

A-level Physical Education notes and guidance: NEA 2022

Last year, Ofqual made changes to the way GCSE, AS and A-level Physical Education (PE) qualifications were to be assessed in 2021. This was in response to the disruption caused by the coronavirus (Covid-19) pandemic and took into account public health restrictions that could have had an impact on the way the assessments in these qualifications could be conducted.

In June 2021, Ofqual confirmed that the arrangements put in place for PE last year could be carried forward for 2022.

We've produced these notes and guidance to outline the arrangements for 2022.

We recognise that public health restrictions continue to cause some challenges and have been a barrier to both playing sports and collecting evidence. The Covid-19 pandemic has disrupted your ability to watch and assess sporting activities as normal. We appreciate that students will have had less opportunity to play and acquire evidence of competition in their preferred sports over the last year.

Whilst we're pleased to announce a return to our standard moderation procedures in 2022, the changes permitted by Ofqual provide some additional flexibility. This is to take the current challenging and changing circumstances into account, so that it remains possible for NEA to be marked and moderated should further public health restrictions apply.

Please note that these additional notes and guidance for 2022 also refer to guidance published in our [Teaching guide: NEA](#).

Requirements for 2022

- Students will still be required to complete one activity in the role of performer or coach.
- In 2022, we'll be returning to live moderation visits. As in a standard series, there's still the option for remote moderation as an alternative arrangement. For schools and colleges outside the UK (overseas), we'll be offering remote moderation only, due to possible Covid-19 travel restrictions.
- Supplementary forms of evidence to help support assessments will be permitted and further information is provided later in this guidance.
- The performance analysis assessment (analysis and evaluation) will remain in place with no changes.
- The weighting of the NEA remains at 30% of the qualification.

Performance and assessment

Schools and colleges are required to follow the latest National Governing Body (NGB) guidance for the performance and assessment of any activity/sport they undertake at their school/college.

All NGBs have published Covid-19 guidance relating to their sports. This guidance outlines the activities which are permitted to take place nationally in the UK, without reference to any local restrictions. Details of the NGBs for each activity/sport can be found on the [Sport England website](#).

The assessment criteria are not changing for 2022. Schools/colleges should assess students using the assessment criteria set out in the specification or those printed in our [Teaching guide: NEA](#). The updated specification can be found on our [subject pages](#).

If the latest NGB guidance necessitates a change in the format of an activity, it is still expected that students will be able to meet the requirements of the assessment criteria. This may be achieved by making adaptations to the performances that still allow the student to demonstrate the necessary skills to be assessed. Further guidance on making adaptations to competitive performance, as allowed, is provided later in this guidance.

Whilst we hope that all activities will be possible in the full context version from now on, we know that this has not been possible in the last year due to the Covid-19 restrictions. We recognise that it may continue to be difficult to demonstrate competitive performance in some sports. Therefore, for summer 2022 only, we're able to accept the following measures which will facilitate the performance, assessment and evidence gathering of each activity:

- Supplementary forms of evidence to support assessments, as required.
- Adaptations to competitive context, where appropriate and necessary.

Supplementary evidence

Schools/colleges must ensure that the mark awarded accurately reflects the student's observed performance in their activity.

At moderation, the student's performance, observed live during a moderation visit, or on video, should be able to justify the marks awarded.

However we recognise that, due to constraints that exist(ed) as a consequence of the Covid-19 pandemic, it may not always be possible to replicate the highest competitive context that the student is capable of. It may also be that restrictions have prevented the full version of the activity being played. In these cases, supplementary evidence should be included to support the assessment for that student. This supplementary evidence will be considered as part of the student's portfolio of evidence, whether that evidence be observed live at a moderation visit or on video.

The supplementary evidence is likely to take the form of a written report and should explain the context of the evidence being submitted. This may be where a student's evidence is incomplete (eg a missing skill) or demonstrates a lower level of challenge than the student would usually perform at. This is particularly important for students achieving 10-15 marks (levels 4 or 5) for the area of assessment being evidenced.

A supplementary report should be concise and objective with factual proof of the level/standard normally played. Subjective reports such as 'they are a really good player who has played for 10 years and is always reliable' will not be accepted as supplementary evidence.

The supplementary report may reference logs of competitive performance, Power of 10, records of school/league/county/regional performances. Where this is not accessible, alternatives to full competition can be referenced, eg training times (if supported with tracking data such as Garmin/Strava etc).

Example of a supplementary report to accompany evidence (if applicable)

Candidate name:

Candidate number:

Activity/area of assessment being evidenced:

Report:

The candidate can be seen on our school fields racing against an opponent from within their PE bubble. The time achieved was x minutes and x seconds. The candidate was not as challenged by their opposing athlete as they would normally be, eg when competing in the England Schools' athletics championships. Evidence is attached to prove their attendance and time achieved at the most recent England Schools' athletics championships. However, in this evidence, the candidate still manages to challenge themselves against the clock, achieving a time three seconds off their PB. Objective evidence is attached of their PB, taken from the athletics club website.

Adaptations to competitive context

Every attempt should be made to show the student performing the full version of the activity. When restrictions prevent the full version of the activity being played or the level of challenge from being at its normal level, the following guidance should be observed:

- If the activity is not possible in its full normal context form, the activity should be performed in line with current NGB recommendations.
- If NGB guidance changes at any point and any filming has already taken place, schools are not required to re-film any evidence, but should outline in the supplementary report what conditions were in place when filming took place.
- If necessary, an in-bubble or an in-school version of the activity is permitted as evidence, accompanied by a supplementary report. Examples include athletics on the school field, an in-house trampoline competition etc.
- Adhere to safe practice when considering school/college based-contexts, where students across different year groups are used to 'make up the numbers' for the performance context.
- If a smaller-sided version is necessary, this is permitted if accompanied by a supplementary report. The table below specifies the minimum numbers for smaller-sided versions.
- If a smaller-sided version is necessary, the numbers should be kept as close as possible to the full context version and competition should be evident. The size of the playing area should still allow students to maximise their opportunity to perform to their full potential and to be able to meet the requirements of the assessment criteria.
- Activities that involve judging should still be judged, eg a trampoline routine judged by the PE teacher.

The table below outlines the potential adaptations to the competitive context that may be made if necessary in order to generate evidence.

| Activity | Competitive context adaptations |
|----------------------|---|
| Acrobatic gymnastics | <p>Follow current NGB guidance.</p> <p>Evidence may come from the routine performed in practice context.</p> |
| Amateur boxing | <p>Follow current NGB guidance.</p> <p>Competitive training bouts are permissible but not shadow boxing.</p> |
| Association football | <p>Follow current NGB guidance.</p> <p>Smaller-sided versions are permissible. Minimum 7 v 7.</p> |
| Athletics | <p>Follow current NGB guidance.</p> <p>Schools may use in-house competitive events. Objective times/distances should be provided in a supplementary report - eg PB's to be submitted if dated and taken from a website, alongside the footage from school-based race/event.</p> <p>If necessary, indoor versions of events can be used with times/distances and a supplementary report.</p> |
| Badminton | <p>Follow current NGB guidance.</p> |
| Basketball | <p>Follow current NGB guidance.</p> <p>School-based games are permissible. Minimum 5 v 5.</p> |
| Blind cricket | <p>Follow current NGB guidance.</p> <p>Smaller-sided version and reduced overs are permissible.</p> |
| Boccia | <p>Follow current NGB guidance.</p> |
| Camogie | <p>Follow current NGB guidance.</p> <p>School-based games are permissible if external evidence is unavailable.</p> <p>Smaller-sided versions are permissible. Minimum 12 v 12.</p> |
| Canoeing | <p>Follow current NGB guidance.</p> |
| Cricket | <p>Follow current NGB guidance.</p> <p>School-based games are permissible if external evidence is unavailable.</p> <p>Smaller-sided versions are permissible with reduced overs. Minimum 9 v 9. Can include conditioned indoor version.</p> |

| Activity | Competitive context adaptations |
|-----------------|---|
| Cycling | <p>Follow current NGB guidance.</p> <p>Allow times to be submitted if dated and proven via objective report/s. Footage is permissible from a set up race.</p> |
| Dance | <p>Follow current NGB guidance.</p> <p>Routine can be completed in a practice situation without an audience, but must include routine information/choreography.</p> |
| Diving | <p>Follow current NGB guidance.</p> <p>Allow set of dives completed in practice conditions. Must include dive information and tariffs.</p> |
| Equestrian | <p>Follow current NGB guidance.</p> <p>Event(s) may be shown under practice conditions but should still be appropriately judged. Evidence of judging to be submitted (dressage only).</p> |
| Figure skating | <p>Follow current NGB guidance.</p> <p>Routine can be completed in a practice situation without an audience, but must include routine information/choreography.</p> |
| Futsal | <p>Follow current NGB guidance.</p> <p>Not considered as an adapted/smaller-sided version of association football.</p> |
| Gaelic football | <p>Follow current NGB guidance.</p> <p>School-based games are permissible if external evidence is unavailable. Smaller-sided versions are permissible. Minimum 12 v 12.</p> |
| Golf | <p>Follow current NGB guidance Include handicap details.</p> |
| Goal ball | <p>Follow current NGB guidance.</p> |

| Activity | Competitive context adaptations |
|----------------------|---|
| Gymnastics | <p>Follow current NGB guidance.</p> <p>Allow routine to be completed in practice conditions, but it must include routine information and tariffs used. The routine should still be judged eg by the PE teacher.</p> |
| Handball | <p>Follow current NGB guidance.</p> <p>School-based games are permissible if external evidence is unavailable.</p> |
| Hockey | <p>Follow current NGB guidance.</p> <p>School-based games are permissible if external evidence is unavailable.</p> <p>Smaller-sided versions are permissible. Minimum 7 v 7.</p> |
| Hurling | <p>Follow current NGB guidance.</p> <p>School-based games are permissible if external evidence is unavailable.</p> <p>Smaller-sided versions are permissible. Minimum 13 v 13.</p> |
| Ice hockey | <p>Follow current NGB guidance.</p> |
| Inline roller hockey | <p>Follow current NGB guidance.</p> |
| Kayaking | <p>Follow current NGB guidance.</p> <p>Allow times to be submitted if dated, alongside footage from a set-up race in practice conditions.</p> |
| Lacrosse | <p>Follow current NGB guidance.</p> <p>School-based games are permissible if external evidence is unavailable.</p> <p>Smaller-sided versions are permissible. Minimum 7 v 7.</p> |
| Netball | <p>Follow current NGB guidance.</p> <p>School-based games are permissible if external evidence is unavailable.</p> <p>Smaller-sided versions are permissible. Minimum 5 v 5.</p> |
| Polybat | <p>Follow current NGB guidance.</p> |

| Activity | Competitive context adaptations |
|---------------------|--|
| Powerchair football | Follow current NGB guidance. |
| Rock climbing | Follow current NGB guidance. |
| Rowing | Follow current NGB guidance. Allow times to be submitted if dated, alongside footage from a set up race in practice conditions. |
| Rugby league | Follow current NGB guidance. School-based games are permissible if external evidence is unavailable. Smaller-sided versions are permissible. Minimum 8 v 8. |
| Rugby union | Follow current NGB guidance. School-based games are permissible if external evidence is unavailable. Smaller-sided versions are permissible. Minimum 8 v 8. Rugby 7s remains a permitted format. |
| Sailing | Follow current NGB guidance. |
| Sculling | Follow current NGB guidance. Allow times to be submitted if dated, alongside footage from a set up race in practice conditions. |
| Skiing | Follow current NGB guidance. Evidence can be taken in an indoor setting. If evidence does not meet the usual levels of challenge – eg from a ski trip, then indoor evidence can be used and backed up with a supplementary report. |
| Snowboarding | Follow current NGB guidance. Evidence can be taken in an indoor setting. If evidence does not meet the usual levels of challenge – eg from a snowboarding trip, then indoor evidence can be used and backed up with a supplementary report. |
| Squash | Follow current NGB guidance. |
| Swimming | Follow current NGB guidance Allow times to be submitted if dated, alongside footage from a set up race in practice conditions. |

| Activity | Competitive context adaptations |
|-----------------------|--|
| Table cricket | Follow current NGB guidance. |
| Table tennis | Follow current NGB guidance. School-based games are permissible if external evidence is unavailable. |
| Tennis | Follow current NGB guidance. School-based games are permissible if external evidence is unavailable. LTA rankings may be submitted as supplementary evidence. |
| Trampolining | Follow current NGB guidance. Allow routine to be completed in practice conditions but must include routine information and tariffs used. The routine should still be judged. |
| Triathlon | Follow current NGB guidance. Schools may use in-house or PE lesson-based competitive events. Objective times/distances should be provided in a supplementary report, eg PBs to be submitted if dated and taken from a website, alongside the footage from school-based/set-up race/event. If necessary, indoor versions of events can be used with times/distances and a supplementary report. |
| Volleyball | Follow current NGB guidance. School-based games are permissible if external evidence is unavailable. Smaller-sided versions are permissible. Minimum 4 v 4. |
| Water polo | Follow current NGB guidance. |
| Wheelchair basketball | Follow current NGB guidance. |
| Wheelchair rugby | Follow current NGB guidance. Smaller-sided versions are permissible. |
| Windsurfing | Follow current NGB guidance. |

See our [Teaching guide: NEA](#) for further guidance around the gathering of evidence and detailed technical requirements relating to submission of evidence.

Performance analysis assessment (analysis and evaluation)

The analysis and evaluation written work should be completed and available for moderation as normal.

School/colleges are reminded that students can produce their work on their own performances, or on someone other than themselves eg a higher-level performer. The activity used for the analysis and evaluation must come from the activities listed in the specification.

Assessing students

The weighting of the NEA remains at 30% of the qualification. The NEA is marked out of 90 marks.

Students should be awarded a mark out of 15 for each area of assessment and a mark out of 45 for their analysis and evaluation. The four separate marks should be entered for all students on the PE centre marks and moderation spreadsheet which will be made available in December 2021 on [Centre Services](#).

Schools/colleges should also indicate on the spreadsheet the students for which any supplementary evidence is to be provided.

Further guidance on assessing your students is available on our [teacher online standardisation \(T-OLS\) site](#). We are currently updating the examples of practical and written performances and we are aiming for these to be live in January 2022.

Moderation timeline

- Moderators contact their allocated schools/colleges in January 2022 to arrange a date for the moderation visit of the practical performance.
- Moderation visits take place after February half term until the end of May 2022.
- Schools/colleges download the 'PE centre marks and moderation spreadsheet' which is available on [Centre Services](#).
- Schools/colleges should submit the spreadsheet to their moderator and AQA between 15 February–15 May 2022 but no later than 2 weeks prior to the date of moderation visit.
- Moderators identify the sample for moderation within 5 days of receipt of spreadsheet.

More detailed information about the moderation process and timeline is provided in our [Teaching guide: NEA](#).

Access arrangements

Access arrangements enable students with special educational needs, disabilities or temporary injuries to take our exams and assessments. Further guidance on applying for access arrangements can be found in our [Teaching guide: NEA](#) and by emailing accessarrangementsqueries@aqa.org.uk for advice.

Further information

You can find the latest information for PE on our [website](#).

If you have any further questions, please contact our customer support team pe@aqa.org.uk or call 01483 477822.