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# GCE PE 2016 Mapping Document: Pearson PE to AQA

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# Comparing the existing 2008 AQA GCE Physical Education specification to the new 2016 Pearson specification

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## Introduction

This document is designed to help centres compare the existing 2008 AQA GCE Physical Education specification (H154) with the 2016 Pearson GCE Physical Education specification (9PE0).

The document initially provides an overview of the 2016 Pearson PE A Level and a list of the key changes; subsequent tables then seek to compare the two specifications and highlight areas of similarity and difference. This information should help centres understand where existing AQA content is present in the 2016 Pearson specification and also where the 2016 Pearson specification incorporates material that is not covered in the previous AQA specifications.

## Our free support includes:

- a dedicated PE Adviser, Penny Lewis
- additional GCE Physical Education specimen papers
- student exemplars with assessment commentary
- mock marking training
- Getting Started Guide and course planners
- schemes of work and topic guides for every topic
- Getting Ready to Teach training events (GRTT).

The 2016 Pearson A Level PE specification is split into four content components.

## Component 1: Scientific Principles of Physical Education

(\*Component code: 9PE0/01)

*Written examination: 2 hours and 30 minutes*

*40% of the qualification*

*140 marks*

### Content overview

- Topic 1: Applied anatomy and physiology
  - Topic 2: Exercise physiology and applied movement analysis
- Biomechanics is embedded within the content of Topics 1 and 2.

### Assessment overview

- Students must answer all questions.
- The assessment comprises two sections: Section A – Applied anatomy and physiology and Section B – Exercise physiology and applied movement analysis.
- The assessment consists of short answer, long answer and extended answer questions.
- Calculators can be used in the assessment.

## Component 2: Psychological and Social Principles of Physical Education

(\*Component code: 9PE0/02)

*Written examination: 2 hours*

*30% of the qualification*

*100 marks*

### Content overview

- Topic 3: Skill acquisition
- Topic 4: Sport psychology
- Topic 5: Sport and society

### Assessment overview

- Students must answer all questions.
- The assessment comprises two sections: Section A – Skill acquisition and sport psychology and Section B – Sport and society.
- Calculators can be used in the assessment.

## Component 3: Practical Performance (\*Component code: 9PE0/03)

*Non-examined assessment: internally assessed, externally moderated*

*15% of the qualification*

*40 marks*

### Content overview

- Skills performed in one physical activity as a player/performer  
**OR**
- Skills performed in one physical activity as a coach

### Assessment overview

- It is recommended that the minimum duration for the student activity is approximately 54 hours, combining preparation and the assessed performance.
- The assessment will be internally marked by the centre and externally moderated by Pearson.
- The assessment consists of students completing one physical activity from the set list in the *Practical Performance Assessment Guide*.
- Students can be assessed in either the role of player/performer or coach.
- As a player/performer, students will be assessed against set assessment criteria which can be found in the *Practical Performance Assessment Guide*. There is separate assessment criteria for each physical activity. Generic assessment criteria is on *pages 31–35* of the specification.
- As a coach, students will be assessed against set assessment criteria which can be found on *pages 36–41* of the specification and in the *Practical Performance Assessment Guide*.

## Component 4: Performance Analysis and Performance Development Programme

(\*Component code: 9PE0/04)

*Non-examined assessment: internally assessed, externally moderated*

*15% of the qualification*

*40 marks*

### Content overview

- Topic 1: Applied anatomy and physiology
  - Topic 2: Exercise physiology and applied movement analysis
  - Topic 3: Skill acquisition
  - Topic 4: Sport psychology
- Biomechanics is embedded within the content of Topics 1 and 2.

### Assessment overview

- Carrying out and producing the Performance Analysis and PDP may take place over multiple sessions up to a combined duration of 54 hours.
- The assessment will be internally marked by the centre and externally moderated by Pearson.
- The assessment consists of students producing a Performance Analysis and then developing a Performance Development Programme.
- Students can be assessed in either the role of player/performer or coach.
- As a player/performer and coach students will be assessed against set assessment criteria which can be found on *pages 50–59* of the specification. There is separate assessment criteria for the Performance Analysis and the Performance Development Programme.

### Key changes:

- Assessment is linear
- Quantitative skills in line with Ofqual requirements represents 5% of the A Level assessment
- Analysis of Performance / Performance Development Programme are written studies
- Reduction from two to one practical performance
- No option of performance in the role of an official

### Summary of assessment arrangements

AQA 2008	Pearson 2016
<b>Written exam</b> – 2 hours (30%)	<b>Written exam</b> – 2 hours and 30 minutes (40%)
<b>Written exam</b> – 2 hours (30%)	<b>Written exam</b> – 2 hours (30%)
<b>Moderated</b> Practical assessment and Analysing & evaluating core skills and techniques (20%)	<b>Moderated</b> Practical assessment (15%)
<b>Written exam</b> – 2 hours (30%)	<b>Moderated</b> Performance analysis and Performance Development Programme (15%)
<b>Moderated</b> Practical assessment and Analysis and evaluation of own performance (20%)	



## Overview of content

AQA 2008 Specification	Pearson 2016 Specification
<b>Unit 1 PHED1</b>	<b>Component 1</b>
<p><b>Opportunities for and the effects of leading a healthy and active lifestyle</b></p> <ul style="list-style-type: none"> <li>• Applied exercise physiology</li> <li>• Applied exercise physiology in practical situations</li> <li>• Skill acquisition</li> <li>• Skill acquisition in practical situations</li> <li>• Opportunities for Participation</li> </ul>	<p><b>Topic 1 – Applied anatomy and physiology</b></p> <ul style="list-style-type: none"> <li>• Muscular skeletal system</li> <li>• Cardio-respiratory system and cardiovascular systems</li> <li>• Neuro-muscular system</li> <li>• Energy systems: fatigue and recovery</li> </ul>
<b>Unit 2 PHED2</b>	<b>Topic 2 – Exercise physiology and applied movement analysis</b>
<p><b>Analysis and evaluation of physical activity as a performer and/or in an adopted role</b></p> <ul style="list-style-type: none"> <li>• Performing in two different roles or the same role twice from identified lists of activities</li> <li>• Applied exercise physiology in practical situations</li> <li>• Skills acquisition in practical situations</li> </ul>	<ul style="list-style-type: none"> <li>• Diet and nutrition and their effect on physical activity and performance</li> <li>• Preparation and training methods in relation to maintaining and improving physical activity and performance</li> <li>• Injury prevention and the rehabilitation of injury</li> <li>• Linear motion</li> <li>• Angular motion</li> <li>• Projectile motion</li> <li>• Fluid mechanics</li> </ul>
<b>Unit 3 PHED3</b>	<b>Component 2</b>
<p><b>Optimising performance and evaluating contemporary issues within sport</b></p> <ul style="list-style-type: none"> <li>• Applied physiology to optimise performance</li> <li>• Psychological aspects that optimise performance</li> <li>• Evaluating contemporary influences</li> </ul>	<p><b>Topic 3 – Skill acquisition</b></p> <ul style="list-style-type: none"> <li>• Coach and performer</li> <li>• The classification and transfer of skills</li> <li>• Learning theories</li> <li>• Practice methods</li> <li>• Guidance</li> <li>• Feedback</li> <li>• Memory models</li> </ul>

<p><b>Unit4 PHED4</b></p>	<p><b>Topic 4: Sport Psychology</b></p> <ul style="list-style-type: none"> <li>• Factors that can influence an individual in physical activities</li> <li>• Dynamics of a group/team and how they can influence the performance of an individual and/or a team</li> <li>• Goal setting</li> <li>• Attribution theory</li> <li>• Confidence and self-efficacy</li> <li>• Leadership</li> </ul>
<p><b>Optimising practical performance in a competitive situation</b> For one chosen activity:</p> <ul style="list-style-type: none"> <li>• Perform and analyse relevant core skills as a performer, official, leader/coach</li> <li>• Analyse and critically evaluate own/others' areas of performance</li> <li>• Identify theoretical causes for weakness in performance and suggest corrective practices to optimise performance</li> </ul>	
	<p><b>Topic 5: Sport and society</b></p> <ul style="list-style-type: none"> <li>• Factors leading to the mergence and development of modern day sport</li> <li>• Globalisation of sport</li> <li>• Commercialisation of sport</li> <li>• Ethics and deviance in sport</li> <li>• The relationship between sport and media</li> <li>• Development routes from talent identification through to elite performance</li> <li>• Participation and health of the nation</li> </ul>
	<p><b>Component 3</b></p>
	<p><b>Practical performance</b></p> <ul style="list-style-type: none"> <li>• Practical performance in one physical activity, in the role of either player/performer or coach, from a set list outlined in the specification</li> <li>•</li> </ul>
<p><b>Component 4</b> <b>Performance analysis and Performance Development</b></p>	

**AQA 2008 specification to Pearson 2016 Specification**

	<p><b>Programme</b></p> <ul style="list-style-type: none"><li>• Performance analysis in the role of either player/performer or coach in order to analyse and evaluate the effectiveness of their own performance</li><li>• The Performance Development Programme in the role of player/performer or coach in order to plan, perform and record and then evaluate a programme to optimise personal performance</li></ul>
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## Detailed comparison

AQA content	2016 Pearson content	New content for Pearson 2016; not in AQA	Content in AQA 2008 but not in Pearson 2016
PHED1 PHED2 PHED3	<b>Topic 1 – Applied anatomy and physiology</b>	+ names of muscles and bones + stretch-shortening cycle + principles related to the stability of the body + calculation of force + structure of respiratory system + respiratory values and capacities + anatomical components and structure of cardiovascular system + anatomy of neuro-muscular system + stages of recovery	X definitions of health and fitness
PHED1 PHED2 PHED3	<b>Topic 2 – Exercise physiology and applied movement analysis</b>	+ identified fitness tests + interpret, calculate and present data + strategies for speeding up recovery + knowledge and understanding of different classifications of sporting injuries + linear motion + fluid mechanics	X the seven classes of food X definitions and associated content around obesity
PHED1	<b>Topic 3 – Skill acquisition</b>	+ Thorndike's three laws + use of technology to underpin guidance and support feedback + memory models	
PHED3	<b>Topic 4 - Sport Psychology</b>	+ Wood's Triadic Model + theories of leadership	
	<b>Topic 5 - Sport and society</b>	+ emergence of competing for corporations rather than	X characteristics, relationships and benefits of play, physical

		<p>geographically-based teams+          + migration patterns of sporting labour          + the events of certain Olympic Games and impact of 1984 Olympic Games          + franchises in sport (UK and USA)          + the impact of technology on the viewing experience of          + systems of talent identification / development with specific reference to former East Germany and Australia          + impact of wearable technology on participation</p>	<p>education, leisure and recreation, active leisure, outdoor and adventurous activities, sport          X characteristics, goals, advantages and disadvantages of public, private and voluntary sectors          X characteristics of national curriculum          X provision in schools and impact on pupils' experiences          X effects of school-clubs links</p>
<p><b>PHED2</b>  <b>PHED4</b></p>	<p><b>Component 3 - Practical performance</b></p>	<p>+ only one activity to be assessed (player/performer or coach)</p>	<p>X two performances no longer assessed          X officiating no longer an option</p>
<p><b>PHED2</b>  <b>PHED4</b></p>	<p><b>Component 4 - Performance analysis and Performance Development Programme</b></p>	<p>+ written Performance Analysis in the role of either player/performer or coach in order to analyse and evaluate the effectiveness of their own performance          + the Performance Development Programme in the role of player/performer or coach in order to plan, perform and record and then evaluate a programme to optimise personal performance</p>	<p>X observation of live performance as assessment for analysis and evaluation</p>