



# Specification

**Edexcel GCSE in Physical Education (2PE01)**

**Edexcel GCSE (Short Course) in Physical Education (3PE01)**

# Welcome to the Edexcel GCSE Physical Education Specification

This specification and the assessment have been written to help all your students succeed. It has been designed in sections to help you find your way around the content.

- The 'specification at a glance' pages give a clear and simple summary of the qualification, including the assessment arrangements, so you have all the important information in one handy place.
- Section A features the unit content. Written by our team of teachers and examiners, it is presented in a style that allows you to quickly and easily see what you need to teach and students need to learn.
- Section B provides clear and concise information about the assessment, including guidance about controlled assessment. You will also find all the practical information you need on making entries and assessing your students.
- Section C includes information on the full range of support, services and training available to help you plan and deliver the course. You will find information on the range of teaching and learning material that will help you implement the course effectively, and a summary of all our services designed to support you every step of the way.

## **However, that's not all.**

The Edexcel GCSE in Physical Education qualification will be supported better than ever before. Keep up to date with the latest news and services available by visiting our website:

[www.edexcel.com/gcse2009](http://www.edexcel.com/gcse2009)

# Introduction

The Edexcel GCSE (Short Course) in Physical Education and the Edexcel GCSE in Physical Education are designed for use in school and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

## About this specification

Edexcel's new GCSEs in Physical Education:

- are structured in a similar way, to Edexcel's existing, market-leading GCSEs in Physical Education
- maintain, where possible, the popular and accessible assessment models of Edexcel's existing GCSEs in Physical Education, allowing all students to perform at their best
- are based on content that will be motivating for all students
- cover the latest National Curriculum for Physical Education, at Key Stage 4, and allow seamless progression for students from Key Stage 3
- complement other Level 1 and 2 qualifications, such as the BTEC First Certificate and Diplomas in Sport
- allow progression to higher level qualifications, such as the Edexcel GCEs in Physical Education, and related, vocationally-focused qualifications, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences
- are structured to give students a high reward for performance-related components (practical performance and analysis of performance)
- include new roles of official and leader for practical performances, in addition to the traditional role of player/participant
- allow students greater specialisation in a single physical activity
- are 'nested', making progression from the GCSE (Short Course) to the GCSE simple, allowing flexibility in relation to curriculum models and planning.

## Key subject aims

Edexcel's GCSEs in Physical Education:

- encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education
- encourage creativity and decision-making skills to enable students to plan effectively for performances and to respond to changing situations
- prepare students to make informed decisions about further learning opportunities and career choices
- enable students to become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official
- enable students to develop their ability to engage independently and successfully in different types of physical activity, and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.

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# Specification at a glance

The Edexcel GCSE (Short Course) in Physical Education and the GCSE in Physical Education comprise two units:

- GCSE (Short Course) – Units 1 and 2
- GCSE – Units 1 and 2.

## GCSE (Short Course)

### Unit 1: The Theory of Physical Education \*Unit code: 5PE03

- Externally assessed
- Availability: June
- First assessment: June 2010

40% of the total GCSE (Short Course)

#### Overview of content

- Section 1.1: Healthy, active lifestyles

#### Overview of assessment

- This unit is assessed through an externally set examination.
- The examination is 1 hour, and includes multiple-choice, short-answer, and longer-answer questions. \*\*
- The total raw mark available is 40.

### Unit 2: Performance in Physical Education \*Unit code: 5PE04

- Internally assessed
- Availability: June
- First assessment: June 2010

60% of the total GCSE (Short Course)

#### Overview of content

- Section 2.1: Practical performance
- Section 2.2: Analysis of performance

#### Overview of assessment

- This unit is assessed under controlled conditions.
- This unit is externally moderated.
- The total raw mark available is 30.

\*See *Appendix 3* for a description of this code and all other codes relevant to this qualification.

\*\*The different assessment models for Unit 1 in the GCSE (Short Course) and GCSE mean that 'fallback' from the GCSE to the GCSE (Short Course) is not possible.

## GCSE

**Unit 1: The Theory of Physical Education****\*Unit code: 5PE01**

- Externally assessed
- Availability: June
- First assessment: June 2011

**40% of the total GCSE****Overview of content**

- Section 1.1: Healthy, active lifestyles
- Section 1.2: Your healthy, active body

**Overview of assessment**

- This unit is assessed through an externally set examination.
- The examination is 1 hour and 30 minutes, and includes multiple-choice, short-answer, and longer-answer questions.\*\*
- The total raw mark available is 80.

**Unit 2: Performance in Physical Education****\*Unit code: 5PE02**

- Internally assessed
- Availability: June
- First assessment: June 2011

**60% of the total GCSE****Overview of content**

- Section 2.1: Practical performance
- Section 2.2: Analysis of performance

**Overview of assessment**

- This unit is assessed under controlled conditions.
- This unit is externally moderated.
- The total raw mark available is 50.

\*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

\*\*The different assessment models for Unit 1 in the GCSE (Short Course) and GCSE mean that 'fallback' from the GCSE to the GCSE (Short Course) is not possible.

# A Qualification content

## Knowledge and understanding

The Edexcel GCSE (Short Course) in Physical Education requires students to develop their knowledge and understanding of physical education and physical activity, in relation to balanced healthy lifestyles, including:

- how, and why, people take part in physical activity
- exercise and fitness
- personal health and wellbeing.

Students will also develop their knowledge in relation to performance in physical activity.

In addition, the Edexcel GCSE in Physical Education requires students to develop their knowledge and understanding of how a healthy, active lifestyle contributes to the growth and development of body systems, and structures (including the cardiovascular, muscular, respiratory and skeletal systems), as well as general wellbeing.

## Skills

The Edexcel GCSE (Short Course) and the GCSE in Physical Education give students the opportunity to develop skills relating to performance in physical activity, including:

- practical performance, in roles such as player/participant, official and leader
- analysis of performance.

## List of unit contents

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## Unit 1: The Theory of Physical Education

### Overview

#### Content overview

This unit has two sections:

- Section 1.1: Healthy, active lifestyles
- Section 1.2: Your healthy, active body.

**The GCSE specification includes Sections 1.1 and 1.2**

**The GCSE (Short Course) specification includes Section 1.1**

It is important that students understand why people get involved in physical activity, and the long-term health benefits of a sustained active lifestyle, including key influences that impact on people's involvement in physical activity.

Students will understand the relationship between exercise, diet, work and rest, and how, together, they contribute to a balanced healthy lifestyle. The relationship between health, fitness and exercise and the effects of exercise and fitness on participation should also be explored with the understanding that 'fitness' does not always result in good health.

Students will learn about:

- the relationship between health-related exercise and performance in physical activity, and how an individual's skill-related fitness can be affected by health-related exercise
- how performance in physical activity is linked to skill-related fitness
- how exercise can achieve desired effects on health, fitness and performance, and how rest and physical activity in combination contribute to a healthy lifestyle. They will develop this theme further by planning the targeted selection of physical activity in order to maximise its effects. This should give students the knowledge and understanding to plan their own sustainable involvement in physical activity
- the importance of diet, work and rest in relation to physical activity and a healthy lifestyle.

In order for students to be able to go on and lead a healthy, active lifestyle, it is important that they understand how physical activity and exercise contributes to the growth and development of body systems and structures.

Students, taking the full GCSE, will gain knowledge of the impact of a healthy, active lifestyle on their cardiovascular, respiratory, muscular and skeletal systems and general wellbeing.

Students will learn:

- that, although they can be looked at separately, body systems do not work in isolation and that good physical and mental health depends on the interaction of all these body systems during exercise and physical activity. This will inform students' own practical performance and general wellbeing
- about the impact of physical activity and exercise on the cardiovascular, respiratory, muscular and skeletal systems (over the short and long term), and also how lifestyle choices (such as exercise, diet, rest and drugs) affect those systems, fitness levels and the mind and body in general
- how a lifestyle that contributes positively to physical, mental and social wellbeing, and which includes regular exercise and physical activity in conjunction, is what makes a healthy, active lifestyle.

## Assessment overview

This unit is assessed through an externally set examination.

- In the **GCSE (Short Course)** in Physical Education the examination is 1 hour, and contains multiple-choice, short- and longer-answer questions. It is worth a total of 40 raw marks.
- In the **GCSE** in Physical Education the examination is 1 hour and 30 minutes and contains multiple-choice, short- and longer-answer questions. It is worth a total of 80 raw marks.

## Detailed unit content

### Section 1.1: Healthy, active lifestyles

Section 1.1 will be assessed in the GCSE (Short Course) in Physical Education and the GCSE in Physical Education.

#### Topic 1.1.1: Healthy, active lifestyles and how they could benefit you

Students should be able to:

- explain what constitutes a healthy, active lifestyle
- classify the benefits of a healthy, active lifestyle as social, physical or mental
- describe how physical activity can:
  - increase individual wellbeing
  - help the individual to feel good (serotonin levels)
  - help relieve stress, and prevent stress-related illness
  - increase self-esteem and confidence
  - contribute to good health
  - contribute to enjoyment of life
- explain how participation in physical activity can stimulate:
  - cooperation
  - competition
  - physical challenge
  - aesthetic appreciation
  - the development of friendships and social mixing.

**Topic 1.1.2: Influences on your healthy, active lifestyle**

Students should be able to:

- identify key influences that have an impact on them, and others, achieving sustained involvement in physical activity, including:
    - people: family, peers, role models
    - image: fashion, media coverage
    - cultural: age, disability, gender, race
    - resources: access, availability, location, time
    - health and wellbeing: illness, health problems
    - socio-economic: cost, status
  - explain the opportunities available to become, or remain, involved in physical activity in a range of roles (including leadership, officiating and volunteering) and the qualities needed to participate in physical activity in this way
  - explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages
  - describe the following initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity:
    - latest policies relating to minimum involvement in PE and sport
    - PE School Sport and Club Links (PESSCL)
    - School Sport Partnerships
    - Sport England's Start, Stay, Succeed initiative:
      - Start* – increase participation in sport in order to improve the health of the nation, with a focus on priority groups
      - Stay* – retain people in sport through an effective network of clubs, sports facilities, coaches, volunteers and competitive opportunities
      - Succeed* – create opportunities for talented performers to achieve success
    - the Youth Sport Trust's TOP and Active Kids programmes
- and their contribution to the development of healthy lifestyles.

**Topic 1.1.3: Exercise and fitness as part of your healthy, active lifestyle**

Students should be able to:

- explain the terms:

- health
- fitness
- exercise

and know how they relate to a balanced, healthy lifestyle and performance in physical activities

- know about the components of health-related exercise:

- cardiovascular fitness
- muscular strength
- muscular endurance
- flexibility
- body composition

and relate each to physical activity, identifying the relative importance of each to different physical activities

- know about the components of skill-related fitness:

- agility
- balance
- coordination
- power
- reaction time
- speed

and relate each one to physical activity, identifying the relative importance of each one to different physical activities.

**Topic 1.1.4: Physical activity as part of your healthy, active lifestyle**

Students should be able to:

- assess personal readiness (PAR-Q)
  - assess fitness levels for use in an exercise programme (tests for health-related exercise: Cooper's 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle)
  - describe, explain and apply the principles of training:
    - progressive overload
    - specificity
    - individual differences/needs
    - rest and recovery
  - explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance
  - explain the term 'reversibility', why it might occur and its impact on performance
  - explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity
  - describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets
  - describe the following methods of training:
    - interval
    - continuous
    - Fartlek
    - circuit
    - weight
    - cross
- and explain how they can improve health and fitness, by helping to develop physical and mental capacity, and their relationships with the components of fitness
- link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements

- plan and present examples from 'typical' exercise sessions to match the fitness requirements of selected physical activities or individuals
- understand the exercise session and the purpose of each component (warm-up, main activity, cool-down)
- explain the use of the principles of training within an exercise programme, showing how they may be applied in planning to improve health-related exercise and skill-related fitness as part of a healthy lifestyle
- link methods of training to aerobic and anaerobic activity
- understand what is meant by resting heart rate, working heart rate and recovery rates, plot examples on a graph and evaluate results
- use graphs to demonstrate and explain the use of target zones and training thresholds.

### Topic 1.1.5: Your personal health and wellbeing

Students should be able to:

- understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing
- explain the requirements of a balanced diet
- explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal health and wellbeing, and maintaining a healthy, active lifestyle
- explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.

## Section 1.2: Your healthy, active body

Section 1.2 will be assessed in the GCSE in Physical Education only; Section 1.2 will not be assessed in the GCSE (Short Course) in Physical Education.

This section focuses on the ways in which body systems inter-relate during physical activity and how a healthy, active lifestyle contributes to the growth and development of body systems, structures and general wellbeing.

### Topic 1.2.1: A healthy, active lifestyle and your cardiovascular system

Students should understand the impact of a healthy, active lifestyle on their cardiovascular system:

- exercise and physical activity
  - immediate and short-term effects of participation in exercise and physical activity (increased heart rate, systolic/diastolic blood pressure, increased blood pressure)
  - effects of regular participation in – and long-term effects of participation in – exercise and physical activity (cardiac output ( $HR \times SV = CO$ ), decreased resting heart rate, faster recovery, increased stroke volume, increased size of heart, effects on blood pressure, healthy veins and arteries)
- rest (rest required for adaptation to take place, time for recovery before next exercise session)
- diet (effects on blood pressure and cholesterol – HDL and LDL)
- recreational drugs (effects of alcohol and smoking/nicotine on blood pressure).

**Topic 1.2.2: A healthy, active lifestyle and your respiratory system**

Students should understand the impact of a healthy, active lifestyle on their respiratory system:

- exercise and physical activity
  - immediate and short-term effects of participation in exercise and physical activity (increased breathing rate, increased depth of breathing, oxygen debt)
  - effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased lung capacity/volume and vital capacity)
- recreational drugs (effect of smoking/nicotine on the alveoli-gaseous exchange).

**Topic 1.2.3: A healthy, active lifestyle and your muscular system**

Students should understand the impact of a healthy, active lifestyle on their muscular system:

- exercise and physical activity
  - immediate and short-term effects of participation in exercise and physical activity (isometric and isotonic contractions, responses – increased fuel/energy demands, lactic acid)
  - effects of regular participation in – and long-term effects of participation in – exercise and physical activity (adaptations – increased strength and size/hypertrophy)
  - the potential for injuries such as muscle strain and muscle atrophy (due to injury and inactivity), and their treatment using common techniques
- rest (rest required for adaptation to take place, time for recovery before next exercise session)
- diet (effects of protein in building and repairing muscles)
- performance enhancing drugs (use of steroids to aid muscle building and recovery).

**Topic 1.2.4: A healthy, active lifestyle and your skeletal system**

Students should understand the impact of a healthy, active lifestyle on their skeletal system:

- exercise and physical activity
  - effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased bone density and strength of ligaments and tendons)
  - importance of weight-bearing exercise (exercises such as walking, running, tennis and aerobics) to prevent osteoporosis
  - the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage), and their treatment using common techniques such as RICE (rest, ice, compression, elevation)
- diet (effect of calcium and vitamin D on bones).

**Topic 1.2.5: Physical activity and your healthy mind and body**

Students must be able to:

- describe the different body types (somatypes):
  - endomorph
  - mesomorph
  - ectomorph

and explain the effect each can have on participation and performance, including identifying activities where different body types are an advantage

- outline why, and how, expected and optimum weight varies according to height, gender, bone structure and muscle girth, and explain how this may affect participation, and performance, in physical activity
- explain the terms:
  - anorexic
  - obese
  - overfat
  - overweight
  - underweight

and explain how they may impact on achieving a sustained involvement in physical activity

- explain the effects of smoking and alcohol on general health and on physical activity
- know about different categories of drugs:
  - performance enhancing (anabolic steroids, beta blockers, diuretics, narcotic analgesics, stimulants, peptide hormones – including erythropoietin/EPO)
  - recreational (alcohol, nicotine/smoking)

the effects they may have on health, wellbeing and physical performance and why some performers might risk using them

- identify risks associated with participation in physical activities, and explain how to reduce these risks to better maintain wellbeing (warming-up, checking equipment and facilities, personal readiness/ PAR-Q, balanced competition, adherence to rules, correct clothing).

## Glossary of terms for Unit 1: The Theory of Physical Education

**Aerobic**

'With oxygen'. If exercise is not too fast and is steady, the heart can supply all the oxygen muscles need.

**Agility**

The ability to change the position of the body quickly and to control the movement of the whole body.

**Anabolic steroids**

Drugs that mimic the male sex hormone testosterone and promote bone and muscle growth.

**Anaerobic**

'Without oxygen'. If exercise is done in short, fast bursts, the heart cannot supply blood and oxygen to muscles as fast as the cells use them.

**Anorexic**

Pertaining to anorexia – a prolonged eating disorder due to loss of appetite.

**Balance**

The ability to retain the body's centre of mass (gravity) above the base of support with reference to static (stationary), or dynamic (changing), conditions of movement, shape and orientation.

**Balanced diet**

A diet which contains an optimal ratio of nutrients.

**Beta blockers**

Drugs that are used to control heart rate and that have a calming and relaxing effect.

**Blood pressure**

The force exerted by circulating blood on the walls of the blood vessels.

**Body composition**

The percentage of body weight which is fat, muscle and bone.

**Cardiac output**

The amount of blood ejected from the heart in one minute.

**Cardiovascular fitness**

The ability to exercise the entire body for long periods of time.

**Competence**

The relationship between: skill, the selection and application of skills, tactics, strategies and compositional ideas; and the readiness of the body and mind to cope with the activity. It requires an understanding of how these combine to produce effective performances in different activities and contexts.

**Coordination**

The ability to use two or more body parts together.

**Diuretics**

Drugs that elevate the rate of bodily urine excretion.

**Ectomorph**

A somatotype, individuals with narrow shoulders and narrow hips, characterised by thinness.

**Endomorph**

A somatotype, individuals with wide hips and narrow shoulders, characterised by fatness.

**Erythropoietin (EPO)**

A type of peptide hormone that increases the red blood cell count.

**Exercise**

A form of physical activity done to maintain or improve health and/or physical fitness, it is not competitive sport.

**Fitness**

The ability to meet the demands of the environment.

**FITT**

Frequency, intensity, time, type (used to increase the amount of work the body does, in order to achieve overload).

**Flexibility**

The range of movement possible at a joint.

**Health**

A state of complete mental, physical and social wellbeing, and not merely the absence of disease and infirmity.

**Healthy, active lifestyle**

A lifestyle that contributes positively to physical, mental and social wellbeing, and which includes regular exercise and physical activity.

**Heart rate**

The number of times the heart beats each minute.

**Individual differences/needs**

Matching training to the requirements of an individual.

**Isometric contractions**

Muscle contraction which results in increased tension but the length does not alter, for example, when pressing against a stationary object.

**Isotonic contraction**

Muscle contraction that results in limb movement.

**Joint**

A place where two or more bones meet.

**Mesomorph**

A somatotype, individuals with wide shoulders and narrow hips, characterised by muscularity.

**Methods of training**

Interval training, continuous training, circuit training, weight training, Fartlek training, cross training.

**Muscular endurance**

The ability to use voluntary muscles many times without getting tired.

**Muscular strength**

The amount of force a muscle can exert against a resistance.

**Narcotic analgesics**

Drugs that can be used to reduce the feeling of pain.

**Obese**

A term used to describe people who are very overfat.

**Overfat**

A way of saying you have more body fat than you should have.

**Overload**

Fitness can only be improved through training more than you normally do.

**Overweight**

Having weight in excess of normal (not harmful unless accompanied by overfatness).

**Oxygen debt**

The amount of oxygen consumed during recovery above that which would have ordinarily been consumed in the same time at rest (this results in a shortfall in the oxygen available).

**PAR-Q**

Physical activity readiness questionnaire.

**PEP**

Personal Exercise Programme.

**Peptide hormones**

Drugs that cause the production of other hormones.

**Performance**

How well a task is completed.

**PESSCL**

PE and School Sport Club Links.

**Physical activity**

Any form of exercise or movement; physical activity may be planned and structured or unplanned and unstructured (in PE we are concerned with planned and structured physical activity, such as a fitness class).

**Power**

The ability to do strength performances quickly (power = strength x speed).

**Progressive overload**

To gradually increase the amount of overload so that fitness gains occur, but without potential for injury.

**Reaction time**

The time between the presentation of a stimulus and the onset of a movement.

**Reversibility**

Any adaptation that takes place as a consequence of training will be reversed when you stop training.

**Recovery**

The time required for the repair of damage to the body caused by training or competition.

**Rest**

The period of time allotted to recovery.

**RICE**

Rest, ice, compression, elevation (a method of treating injuries).

**Self-esteem**

Respect for, or a favourable opinion of, oneself.

**SMART**

Specific, measurable, achievable, realistic, time-bound.

**Somatotypes**

Classification of body type.

**Specificity**

Matching training to the requirements of an activity.

**Speed**

The differential rate at which an individual is able to perform a movement or cover a distance in a period of time.

**Stimulants**

Drugs that have an effect on the central nervous system, such as increased mental and/or physical alertness.

**Stroke volume**

The volume of blood pumped out of the heart by each ventricle during one contraction.

**Target zone**

The range within which an individual needs to work for aerobic training to take place (60-80 per cent of maximum heart rate).

**Training**

A well-planned programme which uses scientific principles to improve performance, skill, game ability and motor and physical fitness.

**Training thresholds**

The boundaries of the target zone.

**Underweight**

Weighing less than is normal, healthy or required.

## Unit 2: Performance in Physical Education

### Overview

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#### Content overview

This unit has two sections:

- Section 2.1: Practical performance
- Section 2.2: Analysis of performance.

#### Assessment overview

This unit is assessed under controlled conditions, and students need to undertake two different controlled assessment tasks.

Section 2.1: Students need to undertake practical performances in different contexts, within selected physical activities, in the role of either player/participant, official or leader.

- In the **GCSE (Short Course)** in Physical Education students must offer **two performances**.
- In the **GCSE** in Physical Education students must offer **four performances**.

Section 2.2: Students need to undertake an analysis of performance in a selected physical activity.

- The total number of raw marks available in the GCSE (Short Course) is 30.
- The total number of raw marks available in the GCSE is 50.

## Detailed unit content

### Section 2.1: Practical performance

All students need to offer performances, in practical contexts, in the role of either player/participant, official or leader.

- **GCSE (Short Course) in Physical Education** students are required to offer **two performances**, in practical contexts, in the role of either player/participant, official or leader. At least one of the two performances must be in the role of player/participant.
- **GCSE in Physical Education** students are required to offer **four performances**, in practical contexts, in the role of either player/participant, official or leader. At least two of the four performances must be in the role of player/participant.

Performances must be taken from a minimum of **two different activity groups**.

See *Activities and activity groups* (pages 38-39) for the different activity groups and a list of accepted physical activities, including limitations and restrictions.

#### 2.1.1: Player/participant

Students must:

- know about the rules/regulations of selected physical activities, and how these relate to, and affect, participation
- demonstrate effective and suitable skills, in isolation and/or competitive situations, as appropriate.

**2.1.2:****Official**

Students must:

- understand the role(s) of officials in selected physical activities
- know, and be able to apply, the rules/regulations of selected physical activities
- understand, and be able to apply, principles relating to fair play in selected physical activities
- demonstrate effective, and suitable, officiating skills in selected physical activities (under supervision of a qualified/suitable individual where appropriate), including controlling a competitive situation or managing an event.

**2.1.3:****Leader**

Students must:

- understand the role(s) of leaders in selected physical activities
- understand, and be able to apply, principles relating to fair play in selected physical activities
- demonstrate effective leadership skills in selected physical activities (under supervision of a qualified/appropriate individual where appropriate), including:
  - taking responsibility for the training and preparation, of an individual/team, for competitive situations in a selected physical activity
  - supporting players/participants in the performance of a physical activity with due consideration to health and safety issues.

**Controlled assessment task for Section 2.1: Practical performance****2.1.1: Player/participant****Task setting – limited level of control**

Tasks must allow students to demonstrate effective and suitable skills, in isolation and/or competitive situations as appropriate, as well as the required knowledge and understanding.

**Task taking – medium level of control**

## Authenticity control

- Students must complete all work, with the exception of their preparation, under informal supervision. Informal supervision, in the context of the practical aspects of GCSE PE, is confined to ensuring that contributions of individual students are recorded accurately. This means all work, which forms part of the assessed performance/performances must be completed in a way that enables the teacher/assessor to accurately record the contribution of individual students.
- Preparation may be completed under limited supervision, (some work may be completed without direct supervision but this cannot contribute towards assessable outcomes), for example students can participate in the selected physical activities when the teacher/assessor is unable to ensure that contributions of individual students are recorded accurately. However, this cannot form part of the assessed performance/performances.

## Feedback control

- Teacher support is a permitted, and important, part of the preparation for each assessed performance. However, it is not permitted in the assessed performance/performances, unless it is required for health and safety reasons, for example to reduce the risk of injury.

#### Time control

- It is suggested that the minimum duration for each student performance is nine hours (combining preparation and the assessed performance/performances).

The ideal model would be for this time to be a block, with one activity/role being followed for a term, or half a term, leading up to the assessed performance/performances.

Acceptable alternatives include intensive teaching programmes.

- The duration of assessed performance/performances in each role 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 should/will differ for each selected activity.

#### Collaboration control

- The work of the individual may be informed by working with others but students must provide an individual response.
- Other parameters, listed above, must be maintained.

#### Resources

- Student access to resources is determined by the centre.
- Students should be given access to all appropriate/required resources for the physical activity.
- Resources and equipment used should follow governing body guidelines/rules, for example ESAA (English Schools Athletics Association) rules for athletics events.

#### **Task marking – medium level of control**

- The teacher/assessor must mark all performances using the assessment criteria for the role/activity (page 30); additional criteria specific to each physical activity are available in the published criteria.
- The teacher/assessor must make all assessment decisions.
- The teacher/assessor must be present for all assessed performances, or suitable, clear, evidence must be made available to the teacher/assessor so that assessment decisions can be made. See *Guidance relating to the use of alternative evidence for Section 2.1: Practical performance* (page 42).

### Assessment criteria for controlled assessment task for Section 2.1: Practical performance

2.1.1: Player/participant	
0	Performance not worthy of credit.
1-2	<p>The student shows low levels of skill and technique for the activity in the game/competitive type practice situations and this will be very clearly evident in the competitive situation itself.</p> <p>Their understanding of the rules limits their performance and they have a very low ability when applying strategies and tactics and a poor positional sense as appropriate for the activity. Their performance will clearly lack maturity.</p>
3-4	<p>The student shows limited advanced skill and technique for the activity in the game/competitive type practice situations and this may be even more evident in the competitive situation itself.</p> <p>They may not demonstrate a clear understanding of the rules when taking part and will be limited in their ability to apply strategies and tactics and also in their positional sense as appropriate for the activity.</p> <p>Their ability to improvise will be limited in activities which allow for this as will their touch and deception. Their performance will lack maturity.</p>
5-6	<p>The student shows good advanced skill and technique for the activity in the game/competitive type practice situations and in the competitive situation itself.</p> <p>They will also demonstrate some understanding of the rules when taking part and good application of strategies and tactics and positional sense as appropriate for the activity.</p> <p>In activities which allow for improvisation, touch and deception they demonstrate this at a good level and their performance shows some maturity.</p>
7-8	<p>The student shows very good advanced skill and technique for the activity in the game/competitive type practice situations and in the competitive situation itself.</p> <p>They will also demonstrate a clear understanding of the rules when taking part and very good application of strategies and tactics and positional sense as appropriate for the activity.</p> <p>In activities which allow for improvisation, touch and deception they demonstrate this at a very good level and their performance shows a very good level of maturity.</p>
9-10	<p>The student shows excellent advanced skill and technique for the activity in the game/competitive type practice situations and in the competitive situation itself.</p> <p>They will also demonstrate a very clear understanding of the rules when taking part and an excellent application of strategies and tactics and positional sense as appropriate for the activity.</p> <p>In activities which allow for improvisation, touch and deception they demonstrate this at an excellent level and their performance shows an excellent level of maturity.</p>

**Assessors should use the published activity-specific assessment criteria when assessing students in the role of player/participant.**

**These assessment criteria will be available on the Edexcel website.**

## Controlled assessment task for Section 2.1: Practical performance

### 2.1.2:

### Official

#### Task setting – limited level of control

Tasks must allow students to demonstrate effective and suitable skills, in isolation and/or competitive situations as appropriate, as well as the required knowledge and understanding.

Where the officiating of the selected activity includes more than one role, students must undertake all roles during the assessed performance/performances, for example:

- the referee and referee's assistant in association football
- the umpire, line judge and match/tournament referee in lawn tennis
- a lane judge, timekeeper, place judge and starter for track athletics.

#### Task taking – medium level of control

##### Authenticity control

- Students must complete all work, with the exception of their preparation, under informal supervision. Informal supervision, in the context of the practical aspects of GCSE PE, is confined to ensuring that contributions of individual students are recorded accurately. This means all work, which forms part of the assessed performance/performances must be completed in a way that enables the teacher/assessor to accurately record the contribution of individual students.
- Preparation may be completed under limited supervision, (some work may be completed without direct supervision but this cannot contribute towards assessable outcomes), for example students can participate in the selected physical activities when the teacher/assessor is unable to ensure that contributions of individual students are recorded accurately. However, this cannot form part of the assessed performance/performances.

##### Feedback control

- Teacher support is a permitted, and important, part of the preparation for each assessed performance. However, it is not permitted in the assessed performance/performances, unless it is required for health and safety reasons, for example to reduce the risk of injury.

#### Time control

- It is suggested that the minimum duration for each student performance is nine hours (combining preparation and the assessed performance/performances).

The ideal model would be for this time to be a block, with one activity/role being followed for a term, or half a term, leading up to the assessed performance/performances.

Acceptable alternatives include intensive teaching programmes.

- The duration of the assessed performance/performances in each role should be based on an appropriate time to allow students to demonstrate the requirements of an official/officials in the selected physical activity.

#### Collaboration control

- The work of the individual may be informed by working with others but students must provide an individual response.
- Other parameters, listed above, must be maintained.

#### Resources

- Student access to resources is determined by the centre.
- Students should be given access to all appropriate/required resources to officiate the activity.
- Resources and equipment used should follow governing body guidelines/rules.

### Task marking – medium level of control

- Student evidence must include a 'log' detailing their participation.
- The teacher/assessor must mark all performances using the assessment criteria for the role (page 33).
- The teacher/assessor must make all assessment decisions.

The teacher/assessor must be present for all assessed performances, or suitable, clear, evidence must be made available to the teacher/assessor so that assessment decisions can be made. See *Guidance relating to the use of alternative evidence for Section 2.1: Practical performance* (page 42).

## Assessment criteria for controlled assessment task for Section 2.1: Practical performance

<b>2.1.2: Official</b>	
0	Performance not worthy of credit.
1-2	<p>The student has very limited knowledge and understanding of the rules/laws/regulations and safety issues related to the selected physical activity.</p> <p>They may be able to apply some of them at an appropriate performance level but their communication, positioning and signalling skills will be poor and they will lack the confidence to assert any authority.</p> <p>The student may carry out a limited number of their responsibilities in the role of an official's assistant according to the relevant governing body's code of conduct.</p>
3-4	<p>The student has basic knowledge and understanding of the rules/laws/regulations and safety issues related to the selected physical activity.</p> <p>They may be able to apply some of them at an appropriate performance level but their communication, positioning and signalling skills will be limited and they may lack the confidence to assert authority in certain situations.</p> <p>The student may carry out some of their responsibilities according to the relevant governing body's code of conduct, under the guidance of a qualified/experienced official.</p>
5-6	<p>The student has sound knowledge and understanding of the rules/laws/regulations and safety issues related to the selected physical activity.</p> <p>They will have the ability to apply them at an appropriate performance level. They will display satisfactory communication, positioning and signalling skills and have the confidence to assert some authority by making well-informed and accurate decisions in some situations.</p> <p>The student will carry out their responsibilities according to the relevant governing body's code of conduct in most aspects of their role as an official. They may have gained a recognised qualification to officiate at beginner level.</p>
7-8	<p>The student has good knowledge and clear understanding of the rules/laws/regulations and safety issues related to the selected physical activity.</p> <p>They will have the ability to apply them at an appropriate performance level. They will display good communication, positioning and signalling skills and have the confidence to assert authority by making quick, well-informed and accurate decisions in most situations.</p> <p>The student will carry out their responsibilities according to the relevant governing body's code of conduct in most aspects of their role as an official. They may have gained a recognised qualification to officiate at an intermediate level.</p>
9-10	<p>The student has thorough knowledge and very clear understanding of the rules/laws/regulations and safety issues related to the selected physical activity.</p> <p>They will have the ability to apply them at a high performance level. They will display excellent communication, positioning and signalling skills and have the confidence to assert authority by making instant, well-informed and accurate decisions in any given situation.</p> <p>The student will carry out their responsibilities according to the relevant governing body's code of conduct in all aspects of their role as an official. Where timekeeping/scoring forms part of the role, this should be completed accurately, according to recognised procedures. They may have gained a recognised qualification to officiate at either junior/youth or adult club level.</p>

**Controlled assessment task for Section 2.1: Practical performance****2.1.3: Leader****Task setting – limited level of control**

Tasks must allow students to demonstrate effective leadership skills in physical activity, as well as the required knowledge and understanding.

**Task taking – medium level of control**

## Authenticity control

- Students must complete all work, with the exception of their preparation, under informal supervision. Informal supervision, in the context of the practical aspects of GCSE PE, is confined to ensuring that contributions of individual students are recorded accurately. This means all work, which forms part of the assessed performance/performances must be completed in a way that enables the teacher/assessor to accurately record the contribution of individual students.
- Preparation may be completed under limited supervision, (some work may be completed without direct supervision but this cannot contribute towards assessable outcomes), for example students can participate in the selected physical activities when the teacher/assessor is unable to ensure that contributions of individual students are recorded accurately. However, this cannot form part of the assessed performance/performances.

## Feedback control

- Teacher support is a permitted, and important, part of the preparation for each assessed performance. However, it is not permitted in the assessed performance/performances, unless it is required for health and safety reasons, for example to reduce the risk of injury.

#### Time control

- It is suggested that the minimum duration for each student performance is nine hours (combining preparation and the assessed performance/performances).

The ideal model would be for this time to be a block, with one activity/role being followed for a term, or half a term, leading up to the assessed performance/performances.

Acceptable alternatives include intensive teaching programmes.

- The duration of the assessed performance/performances in each role should be based on an appropriate time to allow students to demonstrate the requirements of a leader in the selected physical activity.

#### Collaboration control

- The work of the individual may be informed by working with others but students must provide an individual response.
- Other parameters, listed above, must be maintained.

#### Resources

- Student access to resources is determined by the centre.
- Students should be given access to all appropriate/required resources for the role/activity.
- Resources and equipment used should follow governing body guidelines/rules.

### **Task marking – medium level of control**

- Student evidence must include a 'log' detailing their participation over the suggested timeframe.
- The teacher/assessor must mark all performances using the assessment criteria for the role (page 36).
- The teacher/assessor must make all assessment decisions.
- The teacher/assessor must be present for all assessed performances, or suitable, clear, evidence must be made available to the teacher/assessor so that assessment decisions can be made. See *Guidance relating to the use of alternative evidence for Section 2.1: Practical performance* (page 42).

### Assessment criteria for controlled assessment task for Section 2.1: Practical performance

<b>2.1.3: Leader</b>	
0	Performance not worthy of credit.
1-2	<p>The student demonstrates a very basic level of performance helping the teacher deliver a practical session for beginners at an extra-curricular club/junior section of a local club.</p> <p>They can help to set up activities within a session and play a minor role in encouraging participants. The student may identify some obvious strengths or areas for development but will be unable to make any evaluation.</p> <p>The student will lack confidence, displaying very limited organisational and communication skills.</p>
3-4	<p>The student demonstrates a basic level of performance in the role of a leader's assistant during a number of training/practice sessions for an extra-curricular club/junior section of a local club.</p> <p>They can help to set up skills practices within a session and take an active role in encouraging participants during a fitness session. The student can identify and evaluate only the very basic strengths and areas for development.</p> <p>The student will lack confidence, displaying limited organisational and communication skills.</p>
5-6	<p>The student demonstrates their ability to assist in the planning and delivery of a number of training/practice sessions for younger students, individual participants/group/team at a club.</p> <p>They can plan a skills practice within a session and lead part of a fitness session. It will be evident that the performance of the group/team or individual has made some improvement. The student can evaluate performances, indicating strengths and areas for development, and be able to give some helpful feedback.</p> <p>As a leader, the student will be confident in certain situations, displaying some good organisational and communication skills.</p>
7-8	<p>The student demonstrates their ability to plan and deliver a number of training/practice sessions for junior individual participants/group/team at a club.</p> <p>They can plan basic skills practice/fitness sessions. It will be evident that the performance of the group/team or individual has made some improvement. The student can evaluate performances, indicating strengths and areas for development, and be able to give some positive feedback.</p> <p>As a leader, the student will be confident in most situations, displaying good organisational and communication skills.</p>
9-10	<p>The student demonstrates their ability to plan and deliver a number of training/practice sessions for individual participants/team representing, for example, centre/junior club/region.</p> <p>They can plan advanced skills practices and fitness sessions aiming to improve the performance of the group/team or individual. The student will accurately pinpoint a performer's strengths and areas for development and be able to give detailed feedback.</p> <p>As an inspirational leader, the student will be confident, highly organised, and display excellent communication skills.</p>

## Using the assessment criteria for Section 2.1: Practical performance

In applying the assessment criteria the following principles need to be adhered to.

- The basis of all assessment will be the student's technique, (which underpins the skill and effectiveness with which skills are applied both in structured practices and full game situations) and the outcome, how well they perform.
- In individual activities the overall assessment will be based on the cumulative principle, reflecting the degree of difficulty of the movement, which enables the student to apply their skill in the context of the activity.
- The final marks will depend on the student's technique and effectiveness in applying the skills, together with the outcome of the performance (for example, how fast they run or swim a given distance, or how well they perform a routine in trampolining or synchronised swimming).

In assessing students, centres also need to consider the following.

- When assessing skilled performance due consideration must be given to gender differentials:
  - whilst the assessment of technique will remain the same, the effectiveness of performance must be assessed in a 'like v like' situation (for example, boys should not play against girls in a competitive football or rugby match, however, they may play mixed badminton or tennis).
- Centres need to develop a rank order and apply it across the matrix.
- When assessing students with positional skills, the following must be considered.
  - Students who specialise in playing positions involving particular individual skills need to be assessed in these skills, alongside the skills stated in the assessment criteria for the physical activity.
  - Students should cover all aspects of the specification within the coursework but the practices used for assessment purposes should reflect, and enable them to demonstrate, their positional skills, (for example, prop forward in rugby union, goalkeeper in hockey or a wicket-keeper in cricket).
  - Positional skills should be considered for the mark awarded.

### Activities and activity groups

#### Group A: Outwitting opponents (for example in games activities)

Amateur boxing	Handball	Polo
American football	Hurling/camogie	Rugby league
Association football	Ice hockey	Rugby union
Badminton	Judo	Rounders
Baseball*	Ju-jitsu	Softball
Basketball	Karate	Squash
Cricket	Korfball	Table tennis
Fencing	Lacrosse	Tae kwon do
Field hockey	Lawn tennis	Volleyball
Gaelic football	Netball	Water polo

\* English or Welsh baseball

#### Group B: Accurate replication of actions, phrases and sequences (for example in gymnastic activities)

Synchronised swimming

Trampolining

Gymnastics\*

*\* For gymnastics, students must offer agilities (floor work) and vaulting, plus one other sequence of their choice. See the assessment criteria for gymnastics for further guidance.*

#### Group C: Exploring and communicating ideas, concepts and emotions (for example in dance activities)

Dance\*

Ice dance

*\* Although a wide range of dance styles is acceptable (students may choose from any recognised style of dance, for example ballet, jazz, modern, tap) dance may be offered as only one practical activity. See the assessment criteria for dance for further guidance.*

**Assessors should use the published activity-specific assessment criteria when assessing students in the role of player/participant.**

**These assessment criteria will be available on the Edexcel website.**

**Group D: Performing at maximum levels in relation to speed, height, distance, strength or accuracy (for example in athletic activities)**

Archery	Cross-country running	Lawn bowls
Athletics*	Cycling	Rowing
Clay pigeon shooting	Golf	Weightlifting
Competitive swimming		

\* For athletics, students must offer three events taken from at least two groups (running events, jumping events or throwing events). See the assessment criteria for athletics for further guidance.

**Group E: Identifying and solving problems to overcome challenges of an adventurous nature (for example in outdoor and adventure activities)**

Canoeing	Orienteering	Surfing
Climbing	Personal survival	Trekking
Horse riding	Sailing	Wakeboarding
Kayaking	Skiing	Water skiing
Lifesaving	Snowboarding	Windsurfing
Mountain biking		

**Group F: Exercising safely and effectively to improve health and wellbeing (for example in fitness and health activities)**

Fitness training

*For fitness training, students must offer at least two of the following activities in combination:*

- aerobics
- body pump
- circuit training
- continuous training
- interval training
- pilates
- weight training
- yoga.

### Guidance relating to activities and activity groups for Unit 2

Not all students from a centre need to offer the same physical activities for assessment for *Section 2.1: Practical performance*.

Centres should refer to *Additional and alternative activities* (page 41) for any other physical activity they may wish to consider offering.

### Forbidden combinations, and restrictions, for activities for controlled assessment task for Section 2.1: Practical performance in the role of player/participant

#### Students may not offer both of:

Camogie *and* hurling

Judo *and* ju-jitsu

Karate *and* tae kwon do

Lifesaving *and* personal survival

Netball *and* korfball

Orienteering *and* trekking

Rugby league *and* rugby union

Skiing *and* snowboarding

Wakeboarding *and* water skiing

Yoga *and* pilates (as part of fitness training).

#### Students may offer only one of:

Baseball, rounders *and* softball.

#### In addition, students may offer only three of:

Competitive swimming, lifesaving, personal survival, synchronised swimming *and* water polo.

## Additional and alternative activities

The rationale for including activities is based on the need to support centres in delivering the National Curriculum. This means that if centres want to offer activities not listed in the specification, they must be available to the whole GCSE cohort, and delivered via the centre's curricular or extra-curricular activities.

The approval process for additional/alternative activities is called Meeting Local Needs (MLN).

A major feature of the design of these GCSEs is that it enables students to apply their developing knowledge and understanding to their personal training, with a desired outcome being an improvement in performance.

Activities that do not have a physiological basis for training will not be acceptable. Target activities such as darts and recreational table activities such as pool and snooker are, therefore, excluded. It is essential that an outcome of the competitive activity must not be to seek to injure opponents through attacking moves. This precludes activities such as kick boxing and certain martial arts. Finally, motorised activities, such as karting and scrambling, have been deemed inappropriate.

Centres wishing to offer activities that are not listed in *Activities and activity groups* (pages 38–39) must apply through the MLN process. The final date for applications is 30 October in the academic year of the examination series.

In addition, centres can and should be encouraged to use the MLN process if they wish to offer any specifically developed, or adapted, activities for individual students, or groups of students; for example, students who participate in activities such as boccia or wheelchair basketball.

Applications must be made in writing, centres will need to develop and submit to Edexcel a full activity specification design (in the format of the published activities), along with full and appropriate assessment criteria. The criteria must be applicable to male and female students alike.

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 2008*.

Edexcel reserves the right to amend, modify or refuse applications and submissions.

### Assessing students with physical disabilities for Section 2.1: Practical performance

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 specific disability.

Students with physical disabilities must fulfil the requirements of the examination and cover the required elements of the specification.

Where centres assess students who have amended techniques due to the nature of their impairment (for example catching, passing and kicking for amputees), it must be shown that the technique underpins the skill and it is the skill that is assessed.

As with all students, the overall assessment must be in a 'like v like' situation.

Students with physical disabilities often develop extremely effective techniques, which are very skilful, although their performance may not be as effective in a non-disabled competitive situation.

### Guidance relating to the use of alternative evidence for Section 2.1: Practical performance

If the teacher/assessor cannot be present for/at a performance, then alternative evidence must be made available to them so that assessment decisions can be made.

This evidence must be suitable and clear, and ensure that the parameters of the related controlled conditions can be maintained. The teacher/assessor must be able to ensure that:

- while the work of the individual may be informed by working with others, each student must provide an individual response
- that the contributions of individual students are recorded accurately.

In addition, the controls relating to feedback must be maintained; unless it is required for health and safety reasons, feedback is not permitted during the assessed performance/performances.

The most suitable form of alternative evidence will probably be video.

Video evidence should be produced in a standard/common format, such as a DVD or VHS tape, 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 Edexcel will be able to use the video where necessary/appropriate.

Video evidence should clearly show all the assessment requirements of the selected physical activity, which will probably 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 racquet activities.

In order that all the assessment requirements are shown it may be useful for the video to be accompanied by a commentary, or storyboard, and also that, where possible, the assessment requirements be shown 'in order'.

Therefore, students being assessed must be easily identifiable, thus, if the video shows the student in a 'group performance' (for example a group dance performance or a team game) they should be identifiable by a number, 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 and photographs.

## Section 2.2: Analysis of performance

Section 2.2: Analysis of performance requires all students to undertake an analysis of performance, which is made up of five separate components:

- 2.2.1: Rules, regulations and terminology
- 2.2.2: Observe and analyse performance
- 2.2.3: Evaluate performance
- 2.2.4: Plan strategies, tactics and practices
- 2.2.5: Plan a Personal Exercise Programme (PEP).

The analysis of performance must be based on one of the physical activities undertaken in the role of player/participant in *Section 2.1: Practical performance*.

- The analysis of performance cannot be based on the roles of official or leader.
- Component 2.2.5 (the Personal Exercise Programme) can be based on a different physical activity to the other sections of the analysis of performance, but must be based on an activity undertaken in the role of player/participant in *Section 2.1: Practical performance*.

See *Activities and activity groups* (pages 38-39) for a list of accepted physical activities.

Section 2.2 provides a link between the practical performance in Section 2.1 and the theory relating to performance in *Unit 1: The Theory of Physical Education*.

As with all the content of the Edexcel GCSEs in Physical Education, Section 2.2 is best delivered practically, and through an integrated approach.

Students must be able to:

- show their knowledge and understanding of the rules, regulations and terminology of a selected physical activity
- observe and analyse performance in physical activity
- evaluate performance in physical activity and recognise strengths and areas for improvement
- plan strategies, tactics and practices to improve skills and performance
- plan a Personal Exercise Programme to improve their fitness and performance.

## Controlled assessment task for Section 2.2: Analysis of performance

### Task setting – limited level of control

Tasks must allow students to:

- show their knowledge and understanding of the rules, regulations and terminology of a selected physical activity
- observe and analyse performance in physical activity
- evaluate performance in physical activity and recognise strengths and areas for improvement
- plan strategies, tactics and practices to improve skills and performance
- plan a Personal Exercise Programme to improve their fitness and performance.

Students can complete the first four components of the task in a variety of appropriate formats, including:

- a question and answer session
- a written report
- a presentation.

The Personal Exercise Programme (component 2.2.5) must be presented in written form.

### Task taking – medium level of control

Authenticity control

- Students must complete all work, with the exception of their preparation, under informal supervision. Informal supervision is confined to ensuring that contributions of individual students are recorded accurately and ensuring that plagiarism does not take place. This means all work, which forms part of the assessment must be completed in a way that enables the teacher/assessor to accurately record the contribution of individual students, and ensure that plagiarism does not take place.
- Preparation may be completed under limited supervision, (some work may be completed without direct supervision but this cannot contribute towards assessable outcomes), for example students can undertake analyses of performance when the teacher/assessor is unable to ensure that contributions of individual students are recorded accurately and that plagiarism does not take place. However, this cannot form part of the work to be assessed.

#### Feedback control

- Teacher support is a permitted, and important, part of the preparation for each assessed performance. However, it is not permitted in the final assessed performance/performances.

#### Time control

- It is suggested that the minimum duration for the analysis of performance is nine hours (combining preparation and the final assessed analysis).
- The duration of the final assessed analysis should be based on an appropriate time to allow students to complete each of the components of the task (2.2.1-2.2.5), in the format(s) selected, for example it may take longer to 'write up' a written report than to complete a question and answer session or presentation.

#### Collaboration control

- The work of the individual may be informed by working with others but students must provide an individual response.
- Other parameters, listed above, must be maintained.

#### Resources

- Student access to resources is determined by the centre.
- Students should be given access to all the appropriate/required resources for the task. The resources that are appropriate/required may depend on the format used to complete the task, as well as the activity on which the analysis is based.

#### **Task marking – medium level of control**

- The teacher/assessor must mark all performances using the published assessment criteria (pages 47-49).
- The teacher/assessor must make all assessment decisions.

### Assessment criteria for controlled assessment task for Section 2.2: Analysis of performance

<b>Component 2.2.1: Rules, regulations and terminology</b>	
0	Performance not worthy of credit.
1	Students demonstrate some knowledge of the basic rules and regulations and their roles in physical activity and make use of simple terminology appropriate to the activity.
2	<p>Students demonstrate a sound knowledge but may falter on the more complex rules and/or regulations of the activity. They have an understanding of the basic terminology but falter on the more technical aspects.</p> <p>Where students present work in a written format it may show weaknesses in grammar, spelling and punctuation. Technical language will be used, but not always accurately.</p>
3	<p>Students demonstrate a clear understanding of the rules and regulations of competition. They will, on the whole, use correct terminology.</p> <p>Where students present work in a written format it will, on the whole, be grammatically sound and spelling and punctuation will be accurate. Technical language will be largely accurate.</p>
4	<p>Students demonstrate a clear understanding of the rules and/or regulations of competition and the ability to apply them. They show a clear understanding of the technical terms appropriate for the activity at this level.</p> <p>Where students present work in a written format grammar, spelling and punctuation will be accurate. Appropriate technical language will be correctly used.</p>

<b>Component 2.2.2: Observe and analyse performance</b>	
0	Performance not worthy of credit.
1	Students may describe what they have seen but not analyse the performance.
2	<p>Students will make a sound observation and are able to analyse simple, but not technical, aspects of techniques, movements, tactics or strategies.</p> <p>Where students present work in a written format it may show weaknesses in grammar, spelling and punctuation. Technical language will be used, but not always accurately.</p>
3	<p>Students will make a detailed observation and analyse performance making use of a variety of recognised techniques applicable to the activity.</p> <p>Where students present work in a written format it, on the whole, be grammatically sound and spelling and punctuation will be accurate. Technical language will be largely accurate.</p>
4	<p>Students will observe and analyse performance and make and use a variety of recognised techniques. They link detailed analysis of all aspects into comprehensive feedback.</p> <p>Where students present work in a written format grammar, spelling and punctuation will be accurate. Appropriate technical language will be correctly used.</p>

<b>Component 2.2.3: Evaluate performance</b>	
0	Performance not worthy of credit.
1	Students will identify and evaluate only the very basic strengths and areas for improvement in performance.
2	Students will evaluate performances and compare one with another, indicating strengths and areas for improvement. They will refer to the perfect model, but sometimes inaccurately. Where students present work in a written format it may show weaknesses in grammar, spelling and punctuation. Technical language will be used, but not always accurately.
3	Students will make a good assessment of the strengths and areas for improvement in performances. They can evaluate and give a good explanation against the perfect model. Where students present work in a written format it will, on the whole, be grammatically sound and spelling and punctuation will be accurate. Technical language will be largely accurate.
4	Students will evaluate, the strengths and limitations of performances, accurately against the perfect model. They provide a detailed evaluation that will link all aspects of the analysis into comprehensive and detailed feedback. Where students present work in a written format grammar, spelling and punctuation will be accurate. Appropriate technical language will be correctly used.

<b>Component 2.2.4: Plan strategies, tactics and practices</b>	
0	Performance not worthy of credit.
1	Students will suggest simple strategies and practices to improve skills and/or performance.
2	Students will suggest simple practices to improve basic skills in order to improve performance. They can plan simple strategies and explain basic tactics. Where students present work in a written format it may show weaknesses in grammar, spelling and punctuation. Technical language will be used, but not always accurately.
3	Students will make sound suggestions to improve skills and/or performance. They will suggest and discuss tactics to take performance to a higher level. They will have sound evidence of a structured quantitative analysis for some aspect of their physical activity. Where students present work in a written format it will, on the whole, be grammatically sound and spelling and punctuation will be accurate. Technical language will be largely accurate.
4	Students demonstrate a very good knowledge of and ideas for practices to improve performance. They plan more complex strategies and explain advanced tactics to improve performance. They have very good and clear documentation for the analysis. They will evaluate the evidence and suggest ways to improve performance on the basis of this evidence. Where students present work in a written format grammar, spelling and punctuation will be accurate. Appropriate technical language will be correctly used.

**Component 2.2.5: Plan a Personal Exercise Programme (PEP)**

0	Performance not worthy of credit.
1	<p>Students will show little understanding of planning, performing, monitoring and evaluating their fitness and training.</p> <p>Students' work will show weaknesses in grammar, spelling and punctuation, and if technical language is used it may not be correct or used accurately.</p>
2	<p>Students will produce a Personal Exercise Programme to improve their personal fitness over a 6-week period of planned, personal training and can discuss their programme in relation to performance.</p> <p>Students' work may show weaknesses in grammar, spelling and punctuation, and the use of technical language may not be accurate.</p>
3	<p>Students will show clear evidence of planning improvement in fitness to take their own practical performance to a higher level.</p> <p>Students' work will, on the whole, be grammatically sound and spelling and punctuation will be correct. The use of technical language will, mostly, be accurate.</p>
4	<p>Students will produce clear and ample evidence of a well-designed Personal Exercise Programme which shows improvement in their personal fitness over a 6-week period, taking their performance to a higher level.</p> <p>Students' work will show sound grammar, spelling and punctuation and appropriate technical language will be used accurately.</p>

### Using the assessment criteria for Section 2.2: Analysis of performance

The teacher/assessor should mark all five components of the controlled assessment task for Section 2.2: Analysis of performance using the published assessment criteria (pages 47–49).

The five components of this task are marked separately.

Each component is marked out of four.

- The marks for the five components are combined to give a mark out of 20.
- The mark out of 20 must be divided by two to give a mark out of 10, which is the contribution of the controlled assessment task, for Section 2.2: Analysis of performance, towards the GCSE.

If dividing the mark out of 20 by two generates a fraction this should be 'rounded up', as the mark out of 10 should be a whole number; for example, 17 out of 20, when divided by two is eight and a half, which should be rounded up to give nine, which is the mark that should be submitted.

### Quality of Written Communication (QWC) in Section 2.2: Analysis of performance

QWC forms an integral part of all GCSEs and is part of the controlled assessment task for Section 2.2: Analysis of performance.

Quality of written communication takes account of grammar, spelling, punctuation and legibility, and these are accounted for in the assessment criteria for the task.

QWC is taken into account if students present their work in a related/ appropriate format (for example a written report) in components 2.2.1-2.2.4, and in the Personal Exercise Programme (component 2.2.5), which must be completed in a written format.

Quality of written communication also includes the use of technical language, which is an important part of Section 2.2: Analysis of performance, and is also accounted for in the associated assessment criteria.

## Glossary of terms for Unit 2: Performance in Physical Education (controlled assessment regulations)

### **Controlled assessment**

A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking.

### **Component**

A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported, where the awarding body records the marks.

A component may contain one or more tasks.

### **Unit**

The smallest part of a qualification that is formally reported and can be separately certificated. A unit may comprise separately assessed components.

A unit may contain one or more tasks.

### **Task**

A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects.

### **Mark scheme**

A scheme detailing how credit is to be awarded in relation to a particular unit, component or task. The mark scheme normally characterises acceptable answers, or levels of response, to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts. It may also include information about unacceptable answers.

### **Supervision**

Informal supervision (medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) that the contributions of individual students are recorded accurately, and (ii) that plagiarism does not take place. The supervisor may give limited guidance to students.

Limited supervision (low level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

**Task marking**

This specifies the way in which credit is awarded for students' outcomes. Marking involves the use of mark schemes and/or marking criteria produced by Edexcel.

**Task setting**

The specification of the assessment requirements. Tasks may be set by Edexcel and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with Edexcel's specified requirements.

**Task taking**

The conditions for student support and supervision, and the authentication of students' work. Task taking may involve different parameters from those used in traditional written examinations, for example students may be allowed supervised access to sources such as the internet.

# B Assessment

## Assessment summary

The following tables are a summary of the assessment of the Edexcel GCSE (Short Course) and GCSE in Physical Education.

### GCSE (Short Course)

#### Unit 1: The Theory of Physical Education Unit code: 5PE03

This unit is externally assessed; through an externally set examination.

The examination:

- is 1 hour in length
- is marked out of 40
- includes multiple-choice, short-answer, and longer-answer questions\*
- will be available in June of each year; first assessment will be June 2010.

#### Unit 2: Performance in Physical Education Unit code: 5PE04

This unit is internally assessed, under controlled conditions

The controlled assessment:

- is internally set
- is internally marked using published assessment criteria and externally moderated\*\*
- is made up of three tasks, each marked out of 10.

\* The different assessment models for Unit 1 in the GCSE (Short Course) and GCSE mean that 'fallback' from the GCSE to the GCSE (Short Course) is not a possibility.

\*\* Assessors should use the published activity-specific assessment criteria when assessing students in the role of player/participant.

These assessment criteria will be available on the Edexcel website.

**GCSE****Unit 1: The Theory of Physical Education****Unit code: SPE01**

This unit is externally assessed; through an externally set examination.

The examination:

- is 1 hour and 30 minutes in length
- is marked out of 80
- includes multiple-choice, short-answer, and longer-answer questions\*
- will be available in June of each year; first assessment will be June 2011.

**Unit 2: Performance in Physical Education****Unit code: SPE02**

This unit is internally assessed, under controlled conditions

The controlled assessment:

- is internally set
- is internally marked using published assessment criteria and externally moderated\*\*
- is made up of five tasks, each marked out of 10.

\* The different assessment models for Unit 1 in the GCSE (Short Course) and GCSE mean that 'fallback' from the GCSE to the GCSE (Short Course) is not a possibility.

\*\* Assessors should use the published activity-specific assessment criteria when assessing students in the role of player/participant.

These assessment criteria will be available on the Edexcel website.

## Assessment Objectives and weightings

	% in GCSE (Short Course)	% in GCSE
AO1: Recall, select and communicate their knowledge and understanding of physical activity.	20-30%	20-30%
AO2: Apply skills, knowledge and understanding in physical activity.	45-55%	48-55%
AO3: Analyse and evaluate physical activity, and identify action to bring about improvement.	20-30%	20-30%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

## Relationship of Assessment Objectives to units

### GCSE (Short Course)

Unit number	Assessment Objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	20-30%	5-15%	0-10%	40%
Unit 2	0%	40%	20%	60%
<b>Total</b>	<b>20-30%</b>	<b>45-55%</b>	<b>20-30%</b>	<b>100%</b>

### GCSE

Unit number	Assessment Objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	20-30%	0-7%	8-18%	40%
Unit 2	0%	48%	12%	60%
<b>Total</b>	<b>20-30%</b>	<b>48-55%</b>	<b>20-30%</b>	<b>100%</b>

## Entering your students for assessment

### Student entry

Details of how to enter students for this qualification can be found in Edexcel's *Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: [www.edexcel.com](http://www.edexcel.com)

Students studying unitised GCSE (Short Course) and GCSE qualifications are required to complete at least 40 per cent of the overall assessment requirements as terminal assessment.

### Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

## Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for students with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website ([www.edexcel.com/sfc](http://www.edexcel.com/sfc)) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to students who are Eligible for Adjustments in Examinations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

## Disability Discrimination Act (DDA)

Please see the Edexcel website ([www.edexcel.com/sfc](http://www.edexcel.com/sfc)) for information with regard to the Disability Discrimination Act.

## Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited, dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for this specification is shown below.

### Summary of conditions for controlled assessment

Task setting – limited level of control

- Tasks set by centres must allow candidates to demonstrate/complete the requirements of the controlled assessment, for example demonstrating the required skills, knowledge and understanding in Section 2.1: Practical performance or completing the five components of the task in Section 2.2: Analysis of performance.

Task taking – medium level of control

- controls relating to task taking are set for:
  - authenticity control – externally defined by Edexcel
  - feedback control – externally defined by Edexcel
  - time control – externally defined by Edexcel
  - collaboration control – internally defined whilst maintaining other given controls
  - resources – internally defined.

Task marking – medium level of control

- The teacher/assessor must mark all work using the published assessment criteria for the task.
- The teacher/assessor must make all assessment decisions; including being present for performances, or using suitable, clear, evidence.

### Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

### Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark adjusted to zero.

### Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel GCSE Short Course and GCSE in Physical Education: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the JCQ Instructions for conducting coursework/portfolio document on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk). For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website.

## Assessing your students

The first assessment opportunity for Unit 1 and Unit 2 of the GCSE (Short Course) in Physical Education will take place in the June 2010 series, and each following June series for the lifetime of the specification.

The first assessment opportunity for Unit 1 and Unit 2 of the GCSE will take place in the June 2011 series, and each following June series for the lifetime of the specification.

### Your student assessment opportunities for GCSE (Short Course) in Physical Education

Unit	June 2010	January 2011	June 2011	January 2012	June 2012
Unit 1: The Theory of Physical Education	✓	x	✓	x	✓
Unit 2: Performance in Physical Education	✓	x	✓	x	✓

### Your student assessment opportunities for GCSE in Physical Education

Unit	June 2010	January 2011	June 2011	January 2012	June 2012
Unit 1: The Theory of Physical Education	x	x	✓	x	✓
Unit 2: Performance in Physical Education	x	x	✓	x	✓

### Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority (QCA). The GCSE qualification will be graded and certificated on an eight-grade scale from A\* to G. Individual unit results will be reported.

The first certification opportunity for the Edexcel GCSE (Short Course) in Physical Education will be 2010, and the first certification opportunity for the Edexcel GCSE in Physical Education will be 2011.

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

**Unit results**

The minimum uniform marks required for each grade for each unit:

**GCSE (Short Course) in Physical Education**

**Unit 1**

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 40	<b>36</b>	<b>32</b>	<b>28</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>12</b>	<b>8</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–7.

**Unit 2**

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 60	<b>54</b>	<b>48</b>	<b>42</b>	<b>36</b>	<b>30</b>	<b>24</b>	<b>18</b>	<b>12</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–11.

**GCSE in Physical Education**

**Unit 1**

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 80	<b>72</b>	<b>64</b>	<b>56</b>	<b>48</b>	<b>40</b>	<b>32</b>	<b>24</b>	<b>16</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–15.

**Unit 2**

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 120	<b>108</b>	<b>96</b>	<b>84</b>	<b>72</b>	<b>60</b>	<b>48</b>	<b>36</b>	<b>24</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–23.

## Qualification results

The minimum uniform marks required for each grade:

### GCSE (Short Course) in Physical Education, cash-in code: 3PE01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 100	<b>90</b>	<b>80</b>	<b>70</b>	<b>60</b>	<b>50</b>	<b>40</b>	<b>30</b>	<b>20</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19.

### GCSE in Physical Education, cash-in code: 2PE01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 200	<b>180</b>	<b>160</b>	<b>140</b>	<b>120</b>	<b>100</b>	<b>80</b>	<b>60</b>	<b>40</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–39.

## Resitting of units

Students can resit the assessment requirements for an internally and externally assessed unit once before claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.

For internally assessed units students will need to retake the entire assessment requirements for that unit.

Students wanting to resit after they have completed all the assessment requirements of the course will be required to retake at least 40 per cent of the assessment requirements.

Results of units will be held in Edexcel's unit bank for as many years as this specification remains available. Once the GCSE (Short Course) and GCSE qualifications have been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level.

## Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

## Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

## Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- using a variety of stems in questions – for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing.

## Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website [www.jcq.org.uk](http://www.jcq.org.uk)

## Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is 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.

## Progression

The Edexcel GCSEs in Physical Education allow students to progress to higher level general qualifications, such as the Advanced GCEs in Physical Education, as well as related qualifications such as Diplomas in Sport and Active Leisure, and qualifications with a vocational focus, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences.

## Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

### A

- Candidates recall, select and communicate detailed knowledge and thorough understanding of a wide range of factors affecting performance and participation, and the relationship between them. They have a thorough understanding of the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health.
- They explain clearly and concisely the advantages, to themselves and others, of following active and healthy lifestyles. They identify and explain potential risks related to physical activities and how to manage these effectively.
- They demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in very complex and challenging activities, with considerable refinement, precision, control and fluency. They have a wide range of solutions to these challenges and consistently make effective decisions about how they will plan and approach their performance in response to new or changing situations.
- They critically analyse and evaluate their own and others' performance, identifying clearly the strengths and weaknesses evident. They demonstrate a deep understanding of the impact of skills, tactics or composition and fitness on the quality and effectiveness of performance. They identify priorities for improvement and plan a good range of appropriate, progressive practices. They understand how to monitor and evaluate progress towards improved quality of performance and outcomes.

<b>C</b>	<ul style="list-style-type: none"> <li>• Candidates recall, select and communicate sound knowledge and understanding of major factors that affect performance and participation in physical activity, and show a clear understanding of the principles behind, and the benefits of, regular, safe exercise and its impact on performance, fitness and health.</li> <li>• They take increasing responsibility for the planning and execution of safe exercises. They understand the principles behind planning their own activity and exercise programmes. They identify and explain many of the long-term effects of exercise and activity on physical, mental and social health. They identify potential risks involved in different activities and some of the ways to manage these effectively.</li> <li>• They demonstrate their ability to select and apply a good range of appropriate skills, techniques and ideas in complex and challenging activities, with effective refinement, precision, control and fluency. They have a good range of solutions to these challenges and usually make effective decisions about how they will plan and approach their performance in response to new or changing situations.</li> <li>• They analyse effectively, and comment on, their own and others' performances, showing an understanding of the factors that affect the quality and effectiveness of performance, and the broad strengths and weaknesses evident. They identify the most significant areas for improvement and plan effective ways to improve their own and others' performance.</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>• Candidates recall, select and communicate basic knowledge of the major factors affecting performance and participation in physical activity. They know, and can explain with some clarity, how the body reacts during different types of exercise and how this helps develop better performance, fitness and health.</li> <li>• They identify some activities and exercises suitable for preparing and recovering from specific activities. They recognise some of the risks involved in different activities and demonstrate the basic skills of risk assessment and management.</li> <li>• They demonstrate their ability to select and apply a small range of appropriate skills, techniques and ideas in moderately challenging and complex activities, with some precision, control and fluency. They have a limited range of solutions to these challenges that they can draw on, and make sound decisions about how they will plan and approach their performance. They are able to demonstrate a limited range of responses to changing situations.</li> <li>• They provide a basic analysis of their own and others' performance, and can identify some major strengths and weaknesses. They make basic comments and can identify some simple modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance.</li> </ul>

## Edexcel resources

Edexcel aims to provide the most comprehensive support for our qualifications.

### Teacher and student support

The new resources from Edexcel provide you and your students with comprehensive support for our new GCSE 2009 Physical Education qualification. This dedicated suite of resources will be written by the Chief Examiner, Tony Scott, and a team of subject experts to ensure that you and your department have everything needed to deliver the specification from Edexcel.

The resources include an engaging student book and an interactive teacher support CD ROM which will save you time implementing the new specification and help you get better results for your students!

### Assessment support

ExamWizard gives instant access to thousands of GCSE and GCE Level Physical Education questions set by Edexcel in recent years and will be updated in spring 2009 for use with the new specification. To learn more about how you can create customised mock exams, topic tests and receive your **free** trial visit [www.edexcel.com/examwizard](http://www.edexcel.com/examwizard)

## Edexcel publications

You can order further copies of the specification, sample assessment materials (SAMs) and teacher's guide documents from:

Edexcel Publications  
Adamsway  
Mansfield  
Nottinghamshire NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

## Endorsed resources

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Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit [www.edexcel.com/endorsed](http://www.edexcel.com/endorsed)

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)

**Ask the Expert** – Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at [www.edexcel.com/asktheexpert](http://www.edexcel.com/asktheexpert)

**Ask Edexcel** – Ask Edexcel is Edexcel's online question and answer service. You can access it at [www.edexcel.com/ask](http://www.edexcel.com/ask) or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

**Examzone** – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, resitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at [www.examzone.co.uk](http://www.examzone.co.uk)

## Training

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A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel  
Edexcel  
One90 High Holborn  
London WC1V 7BH

Telephone: 0844 576 0027  
Email: [trainingbookings@edexcel.com](mailto:trainingbookings@edexcel.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

## D Appendices

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## Appendix 1 Key skills

### Signposting

Key skills (Level 2)	Unit 1	Unit 2
<b>Application of number</b>		
N2.1		✓
N2.2		✓
N2.3		✓
<b>Communication</b>		
C2.1a	✓	✓
C2.1b		✓
C2.2	✓	
C2.3		✓
<b>Information and communication technology</b>		
ICT2.1	✓	✓
ICT2.2		✓
ICT2.3		✓
<b>Improving own learning and performance</b>		
LP2.1		✓
LP2.2		✓
LP2.3		✓
<b>Problem solving</b>		
PS2.1		✓
PS2.2		✓
PS2.3		✓
<b>Working with others</b>		
WO2.1		✓
WO2.2		✓

### Development suggestions

Please refer to the Edexcel website for key skills development suggestions.

**Appendix 2** Wider curriculum**Signposting**

Issue	Unit 1	Unit 2
Spiritual	✓	
Moral	✓	✓
Ethical	✓	✓
Social	✓	✓
Cultural	✓	✓
Citizenship	✓	✓
Environmental	✓	✓
European initiatives	✓	
Health and safety	✓	✓

### Development suggestions

Issue	Unit	Opportunities for development or internal assessment
Spiritual	1	When considering issues linked to participation, such as influences and barriers.
Moral	1 and 2	Unit 1 – when considering issues linked to participation, such as influences and barriers. Unit 2 – when undertaking practical performance in different roles.
Ethical	1 and 2	Unit 1 – when considering issues linked to participation, such as influences and barriers. Unit 2 – when undertaking practical performance in different roles.
Social	1 and 2	Unit 1 – when considering issues linked to participation, such as influences and barriers. Unit 2 – when undertaking practical performance in different roles, with other people.
Cultural	1 and 2	Unit 1 – when considering issues linked to participation, such as influences and barriers. Unit 2 – when undertaking practical performance in different roles.
Citizenship	1 and 2	Unit 1 – when considering issues linked to participation, such as influences and barriers. Unit 2 – when undertaking practical performance in different roles, as part of a team, where students must work together, and also when gaining an appreciation of the importance of rules and regulations for different physical activities.
Environmental	1 and 2	Unit 1 – when considering issues linked to participation, such as influences and barriers. Unit 2 – when undertaking practical performance in different roles, where they will gain an appreciation of environmental impacts or participation.
European initiatives	1	When considering issues linked to participation, such as influences and barriers.
Health and safety	1 and 2	Unit 1 – when considering participation and training, and health and safety directly, and when considering injuries to different body systems. Unit 2 – when undertaking practical performance in different roles, and when analysing performance including producing a Personal Exercise Programme.

## Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	7210
National Qualifications Framework (NQF) codes	Each qualification title is allocated a QCA National Qualifications Framework (NQF) code.  The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are:  GCSE (Short Course) – 500/4675/5  GCSE – 500/4676/7
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	GCSE (Short Course)  Unit 1 – 5PE03  Unit 2 – 5PE04  GCSE  Unit 1 – 5PE01  Unit 2 – 5PE02
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	GCSE (Short Course) – 3PE01  GCSE – 2PE01
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> <li>enter a student for the assessment of a unit</li> <li>aggregate the student's unit to obtain the overall grade for the qualification.</li> </ul>	Please refer to the <i>Edexcel Information Manual</i> , available on the Edexcel website.

## Appendix 4 Exemplar controlled assessment record sheet (5PE04)



### GCSE (Short Course) in Physical Education

	<b>Examination year:</b>
<b>Centre name:</b>	<b>Centre number:</b>
<b>Candidate name:</b>	<b>Candidate number:</b>

Task 2.1: Practical performance			
Performance 1	Role:	Activity:	/10
Performance 2	Role:	Activity:	/10
Task 2.2: Analysis of performance			
2.2.1: Rules, regulations and terminology		/4	
2.2.2: Observe and analyse performance		/4	
2.2.3: Evaluate performance		/4	
2.2.4: Plan strategies, tactics and practices		/4	
2.2.5: Plan a Personal Exercise Programme (PEP)		/4	
Sub-total for Task 2.2		/20	
Derived total for Task 2.2 (sub-total/2)*			<b>/10</b>
Total for Unit 2			<b>/30</b>

\* this must be a whole number, halves should be rounded up

<b>Candidate</b>	(name)	(signature)	Date:
<b>Teacher</b>	(name)	(signature)	Date:

**Please attach this sheet to the student's work before submitting it to the moderator.**

## Appendix 5 Exemplar controlled assessment record sheet (5PE02)



### GCSE in Physical Education

	<b>Examination year:</b>
<b>Centre name:</b>	<b>Centre number:</b>
<b>Candidate name:</b>	<b>Candidate number:</b>

Task 2.1: Practical performance			
Performance 1	Role:	Activity:	/10
Performance 2	Role:	Activity:	/10
Performance 3	Role:	Activity:	/10
Performance 5	Role:	Activity:	/10
Task 2.2: Analysis of performance			
2.2.1: Rules, regulations and terminology		/4	
2.2.2: Observe and analyse performance		/4	
2.2.3: Evaluate performance		/4	
2.2.4: Plan strategies, tactics and practices		/4	
2.2.5: Plan a Personal Exercise Programme (PEP)		/4	
Sub-total for Task 2.2		/20	
Derived total for Task 2.2 (sub-total/2)*			<b>/10</b>
Total for Unit 2			<b>/50</b>

\* this must be a whole number, halves should be rounded up

<b>Candidate</b>	(name)	(signature)	Date:
<b>Teacher</b>	(name)	(signature)	Date:

**Please attach this sheet to the student's work before submitting it to the moderator.**