

Physical Education GCSE Handbook



Contents

Overview

Course overview and Assessment

Practical Options

Personalised Checklists

Why Study PE?

Sport is a multi-billion pound industry within the UK alone. There are numerous opportunities within the sector, catering for a vast array of skill sets. Typical career paths stemming from this GCSE would be: teaching, physiotherapy, leisure industry, coaching, sports nutrition, sports marketing, private and public sector sports provision, sports development and personal training. Sport is often seen as part of a well-balanced lifestyle by employers and universities and obviously contributes to lifelong well-being. Moreover, the lessons and course as a whole are dynamic and fun. The GCSE course will challenge you to develop skills such as teamwork, personal responsibility and leadership. These skills are highly valued in the world of employment.

Students opting for GCSE PE require a good level of practical ability across at least three sports. One must be a team sport and one must be an individual sport from a set list. Students may represent Academy teams, attend a range of extended curriculum clubs and / or have a high level of sporting experience outside of the Academy. There is also significant academic content which is assessed in the form of written examinations. The course is heavily scientific and requires a good understanding of human biology.

Extended curriculum opportunities:

There are a multitude of sports extended curriculum clubs. Students can attend as many as they like but they are encouraged to focus particularly on those clubs which potentially form part of their assessment, thus not only enjoying themselves but also contributing to their academic success. Students can also get involved in the many Academy teams to supplement their personal practice and progress towards their target grades.

Progression:

The GCSE course can lead to studying PE and sport at A Level and subsequently degree level. As mentioned above, there are numerous choices of career available through sport, which can combine personal interest with stimulating, motivating and dynamic working environments.

Find out more:

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>
- <http://www.bbc.co.uk/schools/gcsebitesize/pe/>
- <http://www.leisurejobs.com/>
- <http://www.ukspor.gov.uk/jobs-in-sport>

Course overview: Edexcel GCSE PE

Students will study the GCSE PE programme for 3 hours per week in Year 10 and 11. Students will learn about a variety of practical activities, narrowing their choice down to three preferred sports by the end of the course. They will design a Personal Exercise Programme where students will be required to analyse and evaluate their own performance. They will also study topics in the classroom such as exercise and fitness, diet, physiology, reasons for participation, psychology of sport and injuries in sport in preparation for two written exams at the end of Year 11.

Detail

Component 1: Fitness and Body Systems

Written examination: 80 marks – 1 hour 30 mins

36% of the qualification

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data Assessment overview

The assessment consists of multiple-choice, short-answer, long-answer and one extended writing question.

Section A Questions are focused on Topic 1: Applied anatomy and physiology and Topic 2: Movement analysis.

Section B Questions are focused on Topic 3: Physical Training.

Section C One extended-response questions related to Topic 3 Physical Training.

Topic 4: Use of data is embedded throughout the paper where appropriate. Students must answer all questions. Calculators may be used in the examination.

Component 2: Health and Performance

Written examination: 60 marks - 1 hour and 15 minutes

24% of the qualification

Content overview

- Topic 1: Health, fitness and wellbeing
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data Assessment overview

The assessment consists of multiple-choice, short-answer, long-answer and one extended writing questions.

Section A Questions are focused on Topic 1: Health, fitness and well-being.

Section B Questions are focused on Topic 2: Sport psychology and Topic 3: Socio-cultural influences.

Section C One extended-response question related to Topic 2: Sport psychology and Topic 3: Socio-cultural influences.

Topic 4: Use of data is embedded throughout the paper where appropriate. Students must answer all questions. Calculators may be used in the examination.

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated

30% of the qualification

105 marks (35 marks per activity)

Content overview

- Skills during individual and team activities
- General performance skills

The assessment consists of students completing three physical activities from a set list.

- One must be a team activity.
- One must be an individual activity.
- The final activity can be a free choice.

Students must participate in three separate activities. Students will be assessed against set assessment criteria found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria document.

Component 4: Personal Exercise Programme (PEP)

Non-examined assessment: internally marked and externally moderated

10% of the qualification

20 marks

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance. These will be assessed by the teacher and moderated by Pearson.

Practical Options - Team Activities

Team activities	
Activity	Forbidden combinations and rules
Acrobatic gymnastics*	Cannot be assessed with gymnastics.
Association football	Cannot be five-a-side. Cannot be assessed with futsal.
Badminton	Cannot be assessed with singles/individual activity badminton
Basketball	Cannot be 'street basketball'
Camogie	Cannot be assessed with hurling
Cricket	
Dance	<p>Acceptable dances include: ballet, ballroom, contemporary/modern, cultural (includes hip-hop, Irish, Indian, jazz, Latin), folk and street</p> <p>This can only be used for one activity</p> <p>Note: Dance - Any form of dance will be acceptable providing the candidate is able to meet the requirements of the whole assessment criteria. If you would like to offer a form of dance and are not sure if it is acceptable, please do not hesitate to contact us.</p>
Field hockey	
Figure skating*	<p>This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022</p> <p>for the GCSE. It cannot be assessed with the dance activity. Only one discipline of Figure Skating is allowed to be assessed. Students should refer to British Ice Skating for technical requirements for national pairs, ice dance and synchronised competitions.</p>
Futsal*	
Gaelic football	
Handball	
Hurling	Cannot be assessed with camogie

Ice hockey*	
Inline/Roller hockey*	
Lacrosse	
Netball	
Rowing	Cannot be assessed with sculling, canoeing, kayaking or a rowing machine. This can only be used for one activity
Rugby league	Cannot be assessed with rugby union or rugby sevens; cannot be tag rugby




Rugby union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with rugby league; cannot be tag rugby. This can only be used for one activity
Sailing*	Cannot be assessed with singles/individual activity sailing. Royal Yachting Association recognised sailing-boat classes only. Students must perform as helmsman
Sculling*	Cannot be assessed with canoeing, kayaking or rowing
Squash	Cannot be assessed with singles/individual activity squash
Table tennis	Cannot be assessed with singles/individual activity table tennis
Tennis	Cannot be assessed with singles/individual activity tennis
Volleyball	
Water polo*	
Specialist activity**	
Blind cricket	
Goalball	
Powerchair football	
Table cricket	
Wheelchair basketball	
Wheelchair rugby	

Practical Options - Individual Activities

Activity	Forbidden combinations and rules
Amateur boxing	
Athletics	Can be assessed in one event from the disciplines of either Track or Field (including cross country*) Race walking is not a permitted Athletics event Long distance track running must not exceed 5000 metres. Cross country running must not exceed 6000 metres.
Badminton	Cannot be assessed with doubles
BMX cycling*	Racing only, not tricks
Canoeing	Cannot be assessed with kayaking, rowing or sculling
Cycling	Track or road cycling
Dance	This can only be used for one activity
Diving	Platform diving




Figure skating*	<p>This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022</p> <p>for the GCSE. It cannot be assessed with the dance activity. Only one discipline of Figure Skating is allowed to be assessed. Students should refer to British Ice Skating for technical requirements for national pairs, ice dance and synchronised competitions.</p>
Golf	
Gymnastics	Floor routines and apparatus
Equestrian	Can be assessed in either show jumping, cross country or dressage
Kayaking	Cannot be assessed with canoeing, rowing or sculling
Rock climbing	Can be indoor or outdoor
Sailing*	Cannot be assessed with sailing as a team activity. Royal Yachting Association recognised sailing-boat classes only
Sculling	Cannot be assessed with rowing, canoeing or kayaking
Skiing	Outdoor/indoor on snow. Cannot be assessed with snowboarding. Must not be on dry slopes
Snowboarding	Outdoor/indoor on snow. Cannot be assessed with skiing. Must not be on dry slopes
Squash	Cannot be assessed with doubles
Swimming	Not synchronised swimming
Table tennis	Cannot be assessed with doubles
Tennis	Cannot be assessed with doubles
Trampolining	
Windsurfing*	
Specialist activity**	
Boccia	
Polybat	

Personalised Learning Checklists

Edexcel GCSE PE Checklist – Paper 1			
I know about the functions of the skeleton and can apply them to performance in physical activities and sports.			
I understand the classification of bones, including long, short, flat, irregular and their application to physical activities and sports.			
I know the structure of the skeletal system and its application to performance in physical activities and sports.			
I know the classification of joints and their impact on the range of possible movements.			
I understand how the movement possibilities at joints is dependent on joint classification and can apply these to different sporting contexts.			
I know the role of ligaments and tendons and their relevance in participation in physical activity and sport.			
I know the classification and characteristics of muscle types and their roles when participating in physical activity and sport.			
I know the location and understand the role of the voluntary muscular system to work with the skeleton to bring about specific movement during physical activity and sport, and the specific function of each muscle.			
I know how antagonistic pairs of muscles work together to create opposing movement at joints to allow physical activities.			
I know the characteristics of fast and slow twitch muscle fibre types and understand how these impact on their use in physical activities.			
I understand how the skeletal and muscular systems work together to allow participation in physical activity and sport.			
I know the functions of the cardiovascular system and can apply them to performance in physical activities.			
I know the structure of the cardiovascular system and each part's role in maintaining blood circulation during performance in physical activity and sport.			
I know the structure of arteries, capillaries and veins and how their structure relates to their function and importance during physical activity and sport.			
I understand the mechanisms required and the need for redistribution of blood flow during physical activities compared to when resting.			
I know the function and importance of red and white blood cells, platelets and plasma for physical activity and sport.			
I know the composition of inhaled and exhaled air and the impact of physical activity and sport on this composition.			
I know about vital capacity and tidal volume, and change in tidal volume due to physical activity and sport, and understand the reasons that make the change in tidal			

volume necessary.			
I can identify the location of the main components of the respiratory system and know their role in movement of oxygen and carbon dioxide into and out of the body.			
I understand how the cardiovascular and respiratory systems work together to allow participation in physical activity and sport.			
I know that glucose and oxygen are used to release energy aerobically with the production of carbon dioxide and water. I can describe impact of insufficient oxygen on energy release and the byproduct of anaerobic respiration.			
Energy sources: Fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity.			
I know the short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer.			
I know the short-term effects of physical activity and sport on heart rate, stroke volume and cardiac output, and the importance of this to the player/performer.			
I know the short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer.			
I know how the respiratory and cardiovascular systems work together to allow participation in, and recovery from, physical activity and sport.			
I understand the long-term effects of exercise on the body systems.			
I can interpret graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise.			
I know about first, second and third class levers and their use in physical activity and sport.			
I know about the mechanical advantage and disadvantage of the body's lever systems and the impact on sporting performance.			
I know about movement patterns using body planes and axes applied to physical activities and sporting action.			
I know about movement in the sagittal plane about the frontal axis when performing front, back tucked or piked somersaults.			
I know about movement in the frontal plane about the sagittal axis when performing cartwheels.			
I can identify movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining.			
I know the definitions of fitness, health, exercise and performance and the relationship between them.			
I know the components of fitness and relative importance of the components in physical activity and sport.			
I know about fitness tests including the value of fitness testing, the purpose of specific fitness tests, the test protocols, the selection of the appropriate fitness test for components of fitness and the rationale for selection.			
I know how to collect data and interpret data from fitness test results and carry out analyses and evaluations against normative data tables.			

I know which fitness tests test for specific components of fitness.			
I understand how fitness is improved.			
I know about planning training using the principles of training, including the FITT principles, and the thresholds of training.			
I know about factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports.			
I know about the use of different training methods for specific components of fitness, physical activity and sport and the advantages and disadvantages of different training methods.			
I understand the long-term effects of aerobic and anaerobic training and exercise and the benefits to the muscular-skeletal and cardio-respiratory systems and performance.			
I know how long-term training effects allows a person to be able to train for longer and more intensely.			
I understand the long-term training effects and benefits: For performance of the muscular-skeletal system.			
I understand the long-term effects and benefits for performance of training the cardio-respiratory system.			
I know that a PARQ is used to assess personal readiness for training and can provide recommendations for amendment to training based on PARQ.			
I know different methods that can be used to prevent injury.			
I know about injuries that can occur in physical activity and sport.			
I know what RICE stands for.			
I know about performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle.			
I understand the importance of warm-ups and cool-downs to support effective training sessions and physical activity and sport.			
I understand the phases of a warm-up and their significance in preparation for physical activity and sport.			
I know what activities should be included in warm-ups and cool-downs.			
I have developed knowledge and understanding of data analysis in relation to key areas of physical activity and sport.			
I can demonstrate an understanding of how data is collected in fitness, physical and sporting activities – using both qualitative and quantitative methods.			
I can present data (including tables and graphs).			
I can interpret data accurately.			
I can analyse and evaluate statistical data from my own results and interpret against normative data in physical activity and sport.			

Edexcel GCSE PE Checklist – Paper 2			
I know about physical health and how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved.			
I know about emotional health and how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved.			
I know about social health and how participation in physical activity and sport can improve social health and how these benefits are achieved.			
I know about the impact of fitness on well-being and the associated positive/negative health effects.			
I know about how to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual.			
I know about lifestyle choices in relation to: Diet, activity level, work/rest/sleep balance, and recreational drugs.			
I understand the positive and negative impact of lifestyle choices on health, fitness and well-being.			
I know what is meant by a sedentary lifestyle and the associated consequences.			
I am able to interpret and analyse graphical representation of data associated with trends in physical health issues.			
I know the nutritional requirements and ratio of nutrients for a balanced diet in order to maintain a healthy lifestyle and optimise performance in physical activity and sport.			
I know about the role and importance of micronutrients, water and fibre for performers/players in physical activities and sports activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes.			
I know the factors that affect a person's optimum weight.			
I understand that there is a variation in optimum weight according to roles in specific physical activities and sports.			
I know the correct energy balance to maintain a healthy weight.			
I understand the requirements of hydration for physical activity and sport.			
I understand the classification of a range of sport's skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua.			
I know about practice structures including massed, distributed, fixed and variable.			
I understand how to apply knowledge of practice and skill classification to select the most relevant practice to develop a range of skills.			
I know about the use of goal setting to improve and/or optimise performance.			

I understand the principles of SMART targets and the value of each principle in improving and/or optimising performance.			
I know about setting and reviewing targets to improve and/or optimise performance.			
I know about the different types of guidance to optimise performance.			
I understand the advantages and disadvantages of each type of guidance and its appropriateness in a variety of sporting contexts when used with performers of different skill levels.			
I know about the different types of feedback to optimise performance.			
I am able to interpret and analyse graphical representation of data associated with feedback on performance.			
I know about mental preparation for performance.			
I know about participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: Gender, age, socio-economic group, ethnicity, disability.			
I am able to interpret and analyse graphical representation of data associated with trends in participation rates.			
I understand the relationship between commercialisation, the media and physical activity and sport.			
I understand the advantages and disadvantages of commercialisation and the media for: The sponsor, the sport, the player/performer, the spectator.			
I am able to interpret and analyse graphical representation of data associated with trends in the commercialisation of physical activity and sport.			
I know about the different types of sporting behaviour and the reasons for, and consequences of, deviance at elite level.			
I am able to interpret and analyse graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport.			
I have developed my knowledge and understanding of data analysis in relation to key areas of physical activity and sport.			
I can demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods.			
I can present data (including tables and graphs).			
I can analyse and evaluate statistical data from my own results and interpret against normative data in physical activity and sport.			