



ALLERTON GRANGE SCHOOL GCSE PHYSICAL EDUCATION NEA

2024-2025

Course code 8582

Unit - Practical performance in physical activity and sport

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Overview of requirements

INTRODUCTION

The non-exam assessment (NEA) aspect of this course requires students to develop their ability and aptitude in physical activities, demonstrating appropriate skills and techniques outlined below.

This aspect of the specification requires students to:

KEY FEATURES OF THE COURSEWORK

- demonstrate skills in physical activity and sport, applying appropriate technique(s)
- demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport
- use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- demonstrate psychological control (eg arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
- adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- analyse and evaluate performance to bring about personal improvement in physical activity and sport
- demonstrate their ability in team sports and activities by:
 - applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate
 - showing awareness of, and responding to, the actions of other player(s)/performer(s)
 - communicating effectively with other player(s)/performer(s)
 - demonstrating their individual role in achieving the collective outcome.

Although students will not be assessed on each of these skills individually, they are all inherent to their overall performance. They will be assessed holistically using levels of response mark schemes provided.

There are two aspects to the NEA:

1. performance assessment (practical performance)
2. performance analysis assessment (analysis and evaluation).

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Practical Performance assessment

75 MARKS

Students are required to be assessed in three different activities in the role of player/performer only. One of these assessments must be in a team activity, one assessment must be in an individual activity, with the third assessment being in either a team or individual activity. Students can only be assessed in activities identified in our specification, which are those stipulated in the Department for Education's GCSE PE activity list.

Students cannot be assessed in any other activity. Students can only be assessed once in any activity, including where an activity is included in both the individual activity list and the team activity list. Eg they may not be assessed in both doubles tennis and singles tennis.

Students are required to be assessed on their skills in progressive drills (Part 1) and in the full context (Part 2) for each of their three activities.

Students must be assessed using the specified criteria for each activity. They must be assessed holistically on their overall performance for Part 1 (skills) and for Part 2 (full context) using the levels of response mark schemes provided for each activity.

Students' performances should be marked at the level at which they can perform consistently, so that they are able to replicate that level during moderation.

PART 1 – SKILLS (10 marks per activity)

Students must demonstrate their ability to develop and apply the core skills/techniques in increasingly demanding and progressive drills in each of their three chosen activities. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in the full context of the activity.

PART 2 – FULL CONTEXT (15 marks per activity)

students must demonstrate their ability to apply the core skills/techniques, specific to their position where appropriate, in the full context of each of their **three** chosen activities.

Students will be assessed holistically, based on the performance of the listed skills/techniques in the full context of each activity.

A complete list of the approved activities can be found at:

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

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Performance Analysis assessment (analysis and evaluation)

25 MARKS

Students are required to analyse and evaluate performance in one activity from the specification. Students can analyse and evaluate their own performance or the performance of another person, so long as it is in an activity that is from the specification.

Students are required to analyse and evaluate performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.

Analysis – strengths and weaknesses – SKILLS (10 marks per activity)

Students are required to analyse performances in one activity from the specification in order to identify and justify suitable strengths and weaknesses in the performances. In choosing these strengths and weaknesses, students must fully justify their choices, referring to the impact and benefit they provided in recent, competitive performances.

Evaluation – the use of theoretical principles to cause improvement (10 marks)

Using appropriate theoretical content included in the specification, students should produce an overall plan of action that suggests ways to improve upon the weaknesses that they have identified as part of their analysis. This plan of action must include:

- an identification of an appropriate training type to improve the fitness weakness
- a full description of one training session that provides an example of what could be used for the performer
- an explanation of how prolonged use of the identified training type could improve the fitness weakness
- an identification of one other relevant part of the specification (not another training type) which, when applied, could bring about improvement in the skill/tactic/strategy/aspect of choreography weakness
- an explanation of how the additional specification content selected could lead to improvement of the identified weakness.

Guidance

WHAT GUIDANCE IS YOUR TEACHER PERMITTED TO OFFER?

- Read through drafts and provide general advice on how to improve.
- Provide students with a mark scheme and to explain what the mark scheme means.
- May provide guidance regarding where students can access appropriate sources and/or interpretations and discuss the subsequent selection with students.

Malpractice

If a student commits malpractice, it means that they have failed to follow the rules of an examination or assessment.

‘Candidate malpractice’ means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Students must not:

- submit work that is not their own
- lend work to other students
- allow other students access to, or use of, their own independently-sourced source material
- include work copied directly from books, the internet or other sources without acknowledgement
- submit work that is word-processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material.

These actions constitute malpractice and a penalty will be given (for example, disqualification).

The AGS malpractice policy, which has been drawn from the JCQ (Joint Council for Qualifications), can be found here:

[Malpractice Policy \(Exams\) \(2\).pdf](#)

If a teacher suspects that there has been malpractice but does not report this, they are also committing malpractice as they have allowed cheating to occur.

AI AND ASSESSMENTS

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AI stands for artificial intelligence and using it is like having a computer that thinks.

AI tools like ChatGPT or Snapchat, My AI can write text, make art and create music by learning from data from the internet.

Using AI to create your coursework and say it is your own work is cheating and is considered as 'malpractice.' Candidate's work, suspected of using AI, will be investigated through the examination board. This could result in the candidate's coursework being invalid and will not count towards their final GCSE or A-Level coursework.

Do not use any AI to complete your coursework. It is cheating and could jeopardies your grade.

The exam boards use sophisticated 'plagiarism' software called Turnit In to identify any cheating. As coursework is submitted to the examination board, any plagiarism will be identified, and consequences will occur.

For the full AI policy created by JCQ (Joint Council for Qualifications) please following the link below:

[JCQ guidance - AI-Use-in-Assessments Feb24 v3.pdf](#)

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Research methods

PREPARATION FOR RESEARCH

By the time research begins, the following should have happened:

- The question should have been created by the students and checked and approved by the teacher and OCR.
- You should have identified the controversies of the question.

CONDUCTING THE RESEARCH

It is important that you get a sense of the big picture. To do this, read your GCSE theory notes to look at the big picture of the general components of fitness, fitness testing, training methods and principles of training for the sport you are writing about. This will enable you to contextualize your question.

WHERE TO LOOK FOR MATERIALS

1. The school Library.
2. BBC Bitesize – chapters on components of fitness, fitness testing, training methods and principles of training.
3. Specific website dedicated to the sport of your choice
4. Jstor is a database of hundreds of thousands of academic articles about 20 pages long. The number of results can be overwhelming so the ‘advanced search’ is an important tool as it will help you narrow things down by subject or key word.

MATERIALS TO AVOID

The internet has a plethora of websites, but it is important that you are critical about who wrote them. References such as Wikipedia and Brainy Quotes will not be considered academic material. However, Wikipedia can provide some excellent source material in the footnote section of the web page.

KEEPING A RECORD

- Keep a record of the evidence, which provides proof of the evidence consulted, analysed and evaluated.
- When noting your sources (primary or secondary) you must make a note of the author, publishing company, chapter, page number and volume.

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- It is important that you keep a record of all your reading material, so that you can properly reference your work. This will prevent you from committing plagiarism.

PLAGIARISM

It is essential that you don't credit ideas and work on your own if it is not. You will learn more about plagiarism in class, but you must acknowledge and reference work which is not yours. The reader will assume that unreferenced material is your own work. At the end of the coursework process, you must sign a document to prove the essay is your independent work.

Referencing guide

It is essential that you credit authors for their research material and ideas otherwise you could be accused of plagiarism. It is a very serious academic offence to pretend that someone else's work has been created by you. This applies even if you copy just a few sentences. Learning to cite references correctly will help to ensure that you do not commit plagiarism by accident.

Referencing is also used to demonstrate that you have read widely and deeply and to enable the reader to locate where you obtained each quote or idea.

BASIC REFERENCING TERMS

- **Reference** - details of any item (e.g. book, chapter, video, web page, article) used as a source which enables that source to be found by someone else.
- **Citation** - brief details about a reference given in the text of a document e.g. (author: date)
- **Style** - the exact way in which references and citations are laid out. There are many different styles e.g. Harvard, British Standard (Numeric), Author/Date, Vancouver.

Referencing a book

For a book, the first time you mention it: First name Surname comma *Full Title of the Book in Italics* open bracket Place of Publication comma Date of Publication close bracket p. [to signify the page you got the information from or pp. to signify the pages you got the information from] full stop.

Example:

Matthew Taylor, *The Association Game: A History of British Football* (Harlow, 2008), pp. 26-29.

For a book, the second and subsequent times you mention it: here, we use a shortened form to save words: Surname, First Part of Title, page number(s). Do not use *ibid.* or *op. cit.* They really do not help the reader at all, and they do not show off the breadth of your reading either.

Example:

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Taylor, *The Association Game*, p. 19.

If you are referencing a source immediately after you have referenced the same source, use the term *ibid*.

Example:

J. Wilson, *Inverting the Pyramid: The History of Football Tactics* (Aldershot: Variorum, 1995), p. 195.

Ibid, p.153.

Presentation of your coursework

Your coursework must have the following features:

- All the fonts should be in black ink.
- The title should be accurately written at the top of your essay in bold.
- The text should be 12, Time Roman font.
- The text should be double spaced, except for footnotes, which should be single spaced.
- All pages should be numbered.
- The word count should be between 3,000-4,000 words.
- There should be a cumulative word count on each page and a total word count at the end of the essay.
- Margins should be at least 2.5cm on each side.
- The coursework should be printed double sided.
- Quotations should be in single quote marks not in italics.
- Clarity of your coursework will be impeded if there are grammatical, spelling and punctuation mistakes. I would highly recommend that at least two people read your coursework as it is easy to overlook mistakes when you have been so heavily involved in writing it.

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Completion of Coursework

DEADLINES

Throughout the duration of this coursework, you will have several internal deadlines (appendix 1). Those deadlines have been planned around your mock exams so that there should not be an issue with the submission of your work.

Failure to meet each deadline will immediately result in an academic detention and an e-mail home to your parents.

SUBMISSION OF COURSEWORK

On the deadline date (appendix 1) candidates must have an electronic copy with the subject title as '[Candidate's full name]: FINAL COURSEWORK' on MS TEAMS.

Students will then complete an authentication form. You must know your candidate number to complete this.

See appendix 7, page 33 for a checklist of coursework, which you must complete before you hand in the coursework.

MODERATION

After you have completed your coursework (appendix 1) your coursework will be internally marked and then moderated. Your work will be formally annotated, and marks awarded for three assessment objectives together with the level (mark scheme, appendix 2).

There will be an explanation of why the marks have been awarded for each criterion and those explanations should be consistent with the marginal comments.

The marks will be transcribed onto your cover sheet.

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QUESTIONS THAT THE MODERATORS WILL CONSIDER

When marking your work moderators will consider the following, which is worth bearing in mind as you write your coursework:

Strengths and Weaknesses

Have you shown an excellent knowledge and appreciation of the demands of their chosen activity?

Are you fully conversant with the specific movements and terminology used when referring to the activity?

Are you able to provide a clear, detailed and in-depth self-analysis for both strengths and weaknesses?

Are all the strengths and weaknesses fully justified with detailed reference to appropriate competitive/performance situations?

Have you chosen fitness strength and weakness are fully relevant to the activity (and positional role if relevant) and can you provide strong justification of how you have impacted your performances?

Evaluation

Have you chosen an appropriate training type to eradicate their fitness weakness, providing a strong, well detailed justification which fully evaluates their choice?

Have you fully applied to the personal needs of the performer and is it wholly personal (not general) and includes detailed and relevant safety considerations?

Is your explanation of how training will be undertaken is detailed and appropriate, providing a thorough explanation of an example session?

Have you calculated suitable intensities and fully justified and linked to the needs of the performer?

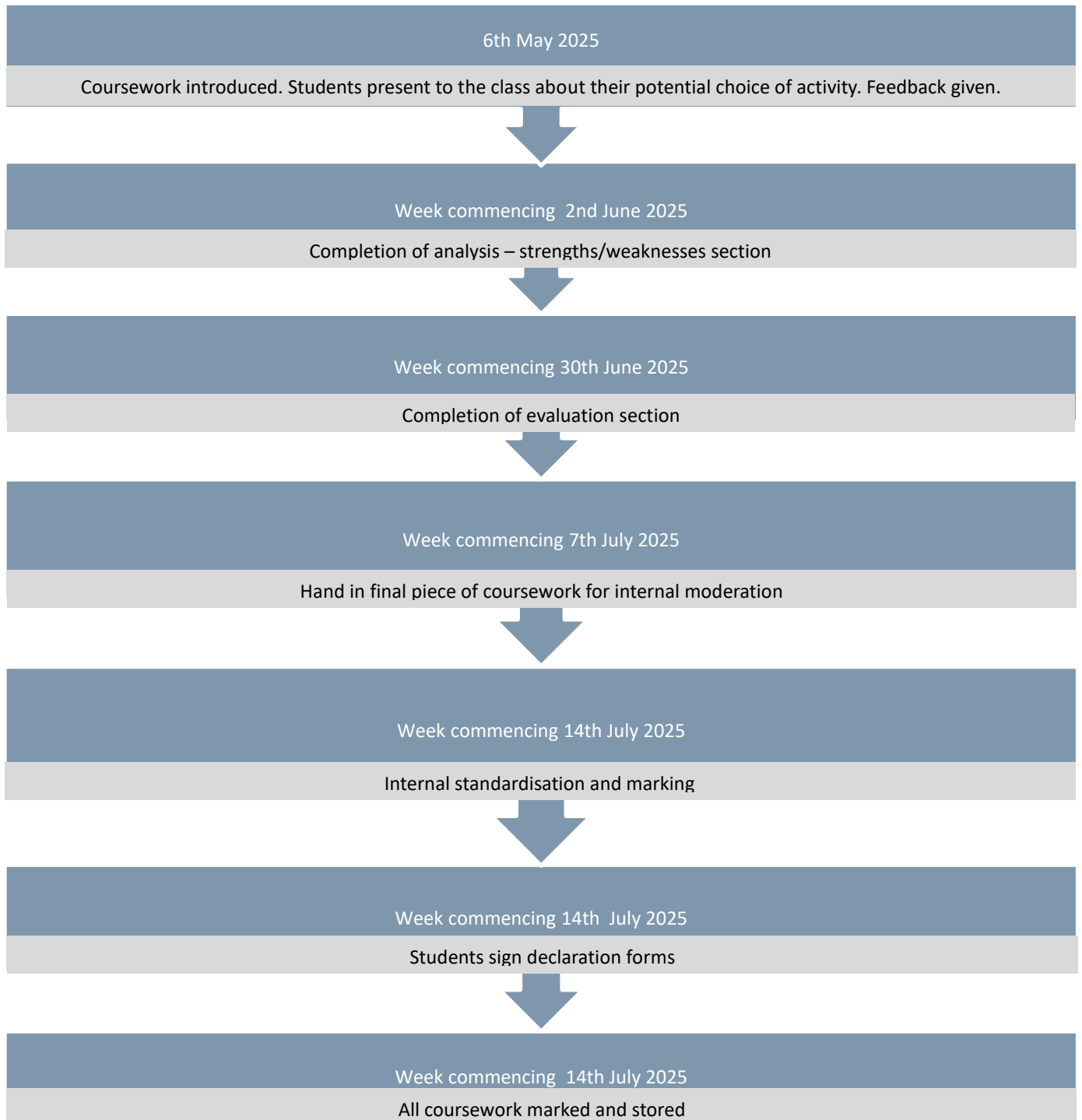
Is your other theoretical area chosen is relevant, explained in detail and strongly justified in relation to how it could be applied to the performer?

Have you proposed in detail how improvement can take place using both the training type and the other theoretical area?

APPENDICES

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Appendix 1: Coursework dates and deadlines



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Appendix 2: Mark Scheme

Analysis Level (15 Marks)	Demands of the activity / sport specific terminology	Strengths & weaknesses (fitness components)	Justification including impact on activity.	Strengths & weaknesses (skill/tactic)	Justification including impact on activity
L5: 13-15	Excellent knowledge and appreciation of the demands of the activity. Fully conversant with movements & terminology.	Clear, detailed, in-depth self-analysis for all strengths and weaknesses.	All fully justified with reference to recent performances. Strong justification regarding the impact.	Clear detailed in-depth analysis for all strengths & weaknesses.	All fully justified with reference to recent performances. Strong justification regarding the impact.
L4: 10-12	Good knowledge and appreciation of the demands of the activity. Fully conversant with movements & terminology.	In-depth self-analysis although some strengths and weaknesses are clearer than others.	Most are fully justified with reference to recent performances, although some are clearer than others with regards to the impact.	In-depth self-analysis although some are clearer than others.	Most are fully justified with reference to recent performances, although some are clearer than others.
L3: 7-9	Shows some knowledge and appreciation of the demands, conversant with many moves/terminology but is occasionally unclear.	Appreciates many of the strengths & weaknesses, some are considerably clearer than others.	Most of the strengths & weaknesses are justified (some fully) though elements of the justification may not be wholly convincing. There is some impact given, but often to a single performance.	Appreciates many of the strengths & weaknesses, some are considerably clearer than others.	Most strengths/weaknesses are justified (some fully) though elements of the justification may not be wholly convincing, or only applied to a single performance.
L2: 4-6	Some knowledge and appreciation of the demands are frequently lacks depth and may show confusion within some terms.	Some of the strengths & weaknesses are appreciated, with some obvious inconsistencies in the clarity of response.	Some of the strengths and weaknesses are justified, often generally rather than specifically to the impact on performance/s.	Some of the strengths & weaknesses are appreciated, with some obvious inconsistencies in the clarity of response.	Some of the strengths & weaknesses are justified, often generically rather than specifically on the impact on performances.
L1: 1-3	Limited knowledge and appreciation. A few movements & aspects of terminology are used.	Few strengths &/or weaknesses provide clarity and / or depth.	Justification may be appropriate on occasion, but seldom relevant to the impact on performance.	Few strengths & /or weaknesses provide clarity and /or depth.	Justification may be appropriate on occasion, but seldom relevant to the impact

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					on performance.
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Section B – Evaluation

Analysis Level (10 Marks)	Suitable training type	Personal needs	Intensities calculated	Theoretical area	Application of theoretical area
L5: 9-10	Appropriate type chosen & fully understood. Fully evaluated & justified with reference to how it will remedy the fitness weakness.	Training session & justification of training type makes particular & detailed reference to the personal needs/safety considerations of the performer – not generic. The session is detailed throughout.	Calculated, fully justified & linked to the needs of the performer.	Fully relevant (from the specification) and explained in detail.	Fully explained and justified as to its relevance and how improvement will take place.
L4: 7-8	Appropriate type chosen with a good level of understanding. Some justification and evidence of evaluative thinking.	Training session & justification of training is mostly detailed and personal to the needs/safety considerations of the performer. The session contains some detail although this is not always consistent in its detail.	Calculated with some basic justification to the needs of the performer.	Relevant (from the specification) with some detail given.	Justification is given although this may be less than that of the training type (with reference to improvement)
L3: 5-6	Appropriate type chosen with some understanding. Justification has been provided although evaluation may be limited.	The training session is rather general and not fully applied to the needs/safety considerations of the performer. Lacks detail.	Calculated with limited justification to the needs of the performer.	Relevant but only partially explained.	Justification is attempted but limited. No element of detail to the impact upon performance,
L2: 3-4	Training type may be appropriate but lacks justification/evaluation in any detail to the fitness weakness.	The session is appropriate but considerably lacking in detail, with few personal needs considered.	Intensity calculation attempted- perhaps not wholly. Little or no justification to the needs of the performer.	Relevant (from the specification) with little or no explanation.	Attempt at justification but the impact on performance is limited or absent altogether.
L1: 1-2	Training type may be limited but appropriate or even inappropriate. If	Explanation of the session may be irrelevant or general and not personalised.	Intensity calculations are absent or	Might be irrelevant (not in the specification) or	No application how improvement will take place.

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	appropriate, there is little to no justification or evaluation.		incorrect and not justified.	has no explanation.	
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Appendix 3: example of marked and annotated coursework & checklist

Rugby

[example-coursework-25-out-25-rugby.pdf](#)

Netball

[GCSE NEA Example Netball.pdf](#)

Scaffolded example

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PE AQA Exemplar with Scaffolding.pdf

Final submission checklist

[Year-11-Coursework-checklist-for-pupils-TES \(1\).pdf](#)