



Department
for Education

Review of GCSE, AS and A level physical education activity list

Government consultation

Launch date 24 October 2018

Respond by 20 December 2018

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Introduction

The Department for Education published subject content for reformed physical education (PE) GCSE, AS and A levels in England in January 2015:

GCSE: <https://www.gov.uk/government/publications/gcse-physical-education>

AS and A level: <https://www.gov.uk/government/publications/gce-as-and-a-level-physical-education>

Reformed qualifications based on this subject content were first taught in schools and colleges from September 2016 and first awarded in summer 2018.

Both sets of subject content include a list of activities in which students can be assessed as part of these qualifications. The same activities are listed for GCSE, AS and A level, as below:

Association football
Badminton
Basketball
Camogie
Cricket
Dance
Gaelic football
Handball
Hockey
Hurling
Lacrosse
Netball
Rowing
Rugby league
Rugby union
Squash
Table tennis
Tennis
Volleyball
Blind cricket
Goal ball
Powerchair football
Table cricket
Wheelchair basketball
Wheelchair rugby
Amateur boxing
Athletics
Canoeing

Cycling
Diving
Golf
Gymnastics
Equestrian
Kayaking
Rock climbing
Sculling
Skiing
Snowboarding
Swimming
Trampolining
Boccia
Polybat

The list of activities to be included in the published list was based on five considerations which were designed to ensure parity and rigour. These were as follows:

- activities must be comparably rigorous and there is parity of assessment across practical activities
- activities must enable students to understand and implement tactics, strategies, and/or composition
- successful performance in activities requires the development of skills over time
- activities must have some type of competitive or formal condition in which students can be assessed
- it must be possible for the level of performance in activities to be realistically assessed by PE practitioners (teachers and moderators).

All five considerations needed to be met in order for an activity to be included on the list. All listed activities must also be sports recognised by Sport England. A list of recognised sports can be found here: <https://www.sportengland.org/our-work/national-governing-bodies/sports-that-we-recognise/>

The inclusion or non-inclusion of an activity on the list does not represent a view on the legitimacy or value of the activity. Activities are included based solely upon whether they met the considerations above and therefore their suitability as a means of assessing students' skills as part of a PE GCSE, AS or A level.

The subject content allows for all listed activities to be adapted to suit different needs wherever possible. The way in which activities are adapted depends on the individual need or disability of the students taking the qualification. It is important that any adaptation or adjustment does not compromise the rigour and validity of the assessment.

Issue date

The consultation was issued 24 October 2018.

Deadline

The consultation closes on 20 December 2018.

Enquiries

If you have any questions about this review or are having trouble submitting your online response, please email PEACTIVITYLIST@education.gov.uk for assistance.

Please do not send appendices or additional information to this mailbox as these will not be considered as part of your response.

Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE consultations](#).

Respond online

Please address each of the considerations set out in the online application separately. Please visit consult.education.gov.uk to submit your response.

About this consultation

In 2015, alongside publication of the GCSE, AS and A level PE subject content, the Department also announced that it would carry out a review of the activity list once the first of the new PE GCSEs, AS and A levels had been awarded in summer 2018. Accordingly, we are now inviting proposals to add activities to the published list. Decisions on whether to add activities to the list will be based on the same considerations set out above. As with the original list, all five considerations must be met in order for the activity to be added to the list.

In addition, all public authorities have a legal obligation to consider how policies or decisions affect people who are protected under the Equality Act 2010. Equalities issues will therefore be considered as part of the decision-making process, as they are in all government consultations.

Finally, the Department will consider the impacts on school and college resources and teacher workload of any changes, in the context of the timing of the implementation of any changes. As now, it will continue to be a matter for individual schools and colleges to decide which activities they offer. Any changes resulting from the review will be implemented in line with [the DfE protocol](#).

The Department will consider all applications carefully against the considerations set out above and will announce its decisions in due course. As explained above, proposals will only be agreed if they meet all the considerations set out, and we therefore reserve the right to make no changes to the list. Only the first application received from each body or individual will be considered. Decisions will be final and no appeals will be entered into.

Key considerations for consultation

The online application includes the questions below.

1. Range and demand of skills and techniques in the activity

This aims to ensure that activities on the list are comparably rigorous and there is parity of assessment across practical activities.

Please set out how the skills needed to perform the activity have levels of difficulty which are comparable to at least two activities on the existing list.

2. Application of tactics/strategies/composition in the activity

Please set out how 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.

3. Develop skills over a significant period of time

Please set out how successful performance in the activity requires the development of skills over a significant period of time. For example, if proficiency can be gained in a short time span (e.g. by attending a two-day residential or workshop experience, despite having no prior exposure to that activity) then these types of activities are not considered comparable to others on the list.

4. Suitable conditions in which to perform

Please set out how the activity provides for competitive or formal conditions 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.

5. Level of performance that can realistically be assessed by PE practitioners (teachers and moderators)

Some activities are so specialist or niche that specific expertise in that activity is required for valid and reliable assessment. Please set out how the activity can be assessed accurately and robustly by PE teachers and practitioners.

Activities that can be moderated live are preferable but activities will be considered where filmed evidence of a suitable quality can be produced to ensure reliable internal assessment and external moderation. Activities which cannot be filmed live in appropriate detail and accuracy are not eligible to be included in the list.

Equalities, resource and workload implications

6. Equalities considerations

All public authorities have a legal obligation to consider how policies or decisions affect people who are protected under the Equality Act 2010. In carrying out the assessment the public authority must consider relevant evidence relating to people who share a protected characteristic. Section 149 (1) of the Act sets out:

A public authority must, in the exercise of its functions, have due regard to the need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Department will accordingly be considering these three elements in evaluating any proposals received. We will be looking at how various activities could impact on people with relevant protected characteristics. The relevant 'protected characteristics' for the purposes of the Public Sector Equality Duty are:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- pregnancy and maternity;
- gender reassignment; and

- age.

If you have any points that you would like to make, or any information that you would like us to take into account when doing that, please include it here.

7. Centre resource and workload considerations

The Department will consider the resource and workload impact of any changes, and consider the amount of time exam centres (schools and colleges) would need to implement them.

The Department will consider:

- the minimum equipment needed to participate in the activity being proposed
- the type of location where the sport can be carried out (e.g. school sports pitch or a lake etc.)
- the estimated number of students that should be allocated to each staff member while the activity is being carried out
- the teaching and assessment time required for each activity
- any other factors you consider important in relation to resource or workload implications.

Please identify whether and how the addition of the activity to the list could impact the workload of teachers and the wider resources of exam centres, against the factors listed above.



Department
for Education

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