

GCSE Physical Education and Health Qualification Outline – Consultation Version



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Introduction

This document provides a high-level overview of the proposed WJEC GCSE Physical Education and Health qualification.

It is based on Qualifications Wales's Approval Criteria (key sections are included in Appendix 1). Our qualification **must** meet these requirements.

The qualification outline will provide a guide for the development of the Specification and Sample Assessment Materials (SAMs).

Qualification Overview

The GCSE Physical Education and Health qualification will support the Curriculum for Wales by:

- supporting the statements of what matters¹ by giving learners the opportunity to:
 - understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport
 - develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners' sense of self-worth, their overall mood and energy levels
 - develop the confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and active lifestyles which promote good physical health and well-being
 - understand how decisions and actions impact on themselves, on others and on wider society, both now and in the future. It can also help learners understand the factors that influence decision-making, thus placing them in a better position to make more informed and considered decisions
 - develop the critical-thinking skills necessary to consider their decision-making in terms of possible implications
 - understand the important role of social influences on their lives.
- supporting the principles of progression² by encouraging learners to:
 - revisit and deepen learning in concepts within the statements of what matters across a wide range of topics and aspects of physical education and health
 - develop their independence and agency in matters relating to physical education and health: resulting in a growing responsibility for their own health and well-being
 - develop their ability to make, justify and evaluate decisions across the range of statements of what matters
 - develop conceptual knowledge and critical understanding in a range of aspects of physical education and health
 - develop practical skills increasing accuracy and proficiency
 - transfer understanding from their own well-being to that of others; becoming more socially responsible

¹ [Health and Well-being: Statements of what matters - Hwb \(gov.wales\)](#)

² [Health and Well-being: Principles of progression - Hwb \(gov.wales\)](#)

- supporting the subject specific considerations for GCSE Physical Education and Health³ by providing opportunities for learners to:
 - participate in physical activity and engage in a variety of roles, responsibilities and environments
 - understand what factors, influences and behaviours shape physical health
 - consider what decisions influence their health and well-being and that of others
 - understand the benefits of physical activity, including social, recreational and performance aspects, as well as how it supports their physical health and well-being
 - participate in various sports and activities to support the development and refinement of *gross* and *fine motor skills*, transferable skills and the ability to connect progress with perseverance and confidence
 - understand how factors can influence their health and well-being, develop the skills to support healthy behaviours relating to these factors, and the confidence and motivation to support those behaviours for life
 - explore the factors that impact on their mental health and well-being. These may include, but are not limited to, the importance of regular exercise and the effect of a balanced diet
 - to reflect on the short-term, medium-term and long-term implications of the decisions they make. It should recognise that learners do not necessarily have responsibility for many of the decisions affecting them and this responsibility grows over time. Reflecting on the impact of decisions not only on oneself, but on other people and wider society, is important
 - participate in a range of team and individual sports to support their understanding and application of positive health behaviours. This also supports the development of team-working, resilience and individual confidence. A study of sport can also unlock aspects of social history, politics, geography and science in Wales and across the world.

Proposed Qualification Structure

Unit 1: Principles of Physical Education and Health

Written examination

40% of qualification

Digital only examination, marked by WJEC

Unit 2: Performance and Coaching/Personal Trainer

Non examination assessment- practical assessment of performance and coaching/personal trainer

60% of qualification

Internally assessed by the centre, externally moderated by a visiting moderator

^{3 3} <https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/designing-your-curriculum/>

These are the proposed percentages for the four assessment objectives:

AO1	Demonstrate knowledge and understanding of health, wellbeing and physical activity concepts, and the relationships between them.	10%
AO2	Apply knowledge and understanding of health, wellbeing and physical activity concepts, and the relationships between them.	20%
AO3	Analyse and evaluate performance in sports and physical activities, and the factors that affect them.	20%
AO4	Demonstrate and apply relevant skills and techniques in sports and physical activities.	50%

This will be a linear qualification.

Unit Information

Unit 1 - Principles of Physical Education and Health

The purpose of this unit is to:

- demonstrate and apply knowledge and understanding of the factors that contribute to participation in sport and physical activity.
- develop learners' understanding of how sport and physical activity has an impact on health and wellbeing.
- reflect on and analyse performance factors and how they can be developed.

This unit will focus on:

- developing knowledge and understanding of health, wellbeing, and physical activity
- the factors that impact on levels of activity and the relationship with physical, social and emotional health and wellbeing
- the socio-cultural influences on participation, and contemporary developments on a local, national and international stage
- exploring the cross-cutting theme of human rights and diversity, including Black, Asian and minority ethnic perspectives, identity, culture, contributions and experiences.

The unit will be assessed via a digital examination available in the summer series of the final year of study, with a mix of question types that will target AO1, AO2 and AO3. AO2 will have the higher weighting, followed by AO1 and AO3. The duration of the examination is likely to be approximately 1 hour and 30 minutes, but this will need further exploration regarding permitting learners to replay clips. Learners will be required to review and respond to visual stimuli.

Unit 2 - Performance and Coaching/Personal Trainer

The purpose of this unit is to:

- demonstrate an awareness and understanding of the range of skills and techniques required for sport and physical activity.
- demonstrate application of tactics, strategies **and/or compositional ideas** within the context of the full activity.
- demonstrate application of the skills and principles of planning, organising, communicating and reflecting.
- demonstrate confidence, resilience, creativity, effectiveness and efficiency when performing and training.

This unit will focus on:

- performing effectively in two different sports or physical activities by developing skills and selecting and using tactics, strategies and/or compositional ideas
- developing and implementing a coaching session or personal training programme by analysing needs, planning, monitoring and reflecting.
- thinking critically and reflectively about their own performance and practice, and that of others

The unit will be assessed via practical non-examination assessment. This unit must be taken in the final year of the course. There will be two parts to this assessment:

- i. performance in the full context of any two sports or physical activities from the approved list (40% of qualification)
- ii. plan, demonstrate and review a coaching session or personal training programme for others in a sport or physical activity selected from the approved list (20% of qualification)

The mix of tasks for this unit will target AO3 and AO4. AO4 will have the higher weighting in this assessment due to the practical elements, followed by AO3. The non-examination assessment will be internally assessed by the centre and externally moderated by a visiting moderator. Learners can be assessed in the performance and coaching/personal training of the same or different sport or physical activity.

Consideration of manageability, engagement, validity and reliability

In developing this proposed qualification outline, we have considered manageability, engagement, reliability and validity, and how to balance these considerations in the context of the requirements of the Approval Criteria.

The Approval Criteria require 60% of the qualification to be assessed by non-examination assessment, with both non-examination assessments needing to be set by WJEC, internally assessed by the centre, and externally moderated by the awarding body. The qualification is linear, so all non-examination assessment must be submitted in the final year. This poses some potential manageability challenges. We have some manageability concerns for centres who have large numbers of candidates to assess for coaching or personal training of others, as these are likely to need to be substantial individual assessment – we have a question relating to this in our survey and would welcome your views. We propose to minimise manageability challenges as far as we can by conducting the visiting moderation of the non-examination assessments during the Spring term of the final year of study. This will ensure that the required teaching and learning has taken place, reducing the assessment burden for both teachers and learners in the Summer term.

We believe that our proposed qualification should provide opportunities for centres to develop an engaging programme of study for its learners, in line with the expectations of the Curriculum for Wales. Unit 1 will cover a broad range of factors, giving learners the opportunity to study various areas in relation to Physical Education and Health. Unit 2 will engage learners by being assessed in a variety of relevant and meaningful contexts. With both non-examination assessment tasks, there will be flexibility for learners to select sports or physical activities from the approved list. To further aid with manageability and engagement for learners, there will be no parameters around the selection of the two sports or physical activities from the approved list. This should help ensure that learners are able to demonstrate their skills in the most meaningful context.

We believe that the non-examination assessments we propose for Unit 2 are a valid approach to assessing the purpose and content because they allow learners' skills to be assessed in appropriate contexts. We have some concerns relating to potential challenges relating to developing and assessing skills relating to Personal Training of others, e.g. use of gyms and equipment – we have a question relating to this in our survey and would welcome your views. To ensure the reliability of the non-examination assessments, we will ensure each unit will target the same assessment objective weightings each series. For both non-examination assessment tasks, assessment criteria will be developed, and teachers will be provided with a package of support to ensure consistent application of the assessment criteria across centres and over time. We will ensure that tasks are standardised to assess the same skills with common assessment criteria and a standard approach. For the coaching/personal trainer non-examination assessment tasks, we will provide guidance on what support learners are able to use when responding to the assessment tasks. It is likely that a high level of control will be used at the formal assessment stage to ensure reliability. We will provide a visiting moderator to select a sample of centre work for reliability and validity of assessment.

The Approval Criteria require 40% of the qualification to be assessed via a digital-only examination. We believe that the purpose and content of Unit 1 can be validly assessed by examination, and a mix of question types can help us maximise validity. When we develop assessments, we will ensure that all tasks target the relevant construct, that there is an appropriate balance of content covered over time and that there is alignment between assessment items and learning outcomes. Where appropriate we will use data available to us on how an assessment has functioned. To ensure reliability, we will make sure that the examined units target the same assessment objective weightings and have a consistent level of demand each series. Marking criteria will be developed and assessors will be trained on how to apply them consistently.

We will continue to consider the balance of manageability, engagement, reliability and validity, at each stage of qualification development.

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APPENDIX

Key information from Approval Criteria

The following information has come directly from Qualifications Wales's ([Approval Criteria GCSE Physical Education and Health](#)) - our qualification must meet these requirements.

Purpose

1. **GCSE Physical Education and Health** must:
 - 1.1 be designed primarily for Learners between the ages of 14 and 16
 - 1.2 build on the conceptual understanding Learners have developed through their learning from ages 3–14
 - 1.3 support teaching and learning by providing appropriately broad, demanding, relevant and engaging content and assessment that relates to and supports the Curriculum for Wales, including its four purposes
 - 1.4 allow Learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares them for life, learning and work
 - 1.5 provide meaningful, fair, and accurate information on Learner achievement within a subject that highlights what Learners know, understand and can do

Aims

2. **GCSE Physical Education and Health** must:
 - 2.1 allow Learners to explore a range of knowledge, skills and understanding in relation to health and wellbeing, sports and physical activities
 - 2.2 provide opportunities for Learners to be assessed in a variety of relevant and meaningful contexts
 - 2.3 support learning that aligns with the Curriculum for Wales Relationships and Sexuality Education Code, where appropriate
3. The **GCSE Physical Education and Health** qualification must support Learners to:
 - 3.1 develop their knowledge and understanding of health, wellbeing, and physical activity and the links between them
 - 3.2 understand the factors that impact on levels of activity and the relationship with physical, social and emotional health and wellbeing through the life cycle
 - 3.3 understand the socio-cultural influences on participation, and contemporary developments within sport and physical activity, on a local, national and international stage
 - 3.4 perform effectively in different sports and physical activities by developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas
 - 3.5 analyse physical performance and select appropriate strategies and interventions for development and improvement
 - 3.6 think critically and reflectively about their own performance and practice, and that of others
 - 3.7 explore the cross-cutting theme of human rights and diversity, including Black, Asian and minority ethnic perspectives, identity, culture, contributions and experiences

Assessment objectives

13. The assessment of the knowledge, understanding and skills required in the qualification must target the following assessment objectives in line with the indicated weightings, within a tolerance of +/- 5% percentage points.

AO1	Demonstrate knowledge and understanding of health, wellbeing and physical activity concepts, and the relationships between them.	10%
AO2	Apply knowledge and understanding of health, wellbeing and physical activity concepts, and the relationships between them.	20%
AO3	Analyse and evaluate performance in sports and physical activities, and the factors that affect them.	20%
AO4	Demonstrate and apply relevant skills and techniques in sports and physical activities.	50%

Scheme of assessment

14. The **GCSE Physical Education and Health** qualification must be linear.
15. The **GCSE Physical Education and Health** qualification must show the proportion of marks (weighted and/or raw) allocated to each assessment objective and to each *Component*.
16. The **GCSE Physical Education and Health** specification must include the following assessment arrangements:
 - 16.1 a digital-only examination that:
 - 16.1.1 accounts for 40% of the qualification
 - 16.1.2 is set and marked by the awarding body
 - 16.1.3 includes item types which are enhanced by the digital testing platform
 - 16.1.4 includes, and requires *Learners* to review and respond to, recordings of sports and physical activities
 - 16.2 a non-examination assessment that assesses how *Learners* perform in two sports or physical activities selected from the approved list:
 - 16.2.1 the assessment must account for 40% of the qualification. Each sport or activity must contribute equally
 - 16.2.2 for team sports or physical activities, *Learners* must demonstrate the application of skills, techniques and strategies appropriate to the position/activity in demanding situations, that is in a full and competitive⁴ context
 - 16.2.3 for individual sports or physical activities, *Learners* must demonstrate the application of skills, techniques and strategies appropriate to the activity in demanding situations, that is in a full and competitive context
 - 16.2.4 the assessment must be marked by the *Centre* and *Moderated* by the awarding body using a visiting moderator
 - 16.2.5 *Learners* must have the opportunity to complete their assessments off-site, where appropriate
 - 16.3 a non-examination assessment in coaching or personal training:
 - 16.3.1 *Learners* must choose whether to be a coach or a personal trainer and must provide coaching or personal training to others
 - 16.3.2 the assessment must account for 20% of the qualification
 - 16.3.3 the assessment must be marked by the *Centre* and *Moderated* by the awarding body using a visiting moderator

⁴ For clarity, the competitive context could be demonstrated by competing against other *Learners* or by competing against the environment/conditions on the day of the assessment.

- 16.3.4 *Learners* must choose a sport or physical activity from the approved list – this can be the same as one of the sports or physical activities they have been assessed on in the performance non-examination assessment task
- 16.3.5 where appropriate, *Learners* must have the opportunity to complete the assessment for their coaching or personal training activity off-site
17. The **GCSE Physical Education and Health** qualification must utilise digital technologies for *Learners* to submit evidence of work in the non-examination assessment sports or physical activities that cannot be seen live by the visiting moderator.
18. The awarding body must specify its rules in regard to resits and resubmissions for **GCSE Physical Education and Health** in accordance with the *Made-for- Wales GCSE Conditions and Requirements*.

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