

Edexcel GCSE PE - Overview

Component 1: Fitness and the body systems (36%) , Component 2: Health and performance (24%) Component 3: Practical performance (30%)

Component 4: Personal Exercise Programme (10%) Red=Practical

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Topics Studied for Edexcel GCSE PE</p>	<p>Component 1: Topic 1: Fitness and Body systems / Anatomy and physiology</p> <p>1.1 The structure and functions of the musculoskeletal system</p> <p>Component 3: Practical performance (30%)</p> <p>Football & (Netball core)</p>	<p>Component 1: Topic 1:</p> <p>1.2 The structure and functions of the cardiorespiratory system</p> <p>Component 3: Practical performance (30%)</p> <p>Handball & (Rugby core)</p>	<p>Component 1: Topic 1:</p> <p>1.3 Anaerobic and aerobic exercise</p> <p>1.4 The short- and long-term effects of exercise</p> <p>Topic 2: Movement analysis</p> <p>2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</p> <p>2.2 Planes and axes of movement.</p> <p>Component 3: Practical performance (30%)</p> <p>Table tennis & Swimming</p>	<p>Component 1:</p> <p>Topic 3: Physical Training</p> <p>3.1 The relationship between health and fitness and the role that exercise plays in both</p> <p>3.2 The components of fitness, benefits for sport and how fitness is measured and improved</p> <p>Component 4: Personal Exercise Programme (10%) Aim, Planning and analysis</p>	<p>Component 1: Topic 3: Physical Training</p> <p>3.3 The principles of training and their application to personal exercise/ training program</p> <p>3.4 The long-term effects of exercise</p> <p>3.5 How to optimize training and prevent injury</p> <p>3.6 Effective use of warm up and cool down</p> <p>Component 4: Personal Exercise Programme (10%) Aim, Planning and analysis</p>	<p>Component 1: 4.1 Interpreting data</p> <p>Component 4: Personal Exercise Programme (10%)</p> <p>Carrying out and monitoring the PEP</p>

Skills and Key Knowledge Taught	<p>Learners will develop their understanding</p> <p>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</p> <p>1.1.2 Classification of bones: long (leverage), short (weight bearing), flat (protection, broad surface for muscle</p>	<p>Learners will develop their understanding of</p> <p>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</p> <p>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</p>	<p>Learners will develop their understanding of</p> <p>1.3 Anaerobic and aerobic exercise</p> <p>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 byproduct of anaerobic respiration (lactic acid)</p> <p>1.3.2 Energy sources: fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity</p> <p>1.4 The short- and long-term effects of exercise</p> <p>1.4.1 Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance</p>	<p>Learners will develop their understanding of</p> <p>Topic 3: Physical Training</p> <p>3.1 The relationship between health and fitness and the role that exercise plays in both</p> <p>3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them</p> <p>3.2 The components of fitness, benefits for sport and how fitness is measured and improved</p> <p>3.2.1 Components of fitness and the relative importance of these</p>	<p>Learners will develop their understanding of</p> <p>3.3 The principles of training and their application to personal exercise/ training programme</p> <p>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. $(220 - \text{your age}) = \text{MaxHR}$; $(\text{MaxHR}) \times (60\% \text{ to } 80\%) = \text{aerobic training zone}$; $(\text{MaxHR}) \times (80\% \text{ to } 90\%) = \text{anaerobic training zone}$)</p>	<p>Learners will develop their understanding of</p> <p>4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport</p> <p>4.1.2 Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods</p> <p>4.1.3 Present data (including tables and graphs)</p> <p>4.1.4 Interpret data accurately</p> <p>4.1.5 Analyse and evaluate statistical data</p>
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	<p>attachment), irregular (protection and muscle attachment) applied to performance in physical activities and sports</p> <p>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</p>	<p>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</p> <p>1.2.5 Function and importance of red and white blood cells, platelets and plasma for physical activity and sport</p> <p>1.2.6 Composition of inhaled and exhaled air and the impact of physical activity and sport on this composition</p> <p>1.2.7 Vital capacity and tidal volume, and change in tidal volume due to physical activity and</p>	<p>of this to the player/performer</p> <p>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</p> <p>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</p> <p>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</p> <p>1.4.5 Long-term effects of exercise on the body systems – see 3.4.1–3.4.4</p>	<p>components in physical activity and sport: cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed</p> <p>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</p> <p>3.2.3 Collection and interpretation of data from fitness</p>	<p>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)</p> <p>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</p>	<p>from their own performance AND fitness test results and interpret against normative data in physical activity and sport</p> <p><u>Component 4</u> Carry out and complete a PEP, recording the training data for a 6-8 week period.</p> <p>Students must record all training sessions, plus any other relevant data as appropriate, for later analysis and evaluation e.g. GPS data, repetitions & sets, rest periods, work:rest ratios, pre-exercise, working and</p>
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<p>performance in physical activities and sports</p> <p>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</p> <p>1.1.5 Movement possibilities at joints dependant on joint classification: flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion, dorsi-flexion and</p>	<p>sport, and the reasons that make the change in tidal volume necessary</p> <p>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</p> <p>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)</p> <p>1.2.10 How the cardiovascular and respiratory systems work together to allow participation</p>	<p>1.4.6 Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise</p> <p>2.1.1 First-, second- and third-class levers and their use in physical activity and sport</p> <p>2.1.1 First-, second- and third-class levers and their use in physical activity and sport</p> <p>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</p> <p>2.2 Planes and axes of movement</p> <p>2.2.1 Movement patterns using body planes and axes: sagittal, frontal and</p>	<p>test results and analysis and evaluation of these against normative data tables</p> <p>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 – 30 m sprint; power – vertical jump; flexibility – sit and reach</p> <p>How fitness has improved</p>	<p>3.4 The long-term effects of exercise</p> <p>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</p> <p>3.4.2 Long-term training effects: able to train for longer and more intensely</p> <p>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</p>	<p>recovery heart rates</p> <p>Though this is not mandatory, students could carry out mid-PEP testing.</p> <p>Students should be encouraged to adapt their PEP as appropriate, as it progresses, for example increase training 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</p>
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	<p>examples of physical activity and sporting skills and techniques that utilise these movements in different sporting contexts</p> <p>1.1.6 The role of ligaments and tendons, and their relevance to participation in physical activity and sport</p> <p>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</p>	<p>in physical activity and sport</p> <p>1.3 Anaerobic and aerobic exercise</p> <p>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 byproduct of anaerobic respiration (lactic acid)</p> <p>1.3.2 Energy sources: fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity</p> <p>1.4 The short- and long-term effects of exercise</p>	<p>transverse plane and frontal, sagittal, vertical axes applied to physical activities and sporting actions</p> <p>2.2.2 Movement in the sagittal plane about the frontal axis when performing front and back tucks or piked somersaults</p> <p>2.2.3 Movement in the frontal plane about the sagittal axis when performing cartwheels</p> <p>2.2.4 Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining</p> <p>Practical performance (30%)</p> <p><u>Component 3</u></p> <p><u>Swimming</u></p>	<p><u>Practical performance (30%)</u></p> <p><u>Component 3</u></p> <p><u>Dance</u></p> <p>Travel/locomotion/stepping/pathways</p> <ul style="list-style-type: none"> • Balance/stillness • Rotation/turning/w eight transference • Jumps/elevations • Gestures and motifs <p>The following should be considered when performing the above skills in isolation: Technical and expressive skills including posture/placement , alignment, flow of energy, coordination, balance, strength,</p>	<p>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 capillarization, 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</p> <p>3.5 How to optimize training and prevent injury</p>	<p>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.</p> <p>Training logs can either be included in the appendix or after the planning section and before the evaluation (training logs do not form part of the word count).</p>
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<p>physical activity and sport</p> <p>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)</p> <p>1.1.9 Antagonistic pairs of muscles</p>	<p>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</p> <p>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</p> <p>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</p> <p>1.4.4 How the respiratory and cardiovascular</p>	<p>Skills and techniques- Front crawl, back crawl, breaststroke, Butterfly Starts, leg action, arm action, breathing, timing, body position, finishing.</p> <p><u>Table tennis</u></p> <p>Serves – chop, topspin and side spin Grip and ready position</p> <ul style="list-style-type: none"> • Push – forehand and backhand • Topspin drives – forehand and backhand • Return of the serve • Movement at and around the table 	<p>control, mobility, focus and projection</p> <p><u>Athletics</u></p> <p>The one field event can be selected from:</p> <ul style="list-style-type: none"> • High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. • run-up • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial stance • grip • preparation • movement • release • recovery. <p>Jumps • Run-up: lacks speed, conviction and rhythm. Ineffective shape and posture.</p>	<p>3.5.1 The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ</p> <p>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</p> <p>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,</p>	
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	<p>(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)</p> <p>1.1.10 Characteristics of fast and slow twitch muscle fibre types (type I, type IIa and type IIx) and how</p>	<p>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</p> <p>1.4.5 Long-term effects of exercise on the body systems – see 3.4.1–3.4.4</p> <p>1.4.6 Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise</p> <p>Practical performance (30%)</p> <p><u>Component 3</u></p>		<ul style="list-style-type: none"> • Take-off: lacks preparation, attack and lift. May take off on wrong foot. • Flight – vertical jumps: poor technique over the bar, may drop hips in Fosbury, may look more like scissors. • Flight – long jump: no idea of hang or other chosen technique in flight, lacks height. • Flight – triple jump: no rhythm or coordination between the hop, step, jump phases, no noticeable step and runs out of speed in the jump. • Landing – vertical jumps: lands on wrong part of the body and facing wrong direction. • Landing – horizontal jumps: no leg shoot, legs 	<p>golfers' elbow, abrasions)</p> <p>3.5.4 RICE (rest, ice, compression, elevation)</p> <p>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</p> <p>3.6 Effective use of warm up and cool down</p> <p>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</p>	
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	<p>these impacts on their use in physical activities</p> <p><u>Component 3: Practical performance (30%)</u></p> <p>All practical lessons will thread through the importance of a warm up and cool down</p> <p><u>Netball</u> Passing, handling, catching, footwork, attacking (evasion) defending stages- (1-Player to player, 2: defending the pass, 3: denying space) shooting- one hand/two hands, stepping in and out)</p>	<p><u>Handball</u> Outfield: • control: control in tight areas and small spaces using sole of foot, left– right, backwards– forwards, ball trap, touch – with very good speed • dribbling: good fluency and pace when changing direction; move and feint, move and rotate; beat an opponent • passing: passing in small/tight areas, parallel pass, square pass, pass and move, first touch – with very good timing, accuracy and direction • shooting: power, toe punt, toe poke – will have power, direction and accuracy, with very few unforced errors</p>		<p>may be underneath on landing. Balance is backwards. Throws • Initial stance will be ineffective. • Grip: incorrect grip. May use standing throw. • Preparation: may over-prepare, e.g. with discus swings, or show no preparation. • Movement: little or ineffective preparation. • Release: incorrect or poor angle and point of release with inaccurate timing.</p> <p><u>Track</u> The one track event can be selected from: • Track sprints: 100 m, 200 m, 300 m (girls), 400 m (boys)</p>	<p>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</p> <p><u>Component 4</u></p> <p>Understand the physiological/fitness requirements for the sporting activity</p> <p>Conduct an analysis of performance or part of a performance e.g., time/distance, pass completion in each time limit, serves into a given part of the court, accuracy of throwing, etc</p> <p>Undertake a battery of fitness tests specific to the sporting activity</p>	
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	<p>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned formal/competitive situation</p> <p>Football Passing-short, push, instep,) Dribbling-feints and step overs) Tackling block and slide Turning with the ball recycling (Cruyff, drag back) Striking the ball- Free kicks, shooting, dominant foot</p> <p>Or Goal keeping</p>	<ul style="list-style-type: none"> defending: player-to-player, denying the space, stealing the ball, tackling – will be successful with very few unforced errors OR Goal keeping (if player’s chosen position): <ul style="list-style-type: none"> shot stopping – blocking, using hands (palming ball away), saving with feet, diving low movement to the ball – angles, positioning, cover side-to-side reactions – reflex saves, rebound saves, recoveries from close-in shots distribution – save and clear, passing with hands or feet 1 v 1 – close-in shots <p>Rugby League</p>		<ul style="list-style-type: none"> Track middle distance: 800 m, 1500 m Track long distance: 3000 m, 5000 m, 1500 m steeplechase <ul style="list-style-type: none"> Track hurdles: 80 m (girls), 100 m (boys), 300 m (girls), 400 m (boys) OR Cross-country running: this should take place on an off-road course of varied terrain, including inclines and undulations – not on a track. The course distances must be 5000 m – 6000 m for boys and 3500 m – 4000 m for girls. Skills/techniques: <ul style="list-style-type: none"> starts posture pacing leg and arm action coordination of legs and arms 	<p>Analyse pre-PEP test results</p> <p>Construct an appropriate aim based on developing performance through improving a component of fitness</p> <p>Select and justify the use of appropriate SMART targets, method(s) of training and principles of training</p> <p>Complete a PAR-Q</p> <p>SUMMATIVE ASSESSMENT Component 1 Mock exam</p>	
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		<p>passing (running pass, dummy half pass)</p> <ul style="list-style-type: none"> • offloading (before/after contact) • tackling (front, side) • play the ball (ball presentation/away) • catching (high ball) • kicking (goal kicking, punt, grubber) • running with the ball (evasion – side step or swerve) • scrum (as per position: binding, drive, hook). 		<p>stride pattern.</p> <p>Additional skills/techniques, if being assessed in cross country:</p> <ul style="list-style-type: none"> • climbing and descending hills • running on different surfaces • negotiating tight turns. 		
<p>Links for Support / Help at Home</p>	<p>Use of student resources located within WHS SharePoint for students</p> <p>Use of online platforms such as Youtube/GCSEPod for podcasts and revision of key content</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: blogs and online articles/further reading on topics and studies outlined</p> <p>Teacher discussions following assessments and/or reports</p> <p>Participation in enrichment activities alongside coaching opportunities within KS3 PE and after school fixtures</p> <p>Participation in extra-curricular teams within school and outside of school</p> <p>Encourage the participation in enrichment and revision workshops</p>					

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics Studied for Edexcel GCSE PE	Component 4: Personal Exercise Programme (10%) Evaluation of data and PEP (3 lessons)	Component 2: Health and performance (24%) 1.1 Physical, emotional and social health, fitness and wellbeing 1.2 The consequences of a sedentary lifestyle 1.3 Energy use, diet, nutrition and hydration	Component 2: Health and performance (24%) Topic 2: Sport psychology 2.1 Classification of skills (basic/ complex, open/closed) 2.2 The use of goal setting and SMART targets to improve and/or optimise performance 2.3 Guidance and feedback on performance 2.4 Mental preparation for performance	3.1 Engagement patterns of different social groups in physical activity and sport 3.2 Commercialisation of physical activity and sport 3.3 Ethical and socio-cultural issues in physical activity and sport 4.1 Use of data	Personalised revision sessions that will take place	End point
Skills and Key Knowledge Taught	Component 4 Learners will complete the evaluation section of the PEP	Learners will develop their understanding of: 1.1 Physical, emotional and social health, fitness and wellbeing	Learners will develop their understanding of: Topic 2: Sport psychology	Learners will develop their understanding of: No practical lessons once	No practical lessons once moderation is completed Learners will develop their knowledge and understanding of:	

	PEPS submitted	<p>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</p> <p>1.1.2 Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved</p> <p>1.1.3 Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved</p> <p>1.1.4 Impact of fitness on wellbeing: positive and negative health effects</p> <p>1.1.5 How to promote personal health through an understanding of the</p>	<p>2.1 Classification of skills (basic/ complex, open/closed)</p> <p>2.1.1 Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua</p> <p>2.1.2 Practice structures: massed, distributed, fixed and variable</p> <p>2.1.3 Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills</p> <p>2.2 The use of goal setting and SMART targets to improve and/or optimise performance</p> <p>2.2.1 The use of goal setting to improve and/or optimise performance</p>	<p>moderation is completed</p> <p>3.2.2 The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator</p> <p>3.2.3 Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport</p> <p>3.3 Ethical and socio-cultural issues in physical activity and sport</p> <p>3.3.1 The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons</p>	<p>Revision of component 1, 2</p> <p>Component 1: Fitness and the body systems (36%)</p> <p>Component 2: Health and performance (24%)</p> <p>Learners will sit both exams</p>	
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	<p>importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual</p> <p>1.1.6 Lifestyle choices in relation to: diet, activity level, work/ rest/sleep balance, and recreational drugs (alcohol, nicotine)</p> <p>1.1.7 Positive and negative impact of lifestyle choices on health, fitness and wellbeing, e.g. the negative effects of smoking (bronchitis, lung cancer)</p> <p>1.2 The consequences of a sedentary lifestyle</p> <p>1.2.1 A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to</p>	<p>2.2.2 Principles of SMART targets (specific, measurable, achievable, realistic, time-bound) and the value of each principle in improving and/or optimising performance</p> <p>2.2.3 Setting and reviewing targets to improve and/or optimise performance</p> <p>2.3 Guidance and feedback on performance</p> <p>2.3.1 Types of guidance to optimise performance: visual, verbal, manual and mechanical</p> <p>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</p>	<p>for, and consequences of, deviance at elite level</p> <p>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</p> <p>4.1 Use of data</p> <p>4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport</p> <p>4.1.2 Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative</p>		
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	<p>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</p> <p>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</p>	<p>2.3.3 Types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal</p> <p>2.3.4 Interpretation and analysis of graphical representation of data associated with feedback on performance</p> <p>2.4 Mental preparation for performance</p> <p>2.4.1 Mental preparation for performance: warm up, mental rehearsal</p> <p>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</p>	<p>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</p> <p>Learners will sit a past paper on all components and then bespoke lessons will designed around learners needs.</p> <p><u>Component 3:</u> Practical assessment will take place</p>		
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		<p>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</p>	<p>representation of data associated with trends in participation rates 3.2 Commercialisation 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,</p>			
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<p>Links for Support/ Help at Home</p>	<p>Use of student resources located within WHS SharePoint for students</p> <p>Use of online platforms such as YouTube/GCSEPod for podcasts and revision of key content</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: blogs and online articles/further reading on topics and studies outlined</p> <p>Teacher discussions following assessments and/or reports</p> <p>Participation in enrichment activities alongside coaching opportunities within KS3 PE and after school fixtures</p> <p>Participation in extra-curricular teams within school and outside of school</p> <p>Encourage the participation in enrichment and revision workshops</p>					