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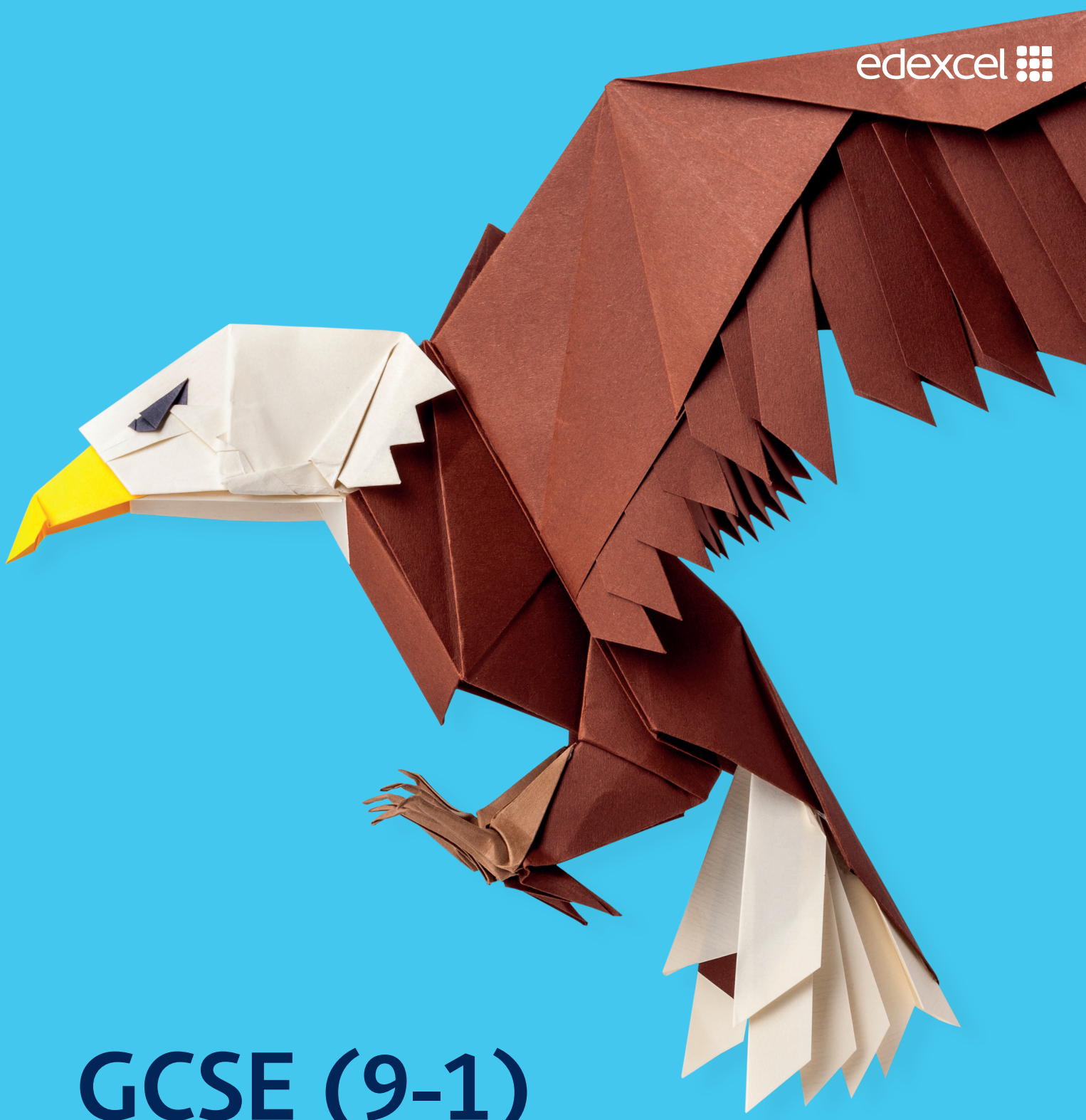

GCSE (9-1) Physical Education

Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education (1PE0)

First teaching from September 2016

First certification from 2018

Issue 2

Pearson

Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education Specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
There is a new assessment instruction.	5
A training formula has been clarified.	11
An agility test has been added.	11
There is an added command word – 'Predict'.	57

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

1 Introduction

Why choose Pearson GCSE in Physical Education?

We have listened to feedback from all parts of the physical education and sport subject community, including higher education. We have used this opportunity of curriculum change to redesign qualifications that reflect the demands of a truly modern and evolving physical education and sporting environment – qualifications that enable your students to apply themselves and give them the skills to succeed in their chosen pathway.

Clear and coherent structure – our qualification has a straightforward structure with four engaging and up-to-date components that are assessed through externally examined papers and internally assessed components.

Clear question papers – we have focused on ensuring that our question papers are clear and accessible for students and that mark schemes are straightforward in making the requirements clear.

Provides a real applied focus – the new specification content encourages students to contextualise theory and to develop and apply their knowledge, understanding and quality of performances in practical assessments.

Reflects today's global world – students will engage with key issues and themes relating to contemporary global influences on physical education and sport.

Develops transferable skills – students will develop a multitude of skills, including numeracy, communication and an understanding of practical performances in order to support progression to the next level of study. The blend of scientific and social knowledge positions students to access a range of qualifications.

Develops a holistic understanding of physical education – stimulating content is at the heart of this engaging qualification. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

Supports progression to A Level – we planned our GCSE and A Level specifications together. This ensures sensible progression of content from GCSE to A Level and similar approaches to assessment, so that students will have a coherent and diverse experience of physical education if they take both a Pearson Edexcel GCSE and A Level in Physical Education.

Supports progression from Key Stage 3 – we have designed the GCSE to build on and embed the physical development and skills learned in key stage 3, encouraging learners to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities whilst deepening their knowledge of content studied previously.

Supporting you in planning and implementing this qualification

Planning

- Our **Getting Started** guide gives you an overview of the new GCSE Physical Education qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will provide an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and the 2009 qualification.

Teaching and learning

There will be a range of free teaching and learning support to help you deliver the new qualifications, including:

- **topic booklets**, with background information about the topic and resource/further reading lists
- guidance on **teaching approaches** to deliver the content in a practical way.

Preparing for exams and NEA

We will also provide a range of resources to help you prepare your students for the assessments, including:

- **specimen papers** to support formative assessments and mock exams
- levelled **exemplars** of student work with examiner commentaries for both the external and internal assessments.

ResultsPlus

ResutsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Exam Wizard

ExamWizard provides a huge bank of past paper questions, mark schemes and examiners' reports to help create your own mock exams, topic-based tests with the easy-to-use, intuitive question search.

Get help and support

Our subject advisor service, led by Penny Lewis, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters from Penny Lewis to keep up to date with qualification updates and product and service news. To contact the PE and Sport team, email TeachingPEandSport@pearson.com or phone UK: 0207 010 2188

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education consists of two externally-examined papers and two non-examined assessment components.

Components 1 and 2 will be assessed in May/June in any single year. Components 3 and 4 may be assessed at any point during the course, with marks submitted by the centre prior to moderation. Moderation will take place in the same year as the written examinations.

Component 1: Fitness and Body Systems (*Component code: 1PE0/01)
Written examination: 1 hour and 45 minutes ***36% of the qualification*** ***90 marks***
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, and extended writing questions. Students must answer all questions. Calculators can be used in the examination.

Component 2: Health and Performance (*Component code: 1PE0/02)
Written examination: 1 hour and 15 minutes ***24% of the qualification*** ***70 marks***
Content overview • Topic 1: Health, fitness and well-being • Topic 2: Sport psychology • Topic 3: Socio-cultural influences • Topic 4: Use of data
Assessment overview The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the examination.

*See *Appendix 9: Codes* for a description of this code and all other codes relevant to this qualification.

Component 3: Practical Performance (*Component code: 1PE0/03)
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
Assessment overview   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 Level1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria* document on our website.   Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson.

Component 4: Personal Exercise Programme (PEP) (*Component code: 1PE0/04)
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
Assessment overview   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.

*See *Appendix 9: Codes* for a description of this code and all other codes relevant to this qualification.

2 Subject content and assessment information

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and well-being
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Key

Links to NEA: Physical training links to PEP

Component 1: Fitness and Body Systems

Overview

This component assesses students' knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

Questions in the examination paper may be contextualised by reference to any of the activities in the activity list (as well as gym/fitness activities) in Component 3: Practical Performance.

A glossary of key terms for the content of this component is found in *Appendix 5: Glossary of key terms* (pages 53–55).

Content

Topic 1: Applied anatomy and physiology

Subject content	What students need to learn
In this topic students will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport through the following content.	
1.1 The structure and functions of the musculo-skeletal system	1.1.1 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
	1.1.2 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
	1.1.3 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
	1.1.4 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

Subject content	What students need to learn	
	1.1.5	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
	1.1.6	The role of ligaments and tendons, and their relevance to participation in physical activity and sport
	1.1.7	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
	1.1.8	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)
	1.1.9	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)
	1.1.10	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
	1.1.11	How the skeletal and muscular systems work together to allow participation in physical activity and sport
1.2 The structure and functions of the cardio-respiratory system	1.2.1	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
	1.2.2	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
	1.2.3	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

Subject content	What students need to learn
	1.2.4 The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood flow (vascular shunting) during physical activities compared to when resting
	1.2.5 Function and importance of red and white blood cells, platelets and plasma for physical activity and sport
	1.2.6 Composition of inhaled and exhaled air and the impact of physical activity and sport on this composition
	1.2.7 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
	1.2.8 Location of main components of respiratory system (lungs, bronchi, bronchioles, alveoli, diaphragm) and their role in movement of oxygen and carbon dioxide into and out of the body
	1.2.9 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)
	1.2.10 How the cardiovascular and respiratory systems work together to allow participation in physical activity and sport
1.3 Anaerobic and aerobic exercise	1.3.1 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 by-product of anaerobic respiration (lactic acid)
	1.3.2 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	1.4.1 Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer
	1.4.2 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
	1.4.3 Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer
	1.4.4 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
	1.4.5 Long-term effects of exercise on the body systems – see 3.4.1–3.4.4
	1.4.6 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 need to learn
In this topic students will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport through the following content.	
2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement	2.1.1 First, second and third class levers and their use in physical activity and sport
	2.1.2 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	2.2.1 Movement patterns using body planes and axes: sagittal, frontal and transverse plane and frontal, sagittal, vertical axes applied to physical activities and sporting actions
	2.2.2 Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults
	2.2.3 Movement in the frontal plane about the sagittal axis when performing cartwheels
	2.2.4 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 need to learn
 In this topic students will develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes, through the following content.	
3.1 The relationship between health and fitness and the role that exercise plays in both	3.1.1 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	3.2.1 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

Subject content	What students need to learn
	3.2.2 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
	3.2.3 Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables
	3.2.4 Fitness tests for specific components of fitness: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test, agility – Illinois agility run test, strength – grip dynamometer, muscular endurance – one-minute sit-up, one-minute press-up, speed – 30m sprint, power – vertical jump, flexibility – sit and reach
	3.2.5 How fitness is improved – see section 3.3.1–3.3.3
3.3 The principles of training and their application to personal exercise/ training programmes	3.3.1 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 simplified Karvonen formula i.e. (220) – (your age) = MaxHR; (MaxHR) x (60% to 80%) = aerobic training zone; (MaxHR) x (80% to 90%) = anaerobic training zone)
	3.3.2 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)
	3.3.3 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	3.4.1 Long-term effects of aerobic and anaerobic training and exercise and the benefits to the muscular-skeletal and cardio-respiratory systems and performance
	3.4.2 Long-term training effects: able to train for longer and more intensely
	3.4.3 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

Subject content	What students need to learn
	3.4.4 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	3.5.1 The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ
	3.5.2 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
	3.5.3 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)
	3.5.4 RICE (rest, ice, compression, elevation)
	3.5.5 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	3.6.1 The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport
	3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport
	3.6.3 Activities included in warm-ups and cool downs

Topic 4: Use of data

Subject content	What students need to learn	
In this topic students will develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport, through this content and linking it to other topics.		
4.1 Use of data	4.1.1	Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport
	4.1.2	Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods
	4.1.3	Present data (including tables and graphs)
	4.1.4	Interpret data accurately
	4.1.5	Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport

Assessment information

- First assessment: May/June 2018.
- The assessment is 1 hours and 45 minutes.
- The assessment is out of 90 marks.
- Students must answer all questions.
- The assessment consists of multiple-choice, short-answer, and extended writing questions.
- For the nine-mark extended writing questions, students will be expected to draw on their knowledge and understanding in relation to the question, apply their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of the question.
- Calculators can be used in the examination.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education Sample Assessment Materials (SAMs)* document.

Component 2: Health and Performance

Overview

This component assesses students' knowledge and understanding of the factors underpinning participation and performance in physical activity and sport. Students will develop their theoretical knowledge and understanding of the contribution that physical activity and sport make to health, fitness and well-being and how these can impact on their own performance.

Sports psychology will be introduced, with a focus on skill development, through relevant practice, guidance and feedback, as well as knowledge that learners can then apply to their own learning in practical situations in order to improve their performance. Key socio-cultural influences that can affect people's involvement in physical activity and sport will also be considered.

Questions in the examination paper may be contextualised by reference to any of the activities in the activity list (as well as gym/fitness activities) in Component 3: Practical Performance.

A glossary of key terms for the content of this component is found in *Appendix 5: Glossary of key terms* (pages 53–55).

Content

Topic 1: Health, fitness and well-being

Subject content	What students need to learn	
In this topic students will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being through the following content.		
1.1 Physical, emotional and social health, fitness and well-being	1.1.1	Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved
	1.1.2	Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved
	1.1.3	Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved
	1.1.4	Impact of fitness on well-being: positive and negative health effects
	1.1.5	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
	1.1.6	Lifestyle choices in relation to: diet, activity level, work/ rest/sleep balance, and recreational drugs (alcohol, nicotine)
	1.1.7	Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)

Subject content	What students need to learn
1.2 The consequences of a sedentary lifestyle	1.2.1 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
	1.2.2 Interpretation and analysis of graphical representation of data associated with trends in physical health issues
1.3 Energy use, diet, nutrition and hydration	1.3.1 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
	1.3.2 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
	1.3.3 The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports
	1.3.4 The factors affecting optimum weight: sex, height, bone structure and muscle girth
	1.3.5 The variation in optimum weight according to roles in specific physical activities and sports
	1.3.6 The correct energy balance to maintain a healthy weight
	1.3.7 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

Subject content	What students need to learn
In this topic students will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity and sport through the following content.	
2.1 Classification of skills (basic/ complex, open/closed)	2.1.1 Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua
	2.1.2 Practice structures: massed, distributed, fixed and variable
	2.1.3 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 	2.2.1 The use of goal setting to improve and/or optimise performance
	2.2.2 Principles of SMART targets (specific, measureable, achievable, realistic, time-bound) and the value of each principle in improving and/or optimising performance
	2.2.3 Setting and reviewing targets to improve and/or optimise performance
2.3 Guidance and feedback on performance	2.3.1 Types of guidance to optimise performance: visual, verbal, manual and mechanical
	2.3.2 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
	2.3.3 Types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal
	2.3.4 Interpretation and analysis of graphical representation of data associated with feedback on performance
2.4 Mental preparation for performance	2.4.1 Mental preparation for performance: warm up, mental rehearsal

Topic 3: Socio-cultural influences

Subject content	What students need to learn
In this topic students will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society, through the following content.	
3.1 Engagement patterns of different social groups in physical activity and sport	3.1.1 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
	3.1.2 Interpretation and analysis of graphical representation of data associated with trends in participation rates
3.2 Commercial-isation of physical activity and sport	3.2.1 The relationship between commercialisation, the media and physical activity and sport
	3.2.2 The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator
	3.2.3 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	3.3.1 The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level
	3.3.2 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 need to learn
In this topic students will develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport, through this content and linking it to other topics.	
4.1 Use of data	4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport
	4.1.2 Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods
	4.1.3 Present data (including tables and graphs)
	4.1.4 Interpret data accurately
	4.1.5 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport

Assessment information

- First assessment: May/June 2018.
- The assessment is 1 hours and 15 minutes.
- The assessment is out of 70 marks.
- Students must answer all questions.
- The assessment consists of multiple-choice, short-answer, and extended writing questions.
- For the nine-mark extended writing questions, students will be expected to draw on their knowledge and understanding in relation to the question, apply their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of the question.
- Calculators can be used in the examination.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education Sample Assessment Materials (SAMs)* document.

Component 3: Practical Performance

Overview

The purpose of this component is to test students' skills in a range of practical performances.

Students will be required to perform in three different physical activities in the role of player/performer. They will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a formal/competitive situation while under pressure.

Students must choose and perform three different physical activities from the list found on pages 21–22:

- one team activity
- one individual activity
- one activity of their choice, either a team or individual activity.

Students must participate in three separate activities.

Content

Skills during individual and team activities

Students will be required to perform in three different physical activities in the role of player/performer. For each physical activity, students will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a competitive/formal (e.g. full-sided game where appropriate) situation while under pressure.

Students should be taught to make relevant and appropriate links between their learning in Components 1 and 2 and use this to benefit their performances in the physical activities.

Students should develop their ability and aptitude in physical activities, demonstrating the skills and techniques outlined below. Students must:

- demonstrate skills in physical activity and sport, applying appropriate technique(s)
- demonstrate and apply appropriate decision-making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- demonstrate ideas and problem-solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport
- use appropriate physical characteristics/attributes (for example strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- demonstrate psychological control (for example arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
- adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- analyse and evaluate performance to bring about personal improvement in physical activity and sport.

Students must demonstrate their ability in team sports and activities by:

- applying team strategies and/or compositional ideas, taking account of the strengths and weaknesses of fellow team member(s), as appropriate
- showing awareness of, and responding to, the actions of other player(s)/performer(s)
- communicating effectively with other player(s)/performer(s)
- demonstrating their individual role in achieving the collective outcome.

General performance skills

Students should focus on the three phases of preparation, execution and recovery for each skill relevant for their chosen activity; demonstrating a level of technical accuracy to reflect an established 'perfect model'. The skills for each physical activity are found in the document *Pearson Edexcel Level1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria* on our website.

The three phases will be assessed (where appropriate to each activity) through the technical accuracy of:

- the body positions
- hand positioning and movements
- feet positioning and movements
- head carriage
- alignment and timing
- power distribution
- effective results/recovery.

Students should be aware of, and apply, appropriate and relevant physical attributes and psychological elements to the demands of their chosen activities.

Students must demonstrate appropriate levels of fitness in order to perform adequately.

Students must be aware of, and apply, appropriate and relevant rules/laws of the game/activity that they are performing. Students must perform their chosen activities safely. If they do not, then the teacher must intervene.

Physical activities

The list below contains the permitted team and individual activities that students must select from. This list has been set by the Department for Education. Any changes or additions to the activities will in the first instance be indicated on our website. The right-hand column lists forbidden combinations and provides further clarity regarding the scope of the activity, where applicable.

Team activities	
Activity	**Forbidden combinations and rules**
Association football	Cannot be five-a-side or 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, hip-hop, jazz, salsa, street, tap
Gaelic football	
Handball	
Hockey	Must be outdoors field hockey, not ice hockey or roller hockey
Hurling	Cannot be assessed with camogie
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
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	
Specialist activity*	
Blind cricket	
Goal ball	
Powerchair football	
Table cricket	
Wheelchair basketball	
Wheelchair 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 Race walking and cross country are not a permitted Athletics events
Badminton	Cannot be assessed with doubles
Canoeing	Cannot be assessed with kayaking, rowing or sculling
Cycling	Track or road cycling only
Dance	Can only be used for one activity
Diving	Platform diving
Golf	
Gymnastics	Floor routines and apparatus only
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
Rowing	Cannot be assessed with sculling, canoeing, kayaking or a rowing machine. This can only be used for one activity
Sculling	Cannot be assessed with sculling, canoeing or kayaking
Skiing	Outdoor/indoor on snow; cannot be assessed with snowboarding. Must not be 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	
Specialist activity*	
Boccia	
Polybat	

*The specialist activities are available only to those students with a physical disability, and in line with entry criteria set out by that activity's National Governing Body.

If a student is classified then they should be assessed within the classification based on the relevant activity's National Governing Body classification criteria.

Assessment information

- First assessment: May/June 2018.
- The assessment for each physical activity and sport may take place over multiple sessions up to a combined duration of 12 hours.
- The practical performance consists of 105 marks (35 marks per physical activity, which are added together to give the total mark for this component).
- The physical activities will be marked by the teacher and moderated by Pearson.
- Marks must be submitted at the end of the course and prior to moderation.
- Centres must ensure that marks for each performance submitted are valid for the series in which they are submitted.

Practical performance setting, taking and marking

Practical performance setting

Students should choose their physical activities with the support and advice of their teacher. The activities must allow students opportunities to demonstrate effective and suitable skills and techniques both in isolation/unopposed situations and during competitive/formal situations.

When assessing students with physical disabilities, centres need to apply necessary amendments and adaptations to the practical activities to ensure that the individual student is neither advantaged nor disadvantaged within the assessment because of their disability. Students with physical disabilities must fulfil the requirements of the assessment and cover the required content of this component. As with all students, the overall assessment must be in a 'like v like' situation.

Assessing the physical activities

Teachers must design the physical activities to enable all students to demonstrate their skills and techniques in both isolation/unopposed practices, and in conditioned practices and in formal/competitive activities in order to meet the assessment criteria. Formal/competitive activities are defined as, for example and where appropriate, performances in a full-sided game and performances in front of an audience/judges.

If students are participating in a team game then a full-sided game must be demonstrated in the assessment of the activity. If after the game, it has been identified that a student has not been able to demonstrate a skill required in the assessment criteria through no fault of their own, for example, the ball was never passed to the student, then an opportunity for the student to demonstrate that skill is allowed. In this situation, at the end of the game, the teacher assessing would be able to set up a conditioned practice to give the student the opportunity to demonstrate their skill at receiving a passed ball, for example. Alternatively they could switch the defenders in a game. This condition applies only to team game activities (such as football, rugby union, rugby league, hockey, lacrosse, basketball, camogie, hurling, handball, netball, volleyball, Gaelic football, cricket).

Each activity can last up to a maximum of 12 hours (combining preparation and the assessed performances).

The ideal model would be for this time to be a block, with one activity being followed, leading up to the assessed performance/performances. The duration of assessed performances in each activity should be based on an appropriate time to allow students to demonstrate the requirements of a player/participant in the selected physical activity and sport, for example the duration of competitive situations will differ for each selected activity.

Formal assessments of activities may take place at any point during the course.

Practical performance preparation

Teaching and learning

Teachers should give students a course of study that covers:

- the role of the player/performer in the chosen physical activities
- how to develop the students' skills, techniques and attributes to perform successfully in their chosen activity
- the rules and laws of the chosen physical activity.

Resources

Students should have access to a range of resources/equipment to enable them to meet the practical demands of their chosen activities. Resources and equipment used should follow governing body guidelines/rules, for example ESAA (English Schools Athletics Association) rules for athletics events.

Practical performance taking

Students must choose and perform three activities from the activity list (set by the Department for Education) found on pages 21–22:

- one team activity
- one individual activity
- one activity of their choice, either an individual or team activity.

Centres can only offer the activities on this list. Students must participate in three separate activities.

Authenticity and collaboration

Students and teachers must sign the *Practical performance authentication sheet*, please see *Appendix 1*. This is to ensure that the practical performance is the student's own work.

Feedback

Teacher support is a permitted, and important, part of the preparation for each assessed performance. Teachers can help students to understand rules/laws of the activities and the assessment criteria. However, feedback is not permitted in the assessed performances, unless it is required for health and safety reasons, for example to reduce the risk of injury. During the assessed performances teachers are not allowed to coach their students. Any additional feedback must be recorded on the *Practical performance authentication sheet*, please see *Appendix 1*.

Time control

It is suggested that the maximum duration for each student activity is approximately 12 hours (combining preparation and the assessed performances).

The ideal model would be for this time to be a block, with one activity being followed, leading up to the assessed performance/performances. The duration of assessed performances in each activity should be based on an appropriate time to allow students to demonstrate the requirements of a player/participant in the selected physical activity, for example the duration of competitive situations will differ for each selected activity.

Formal assessments of activities may take place at any point during the course.

Safety

All activities submitted will need to comply with all the appropriate recommendations related to the safety of students as recognised by the Association for Physical Education in their publication, Safe Practice in Physical Education & School Sport 2012.

Marking, standardisation and moderation

Teachers should mark the practical performances using the assessment criteria in the document *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education Practical performance assessment criteria*. This document is on our website. Teachers may include any comments on the *Practical performance authentication sheet* in *Appendix 1* to justify the marks awarded.

Teachers should mark each of the three activities separately, and add the marks together to provide a total mark out of 105 for this component. These marks should then be submitted to Pearson.

Where marking has been carried out by more than one teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the assessment criteria.

Marks awarded by the centre will be subject to external moderation by Pearson. Moderation will ensure consistency with national standards and will include a review of marking to ensure that the rules have been correctly applied by centres. Pearson/moderators, in consultation with the centre, will select a representative sample of students of different abilities, and in a range of activities, and taking cohort size into account. For activities that cannot be assessed live on moderation day, centres must video record the evidence of the assessment. This evidence will be used to support the marks awarded and must be provided if requested by Pearson for moderation purposes.

If the moderation indicates that centre assessment does not reflect national standards, an adjustment will be made to students' final marks to compensate for this.

For further information please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* on the JCQ website www.jcq.org.uk. The assessment of this qualification must comply with these instructions.

Sample size and selection

Overview

Moderation will be undertaken at activity level. The moderator will select the sample candidates from across the full range of marks awarded by the teacher-assessor(s). A minimum of 60% of the activities offered by the centre must be included in the moderation sample.

Range

From the marks submitted to the moderator, the moderator chooses a sample of candidates and activities to be seen on the day. This will be done prior to the assessment day. A range of marks within the activities will be selected for moderation. A range of activities will also be selected so as to ensure that the moderation of teacher marking covers both a range of ability and activity. Work of the highest and lowest performing candidate will be included in the sample.

In this way, JCQ sampling arrangements will be replicated in ensuring that the moderated sample is both random and unpredictable.

Selecting the sample

A form with the list of candidates for all activities must be emailed to the moderator by an agreed date before the moderation visit date.

- The moderator selects the sample based on the final activity marks on the form.

The normal sample size, for a centre, will be 30 candidate-activities selected from across the full range of marks awarded by the teacher-assessors.

  - The sample should include candidate-activities that were awarded the highest and the lowest marks by the teacher-assessor(s).
  - The sample should include candidate-activities from at least 60% of the activities offered for assessment by the centre.

The final candidates' marks for the practical component will be based on the outcome of the activity level moderation. If an adjustment is required, it will be applied, at candidate level, to the aggregate mark, submitted by the centre, across all three activities.

Practicalities of selection

When the moderator has selected the sample and informed the centre, the moderator will work with the centre to take into account, for example, factors such as seasonal activities where a field is used for different purposes at different times of year (e.g. where a rugby field has since been converted for use as a cricket pitch during the summer).

Group size and mixed ability

When selecting the sample, the moderator will decide, based on the size of the group and the nature of the activity, to determine how many candidates are assessed, in a team game, for example. This is to ensure that the assessment, moderation and captured video evidence are all optimal and take into account the number of players and ability range.

Activities that are not viewed or recorded

For activities that cannot be viewed and/or recorded by the moderator, the centre marks will either be confirmed or regressed depending on the moderator judgements on the other activities witnessed.

There is a risk that marking over time in such activities could become inaccurate as teacher marking is not directly checked. To ensure that the marking of these activities does not become inaccurate over time, statistical reviews of the marking of these activities over time will be conducted.

Videoing practical performances on moderation day

Centres must video the students in the sample on moderation day. This is to support an EAR if requested. Centres that do not record on moderation day cannot request an EAR. Please see *Appendix 4: Recording practical performances* for full advice and guidance on how best to video performances. Centres must submit to Pearson the video evidence collected on moderation day.

Practical performance assessment criteria

Teachers must mark students' work using the assessment criteria for each specific activity found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) Practical performance assessment criteria*. This document is on our website.

This document includes information on how to mark students' performances.

Each of the three physical activities is marked out of 35. The three marks are added together to give a total for this component out of 105 marks.

Students will be assessed on their ability to:

1 perform their activity's skills/techniques (as described in the content/skills section of the assessment grid) in isolation/unopposed situations. This is assessed out of 10 marks.

2 apply their activity's skills/techniques in formal/competitive (and where appropriate to the specific activity, full-sided games) situations with the motivation to win the game/succeed against a time/distance target or achieve a score/rating. This is assessed out of 25 marks.

For team games where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in a game, assessors 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. For the relevant activities, this is clearly indicated in the *Practical performance assessment criteria*.

This caveat applies to team game activities (such as football, rugby union, rugby league, hockey, lacrosse, basketball, camogie, hurling, handball, netball, volleyball) but may also apply to other activities where necessary.

The difference in marks between the two columns indicates the different emphasis, with the player/performers activity in a conditioned practice and competitive situation having more weight than their skills and techniques in isolation/unopposed situations.

Further information

For up-to-date advice on teacher involvement and administration of non-examination assessments, please refer to the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* available on the JCQ website www.jcq.org.uk

Component 4: Personal Exercise Programme (PEP)

Overview

The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimise performance in a chosen physical activity.

Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period, and can relate to any physical activity of their choice from the activities list given in Component 3: Practical Performance.

Content

The areas of content covered are:

- aim and planning analysis
- carrying out and monitoring their PEP
- evaluation of data and programme.

Students are required to select one physical activity and sport on which to plan a PEP to optimise/improve their performance in that activity. Students may choose one of the three physical activities that they are performing/playing in from the activity list in Component 3: Practical Performance, or they may choose another activity from the same list. The list of activities is given on pages 21–22.

Students should be taught to make links between their learning from Components 1 and 2 and their PEP when analysing and evaluating it. Some relevant content sections may include, but are not restricted to, the following: 1.1–1.4, 3.1–3.6 from Component 1, and 1.1–1.3 from Component 2.

Aim and planning analysis

The aim of the PEP is for students to develop their ability to analyse and evaluate their personal fitness to improve/optimise performance in physical activity and sport.

Students will be required to demonstrate their planning of a PEP, which will include:

- a completed (centre-devised/sourced) PARQ (physical activity readiness questionnaire)
- identification of the component of fitness the student wants to improve, with a suitable justification in relation to the impact on their performance. The component of fitness should be selected from:
  - cardiovascular fitness (aerobic endurance)
  - strength
  - muscular endurance
  - flexibility
  - body composition
  - agility
  - balance
  - coordination
  - power

- reaction time
- speed

- a record of fitness levels at the beginning of the PEP, using one recognised fitness test from those listed below or any other recognised test:
  - Cooper's 12 minute run
  - Cooper's 12 minute swim test
  - Harvard Step Test
  - Illinois agility run test
  - grip dynamometer
  - one-minute sit-up test
  - one-minute press-up test
  - vertical jump
  - wall sit, sit and reach.

Students will be required to analyse their pre-PEP fitness test results to determine and justify their choice of training methods and training intensities. They should use appropriate methods of analysis to explain why they have chosen the component(s) of fitness they wish to improve/optimise.

Students should select and justify one appropriate method of training from the list below, or other appropriate recognised methods, to use in their PEP. The methods of training include:

- continuous
- Fartlek
- circuit
- interval
- plyometrics
- weight/resistance.

Students should select and justify the use of appropriate principles of training, and SMART targets, to set their goals in their PEP. The principles of training include:

- individual needs
- specificity
- progressive overload
- FITT (frequency, intensity, time, type)
- rest and recovery
- reversibility
- thresholds of training (aerobic target zone, 60–80% MHR; anaerobic target zone, 80–90% MHR).

Students may choose to use more than one fitness test and/or more than one method of training if they feel this is appropriate to fulfil their PEP and to generate adequate quantities of data to analyse and evaluate. Students will be assessed only on the quality of their analysis and evaluation, and not on the quantity of evidence/data gathered. Students will be assessed on the coherence and conciseness of their aim and planning analysis.

Carrying out and monitoring the PEP

Students must carry out their chosen method(s) of training over six to eight weeks, using appropriate principles of training to improve/optimise their performance. Students must record (using *Appendix 3: Personal exercise programme training record form* or a centre-devised form) all training sessions, plus any other relevant data as appropriate, for later analysis and evaluation to indicate the impact of their training on their targeted aspect of fitness or targeted component of fitness.

An example of the type of data to collect when monitoring the heart rate during cardiovascular exercise includes pre-exercise, working and recovery (at one-minute intervals for five minutes). Similarly, when exercising to improve muscular endurance, the number of repetitions should be measured, taking into account the number of repetitions completed without stopping, and the decrease in recovery time between sets of repetitions.

Students should compare pre-PEP fitness test data with data collected after completion of their PEP, using the data to justify reasons for changed levels in performance.

In order to ensure a full analysis and evaluation, it is recommended that students gather as much relevant data as possible to support an effective analysis and evaluation of their performance.

Students should be encouraged to adapt their PEP as appropriate, as it progresses, for example increase its intensity and duration. Any adaptations to the PEP should be noted and explained on the training record form(s), and analysed and evaluated for their impact on performance and effectiveness.

Evaluation of the PEP

Students will be required to analyse the data gathered during their PEP, and evaluate it to show how their performance in their chosen activity has improved, as well as to make recommendations for further improvements/optimisation to their performance. Students will be assessed on the coherence and conciseness of their evaluation of their PEP.

The analysis should include:

- plotting raw data from appropriate test results graphically
- the use of PARQ, graphs, charts, tables, and diagrams/flow charts to show evidence to support their analysis and evaluation
- comparison and explanation of pre- and post-PEP fitness test results.

Students should evaluate the overall effectiveness of their PEP in improving/optimising their performance. Students must analyse and evaluate the data they have gathered to support arguments, explaining the impact on their performance. If their performance has not improved, they should give reasons why, for example injury. Students must also recommend strategies to further improve their level of fitness based on the effectiveness of their PEP, with the intention of ensuring their continuing success/improvement/optimisation in physical activity and sport.

Assessment information

- First assessment: May/June 2018.
- Carrying out and producing the PEP may take place over multiple sessions up to a combined duration of 12 hours.
- The PEP consists of 20 marks.
- The PEP will be marked by the teacher and moderated by Pearson.
- Marks must be submitted at the end of the course prior to moderation.

Students are assessed only on their analysis and evaluation of the PEP. They are not assessed on whether or not any improvement occurs in their performance, or on the actual carrying out of their PEP.

PEP setting and writing

PEP setting

Students must carry out their PEP on either one of their three chosen activities from Component 3: Practical Performance, or another activity from the activities list in that component. They should choose their physical activity and their PEP with the support and advice of their teacher.

If a student is injured during the period in which they would be performing their PEP, they could carry out their PEP on their rehabilitation.

PEP research

Teaching and learning

Teachers should give students a course of study that covers the content of this component:

- aim and planning analysis
- carrying out and monitoring their PEP
- evaluation of data and programme.

Resources

Students must have equal access to IT resources. They should also have access to a range of resources and equipment to enable them to fulfil the requirements of their PEP.

PEP writing

Students will be required to submit their PEP in one of two formats: written or verbal.

1 Written analysis and evaluation (word processed or hand written)

Written/word-processed text (maximum 1500 words). Students will only be assessed on the analysis and evaluation of their written words. Students should be advised that if they exceed the word count it is likely that they will not be able to satisfy the requirement of producing a concise and coherently structured PEP.

The use of PARQ, graphs, charts, tables, diagrams/flow charts, and training record forms does not count towards the word count.

Training record forms for each training session (or appropriate alternative evidence) must be submitted, they may form an appendix to the PEP.

2 Verbal presentation

Submitted via video evidence. Maximum presenting time is 15 minutes.

The student is being assessed on their verbal analysis and evaluation of their PEP.

During the recording of the student's verbal presentation there must not be any prompting or intervention from the teacher.

The use of presenting tools (e.g. PowerPoint, cue cards) is optional. The slides will not be assessed. If slides are used, they are solely for reference/illustrative purposes to support the verbal analysis and evaluation that the student is presenting. The text on the slides must not be analytical or evaluative in nature, but must only be factual statements.

Training record forms for each training session (or appropriate alternative evidence) must be submitted. The presentation slides (if used) must also be submitted.

Authenticity and collaboration

Students and teachers must sign the *Personal exercise programme authentication sheet*, please see *Appendix 2*. This is to ensure that the work is the student's own.

Feedback

Teachers can help students to understand instructions and assessment criteria for the PEP. Teachers must not provide students with solutions for their PEP. Any additional feedback must be recorded on the *Personal exercise programme authentication sheet*, please see *Appendix 2*.

Resources

Students must have equal access to IT resources. They should also have access to a range of resources and equipment to enable them to fulfil the requirements of their PEP.

Marking, standardisation and moderation

Teachers should mark the PEP using the assessment criteria on the following pages. Teachers may annotate students' work but should also include any comments on the *Personal exercise programme authentication sheet* in *Appendix 2* to justify the marks awarded. These marks should then be submitted to Pearson.

Where marking has been carried out by more than one teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the assessment criteria.

Marks awarded by the centre will be subject to external moderation by Pearson. Moderation will ensure consistency with national standards and will include a review of PEPs to ensure that the rules have been correctly applied by centres. Pearson will notify centres of the students whose work has been selected for moderation. This sample will take cohort size into account.

If the moderation indicates that centre assessment does not reflect national standards, an adjustment will be made to students' final marks to compensate.

For further information please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* on the JCQ website www.jcq.org.uk. The assessment of this qualification must comply with these instructions.

Personal exercise programme (PEP) assessment criteria

Teachers must mark students' work using the assessment criteria on the next pages.

Each level relates to the quality of the work produced by the student.

The first two bullet points in each level relate to the student's initial analysis and evaluation of their current fitness, and justification of their decision to pursue a particular method of training in their PEP.

The third and fourth bullet points relate to the student's post-PEP analysis and evaluation, and their recommendation for further training to improve their performance.

The final bullet point relates to the overall coherence and conciseness of the students PEP.

Component 4: Personal exercise programme (PEP) assessment criteria		
Level	**Marks**	**Descriptor**
	0	No rewardable material
1	1–4	• Limited or little interpretation of fitness test results using some data. • 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). • 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. • Limited evaluation of the application of the method(s) of training, SMART goals and principles of training, and no recommendation for improving future training and performance. • Lack of coherence and structure, with inappropriate and inaccurate terminology throughout.
2	5–8	• Some attempt at interpretation and analysis of fitness test results using some data, but with errors that may impact analysis. • 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. • 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. • Some attempts at evaluation of the application of the method(s) of training, SMART goals and principles of training, with some attempt at recommendation for improving future training and performance, but with significant errors. • Attempts at coherence and structure, with use of appropriate terminology in places but inconsistent and with some errors of judgement.
3	9–12	• Good interpretation and analysis of fitness test results using appropriate data, with some errors that have insignificant impact on the analysis. • 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. • 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. • Good evaluation of the application of the method(s) of training, SMART goals and principles of training, with sufficient detail/depth, and appropriate recommendation(s) to improve future training and performance. • Good coherence and structure, with appropriate terminology used, but some errors of judgement/accuracy with no significant impact on the piece.

Component 4: Personal exercise programme (PEP) assessment criteria *continued*		
Level	**Marks**	**Descriptor**
4	13–16	• Very good interpretation and analysis of fitness test results using appropriate data, with one or two minor errors not significantly affecting the analysis. • 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. • 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 judgment/inaccuracies. • 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. • Very good coherence and structure, with appropriate terminology used throughout, but with a few minor errors.
5	17–20	• Excellent and thorough interpretation and analysis of fitness test results using appropriate data. • Evaluation with appropriate training method(s) selected and justified, and application of SMART targets and principles of training to meet performance goal(s). • 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. • 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. • Excellent coherence and structure, with appropriate terminology used consistently, with few minor, if any, errors.

Security and backups

It is the centre's responsibility to keep the work that students have submitted for assessment secure.

Secure storage is defined as a securely-locked cabinet or cupboard. Where students are producing artefacts, secure storage is defined as a classroom studio or workshop that is locked or supervised from the end of one session to the start of the next.

The rules on storage also apply to electronic data. For example, centres should collect memory sticks for secure storage between sessions or restrict student access to specific areas of the centre's IT network.

For materials stored electronically, centres are strongly advised to utilise firewall protection and virus-checking software, and to employ an effective backup strategy, so that an up-to-date archive of student evidence is maintained.

Further information

For up-to-date advice on teacher involvement and administration of coursework, please refer to the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* available on the JCQ website www.jcq.org.uk

Assessment Objectives

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	25
AO2	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	20
AO3	Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport	15
AO4	• Demonstrate and apply relevant skills and techniques in physical activity and sport • Analyse and evaluate performance	40
	Total	**100%**

Breakdown of Assessment Objectives

Component	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Component 1: Fitness and Body Systems	15	12	9	0	36
Component 2: Health and Performance	10	8	6	0	24
Component 3: Practical Performance	0	0	0	30	30
Component 4: Personal Exercise Programme (PEP)	0	0	0	10	10
Total for GCSE	**25%**	**20%**	**15%**	**40%**	**100%**

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see *Appendix 9: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, the schools and colleges to which they wish to progress are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but which have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English. All student work must be in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website www.jcq.org.uk.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The completed form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments,* available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for Components 1, 2, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 36% for Component 1, 24% for Component 2, 30% for Component 3 and 10% for Component 4. For components 3 and 4, marks submitted by the centre should be in raw marks based on the relevant assessment criteria grids.

Component	Weighting	Raw marks	Scaling factor	Scaling mark
Component 1	36%	90	1.400	126
Component 2	24%	70	1.200	84
Component 3	30%	105	1.000	105
Component 4	10%	20	1.750	35

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The first certification opportunity for this qualification will be 2018.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to:

- further study of physical education at AS and A Level
- vocational courses such as the BTEC Nationals in Sport and Sport and Exercise Sciences
- apprenticeships and other training
- employment in a related sector.

Appendices

Appendix 1: Practical performance authentication sheet

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education	**1PE0/03**
Centre name:	Centre number:
Candidate name:	Candidate number:

Activity	**Mark awarded**	**Comments** [*NB: Comment box expands as you start entering text*]
1. Individual activity	**/35**	
2. Team activity	**/35**	
3. Free choice activity	**/35**	
Total	**/105**	

Teacher declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

Assessor name:			
Assessor signed:		Date:	

Candidate declaration

I certify that the work submitted for this assessment is my own. I understand that false declaration is a form of malpractice.

Candidate signed:		Date:	

Additional candidate declaration

By signing this additional declaration you agree to your work being used to support Professional Development, Online Support and Training of both Centre-Assessors and Pearson Moderators. If you have any concerns please email teachingPEandSport@pearson.com

Candidate signed:		Date:	

This form may be adapted as required.

Appendix 2: Personal exercise programme (PEP) authentication sheet

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education	**1PE0/04**
Centre name:	Centre number:
Candidate name:	Candidate number:

Activity	**Mark awarded**	**Comments** [*NB: Comment box expands as you start entering text*]
PEP title	**/20**	
Total	**/20**	

Teacher declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

Assessor name:			
Assessor signed:		Date:	

Candidate declaration

I certify that the work submitted for this assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Candidate signed:		Date:	

Additional candidate declaration

By signing this additional declaration you agree to your work being used to support Professional Development, Online Support and Training of both Centre-Assessors and Pearson Moderators. If you have any concerns please email teachingPEandSport@pearson.com

Candidate signed:		Date:	

This form may be adapted as required.

Appendix 3: Personal exercise programme training record form

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education	**1PE0/04**
Centre name:	Centre number:
Candidate name:	Candidate number:
Chosen activity/sport:	
Chosen method of training:	
Date and number of training session:	

Pre-exercise heart rate before warm up	Working heart rate	Immediate post-exercise heart rate

Recovery heart rate at the following intervals (bpm)	1 min	2 min	3 min	4 min	5 min

Description of training session appropriate to the method of training, e.g. map of continuous training course, plan of circuit training session

Any adaptations or changes you have made to this training session and why

Appendix 4: Recording practical performances

The following guidance applies to Component 3: Practical Performance when recorded evidence is required for assessment purposes.

The purpose of the recording is to evidence all marks awarded. Therefore, all recordings must be made under controlled conditions.

All recordings must be a complete and unedited recording of each performance.

The camera must be positioned to ensure that **the best possible and unobstructed recording is made of the performance**, as seen by the marker/examiner.

Each student should be introduced at the start of each performance. They should provide the following information:

- student name and number
- performance role.

Before the assessment

Video evidence should be produced in a standard/common format, such as a DVD, or a 'free to access' IT application, such as Windows Media Player or Quicktime. This is important as it will ensure that the teacher/assessor is able to use the video for assessment purposes, and that Pearson will be able to use the video where necessary/appropriate for moderation.

Video evidence should clearly show all the assessment requirements of the selected physical activity and sport, which may require a combination of:

- wide-angled shots, to give an overall perspective
- closer range shots, to show aspects such as stance, posture and position
- close-up shots to show specific requirements and techniques, for example grips in golf.

Students being assessed must be easily identifiable. If the video shows the student in a team game, they should be clearly identifiable by a number, bib or a particular item of clothing. Centres must consider the responsibilities relating to the acquisition, and use, of alternative forms of evidence, for example the need for parental, or even student, consent relating to the use of video.

The following checks should be made to resources before the recording:

- ensure that the camera being used has the appropriate facilities for adjusting recorded sound levels – particularly if the camera is to be positioned some distance from the students
- check that the picture recorded by the camera is clear enough to identify individual students
- ensure that memory cards have sufficient space for each recording
- check the camera battery is charged and a power lead is plugged in/available if needed.

Student identification

- Plan students' kits that will support identification on the recording, for example different coloured bibs.
- Test how these kits look on camera from an identification point of view, particularly for students in large groups.
- When watching work prior to the marking, check that students' use of space can be captured by the camera.
- Ensure that students state their name, candidate number and role at the start of each activity.

Students are assessed as individuals and, as such, it is vital that they can be identified individually throughout all assessed performances.

Test the camera

- Record a small section of work (perhaps a small game/conditioned practice) using the actual camera needed for the performance with students.
- Check that an audio signal has been recorded and that students can be seen without obstruction and heard clearly.
- Adjust camera position and/or recording levels as needed.

At the beginning of the assessment

- Position the camera as practised.
- Film each performance, beginning with the student introductions. Each student must introduce themselves, with a clear pace and at audible volume, stating name, student number and role.

During the performance

- Check that recording is taking place for each group and that students are fully visible on screen.
- Check available power/battery/memory, as needed, in between the examination performances.

After the assessment

- Check the recordings, ensuring that each group has been recorded with audio.
- Ensure that **all recordings are backed up** as well as transferred to the appropriate format for assessment
- The recording should .be saved with the centre number, qualification title and the relevant component number.
- Ensure that the recordings are kept secure until sent to Pearson and any backups kept safely until after Enquiries about Results.

Videoing, with activity specific examples

The following offers advice to centres in order to:

- Ensure the camera position is conducive to capturing what the moderator sees
- Balance the need to capture individual skills and team performance
- Capture multiple candidates

Guidance on videoing racket sports/ring (badminton (2 or 4 people), squash (2), table tennis (2 or 4), tennis (2 or 4), boxing (2)).

In preparation for moderation, it is recommended that a centre groups candidates which will enable each candidate to show their skills in their best light. If part way through the assessment a candidate is not able to show skills due the ability of their partner/opponent, the centre/moderator can re-arrange the players.

A centre may wish to use only one court/ring to moderate the candidates. Other candidates may practice on additional courts but would move onto the designated court when being formally moderated.

When videoing the moderation, ideally, the video recorder should be positioned to capture the whole court (or at least be able to capture the majority of the court to show the skills and techniques of the individuals). The camera could be focused on one court where candidates enter, perform and then leave. The camera could remain stationary to capture all candidates participating in the skills in isolation/unopposed situations, conditioned practice(s) and a game.

If it is not possible to capture the whole court/ring from a static position, the person recording will have to move the video recorder to ensure that evidence is captured to show the skills of all the candidates e.g. a forehand showing the length. It is essential that all candidates on court are captured on the video almost all of the time of the recording.

It is strongly recommended that when recording, the whole court is captured and the recording does not concentrate on one player at a time because evidence may be missed of other players and hence may not capture everything that the moderator sees.

Once the assessment has taken place and evidence has been captured the candidates will leave the court and 2 (or 4) more candidates would move to that court and be assessed.

Moderators will moderate either 2 (singles) or 4 (doubles) players at the same time and hence centres will video the same evidence.

Guidance on videoing handball (7 players per team), volleyball (6 players per team)

In preparation for moderation, it is recommended that a centre group(s) candidates which will enable each candidate to show their skills in their best light. If part way through the assessment a candidate is not able to show some skills due the ability of their team players/opponents, the centre/moderator can re-arrange the players.

A centre may wish to use only one court to moderate the candidates. Other candidates may practice on additional courts but would move onto the designated court when being formally moderated.

When videoing the moderation, ideally, the video recorder should be positioned to capture the whole court (or at least be able to capture the majority of the court to show the skills/ability of the individuals). The camera could be focused on one court where candidates enter, perform and then leave. The camera could remain stationary to capture all candidates participating in the skills in isolation/unopposed situations, conditioned practice(s) and a game.

If it is not possible to capture the whole court from a static position, the person recording will have to move the video recorder to ensure that evidence is captured to show the skills of all the candidates e.g. a defensive shot lands towards the back of the court. It is essential that all candidates on court are captured on the video almost all of the time of the recording.

We strongly recommend that when recording, the whole court is captured and the recording does not concentrate on one player at a time because evidence may be missed of other players and hence may not capture everything that the moderator sees. If this is not possible, we recommend the recording should capture one team at a time. This is not ideal as it may take more time.

Once the assessment has taken place and evidence has been captured the candidates will leave the court and more candidates would move to that court and be assessed.

Guidance on videoing individual activities

This guidance relates to: dance, athletics, cycling, diving, golf, gymnastics, equestrian, canoeing, rowing, kayaking, sculling, rock climbing, skiing, snowboarding, and trampolining.

If a candidate is being assessed as part of a group, we strongly recommend that the video is positioned to capture the whole performance e.g. the whole stage for a dance routine. The camera could remain stationary to capture all candidates participating in the performance.

If only one person is being assessed e.g. solo dance routine, equestrian etc, the camera could remain stationary to capture the whole routine. Alternatively, the recording could follow the candidate throughout the whole performance.

In relation to rowing, sculling etc, evidence would have to be captured on the move.

Guidance on videoing team games

This guidance relates to: football, basketball, camogie, Gaelic football, hockey, hurling, lacrosse, netball, rugby league, rugby union.

It is recommended that as much evidence as possible is captured during skills in isolation/unopposed situations and conditioned practices. Practices should be set up to demonstrate the skills of the individual, and hence only a very small amount of evidence may need to be captured during the full game. When videoing the skills in isolation/unopposed situations and conditioned practices, the camera could be focused on one area where candidates enter, perform and then leave. The camera could remain stationary to capture all candidates participating in these practices.

Alternatively, the camera can pan as appropriate between areas where different groups of candidates (for example of differing abilities) are performing in these practices.

For a whole team game, ideally the camera should be positioned to capture the whole game. However, as this may not be realistic, the camera may be positioned in the most appropriate position e.g. the half-way line. The camera should pan to follow the game as it progresses ensuring as much is possible is captured and that the camera follows the eye-line of the moderator. The moderator and person responsible for recording will liaise to ensure the optimal camera position.

It is essential that if a team activity is shown on moderation day that a full game is played, although it is anticipated that almost all of the evidence will be captured during the skills in isolation /unopposed situations and conditioned practices.

Guidance on videoing swimming and diving

Should centres elect to offer activities which take place in and around a swimming pool they must obtain permission from the pool operator/owner that these activities can be recorded. The staff member who seeks this permission must be part of the senior leadership team within the school.

Centres must confirm with Pearson that permission has been secured and provide written evidence of the pool-operator's assent to Pearson as soon as it is obtained.

Centres must also obtain permission from both candidate and parent for the candidate to be filmed for the purposes of assessment.

Centres will be instructed to:

- only video the candidate(s) who is the subject of the assessment, and try as far as possible not to include incidental imaging of any other children, especially where they can be identified
- not video closer-up for longer than is necessary for the purpose of the recording
- not video in changing rooms
- ensure that recorded materials are stored securely and are password protected if stored electronically
- on receipt of the recorded materials from a centre, moderators will be instructed to:
    - ensure that recorded materials are stored securely and are deleted when moderation has finished.

Appendix 5: Glossary of key terms

The following list contains all relevant technical vocabulary, terminology and definitions associated with the content for Components 1 and 2. Students will be expected to know and understand these, and other words and definitions, particularly for use in the examination papers. This glossary is not an exhaustive list of key terms and should be used in conjunction with the content for components 1 and 2 to support teaching and learning.

Key term	**Definition**
Aerobic work	Working at a moderate intensity so that the body has time to utilise oxygen for energy production allowing the body to work for a continuous period, e.g. long-distance events, for the duration of a match
Anaerobic work	Working at a high intensity without oxygen for energy production, therefore limited energy so work period will be short, e.g. sprinting up the wing in a football match
Antagonistic muscle pairs	Pairs of muscles that work together to bring about movement. As one muscle contracts (agonist) the other relaxes (antagonist). For example, the biceps and triceps. The triceps relax to allow the biceps to contract to flex the arm at the elbow. Roles are reversed to extend the arm at the elbow
Axis	A line around which the body/body part can turn
Basic skill	A simple skill requiring little concentration to execute
Closed skill	A skill performed in a predictable environment, e.g. a player taking a penalty
Complex skill	A skill requiring a lot of attention/concentration
Deviance	Behaviour that goes against the moral values or laws of the sport
Distributed practice	Intervals between skill practice in a training session for rest or mental rehearsal
Exercise	A form of physical activity done to maintain or improve health and/or fitness; it is not competitive sport
Energy balance	This is the basis of weight control. For body weight to remain constant energy input (via food) must equal energy expenditure
Feedback	Information received during or after a performance about the performance
Fitness	The ability to meet the demands of the environment
Fixed practice	Repeatedly practising a whole skill within a training session
Frontal axis	Imaginary line passing horizontally through the body from left to right, allows flexion and extension
Frontal plane	Imaginary line dividing the body vertically from front to back. Movement occurs in the frontal plane about the sagittal axis, e.g. when performing a star jump
Gamesmanship	Bending the rules/laws of a sport without actually breaking them

Key term	Definition
Guidance	Information to aid the learning of a skill. This information can be given visually, e.g. through demonstrations; verbally, e.g. by the coach explaining how to perform the technique; manually, e.g. by physically moving a performer into the correct position; and mechanically, e.g. using a harness in trampolining
Health	A state of complete emotional, physical and social well-being, and not merely the absence of disease and infirmity
High organisation skill	A skill that cannot be broken down easily and practised separately because the phases of the skill are closely linked, e.g. cartwheel, golf swing
Hydration	Being hydrated means the body has the correct amount of water in cells, tissues and organs to function correctly. The average recommended daily intake is 2.5 litres of water for men and 2 litres for women
Lactic acid	A by-product of energy production. Formed when the body is exercising anaerobically at high intensity
Lactate accumulation	When lactate levels in the blood/muscle rise due to increased work intensity, e.g. moving from aerobic to anaerobic exercise
Lifestyle choice	The choices we make about how we live and behave that impact on our health
Low organisation skill	A basic skill that can be broken down easily into different phases so each part can be practised separately, e.g. tennis serve, front crawl swimming stroke
Macronutrient	A type of food required in relatively large amounts in the diet, e.g. carbohydrates and fats
Massed practice	Practice that occurs without rest between trials
Micronutrient	A type of food required in relatively small quantities in the diet, f vitamins and minerals
Mechanical advantage	2nd class levers allow a large load to be moved with a relatively small amount of muscular effort
Mechanical disadvantage	3rd class levers cannot lift as heavy loads, with the same amount of effort, as 2nd class levers due to the position of the effort and load from the fulcrum
Muscle fibre types	Muscle fibres make up the skeletal muscle. The different fibre types are type I, type IIa and type IIx
Open skill	Skills performed in an unpredictable environment where the performer has to react and adjust due to the changing nature of the situation, for example a player trying to pass the ball to a team mate who is trying to get free from the opposition
Optimum weight	Refers to the weight someone should be, on average, based on their sex, height, bone structure, and muscle girth
Sagittal axis	Imaginary line passing horizontally through the body from front to back, allows abduction and adduction

Key term	Definition
Sagittal plane	Imaginary line dividing the body vertically into left and right sides
Sedentary lifestyle	Where there is little, irregular or no physical activity
Sportsmanship	Qualities of fairness, following the rules, being gracious in defeat or victory
Transverse plane	Imaginary line dividing the body horizontally from front to back
Type I	Also known as slow twitch muscle fibres, they are suited to low intensity aerobic work, for example marathon running, as they can be used for a long period of time without fatiguing
Type IIa	These are fast twitch muscle fibres, they are used in anaerobic work, but can be improved through endurance training to increase their resistance to fatigue
Type IIx (previously type IIb)	These are fast twitch muscle fibres that are used in anaerobic work and can generate much greater force than the other fibre types but fatigue quickly. They would be beneficial to 100 m sprinters
Variable practice	A training session that includes frequent changes of task so that the skill can be repeated in different situations
Vascular shunting	Process that increases blood flow to active areas during exercise by diverting blood away from inactive areas. This is achieved by vasoconstriction and vasodilation
Vasoconstriction	Narrowing of the internal diameter (lumen) of the blood vessel to decrease blood flow
Vasodilation	Widening of the internal diameter (lumen) of the blood vessel to allow increased blood flow
Vertical axis	Imaginary line passing vertically through the body, allows rotation of the body in an upright position

Appendix 6: Command word taxonomy

A list of all the command words and their definitions that may appear in the examination papers for Components 1 and 2 is given below.

Command word	Definition
Assess	Requires reasoned argument of factors to reach a judgement regarding their importance/relevance to the question context. For example 'Assess the relative importance of….'
Analyse	Break something down into its component parts, this could be in relation to movement analysis
Calculate	Requires computation in relation to fitness data
Classify	Required to group or place on a scale based on characteristics/analysis of characteristics
Complete	Required to add information based on a stimulus/resource. This could be to complete a table, graph, chart or missing word/phrase from a sentence/statement
Define	Required to give the meaning or definition of a word/term
Describe	Account of something without reasons. Statements in the response need to be linked, for example 'Describe the lever system operating at the elbow….'
Discuss	Required to explore the issue/situation/problem that is being assessed in the question context, articulating different or contrasting viewpoints, for example advantages, disadvantages
Examine	Requires a justification/exemplification of a point based on some analysis or evaluation within the response. For example, 'Examine the role of the first class lever system….'
Explain	Requires a justification/exemplification of a point. The answer must contain some linked reasoning. For example, the format of the response may be 'fact… because… therefore….'
Evaluate	Review/analyse information, bringing it together to form a conclusion/judgement based on strengths/weaknesses, alternatives, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context
Give	Generally involves the recall of a fact, or an example based on the given stimulus. For example, 'Give an example of a specific sporting movement….' Can be synonymous with identify/state
Identify	Can require a selection from a given stimulus or resource, for example an option from a multiple-choice question or analysis of data from source material such as a graph, or can be synonymous with give/state
Justify	Give reasons for answers. This could be a single response to extended writing answers depending on question context. For example, 'Justify the use of interval training to improve….'

Command word	Definition
Label	Requires addition of named structures or features to a diagram
Predict	Often used in data related questions, for example where it requires a prediction of what is likely to happen in future, based on given data
Select	Requires a choice based on an evaluation of information from a given stimulus/resource
State	Generally involves the recall of a fact, for example 'State one benefit of exercise….' but can, when used in relation to a context, be used to determine a student's grasp of information presented, for example a data analysis question. Can be synonymous with give/identify
Using an example	Often used with explain or describe where it requires an example to exemplify the point(s) being made
Which	Mainly used in multiple-choice questions where a selection from a set of options is required, for example 'Which **one** of the following….'

Appendix 7: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, higher-education academics, teachers and employers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1 Qualification Level Conditions and Requirements* and *GCSE Subject Level Conditions and Requirements for* Physical Education, published in May 2015.

[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 8*.

From Pearson's Expert Panel for World Class Qualifications

" The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice. "

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Bahram Bekhradnia

President, Higher Education Policy Institute

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Dr Peter Hill

Former Chief Executive ACARA

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Professor Jonathan Osborne

Stanford University

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Bob Schwartz

Harvard Graduate School of Education

Appendix 8: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.' [1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves: [2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. [3]

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 9: Codes

Type of code	Use of code	Code
Discount codes	Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by DfE in the RAISEonline library (www.raiseonline.org)	MA1
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is: 601/8161/8
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 1PE0
Component codes	These codes are provided for reference purposes. Students do not need to be entered for individual components.	Component 1: 1PE0/01 Component 2: 1PE0/02 Component 3: 1PE0/03 Component 4: 1PE0/04

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