

# Physical Education Progression Guide - Moving from GCSE to GCE and beyond

## Introduction and content

The specification of the Edexcel GCSE Physical Education is recognised as a qualification which provides an excellent foundation for smooth transition on to the Edexcel GCE Physical Education qualifications at AS and A2 levels. The GCSE PE structure and content contain many features in both practical and theory work which centres and students will find invaluable when progressing through the AS and A2 specifications.

This guide is designed to help centres understand the progression opportunities between Edexcel's GCSE PE (2009) and Edexcel's GCE PE (2008) specifications. It is organised into the following sections:

1. Key areas for progression –common features:
  - i) Practical activities
  - ii) Analysis of performance
  - iii) Fitness training
  - iv) Theory elements
2. Content
  - i) AS Unit 1
  - ii) AS Unit 2
  - iii) A2 Unit 3
  - iv) A2 Unit 4
- 3 Progression from AS to A2
- 4 Suggested approaches and schemes of delivery
- 5 Delivering the practical elements
- 6 Skills and techniques relating to assessment
- 7 Examination skills
- 8 Research and presentation skills
- 9 Resources

## Practical Tips

### 1. Key areas for Progression

GCSE Physical Education	GCE Physical Education
Four practical activities assessed from a wide range of approved activities	Two practical activities or roles assessed from a wide range of approved activities
Emphasis on practical skills, with 60% coursework.	Equal emphasis on practical and theory with a 50% split in coursework and examination assessment.
Fitness training a key element, and now approved as an assessable activity.	Fitness training a key element and can form basis of development plan in A2 year
Analysis of performance, designed to be integrated throughout the course.	Analysis of performance, designed to build on the skills developed through the GCSE course.
Candidates complete a Personal Exercise Plan to enhance their knowledge and understanding.	Candidates complete a personal Development Plan to enhance their knowledge and understanding.
Focus on Factors Affecting Performance related to the physiology of exercise.	Focus on Factors Affecting Performance related to the physiology, psychological, social and technical aspects of exercise.

### The Courses compared

GCSE PE (Full Course)	AS PE
Paper 1 - Written Paper 1 hour and 45 minutes in May (40%) Covers three sections - Exercise and Training - Safety Aspects and Risk assessment - Applied Anatomy and Physiology	Unit 1 assessed through a 90 Minute examination in May (25%) Covers two sections Active and healthy lifestyles Opportunities and pathways
Paper 2- Practical Activities (60%) Assessed in four sports activities	Unit 2 -Critical sports performer (25%) Assessed in 2 activities or 2 roles from performer/leader/official
Complete an Analysis of Performance. Performance in one activity	Complete an analysis of in one activity
	Complete two further coursework tasks on one activity: - Local study - National study

GCSE PE (Short Course)	A2 PE
Paper 1 Written Paper 45 Minutes in May (40%)  Covers two sections - Exercise and Training - Safety Aspects and Risk assessment	Unit 3 assessed through a 2 hour examination in June (25%)Covers three sections - short term preparation long term preparation - Managing Elite Performance
Paper 2- Practical Activities (60%)	Unit 4 - The Developing Sports performer (25%)
Assessed in two sports activities	Assessed in one sports activity or Role

Complete an Analysis of Performance on one activity	Complete a Personal Development Plan
	Complete an international study on one sports activity Complete a life plan on one sports activity.

## 2. Content

### Unit 1: Participation in Sport and Recreation

#### Unit focus

The new unit 1 draws on well-established areas of study but also acknowledges the contemporary view of PE and sport.

The on going development of PE and sport is a dynamic one and the challenge has been to ensure that this specification reflect this - a key focus is how both the country and our top athletes are preparing for the London 2012 Olympic Games

Unit 1 is divided into two sections, the first section aims to develop the students knowledge and understanding of what constitutes a healthy and active lifestyle,

This section begins with a review of the development of active leisure and recreation and a discussion of contemporary concerns about health and fitness, its is hoped that this may stimulate school/college wide activity in which PE students can become actively involved.

The key concepts to be covered in the first part of the unit include:

- What are the basic requirements for sport and leisure
- Developing an understanding of the concepts of recreation, active leisure, health fitness and exercise
- Understanding the relationships between nutrition and weight management
- Reviewing and discussing the current trends in health and fitness
- Identifying the components of a balanced lifestyle
- Identifying the effects of ageing and understanding their impact on access to sport and recreation.

In the second part of the this section, students will then investigate how the body responds and adapts to physical exercise, the elements of this section can be delivered through a practical context - though students will be required to develop an underpinning theoretical knowledge

Key concepts to be covered in this part of the unit include:

- A basic understanding of 4 key body systems and their role in sporting movement (Musco-skeletal, cardio-vascular, respiratory, neuro-muscular)
- Understanding and applying the components of physical and skill fitness
- Understanding and applying methods of fitness training
- Understanding and applying the principles of training
- Reviewing and discussing fitness assessment

In the second section of the unit, students take a more sociological view of the current provision for sport and recreation. This begins with a review of how competitive sports have developed in the UK and how this development has shaped the current provision of both sport and recreation.

Key concepts to be covered in this part of the unit include  
Understanding the role of festivals in the history of sport  
Identifying the emergence of rational sport as a result of the industrial revolution  
The further development of sport in the 20<sup>th</sup> and 21<sup>st</sup> centuries

Students then identify performance pathways at both local and national level, this links in with task 2 in Unit 2 where students complete a local and national review of a chosen sport. Students will study elite sport pathways and support, as well as discussing issues that affect participation in sport they will need to identify the key target groups and reformative policies.

It may be feasible to approach this area using an active investigation approach - looking at local sport and recreational facilities and investigating how they attempt to attract disadvantaged groups

In the last section of the unit students will review and discuss the current model of Long Term Athlete development, which has been adopted by most National Governing Bodies in the UK.

### 3. Models of delivery

Topics can and should be integrated across the whole unit this is suggested in the exemplar schemes included. There are also possible links with other units - especially between the theory and practical units at each level. Use of a range of resources should be encouraged to supplement the theory input that has been delivered by partial sessions. This could include the completion of video worksheet, internet research projects, practical investigations and write-ups.

The AS specification has 3 clear strands and this could match one approach for centres to deliver the unit:

Unit 1 A - Healthy and active lifestyles

Unit 1 B - Opportunities and pathways

Unit 2 - Practical and course work

Unit 2 could be further broken down into a practical focus and a coursework focus, which would then equate to a 4 session a week delivery.

### Unit 2

In this unit candidates will be required to undertake four coursework tasks each of which reflects the holistic nature of sport and physical activity through applied participation.

The tasks are designed to prepare young people for a lifelong participation in sport and physical activity focusing on selection of two defined pathways taken from the three roles common to all sports and physical activities - namely the roles of 'performer', 'leader' and 'official'. The GCSE courses focus on just the role of performer, hence developing a clear link. Increasingly many students at Key Stage 4 are also undertaking sports leadership courses and this creates a clear pathway from GCSE to A level.

## Key skills required in Unit 2

### The Four tasks

This unit is worth 50 per cent of the Advanced Subsidiary award and is marked out of a total of 90.

Task 2.1 **Personal Performance** (30 marks) - participation through two roles from a choice of three

Task 2.2 **Local Study** (15 marks) - based on one sport or physical activity and reflects all three roles

Task 2.3 **National Study** (15 marks) - based on one sport or physical activity and one role

Task 2.4 **Performance Analysis** (30 marks) - dissect one sport or physical activity through five prescribed yet open-ended analysis exercises

## Unit 3 Preparation for Optimum Sports Performance

### Unit overview

Unit has three sections: Short-term preparation, Long-term preparation and Managing Elite Performance. The key focus is on developing the performance of elite competitors. It is hoped that candidates will research and apply much of the content to their own chosen focus sport. There is much overlap with Unit 4 and much of the content required in the coursework is covered theoretically in this unit.

Throughout the specification there is a requirement to integrate content and seek to draw relationships between the units. The establishment of relationships will develop in students' synthesis of issues and provide an essential basis for the completion of the life plan in unit 4; this also establishes the rigor for the advanced study of the discipline.

Physical education is a multifaceted discipline. Accordingly the specification integrates diverse theoretical fields whilst seeking to enhance the individuals' performance in their chosen sports roles. It also seeks to provide real progression for the advancement of the individual's understanding and the consequent refinement of their performance and as such personalizes the unit to the individual student.

The first part of the unit titled *Short-term preparation* covers physiological, psychological and technical preparation in the short term, and fatigue and recovery. There is a considerable amount of scientific content but every effort should be made to relate scientific findings and knowledge to the practical situation and this will be the focus of examination questions.

Key concepts in this section will include:

#### Physiological

- Why we warm up and what actually happens to our body so we can make our warm ups more effective
- Energy sources - what are they, when do we use them how can we utilise this information in sport?
- Acclimatisation - how should we prepare for competition in different environments?

#### Psychological

- What is motivation and how do we use it in sport?
- Strategies for dealing with stress in sport

- External influences - how they affect sports performance and how we can learn to cope with them

#### Technical

- Selecting the most efficient and effective Kit & equipment
- How performers use ergonomic aids to maximise performance
- Use of holding camps & pre game ritual

#### Fatigue & Recovery

- Fatigue - what it is what causes it and how do we try to prevent it
- Recovery - what is it and how can we aid recovery in our sport The second section of the unit titled *Long-term preparation* covers physiological, psychological and technical preparation and adaptation. This section links to the Development plan - task 1 in Unit 4.

#### Key concepts to cover include

##### Physiological

- Identifying the long term adaptations to the key body systems and linking them to training methods

##### Psychological

- Understanding why and how elite athletes use goal setting in their long term planning
- How mental training can improve both or motivation and performance
- Skill development and tactics

#### Technical

- How biomechanics help performers improve performance

*Managing Elite Performance* covers centers of excellence and technical support for elite athletes. This section links to the international study in Unit 4 and centers may want to consider teaching this section as part of the preparation for candidates completing task 2 of unit 4. Candidates will need to research one other culture for task 4 - centers could choose to use Australia or USA for this.

#### Key concepts to cover include

##### Centres of excellence

History and development of elite support:

- Overview of different systems (East German, Australian, USA, UK)

Support roles and finance, Lottery funding/academies/training camps, training for an Olympic Games:

- Needs of elite athletes, benefits of academy model

##### Technical support

- The role of technology in training analysis, enhancement and evaluation for sporting performance
- The concept of sports science and support
- The role of national agencies, both sporting and political, in athlete preparation

#### Unit 4 - The developing Performer

In this unit candidates are assessed on four tasks:

1. Development plan
2. International study

3. Progressive Participation
4. Life plan

These tasks require you to develop your practical experience in sport; you will need to research, plan and carry out a development plan, you will need to conduct independent research in of the structure and provision of your sport in a world culture. There are some links here to the skills that candidates will have developed putting together their Personal Exercise Plan in the GCSE course.

Candidates will have the chance to further develop their performance in one of the practical roles (performer, leader and official). They will complete an international study of their chosen role and sport - looking at their sport in another contemporary culture. The final element of the unit is to write a 'Life Plan' which requires independent research into your opportunities for continued participation

### Key skills required in Unit 4

**Development Plan** Candidates need to plan, research, perform, record, review and evaluate a development plan, for **one** of the roles taken for unit 2.1 Personal Performance. The development plan will be a unique reflection of their strengths and areas for improvement in order to further progress performance. This task is further divided into three components:

- Component one – planning and researching (worth 20 marks)
- Component two – performing and recording (worth 20 marks)
- Component three – review and evaluation (worth 5 marks)

It is worth noting that the development plan is worth 50% of Unit 4.

**Task 4.2 International Study** This task requires candidates to undertake independent research and establish, by expanding on *Task 2.2: Local Study* and *Task 2.3: National Study*, a knowledge and understanding of the opportunities and provisions for mass participation and elite development in another nation. This task is marked out of 15.

**Task 4.3 Progressive Participation** provides further routes for candidates to undertake continued participation in **one** chosen role and through progressive practices and competition refine this performance. This task is marked out of 20.

**Task 4.4 Life Plan** requires candidates to write a 'Life Plan', the development of which requires independent research into your own opportunities for participation. They will need to consider different 'age stages', and how you will seek both continued and alternative sporting participation in a variety of roles. This task is marked out of ten.

### Progression from AS to A2

Task 4.1 Development Plan builds on AS task 2.4 Performance Analysis

Task 4.2 International Study builds on AS tasks 2.2 Local Study and 2.3 National Study

Task 4.3 Progressive Participation links to AS task 2.1 Personal Performance

Task 4.4 Life Plan builds on all 4 task completed in AS Unit 2

#### 4. Approaches

Suggested scheme of delivery

Based on 1 hour lessons

Specification material should be integrated throughout the suggested teaching pathway

##### Unit 1 - Part A Healthy and Active lifestyles

Lesson	Topic
1	Introduction - concepts of recreation and active lifestyle
2	Health, fitness and exercise
3	Nutrition and weight management
4	Current trends in health
5	Balanced Lifestyles
6	Effects of ageing
7	Short term effects and long term adaptations
8	The key body systems in sport - an overview
9	Short term effects of exercise on the skeletal system
10	Long term adaptation of the skeletal system
11	Short term effects of exercise on the muscular system
12	Long term adaptation of the muscular system
13	Short term effects of exercise on the cardiovascular system
14	Long term adaptation of the cardiovascular system
15	Short term effects of exercise on the respiratory system
16	Long term adaptation of the respiratory system
17	Components of physical fitness
18	Components of skill fitness
19	Methods of training
20	Methods of training
21	Principles of training
22	Appropriateness of programmes to differing clients
23	Fitness assessment - the process
24	Fitness assessment - the issues
25	Fitness test Protocols
26	Fitness Test protocols
27	Designing Fitness programmes
28	Overview - What do we mean by healthy and active lifestyles
29	Summary - Unit Overview - Question and answer
30	Paper and question practice/ revision

This is a suggested outline only and adjustment will be necessary to suit the need of individual centres.

##### Unit 1 - Part B Opportunities and pathways

Lesson	Topic
1	Introduction - concepts of recreation and sport
2	The development of competitive sport - an overview
3	Origins of sport
4	Festivals of sport
5	The emergence of rational sport
6	The impact of the industrial revolution on the development of

	sport
7	Development of professional and international sport
8	20 <sup>th</sup> Century sport - the rise of spectatorism
9	21 <sup>st</sup> Century of sport - globalisation
10	Olympic Games - Overview
11	Olympic Games - Issues
12	Commercialisation and Americanisation of sport
13	Deviance in sport
14	The key issue of drugs in sport
15	Performance pathways and the participation pyramid
16	The organisation of sport and recreation in the UK
17	Traditional pathways
18	Current pathways
19	Talent ID and development
20	Mass participation and sport for all
21	Constraints on participation
22	Target Group case studies
23	Reformative policies in sport for all
24	Work of specialist agencies
25	Impact of the 2012 Olympic Games
26	Technical and cultural trends
27	Long Term Athlete development
28	Overview - What are the opportunities and pathways pen to people in the UK
29	Summary - Unit Overview - Question and answer
30	Paper and question practice/ revision

This is a suggested outline only and adjustment will be necessary to suit the need o individual centres

### Unit 3

#### Section 1 Short Term Preparation

Lesson	Topic
1	Sports Science - an introduction to the disciplines
2	Short term physiological preparation
3	Warming up
4	Energy production for sport
5	Dietary manipulation
6	Short term acclimatisation
7	Short term psychological preparation
8	Motivation
9	Anxiety
10	Stress control
11	Short term strategies to cope with stress
12	Aggression and assertion
13	Mental rehearsal
14	Relaxation techniques
15	External influences
16	Social facilitation
17	Evaluation apprehension
18	Strategies to cope with external influences

19	Short term mechanical preparation
20	Ergonomic aids
21	Drugs v supplements
22	Use of holding camps
23	Pre Game rituals - case studies
24	Fatigue the concept
25	Fatigue - effect on the body systems
26	Recovery - the concept
27	Recovery - the strategies
28	Overview - What do we mean by healthy and active lifestyles
29	Summary - Unit Overview - Question and answer
30	Paper and question practice/ revision

This is a suggested outline only and adjustment will be necessary to suit the need of individual centres

### Unit 3

#### Section 2 Long Term Preparation & Managing Elite Performance

Lesson	Topic
1	Managing elite performance
2	History and development of elite support
3	The academy model of elite sports preparation
4	Elite Sport case study - East Germany
5	Elite Sport case study - Australia
6	Elite Sport case study - USA
7	Case study - International study
8	Case study - International study
9	Comparative review - what can the UK learn
10	Use of technology in developing elite performance
11	The role of national agencies in athlete preparation
12	Long term physiological preparation
13	Aerobic adaptations to training
14	Anaerobic adaptations to training
15	Adaptations linked to training methods
16	Long term psychological preparation
17	Goal setting
18	Attribution theory
19	Achievement motivation
20	Skill development and tactics
21	Use of ritual
22	Skill training
23	Group cohesion
24	Long term technical development
25	Refining technique
26	Use of feedback in refining performance
27	Use of ergonomic aids in long term preparation
28	Overview - What do we mean by healthy and active lifestyles
29	Summary - Unit Overview - Question and answer
30	Paper and question practice/ revision

This is a suggested outline only and adjustment will be necessary to suit the need of individual centres

### 5. Delivering the practical components

It is more difficult to prescribe a scheme of delivery for the practical elements, as this is very dependent on the availability of facilities, staffing and the amount of sport candidate undertake out of school/college. The philosophy of the course is that candidates take more responsibility in term of recording and collecting evidence for their coursework and performance. We would certainly encourage candidates to be involved in some regular 'club' based sport (this could be school/college based).

The key to delivering the practical components is to recognise the weighting of the tasks and matching this to the time and resources allocated, for example in the A2 Unit 4 - task 4/.1 the development plan is worth 50% of the unit and should be allocated an appropriate amount of time. It is worth considering using the practical sessions in a more 'workshop' approach - giving candidates support and time to complete the coursework tasks. This could be managed certainly at AS level in lines with controlled assessment approach from GCSE - give students several session to gather information and then set an 'assessment window' for them to write up /complete the task.

### Models of delivery for the A2 course

Topics can and should be integrated across the whole unit this is suggested in the exemplar schemes included. There are also possible links with other units - especially between the theory and practical units at each level. Use of a range of resources should be encouraged to supplement the theory input that has been delivered by partial sessions. This could include the completion of video worksheet, Internet research projects, practical investigations and write -ups.

There are a number of ways this unit can be delivered, as we have already discussed above there are also many links with the coursework tasks in unit 4.

Centres could take a traditional pathway where the topics are taught in separate disciplines. We have identified in the table the task that is most appropriate to the topics covered in each area.

Unit 3 Topics	Physiology Short & Long Term prep	Psychology Short & Long Term prep	Global Elite sport support	Practical Mechanical prep
Unit 4 tasks	Development Plan	Life plan	International support	Progressive Participation

A more streamlined approach would involve 3 delivery strands, the final strand global elite Sport would offer support for the international study and due to this being a relatively small area of study would also give time to assist with other unit 4 coursework tasks

Unit 3 Topics	Short Term Preparation	Long Term planning	Global Elite sport support
Unit 4 tasks		Development Plan	International support Life plan

The final model is the most streamlined and we have also included exemplar scheme of work for this model

Section 1 Short Term Preparation	Section 2 Long Term Preparation & Managing Elite Performance
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## 6. Skills/techniques

### Assessment of Unit 1

Unit 1 is assessed through an external exam set and marked by the Edexcel Assessment will be through 1 hour and 30 minute exam paper. Format will be an open style Question and Answer booklet.

All questions are compulsory.

Paper consists of short answer and extended writing type questions.

#### Question targets

The exam will consist of structured questions, covering all topic areas. Questions towards the end of the exam questions will be of higher marks and require students to discuss and analyse the key issues. Quality of written communication will be assessed in the longer mark questions

The questions that relate to the first section of the unit active and healthy lifestyles will require students to show basic of the anatomical and physiological features of exercise, health and training. Questions will relate to the performance environment and will require knowledge of the links between structure and function with personal performance.

The questions that relate to the section on opportunities and pathways will require that students can discuss and expand upon the social factors that influence both performance and participation and credit will be given for the use of specific examples to back up this analysis. Students should also be able to offer possible solutions and reformative actions that authorities and organisations could take as an attempt to overcome some of the under representation by various population groups.

### Assessment of Unit 3

The assessment of this unit is through a 2-hour examination paper, which is set and marked by Edexcel.

The paper will be a question and answer booklet and all questions in the paper are compulsory. The paper will consist of short answer and extended writing type questions.

The total marks for the paper is 90.

The first examination will be in 2010 and will be available in the summer of each examination series

### Examination skills for Unit 3

The exam will consist of structured questions, covering all topic areas. Questions towards the end of the exam questions will be of higher marks and require students to discuss and analyse the key issues. Quality of written communication will be assessed in the longer mark questions. Questions at the end of the paper will review all areas of study and students will be expected to discuss and comment on key issues relevant to a contemporary study of sport and recreation. Students will also be asked to bring a range of examples of global games and cultures they have studied.

## 7. Research and Presentation skills

Most of the coursework task in units 2 and 4 will require candidates to develop and undertake independent research. The exam board also allow candidates to offer their coursework task in a range of mediums, in order to best match their own presentation strengths and also link into other subject they are now specialising in at A level. For example those studying media courses could present their work through videos or podcasts, IT students could present information through web pages they have designed.

In order to successfully complete your coursework it will be expected that candidates will demonstrate the ability to read, investigate and present information. This means using established secondary sources as the principal research method and then piecing together the information found. But candidates are also encouraged to undertake primary research - many of the tasks are 'local' and it may be hard to find secondary resources on local sport activity.

Has mentioned above a variety of presentation mediums open to candidates allowing candidates to follow you're their strengths and weaknesses.

These include:

- Traditional essay style narrative
- (MS) PowerPoint presentations
- Lecture style delivery with video coverage
- 'Podcasts' with question and answer sessions
- Video footage of performances

## 8. Useful Resources

Pearson Text books and teachers packs

Edexcel AS PE Student Book - Hill, Maskery & Roberts Pearson ISBN 9780435500504

Edexcel A2 PE Student Book - Hill, Maskery & Roberts Pearson ISBN 9780435500603

Edexcel A2 PE Teaching Resource Pack - Pearson ISBN  
9780435500535

Edexcel A2 PE Teaching Resource Pack - Pearson ISBN  
9780435500634

Hodder Education student guide series

**Edexcel AS Physical Education Student Unit Guide: Unit 1 Participation in Sport and Recreation**

Mike Hill and Gavin Roberts ISBN: 9780340966761

**Edexcel AS Physical Education Student Unit Guide: Unit 2 The Critical Sports Performer**

Mike Hill and Gavin Roberts ISBN: 9780340966778

**Edexcel A2 Physical Education Student Unit Guide: Unit 3 Preparation for Optimum Sports Performance**

Mike Hill and Gavin Roberts ISBN: 9780340966785

**Edexcel A2 Physical Education Student Unit Guide: Unit 4 The Developing Sports**

**Performer**

Mike Hill and Gavin Roberts

ISBN: 9780340966792

**Publications**

Sports IQ magazine - <http://www.sport-iq.com/>

PE Review magazine- <http://www.philipallan.co.uk/>

**Websites**

<http://www.pe4u.co.uk>

<http://www.topendsports.com/>

<http://www.brianmac.co.uk/>

<http://www.teachpe.com/>