

# YEAR 11 GCSE PE

## STUDENT AND PARENT INFORMATION PACK



Revision.  
Just do it.



KEEP  
CALM  
AND  
REVISE

**GCSE PE**

**Willingdon**  
COMMUNITY SCHOOL

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

### **PAPER ONE**

**PPE – Monday 22<sup>nd</sup> January 8:30am**

Final exam date:

**Wednesday 16<sup>th</sup> May 2018**  
**8:45am**

### **PAPER TWO**

**PPE – Friday 26<sup>th</sup> January 8:55am**

Final exam date:

**Friday 18<sup>th</sup> May 2018**  
**13:30pm**

# Components 1 and 2

<b>Component 1: Fitness and Body Systems (*Component code: 1PE0/01)</b>
<i>Written examination: 1 hour and 45 minutes</i>
<i>36% of the qualification</i>
<i>90 marks</i>
<b>Content overview</b>
<ul style="list-style-type: none"> <li>• Topic 1: Applied anatomy and physiology</li> <li>• Topic 2: Movement analysis</li> <li>• Topic 3: Physical training</li> <li>• Topic 4: Use of data</li> </ul>
<b>Assessment overview</b>
The assessment consists of multiple-choice, short-answer, and extended writing questions.
Students must answer all questions.
Calculators can be used in the examination.

<b>Component 2: Health and Performance (*Component code: 1PE0/02)</b>
<i>Written examination: 1 hour and 15 minutes</i>
<i>24% of the qualification</i>
<i>70 marks</i>
<b>Content overview</b>
<ul style="list-style-type: none"> <li>• Topic 1: Health, fitness and well-being</li> <li>• Topic 2: Sport psychology</li> <li>• Topic 3: Socio-cultural influences</li> <li>• Topic 4: Use of data</li> </ul>
<b>Assessment overview</b>
The assessment consists of multiple-choice, short-answer, and extended writing questions.
Students must answer all questions.
Calculators can be used in the examination.

## The Exam

- The first 10 questions are multiple choice.
- The second part of the exam will be short answer questions
- The third part of the exam will be **Two 9 mark questions**

## Specific PE Tips

- Answer ALL questions
- Underline Key words in Q's
- Identify how many marks are awarded for each question before answering and decide how to weight your response
- **SPECIFIC** sporting examples i.e. SET SHOT in basketball.

<b>Paper One</b> <b>Component 1: Fitness and Body Systems</b>	<b>Paper Two</b> <b>Component 2: Health and Performance</b>
<p><b><u>Paper 1: Anatomy and Physiology</u></b></p> <ol style="list-style-type: none"> <li>1. Skeletal system</li> <li>2. Muscular system</li> <li>3. Cardiovascular system</li> <li>4. Respiratory system</li> <li>5. Aerobic and anaerobic exercise</li> <li>6. Short term and long term effects of exercise</li> </ol> <p><b><u>Movement analysis</u></b></p> <ol style="list-style-type: none"> <li>7. Lever systems</li> <li>8. Planes and axes of movement</li> </ol> <p><b><u>Physical training</u></b></p> <ol style="list-style-type: none"> <li>9. Health and fitness</li> <li>10. Components of fitness</li> <li>11. Fitness testing</li> <li>12. Principles of training</li> <li>13. Target training zones</li> <li>14. Training methods</li> <li>15. Preventing injuries</li> <li>16. Injuries and treatment</li> <li>17. Performance enhancing drugs</li> </ol>	<p><b><u>Paper 2: Health, fitness and well-being</u></b></p> <ol style="list-style-type: none"> <li>18. Health, fitness and well-being</li> <li>19. Lifestyle choices</li> <li>20. Sedentary lifestyle</li> <li>21. Diet, Nutrition and performance</li> <li>22. Optimum weight</li> </ol> <p><b><u>Sport psychology</u></b></p> <ol style="list-style-type: none"> <li>23. Skills and practice</li> <li>24. Goal setting</li> <li>25. Guidance and feedback</li> </ol> <p><b><u>Sport, society and culture</u></b></p> <ol style="list-style-type: none"> <li>26. Influences on participation</li> <li>27. Commercialisation of sport</li> <li>28. Sporting behaviour</li> </ol> <p><b><u>Use of Data (interpreting tables, graphs)</u></b></p>

## Component 3

### 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 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.

### 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.

Video evidence of ALL THREE sports should be submitted. Videos due after the Christmas break.

### 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
- their skills in a competitive/formal (e.g. full-sided game where appropriate) situation while under pressure.

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.

Individual activities
Activity
Amateur boxing
Athletics
Badminton
Canoeing
Cycling
Dance
Diving
Golf
Gymnastics
Equestrian
Kayaking
Rock climbing
Rowing
Sculling
Skiing
Snowboarding
Squash
Swimming
Table tennis
Tennis
Trampolining

Team activities
Activity
Association football
Badminton
Basketball
Camogie
Cricket
Dance
Gaelic football
Handball
Hockey
Hurling
Lacrosse
Netball
Rowing
Rugby league
Rugby union
Squash
Table tennis
Tennis
Volleyball

### Practical performance taking

Students must choose and perform three activities from the activity list

- 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.**

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.

**TOTAL MARKS = 35 per sport  
105 marks in total**

# Component 4

## 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.

## Coursework Element.

Pupils invited to TUESDAY intervention sessions to make improvements to their PEP.

## Final deadline

# Monday 8<sup>th</sup> January 2018

## Written analysis and evaluation

### 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.

Component 4: Personal exercise programme (PEP) assessment criteria		
Level	Marks	Descriptor
	0	No rewardable material
1	1-4	<ul style="list-style-type: none"> <li>• Limited or little interpretation of fitness test results using some data.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> <li>• Lack of coherence and structure, with inappropriate and inaccurate terminology throughout.</li> </ul>
2	5-8	<ul style="list-style-type: none"> <li>• Some attempt at interpretation and analysis of fitness test results using some data, but with errors that may impact analysis.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Attempts at coherence and structure, with use of appropriate terminology in places but inconsistent and with some errors of judgement.</li> </ul>
3	9-12	<ul style="list-style-type: none"> <li>• Good interpretation and analysis of fitness test results using appropriate data, with some errors that have insignificant impact on the analysis.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Good coherence and structure, with appropriate terminology used, but some errors of judgement/accuracy with no significant impact on the piece.</li> </ul>

Component 4: Personal exercise programme (PEP) assessment criteria continued		
Level	Marks	Descriptor
4	13-16	<ul style="list-style-type: none"> <li>• Very good interpretation and analysis of fitness test results using appropriate data, with one or two minor errors not significantly affecting the analysis.</li> <li>• 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.</li> <li>• Fitness test results are compared and interpreted, and the differences and/or similarities are analysed with satisfactory supporting evidence, but with some minor errors of judgement/inaccuracies.</li> <li>• 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.</li> <li>• Very good coherence and structure, with appropriate terminology used throughout, but with a few minor errors.</li> </ul>
5	17-20	<ul style="list-style-type: none"> <li>• Excellent and thorough interpretation and analysis of fitness test results using appropriate data.</li> <li>• Evaluation with appropriate training method(s) selected and justified, and application of SMART targets and principles of training to meet performance goal(s).</li> <li>• 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.</li> <li>• 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.</li> <li>• Excellent coherence and structure, with appropriate terminology used consistently, with few minor, if any, errors.</li> </ul>

# REVISION GUIDE

**Read and Highlight** – just sitting and reading through your exercise book, a text book or a worksheet is quite poor revision; you can make this into effective revision by going through with a highlighter and picking out the important bits you need to remember. Highlight key words / ideas / facts.



Get **practice questions** from your teacher that are in the same format as the ones you'll meet in the exam.

Thinking about exactly what the question is asking you, and which **key information** or ideas will help you to answer.

Try to **time your answers** to fit the timescale you will have in the exam.



**Post It** - get a set of Post-it notes and use one for each key fact or idea on a particular theme. Organise your post-its like a mind map on your desk or wall.

Use your display to help you pick out the key information needed to answer a practise exam question, or to help you talk through your knowledge on this subject.

**Speak** —find a quiet place and read your revision notes out loud to yourself; hearing yourself saying the key information can be more powerful than just reading it or hearing someone else say it.







# On the Exam Day:

- **Sleep** – don't stay up late revising (or watching TV or Gaming!) a good night's sleep will help your brain to be at its best in the exam.
- **Breakfast** – a good breakfast has been shown to help your brain to work more effectively. Be on time – and make sure you have use the toilet before the exam.
- **Equipment**—use a clear pencil case or bag to carry the things you will need for the exam.
- **Behaviour** – Exams are formal and the behaviour code must be observed. Enter the room in silence and don't communicate with others. Face the front and listen to instructions carefully.
- **Phones / mobile devices** should not be with you at your exam desk; turn them off and leave them in your bag.
- **Listen carefully and follow instructions** – you might not need to answer all of the questions on the paper, there may be time limits, you need to listen to instructions and to start only when you're asked to.
- **Read the paper carefully** – it's a good idea to spend a couple of minutes at the start of the exam reading through so you know how much work you have to do. Exam papers will usually tell you how many marks are awarded for each question, some students like to start on the "big point" questions so they have those marks "in the bag" before going back to do the smaller mark questions.
- **Write clearly and don't forget grammar and punctuation** – all exams require accurate and clear written English. If the examiner can't read your writing they will award no marks; remember the examiner can change your grade +/- 10% for correct English, spelling and grammar.
- **Start**—don't panic if your mind goes blank, choose a question that you can answer and get something jotted down, this can help you to relax.
- **Check**—at the end of the exam take time to read your paper through carefully, check for questions or pages you might have accidentally missed out, and for simple errors that you can correct. If you're stuck – If you have a practical query, eg your paper is not clearly printed, you need more paper or your pen has run out you can put up your hand and an invigilator will come over to you.
- **If you're really stuck** move on and come back to the question later; it's worth remembering that a guessed answer is better than no answer at all.
- **At the end** – you will be told when you have 5 minutes left. Stop writing and put down pens as soon as you are asked to. Remember you must continue to obey exam rules until you are outside of the exam room.