GCSE PE

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COURSE BREAKDOWN

GCSE PE

THEORY	Worth 60% of overall grade
Component 1 **Paper 1 Fitness & body systems** - **36%** of qualification - 1 hour & 30 minutes - Out of 80 marks 4 topics: 1. Applied Anatomy & physiology 2. Movement Analysis 3. Physical Training 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 **Paper 2 Health & Performance** - **24%** of qualification - 1 hour & 15 minutes - Out of 60 marks 4 topics: 1. Health, fitness & wellbeing 2. Sports psychology 3. Social – cultural influences 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**
PRACTICAL	**Worth 30% of overall grade**
Component 3 105 marks (35 marks per activity) Sport 1 = 10% Sport 2 = 10% Sport 3 =10%	**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. Assessed live or recorded by KLH Externally moderated
PEP	**Worth 10% of overall grade**
Component 4 20 marks ● Aim and planning analysis ● Carrying out and monitoring the PEP ● Evaluation of the PEP	Assessed by KLH/MHA Internally moderated Externally moderated

PLC – PERSONAL LEARNING CHECKLIST

Component 1 – Fitness and Body Systems

(1 hour 30min exam, 80 marks, 36% of qualification, 4 topics)

Topic 1 – Applied anatomy and physiology										
Subject Content	What students should learn	Student self-assessment								
		Date			Date			Date		
		R	A	G	R	A	G	R	A	G
1.1 The structure and functions of the musculoskeletal system.	The functions of the skeleton applied to performance in physical activities and sports: protection of vital organs, muscle attachment, joints for movement, platelets, red and white blood cell production, storage of calcium and phosphorus									
	Classification of bones: long (leverage), short (weight bearing), flat (protection, broad surface for muscle attachment), irregular (protection and muscle attachment) applied to performance in physical activities and sports									
	Structure: cranium, clavicle, scapula, five regions of the vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges (in the hand), pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges (in the foot), and their classification and use applied to performance in physical activities and sports									
	Classification of joints: pivot (neck – atlas and axis), hinge (elbow, knee and ankle), ball and socket (hip and shoulder), condyloid (wrist), and their impact on the range of possible movements									
	Movement possibilities at joints dependant on joint classification: flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion, dorsi-flexion and examples of physical activity and sporting skills and techniques that utilise these movements in different sporting contexts									

	The role of ligaments and tendons, and their relevance to participation in physical activity and sport									
	Classification and characteristics of muscle types: voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle forming the heart, and their roles when participating in physical activity and sport									
	Location and 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 (deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior)									
	Antagonistic pairs of muscles (agonist and antagonist) to create opposing movement at joints to allow physical activities (e.g. gastrocnemius and tibialis anterior acting at the ankle -plantar flexion to dorsi flexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip – all flexion to extension)									
	Characteristics of fast and slow twitch muscle fibre types (type I, type IIa and type IIx) and how this impacts on their use in physical activities									
	How the skeletal and muscular systems work together to allow participation in physical activity and sport									
1.2 The structure and functions of the cardiorespiratory System.	Functions of the cardiovascular system applied to performance in physical activities: transport of oxygen, carbon dioxide and nutrients, clotting of open wounds, regulation of body temperature									
	Structure of the cardiovascular system: atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein, and their role in maintaining blood circulation during performance in physical activity and sport									
	Structure of arteries, capillaries and veins and how this relates to function and importance during physical activity and sport in terms of blood pressure, oxygenated, deoxygenated blood and changes due to physical exercise									
	The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood flow (vascular shunting) during physical activities compared to when resting									

	Function and importance of red and white blood cells, platelets and plasma for physical activity and sport									
	Composition of inhaled and exhaled air and the impact of physical activity and sport on this composition									
	Vital capacity and tidal volume, and change in tidal volume due to physical activity and sport, and the reasons that make the change in tidal volume necessary									
	Location of main components of respiratory system (lungs, bronchi, bronchioles, alveoli, diaphragm) and the role in movement of oxygen and carbon dioxide into and out of the body									
	Structure of alveoli to enable gas exchange and the process of gas exchange to meet the demands of varying intensities of exercise (aerobic and anaerobic)									
	How the cardiovascular and respiratory systems work together to allow participation in physical activity and sport									
1.3 Anaerobic and aerobic exercise.	Energy: the use of glucose and oxygen to release energy aerobically with the production of carbon dioxide and water, the impact of insufficient oxygen on energy release, the byproduct of anaerobic respiration (lactic acid)									
	Energy sources: fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity									
1.4 The short and long- term effects of exercise	Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer									
	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									
	Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer									
	How the respiratory and cardiovascular systems work together to allow participation in, and recovery from, physical activity and sport: oxygen intake into lungs, transfer to blood and transport to muscles, and removal of carbon dioxide									
	Long-term effects of exercise on the body systems									
	Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise									

Topic 2 – Movement analysis

Subject Content	What students should learn	Student self-assessment								
		Date R	A	G	Date R	A	G	Date R	A	G
2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement	First, second and third class levers and their use in physical activity and sport									
	Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body's lever systems and the impact on sporting performance									
2.2 Planes and axes of movement	Movement patterns using body planes and axes: sagittal, frontal and transverse plane and frontal, sagittal, vertical axes applied to physical activities and sporting actions									
	Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults									
	Movement in the frontal plane about the sagittal axis when performing cartwheels									
	Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining									

Topic 3 – Physical training

Subject Content	What students should learn	Student self-assessment								
		Date R	A	G	Date R	A	G	Date R	A	G
3.1 The relationship between health and fitness and the role that exercise plays in both.	Definitions of fitness, health, exercise and performance and the relationship between them									
3.2 The components of fitness, benefits for sport and how fitness is measured and improved	Components of fitness and the relative importance of these components in physical activity and sport: cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed									
	Fitness tests: 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									
	Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables									
	Fitness tests for specific components of fitness: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test, strength – grip dynamometer, muscular endurance – one-minute sit-up, one-minute press-up, speed – 30m sprint, power – vertical jump, flexibility – sit and reach									
	How fitness is improved									
3.3 The principles of training and their application to personal exercise/ training programmes	Planning training using the principles of training: individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility, thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90% calculated using Karvonen formula)									
	Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness)									

	The use of different training methods for specific components of fitness, physical activity and sport: continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga, spinning). The advantages and disadvantages of different training methods									
3.4 The long-term effects of exercise.	Long-term effects of aerobic and anaerobic training and exercise and the benefits to the muscular-skeletal and cardio-respiratory systems and performance									
	Long-term training effects: able to train for longer and more intensely									
	Long-term training effects and benefits: for performance of the muscular-skeletal system: increased bone density, increased strength of ligaments and tendons, muscle hypertrophy, the importance of rest for adaptations to take place, and time to recover before the next training session									
	Long-term training effects and benefits: for performance of the cardio-respiratory system: decreased resting heart rate, faster recovery, increased resting stroke volume and maximum cardiac output, increased size/strength of heart, increased capilliarisation, increase in number of red blood cells, drop in resting blood pressure due to more elastic muscular wall of veins and arteries, increased lung capacity/volume and vital capacity, increased number of alveoli, increased strength of diaphragm and external intercostal muscles									
3.5 How to optimise training and prevent injury.	The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ									
	Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports									
	Injuries that can occur in physical activity and sport: concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions)									
	RICE (rest, ice, compression, elevation)									
	Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting									

	performance and performer lifestyle, including anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants, blood doping										
3.6 Effective use of warm up and cool down	The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport										
	Phases of a warm-up and their significance in preparation for physical activity and sport										
	Activities included in warm-ups and cool downs										

Topic 4 – Use of data											
Subject Content	What students should learn	Student self-assessment									
		Date			Date			Date			
		R	A	G	R	A	G	R	A	G	
4.1 Use of data	Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport										
	Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods										
	Present data (including tables and graphs)										
	Interpret data accurately										
	Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and										

Component 2 – Health and Performance

(1 hour 15min exam, 60 marks, 24% of qualification, 4 topics)

Topic 1 – Health, fitness and well-being

Subject Content	What students should learn	Student self-assessment								
		Date			Date			Date		
		R	A	G	R	A	G	R	A	G
1.1 Physical, emotional and social health, fitness and	Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved									
	Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved									
	Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved									
	Impact of fitness on well-being: positive and negative health effects									
	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									
	Lifestyle choices in relation to: diet, activity level, work/rest/sleep balance, and recreational drugs (alcohol, nicotine)									
	Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)									
1.2 The consequences of a sedentary lifestyle	A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness									
	Interpretation and analysis of graphical representation of data associated with trends in physical health issues									

1.3 Energy use, diet, nutrition and hydration.	The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport										
	The role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes										
	The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports										
	The factors affecting optimum weight: sex, height, bone structure and muscle girth										
	The variation in optimum weight according to roles in specific physical activities and sports										
	The correct energy balance to maintain a healthy weight										
	Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport										

Topic 2 – Sport psychology (Year 1 Content, Weeks 28 – 33)											
Subject Content	What students should learn	Student self-assessment									
		Date			Date			Date			
		R	A	G	R	A	G	R	A	G	
2.1 Classification of skills (basic/ complex, open/closed)	Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua										
	Practice structures: massed, distributed, fixed and variable										
	Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills										
2.2 The use of goal setting and SMART targets to improve and/or optimise performance	The use of goal setting to improve and/or optimise performance										
	Principles of SMART targets (specific, measureable, achievable, realistic, time-bound) and the value of each principle in improving and/or optimising performance										
	Setting and reviewing targets to improve and/or optimise performance										
2.3 Guidance and feedback on performance.	Types of guidance to optimise performance: visual, verbal, manual and mechanical										
	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										

	Types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal									
	Interpretation and analysis of graphical representation of data associated with feedback on performance									
2.4 Mental preparation for performance.	Mental preparation for performance: warm up, mental rehearsal									

Topic 3 – Social-cultural influences (Year 2 Content, Weeks 17 – 24)										
Subject Content	What students should learn	Student self-assessment								
		Date			Date			Date		
		R	A	G	R	A	G	R	A	G
3.1 Engagement patterns of different social groups in physical activity.	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									
	Interpretation and analysis of graphical representation of data associated with trends in participation rates									
3.2 Commercialisation of physical activity and sport.	The relationship between commercialisation, the media and physical activity and sport									
	The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator									
	Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport									
3.3 Ethical and socio-cultural issues in physical activity and sport	The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level									
	Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport									

Topic 4 – Use of data

Subject Content	What students should learn	Student self-assessment								
		Date R	A	G	Date R	A	G	Date R	A	G
4.1 Use of data	Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport									
	Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods									
	Present data (including tables and graphs)									
	Interpret data accurately									
	Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport									

PRACTICAL SPORT OPTIONS

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	Acceptable dances include: ballet, ballroom, contemporary/modern, cultural (includes hip-hop, Irish, Indian, jazz, Latin), folk and street This can only be used for one activity **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.
Field hockey	
Figure skating*	This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 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.
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

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

Team activities	
Activity	**Forbidden combinations and rules**
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	

You are assessed in 3 Sports:

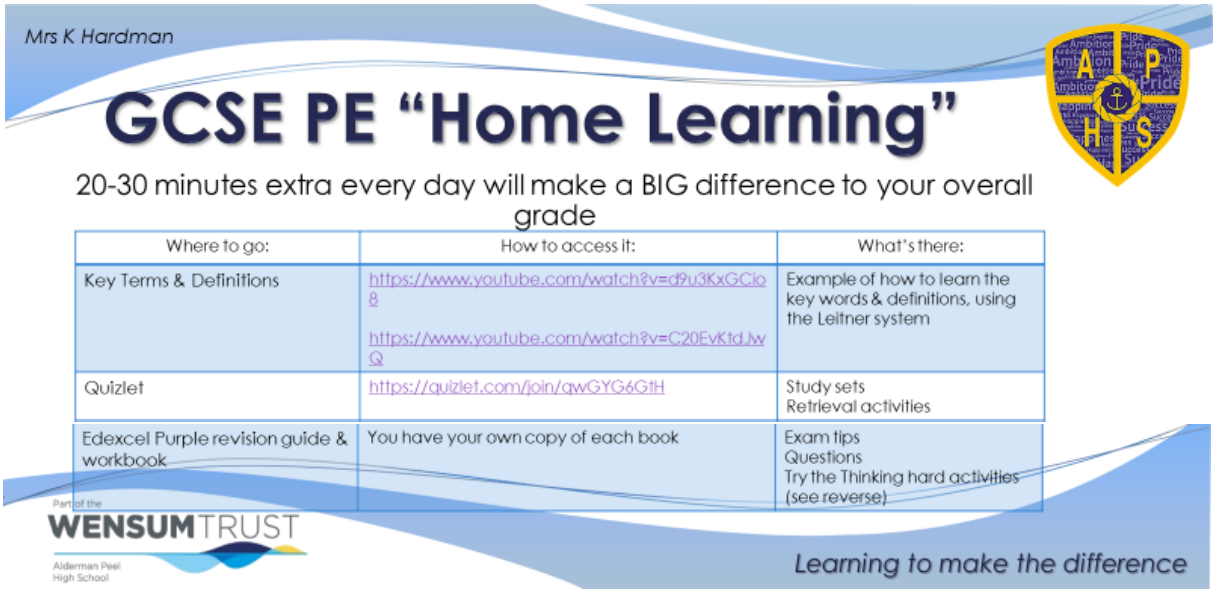
1. **One** must be a **team** activity.
2. **One** must be an **individual** activity.
3. The **final** activity can be a **free choice**.

- Assessed by your PE teachers
- Assessed either live or recorded (by PE or externally by YOU)
- Externally moderated

Individual activities	
Figure skating*	This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 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.
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	

HOME LEARNING

EverLearner – Login to the platform, look at analysis of your strngeths and weaknesses and complete the tasks set. Study and learn, check assignments, complete checkpoints.



Aim: 20 - 30 minutes of GCSE PE work per day to learn NEW content or to REVISE what we have covered so far.

KEY TERMS & DEFINITIONS

Use the Leitner system or the Pomodoro technique to learn and revise key terms and definitions. Use the key terms Mrs H has given to you.

Leitner system: https://www.youtube.com/watch?v=d9u3KxGCio8

Leitner System: https://www.youtube.com/watch?v=C20EvKtdJwQ

Pomodoro technique:
https://www.youtube.com/watch?v=RlidoiSrpB0&ab_channel=BirminghamCityUniversity

QUIZLET

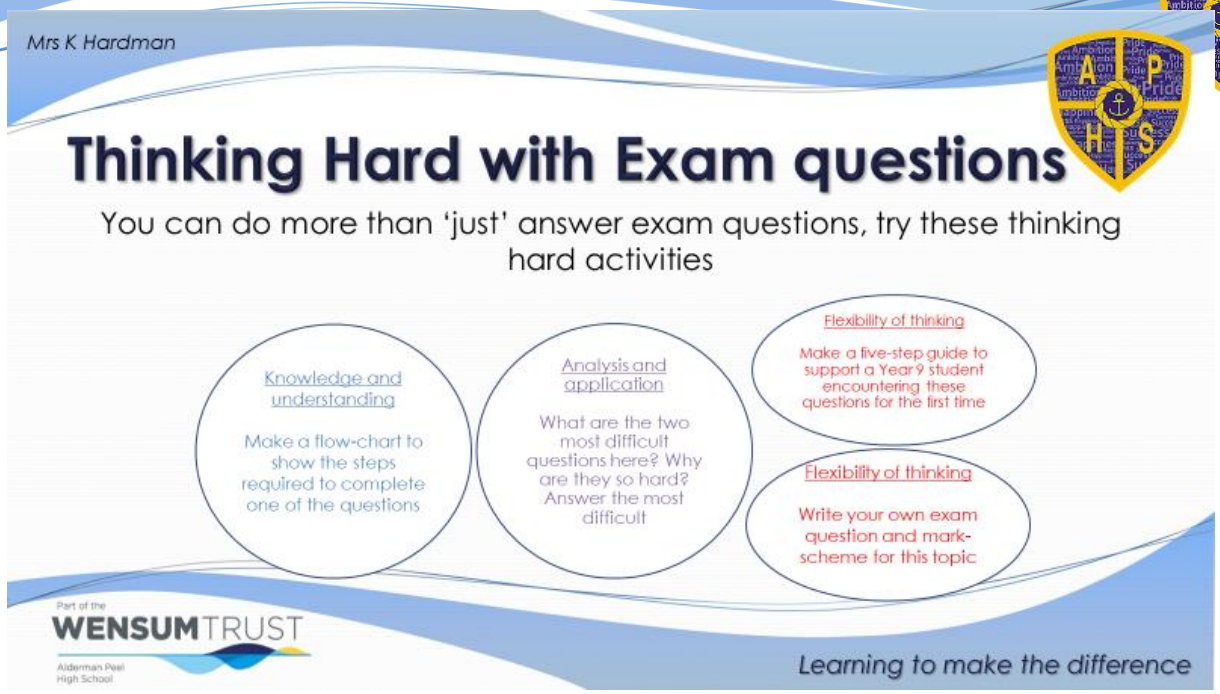
This is the link to all the sets in our Quizlet classroom
https://quizlet.com/join/qwGYG6GtH

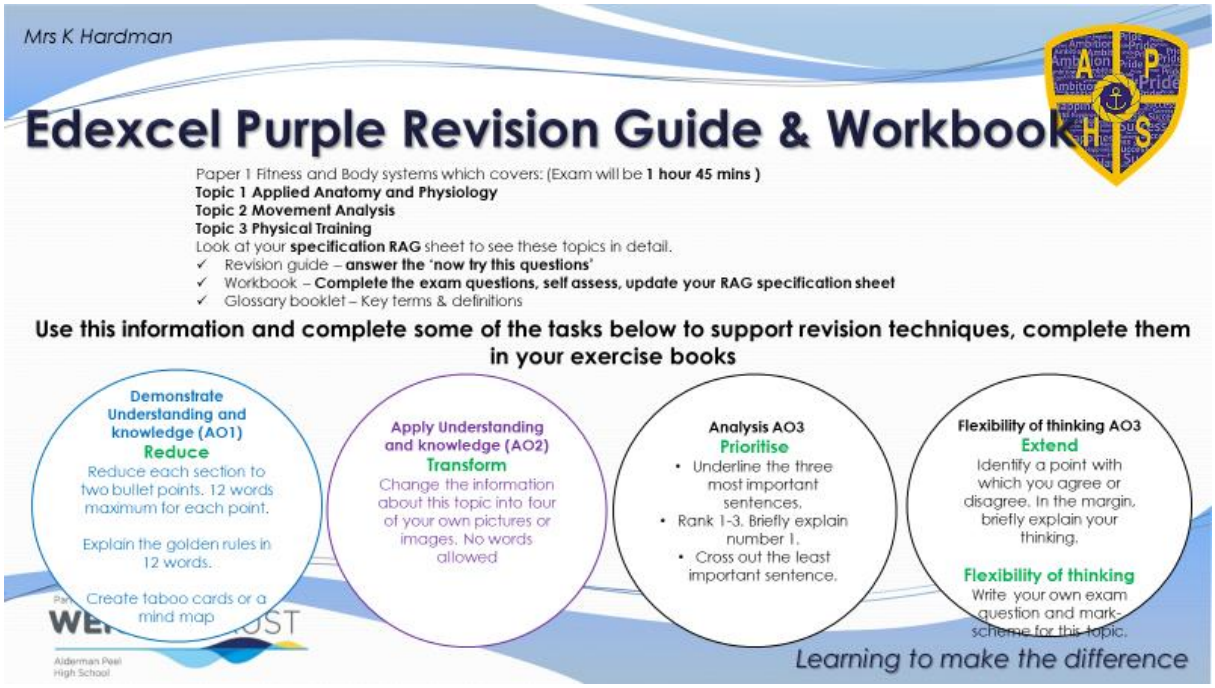
Complete the various activities available on each topic

KNOWLEDGE ORGANISERS

Use these to complete the key terms and definitions on the back of each one. They can also be used for your key term flashcards (Leitner system).

PRACTICE EXAM QUESTIONS





PERSONAL LEARNING CHECKLIST

Once completed exam Q's use the specification to RAG **(Red – Amber – Green)** each topic to help identify what areas you need to improve, work on, learn, revise**. Green** is when you are getting **80%** of that topic correct.