

AS and A level Physical Education

Supporting learning through practice

Discover our new qualifications for 2016








Supporting learning through practice

This brochure provides an overview of the specifications for our new **Edexcel AS and A level Physical Education** qualifications.

We'll outline how our specifications will engage your students and inspire them to become confident and practical sports people, and we'll also outline the expert support you can expect.

Our new qualifications:

-  develop knowledge and understanding through practical application **page 4**
-  have clear and accessible assessments for all students **page 6**
-  encourage a holistic understanding of PE **page 8**
-  nurture skills and knowledge for progression to further study **page 9**
-  provide expert support when you need it **page 10**

Working with you

We've worked closely with teachers, subject associations, and higher education to make sure our Edexcel AS and A level specifications for first teaching in 2016 have been shaped by you. We have also consulted with members of the YST, Sports England, AfPE and national governing bodies.











Next steps...

- Once you've read through this guide, turn to the back page for details of how to:
- sign up to teach our new qualifications and get specification updates and free support
 - sign up for one of our FREE Getting Ready To Teach events to help you plan for September 2016 with confidence.











Qualifications at a glance

Our Edexcel AS and A level qualifications in Physical Education have four components assessed through two externally assessed written examination papers (scientific and social), one practical performance and a Performance Analysis that includes a Personal Development Programme (PDP) at A level.

A level PE

Components	Content	Assessment
Component 1: Scientific principles of PE	<ul style="list-style-type: none">Applied anatomy and physiologyExercise physiologyApplied movement analysis	 2 hours and 30 minutes  140 marks  40%
Component 2: Psychological and social principles of PE	<ul style="list-style-type: none">Skills acquisitionSports psychologySport and society	 2 hours  100 marks  30%
Component 3: Practical performance	<ul style="list-style-type: none">Skills performed as a player/performer or coach	 40 marks  15%
Component 4: Performance Analysis and Personal Development Programme	<ul style="list-style-type: none">Performance AnalysisPersonal Development Programme (PDP)	 40 marks  15%

AS level PE

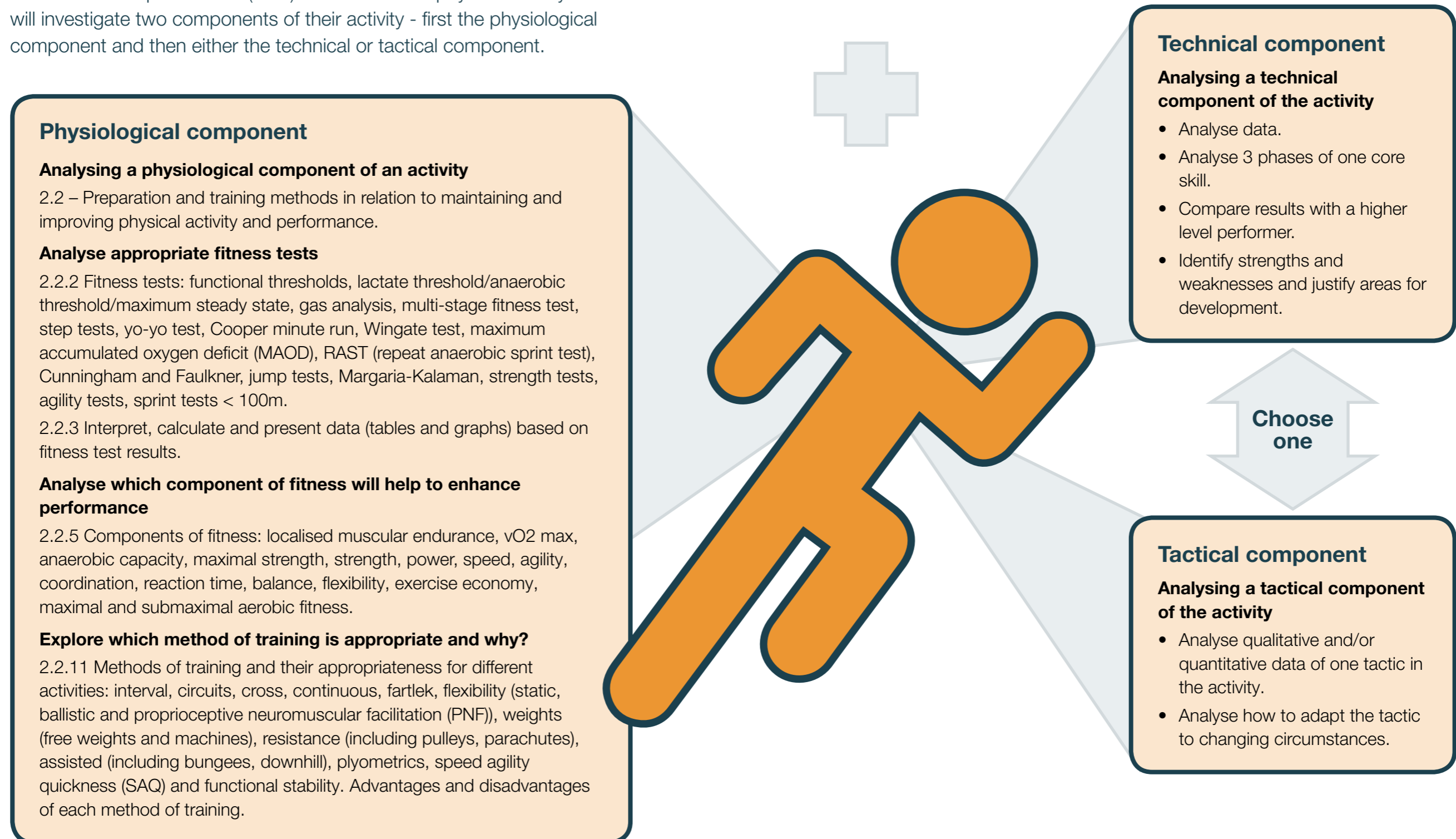
Components	Content	Assessment
Component 1: Scientific principles of PE	<ul style="list-style-type: none">Applied anatomy and physiologyExercise physiologyApplied movement analysis	 1 hour and 45 minutes  90 marks  40%
Component 2: Psychological and social principles of PE	<ul style="list-style-type: none">Skills acquisitionSports psychologySport and society	 1 hour and 15 minutes  60 marks  30%
Component 3: Practical performance	<ul style="list-style-type: none">Skills performed as a player/performer or coach	 24 marks  15%
Component 4: Performance Analysis	<ul style="list-style-type: none">Performance Analysis	 24 marks  15%

See full details online at: www.edexcel.com/alevelpe16

Develops knowledge and understanding through practical application

We have developed our qualifications with a 'supporting through practice' approach, designed to enable all students to further their understanding of the subject through application. Students will be encouraged to engage in physical activity and sport by contextualising the theory and applying their knowledge to their practical performance as a performer or coach.





Here you can see how parts of the A level specification can be explored through students producing a Performance Analysis and then developing a Personal Development Plan (PDP)* in their chosen physical activity. Students will investigate two components of their activity - first the physiological component and then either the technical or tactical component.



* AS does not include a PDP

Clear and accessible assessment for all students

Our qualifications have a straightforward structure with four engaging components assessed through two externally assessed written exam papers, one practical performance and a Performance Analysis that includes a Performance Development Programme (PDP) at A level.

-  Our papers have a range of question types – short answer, longer answer and extended answer questions – helping to assess all abilities.
-  Clear and consistent use of command words will help students prepare for their assessment.
-  Students will be assessed as a performer or coach in one activity from the list.
-  Students will analyse and evaluate a physiological and technical or tactical aspect of their performance. For A level they will develop one of these areas and analyse, carry out and evaluate a PDP.

(b) Assess where the 1500 m track race would be placed on the energy continuum.

(8)

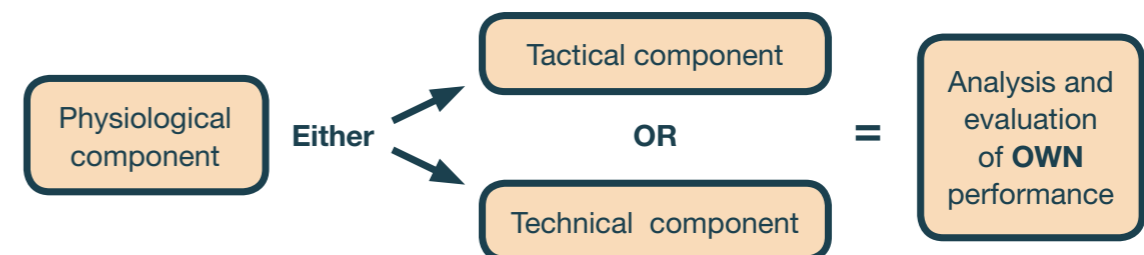
Question number	Indicative content
4(b)	<p>AO2 = 4 marks, AO3 = 4 marks</p> <p>Reward acceptable answers. Responses may include, but are not limited to the following.</p> <ul style="list-style-type: none"> The 1500m race would be placed approximately in the middle of the continuum but could vary depending on the tactics (AO2). Candidates may draw this in a diagram. The energy continuum identifies athletic events by the percentage of energy obtained from the different pathways (AO3). The placement of the 1500m on the energy continuum would need to be justified by tactics and the application of energy systems at various points throughout the race (AO2). The start of the race will be very anaerobic, predominantly utilising the ATP-PC pathway (AO2). After approximately 50 metres the pace may drop a little but will still be anaerobic, utilising the Lactic Acid Pathway as the dominant provider until the end of the lap (AO3). The next two laps will experience another slight drop in intensity, allowing the aerobic pathway to be the dominant provider (AO3). On the bell, the intensity will gradually increase, firstly utilising the Lactic Acid pathway until the final sprint finish which again is ATP-PC pathway dependent (AO3).

Indicative content and mark schemes help teachers and students to understand the required standard for each assessment.

Performance Analysis and the Performance Development Programme (PDP)

Once students have completed a Performance Analysis of their chosen physical activity, they have the opportunity to then produce a PDP at A level to optimise their performance in the role of player/performer or coach.

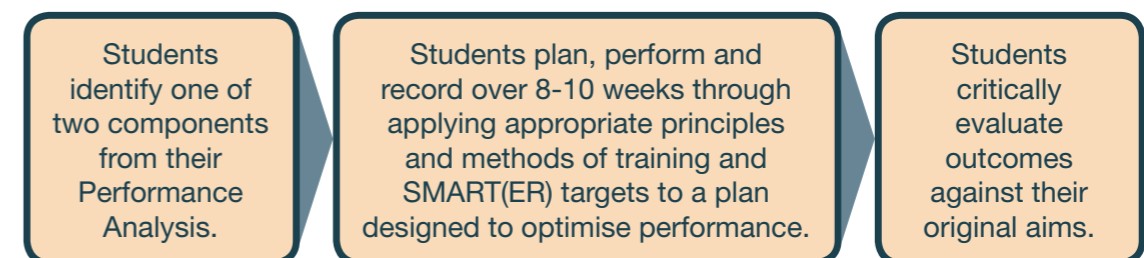
Performance Analysis



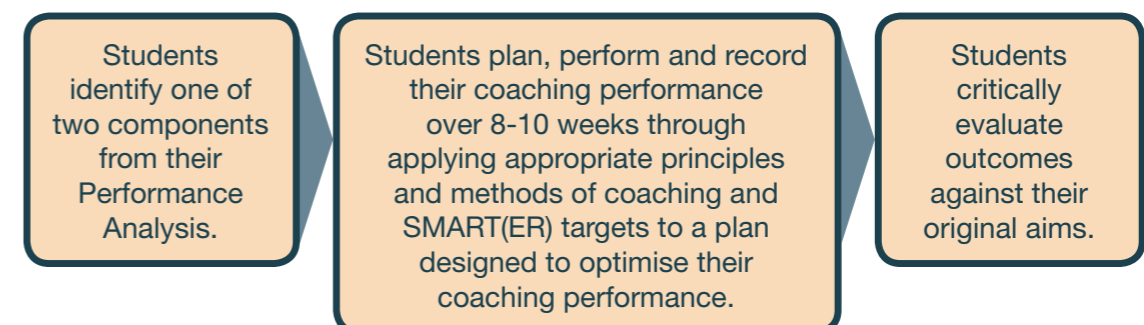
Performance Development Programme (PDP)

The purpose of the PDP is to optimise the student performance in the role of a player/performer or coach. It is recommended that students carry out their Performance Analysis and PDP in the same role and physical activity undertaken in component 3: Practical Performance.

Player/Performer

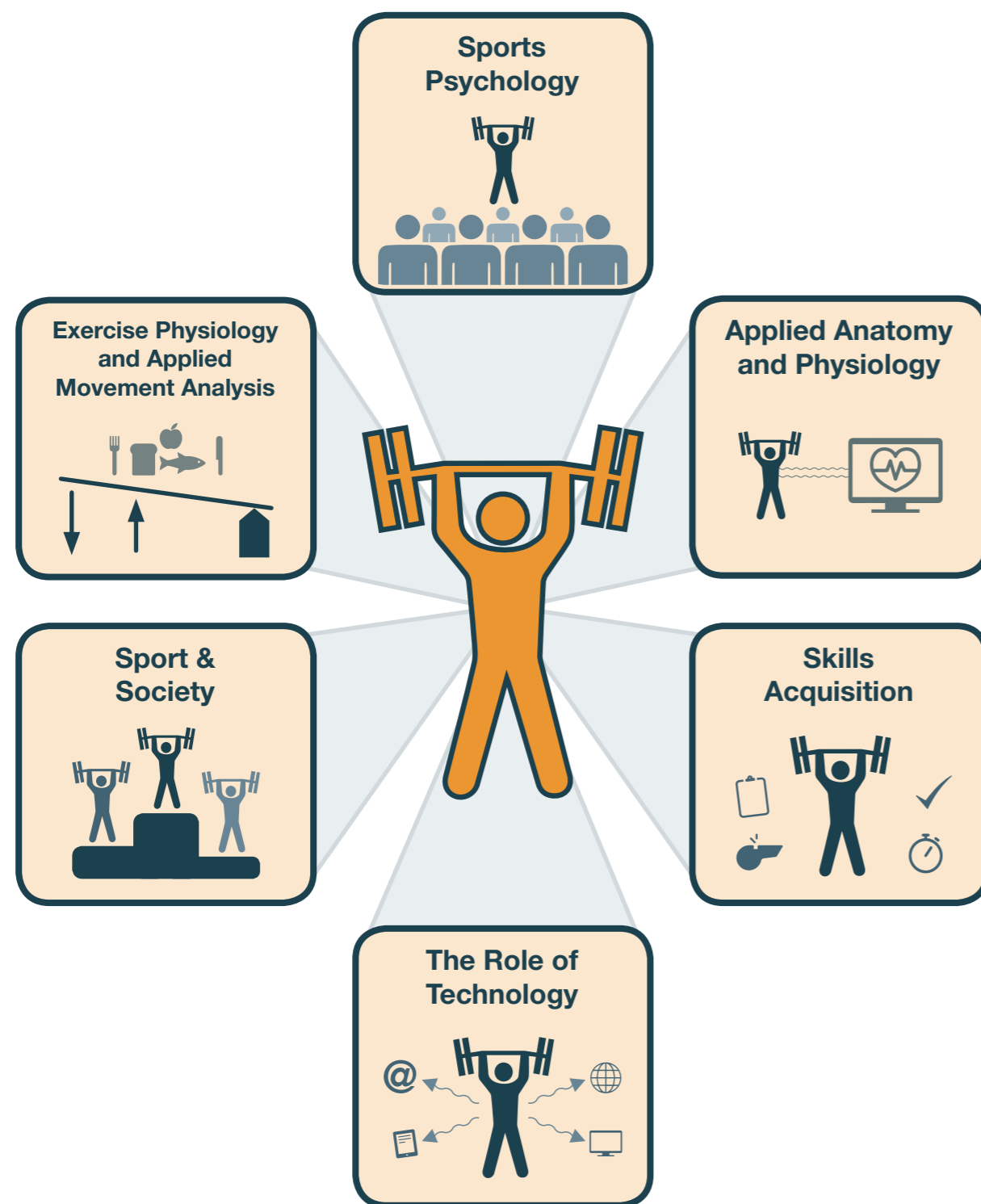


Coach



Encourages a holistic understanding of PE

Our new AS and A level PE qualifications will further develop students' understanding of how the mind and body works in relation to performance in physical sport whilst also engaging them with key issues and themes relating to contemporary global influences on physical education.



Nurtures skills and knowledge for progression to further study

Our Edexcel AS and A level Physical Education specifications have been designed to ensure sensible progression of content from GCSE to A level and include similar approaches to assessment.

- Builds on the understanding developed at GCSE** while also supporting learners choosing to begin their study of PE for the first time.
- Encourages learners to become more competent, confident and expert** in their techniques, and apply them across different sports and physical activities.
- Helps students develop important transferable skills** for progression to the next level, including numeracy, communication and an understanding of practical performances.
- The blend of scientific and social knowledge **strongly positions students to access** a growing number of physical education, sport and physical activity **higher education** programmes **or employment** in the sport, leisure and tourism sector.
- The **AS and A level** Physical Education specifications have been designed to be **co-teachable**, with the same topics at both AS and A level.

Topic links from GCSE to A level

GCSE		AS and A level
Applied Anatomy and Physiology	→	Applied Anatomy and Physiology
Movement Analysis	→	Exercise Physiology and Applied Movement Analysis
Sports Psychology	→	Skills Acquisition and Sports Psychology
Socio-Cultural Influences	→	Sport and Society
Health Fitness and Well-being		
Physical Training		
Personal Exercise Programme (PEP)	→	Performance Development Programme (PDP) through Performance Analysis at AS level.

The role of technology is embedded throughout AS/A level.

The use of data is embedded throughout GCSE and AS/A level.

Expert support when you need it

Plan

- ✚ Editable **course planners** and a **scheme of work** can be adapted to suit your department.
- ✚ Our **Getting Started guide** gives you an overview of our new qualification to help you understand what the changes mean for you and your students.
- ✚ **Progression guides** will help you to understand the progression from GCSE to A level, including common features.
- ✚ **Mapping documents** highlight the key differences and similarities between this qualification and the 2008 qualification.
- ✚ **Additional specimen papers** will help you to prepare your students for their exams.

Subject support

If you have any questions, get in touch with Penny Lewis, Subject Advisor for Sport and Physical Education. You can sign up via the website to receive emails from Penny and be kept up to date about key dates, training events, news and resources.

Email:

TeachingPEandSport@pearson.com

Follow Penny on Twitter:

@PearsonPESport

Visit online:

www.edexcel.com/PhysicalEducationandSport



Penny Lewis
PE and Sport
Subject Advisor

Teach

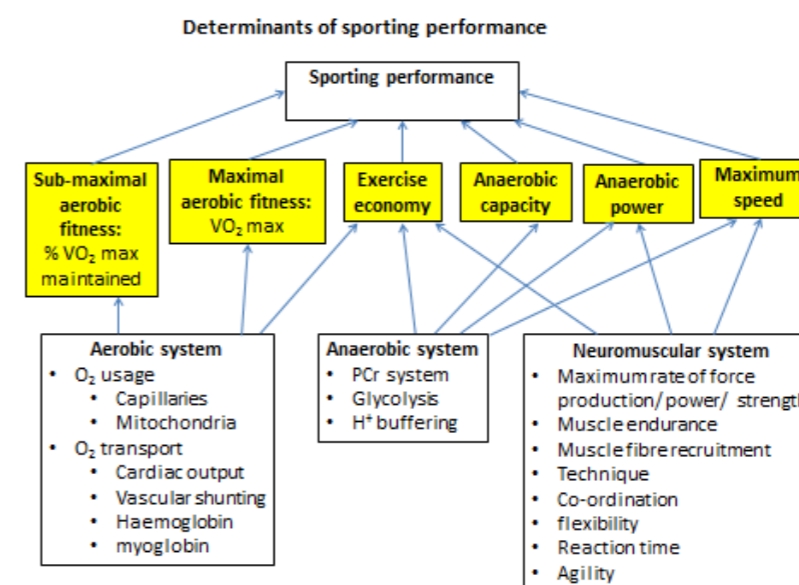
We'll provide **Topic guides** with background information about each topic, further reading lists and guidance on teaching approaches to deliver the content in a practical way.

The guides:

- ✚ detail content changes to the topic
- ✚ provide clarity over the required breadth and depth
- ✚ signpost possible resources
- ✚ provide some teaching ideas to assist with planning and delivery.

Topic 2.2.4

Determinants of movement/running performance and their application to sprint, endurance and intermittent activities. Sporting performance is determined by a range of physiological factors (plus skill and psychological factors). The figure below highlights the six principle determinants of physiological capability: sub-maximal aerobic fitness, maximal aerobic fitness, exercise economy, anaerobic capacity, anaerobic power and maximum speed.






- **Submaximal aerobic fitness:** the ability to maintain a high percentage of VO_2 max for a prolonged period of time. This is essential for long duration aerobic activity, for example long distance running.
- **Maximal aerobic fitness:** the maximum volume of oxygen that can be utilized in one minute. This is the upper limit of the aerobic system (the person's VO_2 max).

Expert support when you need it

Track and assess

When it comes to tracking progress and preparing for assessment, we'll provide support and resources to help you and your students throughout the course.

-  **Sample Assessment Materials** and additional **Specimen Papers** for A level so that you can get to grips with the format of the papers and the level of demand as quickly as possible.
-  **Practical performance assessment guide** to help you to feel more confident in assessing practical exercises.
-  **Exemplar materials with commentaries** for both examined and non-examined components.

Tools to help you measure and track progress

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. This free online service helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of PE.




Develop

To help you plan for September 2016 with confidence, we're running a range of free events in the lead-up to the new qualifications going live.

Available spring and summer 2016

Getting Ready to Teach events

Free Getting Ready to Teach events will support you in delivering our Edexcel AS and A level Physical Education specifications from September 2016. During the event you will explore:

-  the **structure, content and assessment** of our new specifications
-  **teaching strategies**
-  the **full range of support** available for delivering the new Edexcel qualifications.

You'll also have the opportunity to **network** with other teachers, discuss **best practice** and meet our PE and Sport subject team.

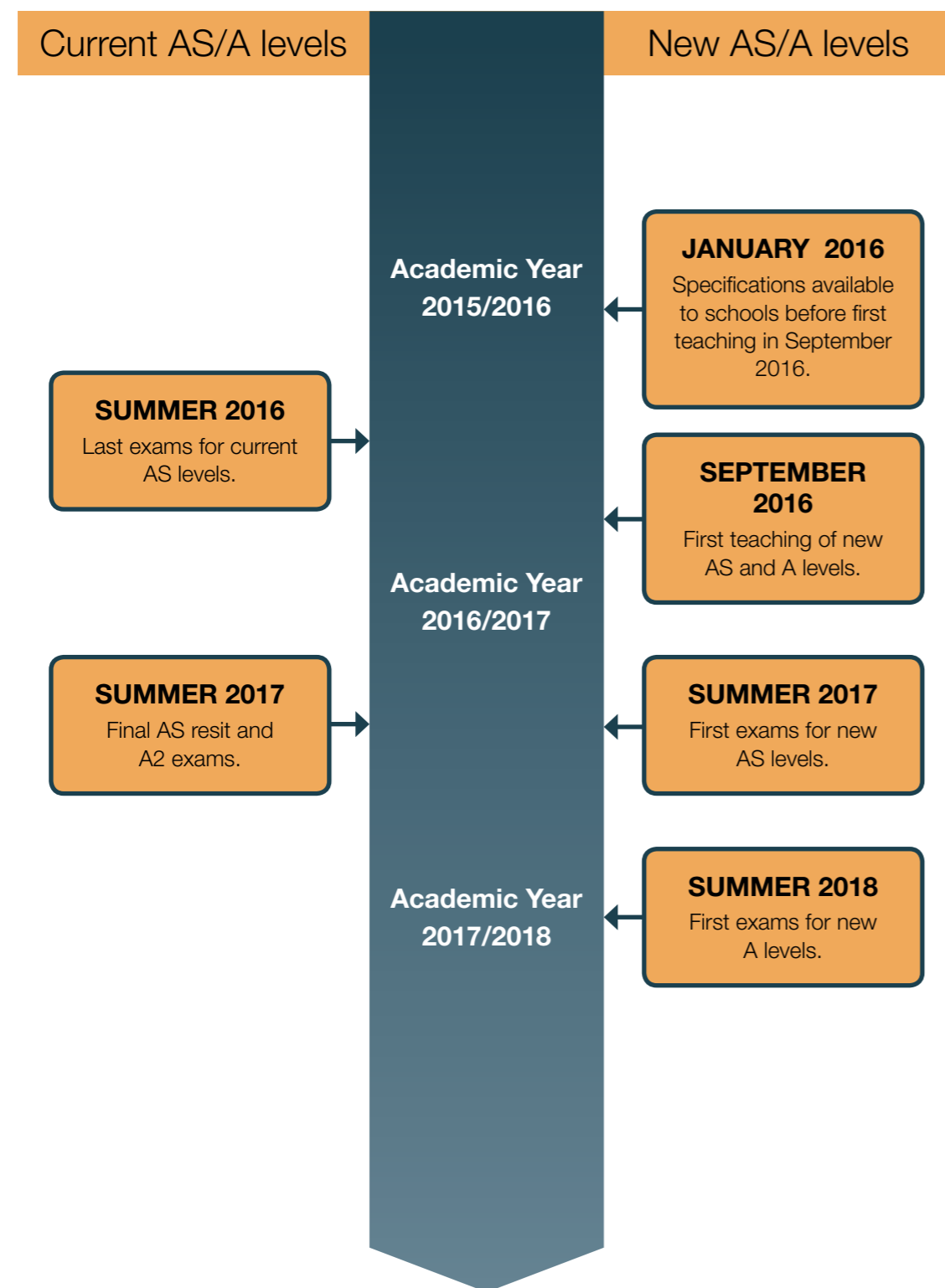
Breakfast Briefings

Throughout the year, our subject advisor Penny Lewis will be running free PE 'Breakfast Briefings' which will focus on supporting you in different areas of the specification.

Book your FREE place online at www.edexcel.com/training



Timeline of AS and A level reforms



Our **BTEC Nationals in Sport and Sport and Exercise Science** courses are also changing for first teaching in September 2016.

Find out more at www.edexcel.com/sport.

Key facts: AS and A level Physical Education 2016

The following changes will apply to all awarding organisations' specifications.

- There is an increased emphasis on the theoretical content now worth 70% of the qualification assessed through written examination.
- The subject content includes more detailed expectations for developing qualitative and quantitative data skills – up to 5% of the qualification.
- The requirements for carrying out and assessing Non-Examined Assessment (NEA) have changed. NEA is worth 30% of the qualification, comprising of practical performance and performance analysis, both of which will be internally assessed and externally moderated:
 - The practical is now 15% of the NEA and must be assessed in one activity – either as a player/performer or coach from the list of activities prescribed by the Department for Education.
 - Performance analysis is worth 15% of the NEA.

New Edexcel GCSE (9-1) Physical Education for 2016

GCSE PE is also changing in 2016 and, as with our Edexcel AS/A levels, we have developed a qualification with the same shared aim of 'supporting learning through practice'.

Find our Edexcel GCSE specification, assessment materials and the range of free support available at www.edexcel.com/gcsepe16.

Next Steps ...

Sign up to teach

Edexcel AS and A level Physical Education

If you are interested in teaching our qualifications, be sure to sign up to get all our specification updates and support.

Sign up to teach at:

www.edexcel.com/alevelpe16

For queries, information and support, we're here to help.

 Call us: **020 7010 2188**

@ Email us: **TeachingPEandSport@pearson.com**

 Follow us: **@PearsonPESport**

Don't forget our FREE Getting Ready To Teach events

Book your place online at: **www.edexcel.com/training**



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