

# PHYSICAL EDUCATION

Exam board: Edexcel

The GCSE Physical Education Course consists of two exam papers and two non-examined assessments.

There are 4 components:

## **Component 1: Fitness and Body Systems**

Written Exam: 1 hour and 45 minutes

36% of the qualification

90 marks

Throughout this component we will look at the Anatomy and Physiology of how the body works and responds to different environments. We will look in depth at the Musculo-Skeletal System, being made aware of muscles, bones, tendons, ligaments and joints and how all of these work together to better performance and help prevent injuries. We will also look at the Cardio-Respiratory System, looking in depth at the transportation of oxygen throughout the body and how blood is pumped to our working muscles as well as how our body helps us to recover quicker after exercise. Component one also looks at working with and without oxygen and the effects our diet has on, not only our body but our practical performance

Topic two of component one looks at movement analysis and the differing kinds of movements and positions we need to be able to get our body into to perform at specific skill. We will discuss how to improve our movement and how best to go about being able to get our body into these positions without causing injury.

Physical Training will also be apart of the Component 1 exam, looking at health, exercise, fitness and how these aspect can improve or make performing more difficult. This will include components of fitness (CV Fitness, Muscular Strength, Muscular Endurance, Flexibility and Body Composition) and how we go about improving these aspects of sports. Alongside our components of fitness, there are also our Health Related Components (Agility, Balance, Co-ordination, Power, Reaction Time and Speed) The students will research not only how to improve these aspects but also why they are so important for a successful athlete to compete at a high level.

## **Component 2: Health and Performance**

Written Exam: 1 hour and 15 minutes

24% of the qualification

70 marks

During our work on component 2, we will firstly look at Health, Fitness and Well-being, and how increasing our physical ability can also help to improve our all round health and reduce health risks to our body. Students will also look into how taking part in sport can help to improve emotional health, help to relieve stress and also the benefits to partaking in sport on a social basis.

The second topic in Health and Performance is Sport Psychology, here we will look at how to classify sports skills as open (the situation is always changing) and closed (stable, predictable environment); also basic (little concentration required) and complex (complete attention and concentration). Once we have covered this we will look at how our body responds and helps to improve performance, not only will we look at improving performance, but also how our body reacts to a failed performance, whether we get back up, forget about and move on, or it plays on our mind over time, therefore, having a negative affect on performance.

The final topic in component two is Socio-cultural influences. Here we will look at the impact that: gender, age, socio-economic group, ethnicity and disability has on the participation of sport, how to interpret data into graphs and analyse participation rate. The media plays a large part in sport today, whether it be in promoting or showing sport on TV, it is everywhere we look today, the students will look into the impact that this can have on individuals and teams to see whether a positive or negative impact on performance is clear.

## **Component 3: Practical Performance**

30% of the qualification

105 marks (35 marks available for each sport)

Component 3 is a student's practical performance. The assessment consists of three physical activities from a set list, which the students will be made aware of closer to the time of assessment. One of the three sports must be a team activity, one must be an individual activity and the final sport/ activity can be decided by the student.

Component 4: Personal Exercise Programme (PEP)

10% of the qualification

20 marks

For the student's coursework they will create and complete their own exercise programme. They will be made aware of what their PEP should include, how they will be assessed, how to appropriately and effectively plan and complete their own PEP. It will be essential for students to monitor their own performance and take down notes of exercises completed and weights lifted.

Once the PEP has been written and completed, students will then begin to analyse their own performance, look for improvements throughout the six week period and discuss why they feel this is the case or why they feel they did not do as well as expected or wanted.

### **Homework**

Homework tasks are set on a weekly basis. Tasks vary throughout the year, but the main emphasis of these tasks are set to help students improve their own understanding of topics covered in lessons, as well as ensuring the coursework is up to date throughout the year.

### **Lower School Staff**

Claire Carter

# PHYSICAL EDUCATION

## Programme of Study

<p><b>Autumn Term 1</b></p> <ul style="list-style-type: none"> <li>Physical training – health, fitness and exercise           <ul style="list-style-type: none"> <li>Components of fitness</li> <li>Fitness testing and interpretation of results</li> <li>Principles of training</li> <li>Training methods</li> </ul> </li> <li>Practical Performance and Non-Exam Assessment – PEP (Personal Exercise Programme)           <ul style="list-style-type: none"> <li>Plan a personal exercise programme</li> <li>Perform a personal exercise programme</li> <li>Evaluate a personal exercise programme</li> </ul> </li> </ul>	<p><b>Autumn Term 2</b></p> <ul style="list-style-type: none"> <li>Physical training           <ul style="list-style-type: none"> <li>Training effects on body systems</li> <li>Benefits of exercise on body systems</li> <li>Optimising training and preventing injury</li> <li>Performance enhancing drugs</li> </ul> </li> <li>Health, fitness and well-being           <ul style="list-style-type: none"> <li>Improving well-being through sport</li> <li>Lifestyle choices</li> </ul> </li> </ul>
<p><b>Spring Term 3</b></p> <ul style="list-style-type: none"> <li>Energy, diet, nutrition and hydration for physical activity</li> <li>Classification of skills in physical activity and sport</li> <li>Goal setting</li> <li>Guidance and feedback</li> <li>Mental preparation for performance</li> <li>Participation in sport and physical activity</li> <li>Commercialisation of sport and physical activity</li> </ul>	<p><b>Spring Term 4</b></p> <ul style="list-style-type: none"> <li>Revision of component 1;           <ul style="list-style-type: none"> <li>The skeletal system</li> <li>The muscular system</li> <li>The cardiovascular system</li> <li>The respiratory system</li> <li>Aerobic and anaerobic exercise</li> <li>Short-term effects of exercise</li> <li>Movement analysis – lever systems</li> <li>Movement analysis – planes and axes</li> </ul> </li> </ul>
<p><b>Summer Term 5</b></p> <ul style="list-style-type: none"> <li>Exam Revision</li> <li>Component 1 Exam</li> <li>Component 2 Exam</li> </ul>	<p><b>Summer Term 6</b></p> <ul style="list-style-type: none"> <li>Revision sessions</li> </ul>

