moderation where appropriate), and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

In respect of any performance by a Learner which it observes for the purposes of moderation, an awarding organisation must ensure that –

- (a) a complete audiovisual recording is made of the evidence used to support the outcome of that moderation, and
- (b) that recording is retained by the awarding organisation for a sufficient period of time to allow for the completion of –
 - (i) all relevant enquiries about results and appeals, and
 - (ii) all appropriate steps to correct or, where relevant, to mitigate the effect of any failure discovered through such enquiries about results and appeals.

Appendix 1: Subject content (published by Department for Education)



Department
for Education

Physical Education

GCSE subject content

January 2015

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The content for GCSEs in physical education

Introduction

1. The GCSE subject content sets out the knowledge, understanding and skills common to all GCSE specifications in a given subject. Together with the assessment objectives, it provides the framework within which awarding organisations create the detail of their specifications, so ensuring progression from key stage 3 national curriculum requirements and the possibilities for development into A level.

Subject aims and learning outcomes

2. This document sets out the learning outcomes and content coverage required for GCSEs in physical education.

3. GCSE study in physical education should be broad, coherent and practical, encourage students to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

4. GCSE specifications in physical education should equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. This will require them to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport

Subject content

5. GCSE specifications in physical education must enable students to make the connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. They will be required to use the technical vocabulary, terminology and definitions associated with the study of physical education.
6. The content sets out the full range of content for GCSE specifications in physical education. Awarding organisations may increase the depth and breadth within the specified topics in order to consolidate teaching of the subject.
7. Students will be assessed in three activities in the role of performer.

Scope of study

8. GCSE specifications in physical education should require students to study:

Applied anatomy and physiology

9. Students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport, including:

- the structure and functions of the musculo-skeletal system
- the structure and functions of the cardio-respiratory system
- anaerobic and aerobic exercise
- the short and long term effects of exercise

Movement analysis

10. Students should develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport, including:

- lever systems, examples of their use in activity and the mechanical advantage they provide in movement
- planes and axes of movement

Physical training

11. Students should develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes, including:

- the relationship between health and fitness and the role that exercise plays in both
- the components of fitness, benefits for sport and how fitness is measured and improved
- the principles of training and their application to personal exercise/training programmes
- how to optimise training and prevent injury
- effective use of warm up and cool down

Use of data

12. Students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. Students should be able to:

- demonstrate an understanding of how data are collected – both qualitative and quantitative
- present data (including tables and graphs)
- analyse and evaluate data

Sport psychology

13. Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport, including:

- classification of skills (basic/complex, open/closed)
- the use of goal setting and SMART targets to improve and/or optimise performance
- guidance and feedback on performance
- mental preparation for performance

Socio-cultural influences

14. Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society including:

- engagement patterns of different social groups in physical activity and sport
- commercialisation of physical activity and sport
- ethical and socio-cultural issues in physical activity and sport

Health, fitness and well-being

15. Students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being, including:

- physical, emotional and social health, fitness and well-being
- the consequences of a sedentary lifestyle
- energy use, diet, nutrition and hydration

Practical performance

16. Students should develop their ability and aptitude in physical activities, demonstrating the skills and techniques outlined below. GCSE specifications in physical education must require students to:

- be assessed in three different activities in the role of player/performer. One of these assessments must be in a team sport/activity, one assessment must be in an individual sport/ activity, with the third assessment being from either a team or individual sport/activity. Students can only be assessed once in any sport or activity
- demonstrate skills in physical activity and sport, applying appropriate technique(s)
- demonstrate and apply appropriate decision making skills, strategies and/ or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport
- use appropriate physical characteristics/attributes (e.g. strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- demonstrate psychological control (e.g. arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
- adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- analyse and evaluate performance to bring about personal improvement in physical activity and sport
- demonstrate their ability in team sports and activities by:

- applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate
- showing awareness of, and responding to, the actions of other player(s)/performer(s)
- communicating effectively with other player(s)/performer(s)
- demonstrating their individual role in achieving the collective outcome



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Appendix 2: Short course subject content (published by Department for Education)



Department
for Education

Physical education

GCSE short course subject content

March 2016

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The content for physical education GCSE short course

Introduction

1. The GCSE short course subject content sets out the knowledge, understanding and skills common to all GCSE short course specifications in physical education. Together with the assessment objectives, this content provides the framework within which awarding organisations create the detail of their specifications.

Aims and objectives

2. GCSE study in physical education must be broad, coherent and practical, must encourage students to be inspired, motivated and challenged by the subject, and must enable them to make informed decisions about further educational opportunities and career pathways.

3. GCSE short course specifications in physical education must equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and wellbeing. This will require students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and wellbeing

Subject content

4. GCSE short course specifications in physical education must enable students to make the connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. Students will be required to use the technical vocabulary, terminology and definitions associated with the study of physical education.

5. The content sets out the full range of content for GCSE short course specifications in physical education. Awarding organisations may increase the depth and breadth within the specified topics in order to consolidate teaching of the subject.

Scope of study

6. GCSE short course specifications in physical education must require students to demonstrate knowledge, understanding and skills in the following areas:

Applied anatomy and physiology

- the key body systems and how they impact on health, fitness and performance in physical activity and sport, including:
 - the structure and functions of the musculo-skeletal system
 - the structure and functions of the cardio-respiratory system
 - anaerobic and aerobic exercise
 - the short and long term effects of exercise

Movement analysis

- the basic principles of movement and their effect on performance in physical activity and sport, including:
 - lever systems, examples of their use in activity and the mechanical advantage they provide in movement
 - planes and axes of movement

Use of data

- data analysis in relation to key areas of physical activity and sport, including:
 - demonstrate an understanding of how data are collected – both qualitative and quantitative
 - present data (including tables and graphs)
 - analyse and evaluate data

Health, fitness and wellbeing

- the benefits of participating in physical activity and sport to health, fitness and wellbeing, including:
 - physical, emotional and social health, fitness and wellbeing
 - the consequences of a sedentary lifestyle
 - energy use, diet, nutrition and hydration

Practical performance

7. Specifications must require students to develop their ability and aptitude in two different physical activities in the role of player/performer. One of these must be in a team sport/activity and one must be in an individual sport/activity. Through these activities, students must be required to:

- demonstrate skills in physical activity and sport, applying appropriate technique(s)
- demonstrate appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport
- use appropriate physical characteristics/attributes (e.g. strength, stamina, speed, agility, flexibility and coordination) to achieve successful performance in physical activity and sport
- demonstrate psychological control (e.g. arousal, anxiety and aggression) to achieve successful performance (and fair play) in physical activity and sport
- adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- demonstrate their ability in team sports and activities by:
 - applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate
 - showing awareness of, and responding to, the actions of other player(s)/performer(s)
 - communicating effectively with other player(s)/performer(s)
 - demonstrating their individual role in achieving the collective outcome



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GCSE PE activity list

List of activities

Awarding Organisations (AOs) have proposed that all activities must have a competitive or formal condition in which students can be assessed. They have stated that students cannot be assessed in a recreational form of the activity. For that reason, awarding organisations have proposed the list based upon the suitability of activities as a means of assessing students' skills as part of a physical education qualification.

The list of activities below is a full and complete list of all available activities. Students must be assessed in three different activities in the role of player/performer, one of these must be a team sport/activity and one must be an individual sport/activity. The third activity may come from either list. Candidates can only be assessed once in any sport or activity, e.g. they may not be assessed in doubles tennis and then singles tennis.

Awarding organisations can jointly consider alternative activities in respect of 'reasonable adjustments' to make sure candidates with a disability are not discriminated against. This can be done on a periodic basis once specifications are available for live assessment.

Team Activity	Comments
Association football	Cannot be five-a-side or futsal
Badminton	Cannot be assessed with singles
Basketball	
Camogie	Cannot be assessed with hurling
Cricket	
Dance	This can only be used for one activity
Gaelic football	
Handball	
Hockey	Must be field hockey, not ice hockey or roller hockey
Hurling	Cannot be assessed with camogie
Lacrosse	
Netball	

Team Activity	Comments
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity
Rugby league	Cannot be assessed with rugby union or rugby sevens – cannot be tag rugby
Rugby union	Can be assessed as sevens or fifteen a side. Cannot be assessed with rugby league, cannot be tag rugby. This can only be only be used for one activity
Squash	Cannot be assessed with singles
Table tennis	Cannot be assessed with singles
Tennis	Cannot be assessed with singles
Volleyball	
Specialist activity	
Blind cricket	
Goal ball	
Powerchair football	
Table cricket	
Wheelchair basketball	
Wheelchair rugby	

Individual Activity	Comments
Amateur boxing	
Athletics	
Badminton	Cannot be assessed with doubles
Canoeing	Cannot be assessed with kayaking, rowing or sculling
Cycling	Track or road cycling only
Dance	This can only be used for one activity
Diving	Platform diving
Golf	
Gymnastics	Floor routines and apparatus only
Equestrian	
Kayaking	Cannot be assessed with canoeing, rowing or sculling
Rock climbing	Can be indoor or outdoor
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity

Individual Activity	Comments
Sculling	Cannot be assessed with rowing, canoeing or kayaking
Skiing	Outdoor/indoor on snow; cannot be assessed with snowboarding. Must not be dry slopes
Snowboarding	
Squash	Cannot be assessed with doubles
Swimming	Not synchronised swimming
Table tennis	Cannot be assessed with doubles
Tennis	Cannot be assessed with doubles
Trampolining	
Specialist activity	
Boccia	
Polybat	

The inclusion or non-inclusion of an activity in the proposed list does not represent a view on the legitimacy or value of the activity.

The list has been revised to reflect Ofqual's principles that non-exam assessment should ensure sound assessment practice, be manageable, and ensure a qualification is not easily distorted. To meet these principles, awarding organisations developed a set of key considerations which were applied to each activity in order to ensure parity and rigour. These requirements were considered collectively, rather than in isolation, for each activity.

The considerations are:

The range and demand of skills and techniques in the activity:

This considers whether the activity meets Ofqual's Non Examined Assessment (NEA) rationale and if the skills needed to perform each included activity have comparable levels of difficulty. This aims to ensure that activities are comparably rigorous and there is parity of assessment across practical activities.

When developing the list, some more traditional and popular activities were omitted because it was felt that the performance skills were not comparable to other activities in terms of difficulty. For example, fitness and health activities in the current specifications failed to meet this key recommendation (e.g. circuit training, pilates and yoga). Also, other activities such as rounders failed to meet these recommendations.

The application of tactics/strategies/composition in the activity

This considers whether the activity enables students to understand and implement tactics, strategies, and/or composition. An example of tactics and strategy might be a team counter attacking in football where the student has to show discipline in how they play in order for the team to be successful in this area. An example of composition would be the linking up of movement and gymnastic skills when performing a routine in gymnastics.

The ability to develop skills over a significant period of time

This considers whether successful performance in the activity requires the development of skills over time. There are some activities (e.g. some outdoor and adventurous activities) in current specifications where proficiency can be gained in a short time span, for example, by attending a two day residential or workshop experience, despite having no prior exposure to that activity. These types of activities are not considered comparable to other ones in the list, for example, proficiency in rugby union could not be gained in two days, having had no prior exposure to the sport.

Suitable conditions in which to perform

Awarding organisations considered whether the activity has some type of competitive or formal condition in which students can be assessed. An example of a competitive condition in this context would be an 11-a-side football game, whereas a formal condition could refer to a gymnastic event.

Activities in current specifications that would not meet this requirement are health and fitness activities, such as circuit training or yoga, where the conditions are informal with no structured context.

The level of performance can be realistically assessed by PE practitioners (teachers/ moderators)

This considers whether activities can be accurately and robustly assessed by practitioners. Previously, the range of activities placed an unrealistic expectation on the breadth of knowledge needed from teachers and moderators. The proposed list has been reduced considerably from the previous offers with the view that a PE practitioner should be able to recognise the key skills, fluency of movement etc., in the activities proposed.

The awarding organisations have removed activities that are so specialist or niche that specific expertise in that activity is required in order to assess them, for example, martial arts. In a number of activities used in the previous specifications, experience suggested that teachers and moderators were often unfamiliar and at times uncomfortable with the assessment of them, relying too heavily on outside expertise to inform assessment decisions which in turn challenged standardisation and moderation processes.

Activities that can be moderated live are preferable but it was recognised that some activities do not lend themselves to this. In order to prevent students who wish to be assessed in activities that cannot be assessed or moderated in school (e.g. skiing) from being disadvantaged, the activities agreed by the awarding organisations will, as a minimum, allow filmed evidence of suitable quality to be produced to ensure reliable internal assessment and external moderation. Activities which cannot be filmed live in appropriate detail and accuracy, such as sailing, have not been included in the list.

The need for the inclusion of activities meeting local needs has been considered alongside the potentially conflicting need to ensure rigour and parity of assessment. The reliability of assessments has also been considered. Some activities not included in the proposed list may be comparable with other activities in the list, but have been omitted because they cannot be moderated live or because suitable quality DVD evidence cannot be produced. For example, although sailing may be comparable to other activities in terms of the skills involved, it is by its very nature, an activity that is difficult to gather filmed evidence of a suitable quality to enable reliable assessment and moderation.

Disability activities

Accessibility and inclusion for students has been addressed in a number of ways.

Specialist activities

A number of specialist activities are included in the proposed activity list to be used by all awarding organisations. The specialist activities included are based on those which have been included in current specifications following requests from specialist centres over the last 6 years. It has been agreed with DfE and Ofqual that the awarding organisations can jointly consider additions to the permitted activities for reasons of accessibility and inclusion on a periodic basis, once specifications are available for live assessment. The use of these activities for assessment is dependent upon the student(s) in question meeting the classification requirements for the activities, as stipulated by the relevant governing body.

Adaptations and reasonable adjustments to activities

Any of the listed NEA activities may be adapted to suit different needs, but the way in which they are adapted depends on the individual need or disability. It is important that any adaptation or adjustment does not compromise the rigour and validity of the assessment; often it is the context of the performance which changes, such as the use of adapted equipment or rules and regulations. In some cases, a particular move or technique required in an activity can be substituted for a suitable alternative, as appropriate.

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Reference: DFE-00698-2014

Appendix 3: Revisions to this document

The table below sets out when the *GCSE Subject Level Conditions and Requirements for Physical Education* initially came into force and when they were subsequently revised.

Revisions	Date in force
<ul style="list-style-type: none">■ Incorporated new subject content for GCSE short course qualifications in Physical Education■ Condition GCSE(Physical Education 1) – Compliance with content requirements (amended)■ Assessment objectives – GCSE Qualifications in Physical Education (amended)■ Requirements in relation to assessments for GCSE Qualifications in Physical Education (amended)	27 May 2016
First published	8 July 2015

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