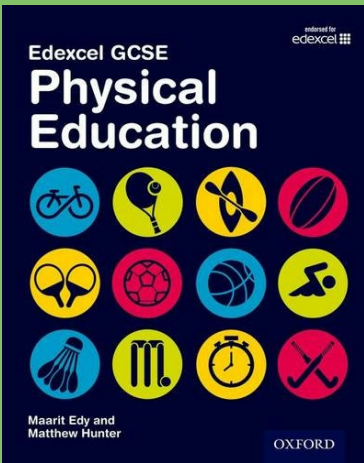


KS4 Guided Options

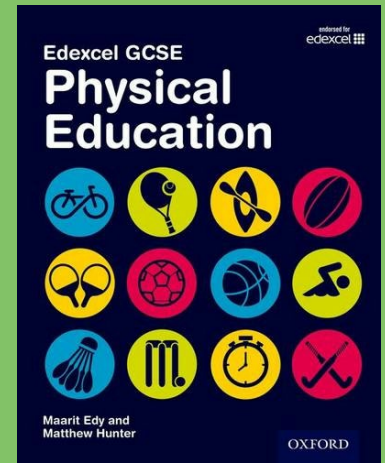
EDEXCEL GCSE PE





Course Overview

Exam board
Pearson - Edexcel GCSE PE



Edexcel GCSE PE

- An understanding of how physical activities benefit health, fitness and well-being.
- Equipping pupils with knowledge, understanding, skills and values needed to develop and maintain performance.



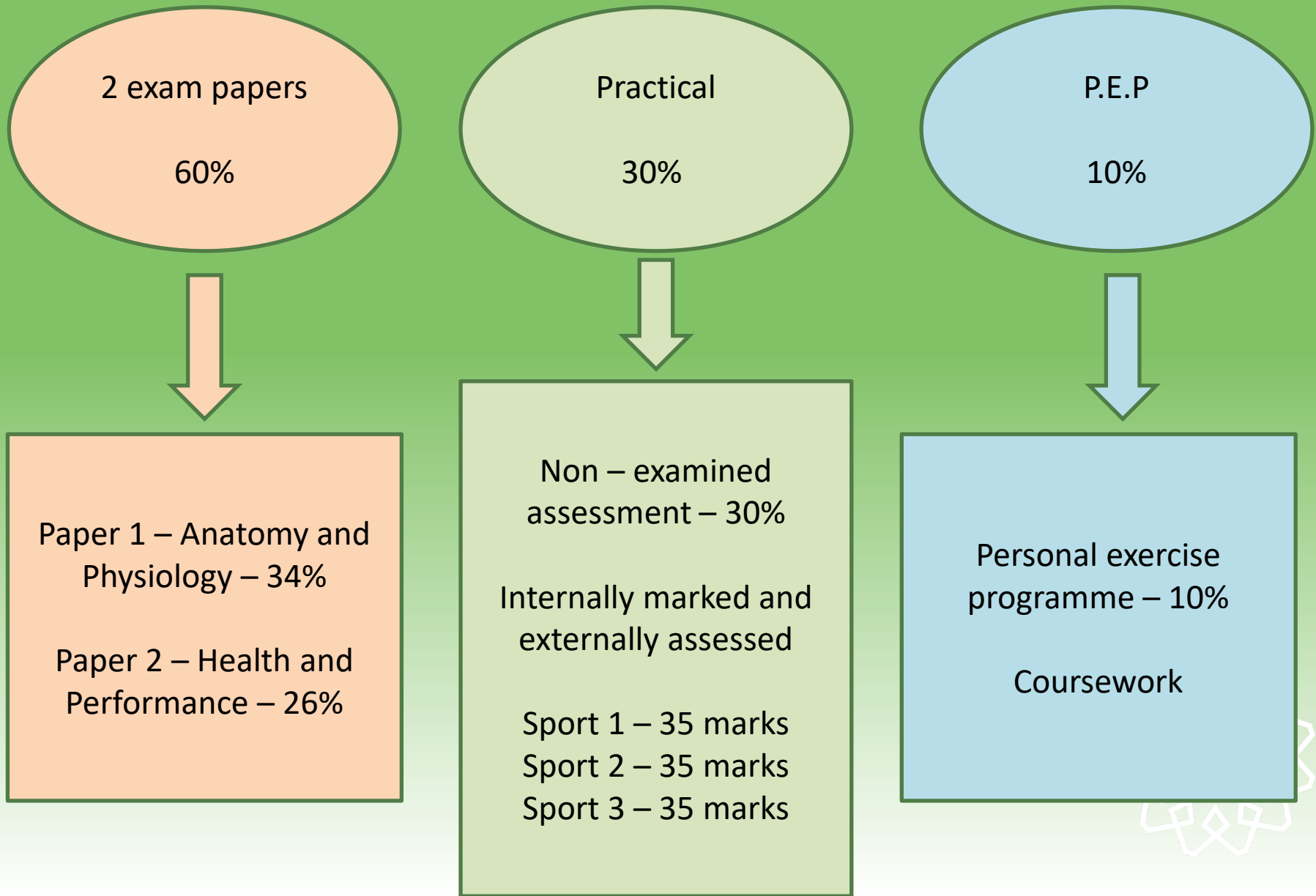
Structure

Students are assessed through exams, practical and coursework.

Delivered through theory and practical.

5 lessons per fortnight. 4 classroom based and 1 practical.

Assessments



What will you learn?

YEAR 1

Physical training



- Components of fitness
- Methods of training
- Principles of Training
- Health
- Fitness
- Exercise
- Interpretation of data

Health, fitness and well – being



- How physical activity can impact health
- Sedentary lifestyle
- Diet and nutrition
- Hydration

Sport psychology



- Classification of sports
- Types of practice
- Types of feedback
- Types of guidance
- Goal setting
- SMART Targets

Exam questions

- (e) Which **one** of the following blood vessels takes oxygenated blood away from the heart to the body? (1)

- ☐ A Pulmonary vein
☐ B Pulmonary artery
☐ C Aorta
☐ D Vena cava

- (f) Identify where gas exchange takes place. (1)

- ☐ A Bronchi
☐ B Alveoli
☐ C Bronchioles
☐ D Diaphragm

- (g) Which **one** of the following performance-enhancing drugs (PEDs) is an athlete **most** likely to take to increase their power or strength? (1)

- ☐ A Beta blockers
☐ B Anabolic steroids
☐ C Diuretics
☐ D Narcotic analgesics

- (h) Which **one** of the following PEDs is an athlete **most** likely to take to increase oxygen delivery to their muscles? (1)

- ☐ A Stimulants
☐ B Erythropoietin (EPO)
☐ C Growth hormones (GH)
☐ D Beta blockers

(Total for Question 1 = 8 marks)

- (b) Explain **two** functions of the cardiovascular system that enable a long distance cyclist to perform well in their event. (6)

Function 1

Function 2

(Total for Question 7 = 8 marks)

- 13 Figure 9 shows two canoeists during a competition.

To do well in competition, canoeists need good strength, flexibility and speed.



(Source: Photo by technote/Getty Images)

Figure 9

Table 6 shows the fitness tests these canoeists used to assess their fitness.

sit and reach test	30m sprint	one-minute press-up test
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Table 6

Discuss the suitability of using the fitness tests shown in Table 6 to assess the fitness of the canoeists for their sport. (9)

What will you learn?

YEAR 2

Anatomy and physiology



- Functions of the skeleton
- Classification of bones
- Musculo-skeletal system
- Role of ligaments and tendons
- Classification and characteristics of muscles
- Muscles in physical activity

Movement analysis



- Planes and axis
- Lever system
- Range of movements
- Linking of lever systems to sporting activities
- Mechanical advantage and disadvantage

Socio-cultural influences



- What affects participation
- Interpretation of data
- Commercialisation and the media in sport
- Sporting trends
- Sporting behaviour

Exam questions

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 1 (a) Which **one** of the following is a macronutrient?

(1)

- ☐ A Vitamins
- ☐ B Fats
- ☐ C Fibre
- ☐ D Water

- (b) Which **one** of the following is **most** likely to decrease the risk of osteoporosis?

(1)

- ☐ A Swimming
- ☐ B Having an appropriate amount of sleep
- ☐ C Cycling
- ☐ D Long distance running

- (c) Identify the practice structure from the description.

'Repeatedly practising a whole skill within a training session.'

(1)

- ☐ A Fixed
- ☐ B Distributed
- ☐ C Simple
- ☐ D Variable

- (d) Which **one** of the following is the **best** example of an open skill?

(1)

- ☐ A A tennis serve
- ☐ B A shot put
- ☐ C A cartwheel
- ☐ D A pass in football

- 3** Hawani is a diver and is using mental rehearsal before her dive.



(Source: © Paolo Bona/Shutterstock)

Figure 2

Explain **two** ways mental rehearsal will improve Hawani's diving performance.

(4)

1

2

(Total for Question 3 = 4 marks)

6



- 13** Discuss the view that sportsmanship is being replaced by gamesmanship in professional sport.

(9)



Practical – Sports that you can use

Team sports

Gymnastics
Football
Badminton
Basketball
Cricket
Dance
Field hockey
Figure skating
Futsal
Handball
Ice Hockey
Roller hockey
Lacrosse
Netball
Rowing
Rugby League
Rugby Union
Squash
Table Tennis
Tennis
Volleyball
Water Polo

You must do 3 separate sports, you cannot do the same sport individually and as a team.

You must do 2 team and 1 individual

Or

2 individual and 1 team

This will all depend on the strengths of you as a sportsperson

Individual sports

Amateur boxing
Athletics
Badminton
BMX
Canoeing
Cycling
Dance Diving
Figure skating
Golf
Gymnastics
Equestrian
Kayaking
Rock climbing
Skiing
Snowboarding
Squash
Swimming
Table Tennis
Tennis
Trampolining
Windsurfing

Grading criteria

Association Football

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the teacher that the students are not being given the opportunity to demonstrate their full range of skills in the game, teachers may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
<p>Candidates will be assessed on any four of the skills listed below when performed in isolation or unopposed practice.</p> <p>Outfield:</p> <ul style="list-style-type: none"> • passing (short passes – push pass, instep) • running with the ball (dribbling, feints, step overs) • tackling (block, slide) • turning with the ball – recycling (Cruyff, drag back) • striking the ball (free kicks, shooting – dominant foot) <p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> • shot stopping – angles, off line/down line, free kicks • dealing with crosses – high/low • dealing with back passes (keeping possession, long clearances) • kicking (punt, goal kicking) • 1 v. 1, attacker v. keeper – denying space, body position • handling (catching, parry) • distribution (throws, short passes). 	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Outfield:</p> <ul style="list-style-type: none"> • receiving the ball and control (first touch, either/both feet, thigh, chest) • jockeying (shadowing ball/player, channelling) • striking the ball (shooting, clearing, long passes) • throw ins – attack defence (short/long) • restarts – attack/defence (corners, free kicks) • contribution to open play: unit formation, specific role – keeping/regaining possession, support (attack and defence) • contribution to set play/moves, e.g. free-kicks, corners, throw ins (attack and defence) • demonstrating communication and influence on team performance • applying the team strategy in open play and set play • decision making • ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
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PEP

You will be tasked with completing a Personal exercise programme.

You will set yourself a target to improve in your sport and carry out 6 weeks of training to bring about this improvement.

Grading criteria

	Level 1	Level 2	Level 3	Level 4	Level 5															
Strand	Some aspects of training																			
1.	Collect initial fitness and performance data: pre-PEP fitness tests data covering a range of components of fitness, relevant and specific to the candidate(s) selected sporting performance whilst also collecting performance related data that allows the possibility of realistic and measurable improvement. Interpret and analyse initial fitness test results for performance: using appropriate data (which must be from initial fitness test results and could also consider initial performance data gathered)																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited or little interpretation of fitness test results using some data.				Some attempt at interpretation and analysis of fitness test results using some data, but with errors that may impact analysis.				Good interpretation and analysis of fitness test results using appropriate data, with some errors that have insignificant impact on the analysis.				Very good interpretation and analysis of fitness test results using appropriate data, with one or two minor errors not significantly affecting the analysis.				Excellent and thorough interpretation and analysis of fitness test results using appropriate data.			
2.	Select and justify a component of fitness: (weakness to improve) with statement of aim(s) intrinsically linked to bring about the best improvement in the candidates selected element of their sporting performance . Application of SMART targets: linked to fitness and performance, justifying why their targets are SMART and how they impact on the candidates selected element of their sporting performance. Application of training method(s): an appropriate method of training to achieve the aim to improve the candidate's component of fitness choice. Reasons for its selection and starting training intensities must be justified making it clear why this is the best and most suitable method to use to improve their future performance . Application of principles of training: an explanation of how they initially intend to apply the relevant training principles to their selected training method to help them achieve their SMART targets. Adaptations to the training plan should be applied as the plan progresses and be influenced by the daily or weekly evaluations of the training sessions.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited evaluation (mainly descriptive) resulting in inappropriate selection of training method(s) and little application of SMART targets and principles of training to meet performance goal(s).				Some attempts at evaluation, with weak justification for training method(s) chosen, and attempts at applying SMART targets and principles of training to meet performance goal(s), with errors of judgement affecting the quality of the evaluation.				Good evaluation with appropriate training method(s) selected and explained, and application of SMART targets and principles of training to meet performance goal(s), with some errors of judgement that have insignificant impact on the evaluation.				Evaluation with appropriate training method(s) selected and explained, and application of SMART targets and principles of training to meet performance goal(s), with few errors of judgement not significantly affecting the evaluation.				Evaluation with appropriate training method(s) selected and justified, and application of SMART targets and principles of training to meet performance goal(s).			
3.	Collecting and drawing up post-PEP fitness test results for performance: all data should demonstrate the differences in fitness levels and performance pre and post PEP. Justify differences in data: discuss reasons for any differences or similarities in the results and what the results mean in terms of the candidate's SMART targets. Show evidence which informs the discussion on results.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited comparison, interpretation and/or analysis of differences and/or similarities between fitness test results and little/no supporting evidence used, with many significant errors of judgement / inaccuracies.				Attempts to compare and interpret the fitness test results, with some differences and/or similarities analysed in places and some supporting evidence used, but with many errors of judgement/inaccuracies.				Fitness test results are compared and interpreted, and the differences and/or similarities are analysed, and sufficient supporting evidence used, but with some errors of judgement/inaccuracies.				Fitness test results are compared and interpreted, and the differences and/or similarities are analysed with satisfactory supporting evidence, but with some minor errors of judgement/inaccuracies.				Fitness tests results are compared and interpreted, and the differences and/or similarities identified and analysed, and reasons for them justified, with ample supporting evidence.			
4.	Evaluate application of: methods of training, SMART targets and principles of training. Consideration as to whether the selected method of training, SMART targets and principles of training worked as intended should be discussed and whether they were well applied, and how they impacted overall on the candidate's selected element of their sporting performance . Training plans or record sheets should be referred to within the discussion. Recommendations: Based on their evaluation of these factors they should then be able to identify what aspects of their programme should be changed and be able to justify the recommendations that they state that will improve future training plans and performance.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Limited evaluation of the application of the method(s) of training, SMART goals and principles of training, and no recommendations for improving future training and performance.				Some attempts at evaluation of the application of the method(s) of training, SMART goals and principles of training, with some attempt at recommendations for improving future training and performance, but with significant errors.				Good evaluation of the application of the method(s) of training, SMART goals and principles of training, with sufficient detail and appropriate recommendation(s) to improve future training and performance.				Well-argued evaluation of the application of the method(s) of training, SMART goals and principles of training, in satisfactory detail and depth, with justified recommendations to improve future training and performance.				Sophisticated evaluation of the application of the method(s) of training, SMART goals and principles of training, in good detail and depth, with well justified recommendations to improve future training and performance.			
5.	Candidates must produce a succinct and coherent structured PEP which should be written as continuous prose. This means the planning (analysis) and evaluation sections should be covered with appropriate content and detail (that appropriate, subject specific terminology should be used), and that the PEP is succinct enough to be within the 1500-word count . Lack of coherence and structure, with inappropriate and inaccurate terminology throughout.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Lack of coherence and structure, with inappropriate and inaccurate terminology throughout.				Attempts at coherence and structure, with use of appropriate terminology in places but inconsistent and with some errors of judgement.				Good coherence and structure, with appropriate terminology used, but some errors of judgement/accuracy with no significant impact on the text.				Very good coherence and structure, with appropriate terminology used throughout, but with a few minor errors.				Excellent coherence and structure, with appropriate terminology used consistently, with few minor, if any, errors.			

Strand	Mark	Total mark:	
1		Divided by 5:	
2			
3			
4		Overall Level:	
5			
Total:			

What do I require to be successful...

Students must maintain high standards at all times.

Arrive on time, 100% effort and meet deadlines.

Requirements

- Good understanding in Science and English- OTF a 5 or above.
- Participate in at least 1 sport at a good standard outside of school.
 - A willingness to attend extra-curricular clubs and activities to develop skills.

Next steps...

GCSE PE

College

- Level 3 BTEC Sport
- A – Level PE

University

Sports coaching
Sports Science
Sports Development

Careers in sport

- Athlete
- Sports coach
- Activity instructor
- Sports Development Officer
 - PE teacher
 - Sports lawyer
- Sports physiotherapist
 - Sports therapist
- Sports announcer

Careers in sport

- Leisure centre manager
 - Sports journalist
 - Sports marketing
- Sports social media
- Sports communications
 - Sports lawyer
 - Referee
 - Sports agent
 - Sports statistician
- Sports event coordinator
 - Sports marketing

Any questions