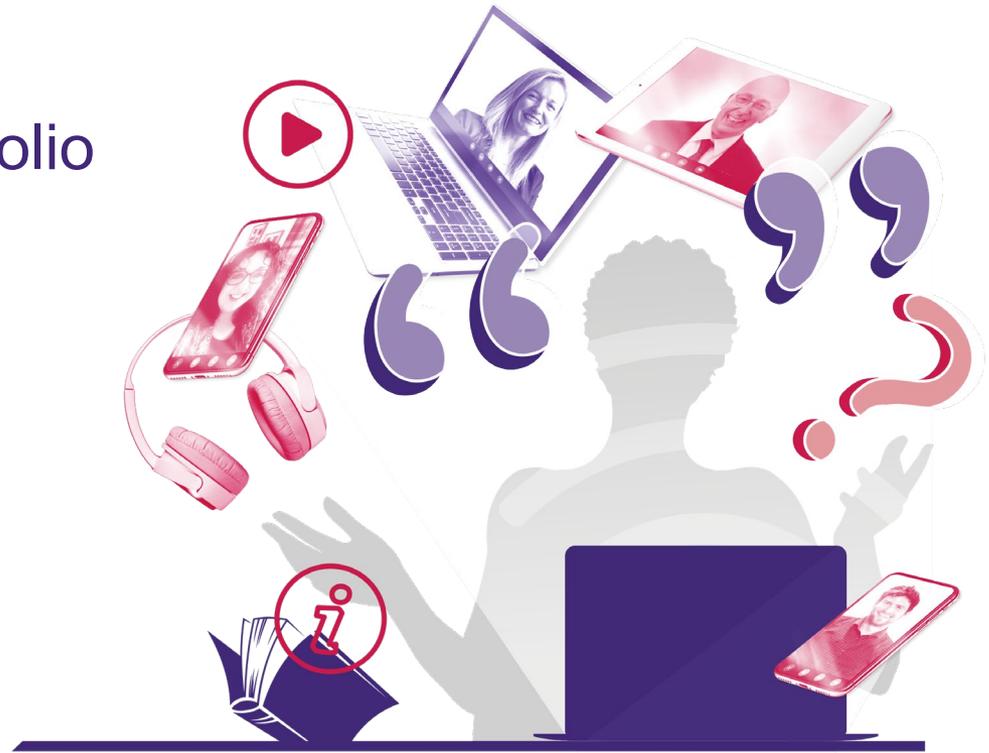


GCSE and A-level PE: Looking ahead to 2021

Catheryn Murrant
Head of Curriculum, Portfolio

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Welcome



Aims of this webinar

- Outline the impact of the coronavirus pandemic on teaching and learning.
- Highlight what we do and don't know about future arrangements.
- Summarise the support and resources available from AQA.

Questions and answers

- Send us your questions throughout.
- Any questions not answered during the webinar will be addressed in a follow-up document emailed to all attendees shortly afterwards.
- If you have any questions not related to this webinar topic, please email us at **pe@aqa.org.uk**
- Information regarding COVID-19 is continually being updated. Please visit **aqa.org.uk/coronavirus** for the latest information.

What do we know?

What we know

- Face-to-face schooling for most students was paused on **23 March 2020**.
- By **1 June 2020** most students had lost 40 days of face-to-face teaching.
- Some students have had a **full timetable of lessons**.
- The majority of students have received and/or were able to engage with a **reduced series of learning opportunities**.
- Some students have become effective independent learners, with a different learning skill set.
- Many students will have been **adversely affected by the coronavirus pandemic**.

What we know

- Current Year 10 and Year 12 students may have seen the cohort above them being awarded GCSE and A-level grades based on **Centre Assessment Grades (CAGs) and rank orders**.
- This will have led to **confusion about expectations** that will be placed upon them in summer 2021 and beyond.

What we know

- Each individual student will have **different learning needs** when they return to the classroom.
- It's important that the classroom learning experience they receive on their return **reflects the learning they have or haven't gained** whilst they have been at home.

What we know

- The Department for Education, Ofqual, JCQ and awarding organisations are all involved in decision-making when it comes to education and assessment.
- There's a huge amount of work going on between all of these organisations to discuss and agree:
 - any changes to the summer series
 - the autumn resit opportunity
 - the changes required for 2021.
- Ultimately, it will not be AQA's decision as to what (if any) changes are made to assessment. Changes must be directed by Ofqual and then agreed by/applied to all of the awarding bodies to ensure fairness for students.

How does this affect our subject?

- When face-to-face schooling paused, we were in the midst of moderation visits. Moderation was subsequently cancelled.
- Some students have completed their non-exam assessment (NEA). Some of them haven't.
- For the additional autumn series, Ofqual have proposed that grades are based on students' performance in exams with no NEA.
- Students haven't been able to do sports activities, either within or out of school, and so haven't been able to gather evidence.
- When students go back to school, social distancing measures in place will make certain activities difficult or impossible for the time being.

How does this affect our subject?

- Unless social distancing measures change, there will be little or no opportunity to secure evidence of competitive sport.
- Although some sports activities are opening up, team sports involving contact aren't possible.
- Revised activity list for first teaching autumn 2020.
- The assessment structure and Assessment Objectives (AOs) remain unchanged and can be used to help identify the strengths and learning gaps of individuals and groups of students.

How does this affect our subject?

The following tables show the approximate weighting of each of the Assessment Objectives across all components.

GCSE

Assessment Objective	Component weighting (approx. %)			Overall weighting (approx. %)
	Paper 1	Paper 2	NEA	
AO1	13	12	0	25
AO2	10	10	0	20
AO3	7	8	0	15
AO4	0	0	40	40
Overall weighting	30	30	40	100

How does this affect our subject? (Continued)

A-level

Assessment Objective	Component weighting (approx. %)			Overall weighting (approx. %)
	Paper 1	Paper 2	NEA	
AO1	10–13	10–13	0	22–25
AO2	10–13	10–13	0	22–25
AO3	10–13	10–13	0	22–25
AO4	0	0	30	30
Overall weighting	35	35	30	100

How does this affect our subject?

GCSE and A-level Assessment Objectives (AOs)

- AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

How does this affect our subject? (Continued)

- All AOs develop different aspects of students' understanding of PE and are required for effective progression.
- During lockdown, students are likely to have been unable to develop some of these skills, so may need support in these areas.

How does this affect our subject?

- While many students may have enhanced their subject knowledge during lockdown, others may have struggled to engage and progress in the remote learning environment.
- Effective differentiation in lessons and strong diagnosis of the individual learning needs of students will enable prior learning to be built upon in the reduced time available.
- Targeted diagnostic assessment for individual students will support this differentiation and enable specific learning intervention to take place.

What don't we know?

What we don't know yet

- How/if arrangements for other year groups will be different from a 'normal' pre-COVID year.
- How students have progressed during lockdown.
- **When students will have full access** to the necessary facilities to support this learning.

Looking ahead

- We are continually asked whether there will be any changes to the assessment requirements for exams in 2021.
- More detail about managing social distancing and practical performance.
- We will keep teachers informed of decisions as they are made.

Looking ahead

- It is expected that Ofqual will announce a consultation into the exam structure for summer 2021 in the near future.
- Please respond to that consultation when it is announced; every response will be considered.
- As soon as we have any further information, we will share this with you. Please keep an eye on **[aqa.org.uk/coronavirus](https://www.aqa.org.uk/coronavirus)** for the latest news and updates.

Looking ahead

- We will run a second webinar in the autumn term, in which we will explore the impact of the information available by then.
- We will also share more resources that will support you, as you work with those students who are currently in Year 10 and who will be in Year 11 in the autumn term.
- At the end of this presentation there will be an opportunity to join a short discussion forum.

Support from AQA

Support from AQA

- We are waiting to find out what exams will look like in 2021.
- Focusing on the core elements of subject learning will help to prepare students for any exams in 2021.
- The following resources may help:
 - *Command words* for **GCSE** and **A-level**
 - *Subject specific vocabulary* for **GCSE** and **A-level**
 - *Reports on the exam* for each paper (on **e-AQA**).
 - Published *mark schemes* for each paper (on **e-AQA**).
 - Our past course materials including *Feedback on the exams* (on **e-AQA**)
 - *Lesson plans for GCSE*
 - *Teacher Standardisation Material* on T-OLS (on **e-AQA**)

Support from AQA

- We know that learning will have **progressed at different rates** for different students.
- They may also lack confidence and have been **emotionally affected** by the crisis.
- Using assessment for learning (AfL) techniques will help you to **identify students' learning gaps** and **plan lessons to match their needs**.
- The Exampro question bank **exampro.co.uk** can be used formatively to identify the next learning steps for students.

Support from AQA

- The following pages provide access to guidance and resources which may help to support and engage students in their learning.
 - **The Association for Physical Education (afPE)**
 - **Youth Sports Trust**
 - **Sport England**
 - **BBC Bitesize**
 - **TES**
- Our partner publisher **Hodder Education** also provides materials to support you.

Get in touch

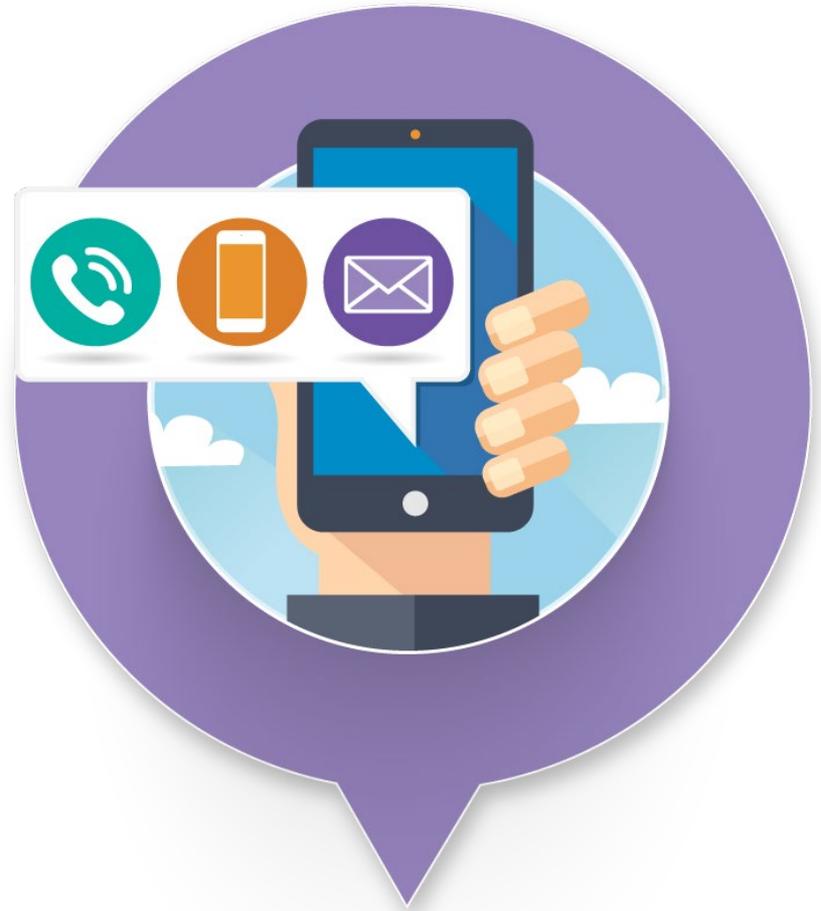
Our friendly team will be happy to support you between 8am and 4pm, Monday to Friday.

Tel: 01483 477 822

Email: pe@aqa.org.uk

Twitter: @AQA

aqa.org.uk



Send us your suggestions



