

GCSE Physical Education and Health Qualification Outline



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Introduction

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

It is based on Qualifications Wales's Approval Criteria ([gcse-physical-education-and-health-approval-criteria.pdf](#)). 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
 - 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.

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

Qualification Structure

Unit 1: Principles of Physical Education and Health

40% of qualification

Digital only examination, marked by WJEC

Unit 2: Performance and Personal Training

Non examination assessment - practical assessment of performance and personal training

60% of qualification

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

These are the 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.

The qualification will have 120 -140 Guided Learning Hours.

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 such as:
 - diet and nutrition
 - exercise physiology
 - psychological aspects
- 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 Personal Training

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 options (performing and/or coaching) by developing skills and selecting and using tactics, strategies and/or compositional ideas
- developing and implementing a 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 three parts to this assessment:

Part 1- Perform in one team or individual sport or physical activity from the approved list (20%).

Part 2- Perform in a second team or individual sport or physical activity from the approved list **or** provide coaching in a sport or physical activity from the approved list (20%).

Part 3- Plan, deliver and evaluate a personal training activity within the context of a sport or physical activity from the approved list (20%).

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 who select coaching for Part 2 can be assessed in the same or different sport or physical activity from the approved list as that selected for Part 1.

For Part 3, learners can be assessed in the same or different sport or physical activity from the approved list as that selected for Part 1 and/or Part 2.