



# Co-delivery of GCSE PE and BTEC Sport

**GCSE (9-1) Physical Education**

**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education (1PE0)**

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# GCSE PE 2016: Co-delivery of BTEC and GCSE PE

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## Co-delivery of BTEC and GCSE PE

The basis of this update is to support those of you who currently teach the QCF BTEC Certificate in Sport (90 GLH) to your students and had hoped to continue to offer this qualification in September 2012 to a new cohort, aiming to complete the programme in 2014, but due to recent changes to funding; GLH and categorisation of qualifications that contribute to headline measures find that a change is needed to your curriculum offer.

Guidance is given earlier in the update about possible ways to extend your offer, moving from the QCF BTEC Certificate in Sport (90 GLH) to the QCF BTEC Extended Certificate (180 GLH), the clear advantage here, apart from increasing the size of your curriculum offer is that this will allow students to continue on an appropriate pathway and the centre will already have the expertise required to deliver a familiar programme. Doubling GLH clearly has implications for staffing and other resources, thus although an attractive offer it might not be a feasible one.

So, what other option is there? One possible alternate solution is to co-teach the new BTEC First (NCF) Certificate in Sport for first teaching from September 2012 with GCSE PE. Clearly it would be more straight-forward to deliver these qualifications to discrete groups, but there are significant advantages to co-teaching. With a well-structured programme student success should be enhanced.

### Advantages

- Greater flexibility to match student needs, (including fall-back position to level 1 if necessary)
- Greater utilisation of resources (no need for small option groups)
- The BTEC First (NCF) Award in Sport retains many of the characteristics of the existing BTEC Level 2 First in Sport (QCF) to allow transfer of resources
- The required increase in GLH and therefore staffing is smaller than that required for the Extended Certificate

#### BTEC Units:

Edexcel BTEC Level 1/Level 2 First Award in Sport	
Unit	Core units
1	Fitness for Sport and Exercise
2	Practical Sports Performance
Optional specialist units	
3	The Mind and Sports Performance
4	The Sports Performer in Action
5	Training for Personal Fitness
6	Leading Sports Activities

#### GCSE PE Content:

##### Section 1.1: Healthy, active lifestyles

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

Topic 1.1.2: Influences on your healthy, active lifestyle

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

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

Topic 1.1.5: Your personal health and wellbeing

##### Section 1.2: Your healthy, active body

Topic 1.2.1: Physical activity and your healthy mind and body

Topic 1.2.2: A healthy, active lifestyle and your cardiovascular system

Topic 1.2.3: A healthy, active lifestyle and your respiratory system

Topic 1.2.4: A healthy, active lifestyle and your muscular system

Topic 1.2.5: A healthy, active lifestyle and your skeletal system

##### 2: Performance in Physical Education

##### Section 2.1: Practical performance

##### Section 2.2: Analysis of performance

### Delivery

With the exception of the BTEC Unit 3, there is considerable overlap between all of these units and GCSE PE, thus there are many possible variations in combination of unit delivery. One possible model is outlined below; this model is not intended to be prescriptive, merely thought-provoking to support development in your own centre. For example, unit 1 is mandatory, but externally assessed, it underpins knowledge required in other units, suggesting it should be delivered first, however, it is externally assessed, this might mean it would be better for your candidates to sit the assessment in the second year of the programme once they have opportunity to consolidate their knowledge. This could be a good unit to co-teach/revise in Year 2.

### Year One

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All learners follow the BTEC programme, i.e. all complete unit assignments so that at the end of year 1 all learners have achieved at least a Pass level in the two units undertaken. In year 2, based on performance in Year 1 learners, with support from the centre, will decide whether it would be appropriate to complete the BTEC or GCSE qualification. With appropriate choice of units much of the GCSE theory could be covered in year 1, assignments would provide good revision notes and material not covered can be learnt during year 2.

### Year Two

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Depending on timetabling it should still be possible for learners to be co-taught in one session a week, allowing one session for 'specialist input' where learners are split to ensure all learners receive adequate opportunity to develop the skills and understanding and coursework required for their courses.

### Year 1 outline

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#### BTEC Units 1 and 5

Unit 1: Fitness for Sport and Exercise	GCSE PE content covered by unit 1
<p>Learning Aim A: Know about the components of fitness and the principles of training</p> <ul style="list-style-type: none"><li>• Topic A1 Components of physical fitness</li><li>• Topic A2 Components of skill-related fitness</li><li>• Topic A3 Why fitness components are important for successful participation</li><li>• Topic A4 Exercise intensity and how it can be determined</li><li>• Topic A.5 The basic principles of training (FITT)</li></ul>	<ul style="list-style-type: none"><li>• Topic 1.1.3 exercise and fitness as part of your healthy, active lifestyle:<ul style="list-style-type: none"><li>○ Know about the components of health-related exercise</li><li>○ Know about the components of skill-related fitness</li></ul></li><li>• Topic 1.1.4 Physical activity as part of your healthy, active lifestyle:<ul style="list-style-type: none"><li>○ Describe, explain and apply the principles of training</li><li>○ Explain FITT</li><li>○ Resting heart rate, working heart rate and recovery rates</li><li>○ Target zones and training thresholds</li></ul></li></ul>

<ul style="list-style-type: none"> <li>• Topic A.6 Additional principles of training</li> </ul>	
<p>Learning Aim B: Explore different fitness training methods</p> <ul style="list-style-type: none"> <li>• Topic B.1 Requirements for each of the following fitness training methods</li> <li>• Topic B.2 Additional requirements for each of the fitness training methods</li> <li>• Topic B.3 Fitness training methods</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 1.1.4 Physical activity as part of your healthy, active lifestyle:             <ul style="list-style-type: none"> <li>○ Link methods of training to specific activities</li> <li>○ Describe the methods of training</li> </ul> </li> </ul>
<p>Learning Aim C: Investigate fitness testing to determine fitness levels</p> <ul style="list-style-type: none"> <li>• Topic C.1 Fitness test methods for components of fitness</li> <li>• Topic C.2 Importance of fitness testing</li> <li>• Topic C.3 Requirements for administration of each fitness test</li> <li>• Topic C.4 Interpretation of fitness test results</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 1.1.4 Physical activity as part of your healthy, active lifestyle:             <ul style="list-style-type: none"> <li>○ Assess fitness levels for use in an exercise programme</li> </ul> </li> </ul>

<b>BTEC - Unit 5: Training for Personal Fitness</b>	<b>GCSE PE content covered by unit 5</b>
<p>Learning Aim A: Designing a personal fitness training programme</p> <ul style="list-style-type: none"> <li>• Topic A.1 Personal information to aid training programme design</li> <li>• Topic A.2 The basic principles of training (FITT)</li> <li>• Topic A.3 Further principles of training and how they are applied</li> <li>• Topic A.4 Programme design</li> </ul>	<p>2.2.5: Plan a Personal Exercise Programme (PEP).</p> <ul style="list-style-type: none"> <li>• Topic 1.1.4 Physical activity as part of your healthy, active lifestyle:             <ul style="list-style-type: none"> <li>○ Assess personal readiness</li> <li>○ Describe, explain and apply the principles of training</li> <li>○ Explain FITT</li> <li>○ Plan and present examples from 'typical' exercise sessions</li> <li>○ Understand the exercise session</li> </ul> </li> </ul>
<p>Learning Aim B: Know about exercise adherence factors and strategies for continued training success</p> <ul style="list-style-type: none"> <li>• Topic B.1 Factors</li> <li>• Topic B.2 Strategies</li> </ul>	<p>Section 1.1.2 - key influences</p> <p>Section 1.1.4 - goal setting and SMART targets</p>
<p>Learning Aim C: Implement a self-designed personal fitness training programme</p> <ul style="list-style-type: none"> <li>• Topic C.1 Safely implement a personal fitness training</li> </ul>	<p>2.2.5: Plan a Personal Exercise Programme (PEP).</p> <ul style="list-style-type: none"> <li>• Topic 1.2.1 Physical activity and your healthy mind and body</li> </ul>

## Co-delivery of BTEC and GCSE PE

<p>programme:</p> <ul style="list-style-type: none"> <li>• Topic C.2 Training diary for each session recording:</li> <li>• Topic C.3 Measures for success:</li> </ul>	<ul style="list-style-type: none"> <li>○ Identification of risk and risk reduction</li> <li>• Topic 1.1.4 Physical activity as part of your healthy, active lifestyle: <ul style="list-style-type: none"> <li>○ Explain the use of the principles of training</li> </ul> </li> </ul>
<p>Learning Aim D: Review a personal fitness training programme</p> <ul style="list-style-type: none"> <li>• Topic D.1 Review programme:</li> </ul>	<p>2.2.5: Plan a Personal Exercise Programme (PEP).</p> <ul style="list-style-type: none"> <li>• Plan a Personal Exercise Programme (PEP): planning, performing, monitoring and evaluating their fitness and training.</li> </ul>

<p><b>Note overlap between unit 1 &amp; 5:</b></p> <ul style="list-style-type: none"> <li>• The basic principles of training (FITT)</li> <li>• Further principles of training and how they are applied</li> </ul>	<p><i>NB for GCSE there will need to be the controlled assessment for production of the coursework, the production of the relevant tasks should therefore be completed under controlled conditions all learners</i></p>
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## Year 2 outline

### BTEC Units 2 and 4

Unit 2: Practical Sports Performance	GCSE PE
<p>Learning Aim A: Understand the rules, regulations and scoring systems for selected sports</p> <ul style="list-style-type: none"> <li>• Topic A.1 Rules (or laws):</li> <li>• Topic A.2 Regulations:</li> <li>• Topic A.3 Scoring systems:</li> <li>• Topic A.4 Application of the rules/laws of sports in different situations:</li> <li>• Topic A.5 Sports:</li> <li>• Topic A.6 Roles of officials:</li> <li>• Topic A.7 Responsibilities of officials:</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 1.1.2 Agencies involved in the provision of opportunities for becoming or remaining involved in physical activity</li> <li>• Practical performance: Topic 2.1.1 <ul style="list-style-type: none"> <li>○ Know about the rules/regulations of selected physical activities and how these relate to, and affect, participation</li> </ul> </li> <li>• Analysis of performance: Topic 2.2.1 Rules, regulations and terminology</li> </ul>
<p>Learning Aim B: Practically demonstrate skills, techniques and tactics in selected sports</p> <ul style="list-style-type: none"> <li>• Topic B.1 Technical demands:</li> <li>• Topic B.2 Tactical demands:</li> <li>• Topic B.3 Safe and appropriate participation:</li> <li>• Topic B.4 Relevant skills and techniques:</li> <li>• Topic B.5 Relevant tactics:</li> <li>• Topic B.6 Effective use of skills and techniques, and the correct application of each component:</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of performance: Topic 2.2.4 Plan strategies, tactics and practices</li> <li>• Practical performance: Topic 2.1.1 <ul style="list-style-type: none"> <li>○ Demonstrate effective and suitable skills in isolation and/or competitive situations</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Topic B.7 Effective use of skills, techniques and tactics:</li> <li>• Topic B.8 Isolated practices:</li> <li>• Topic B.9 Conditioned practices:</li> <li>• Topic B.10 Competitive situations:</li> </ul>	
<p>Learning aim C: Be able to review sports performance</p> <ul style="list-style-type: none"> <li>• Topic C.1 Observation checklist:</li> <li>• Topic C.2 Review performance:</li> </ul>	<p>Analysis of performance:</p> <ul style="list-style-type: none"> <li>• Topic 2.2.2 Observe and analyse performance</li> <li>• Topic 2.2.3 Evaluate performance</li> </ul>

Unit 4: The Sports Performer in Action	GCSE PE Section 1.2.2: 1.2.5
<p>Learning Aim A Know about the short-term responses and long-term adaptations of the body system to exercise</p> <ul style="list-style-type: none"> <li>• Topic A1 Short-term effects of exercise on the musculoskeletal system</li> <li>• Topic A2 Short-term effects of exercise on the cardiorespiratory system</li> <li>• Topic A3 Long-term adaptations of the musculoskeletal system</li> <li>• Topic A4 Long-term adaptations of the cardiorespiratory system</li> </ul>	<p>Section 1.2</p> <ul style="list-style-type: none"> <li>• Topic 1.2.4 A healthy, active lifestyle and your muscular system</li> <li>• Topic 1.2.5 A healthy, active lifestyle and your skeletal system</li> <li>• Topic 1.2.2 A healthy, active lifestyle and your cardiovascular system</li> <li>• Topic 1.2.3 A healthy, active lifestyle and your respiratory system</li> </ul>
<p>Learning Aim B - energy systems goes beyond that needed for GCSE in terms of scope, therefore could be delivered in Year 2, co-teaching first learning aim, but not second.</p>	<p><b>Example</b> of content not previously covered through BTEC units that could be delivered in this time:</p> <p>Topic 1.1.1 Healthy, active lifestyles and how they could benefit you</p> <p>Topic 1.1.2 Sports participation pyramid and initiatives in sport</p> <p>Topic 1.1.5 &amp; Topic 1.2.1</p>

## Points to consider

Assignments need to be written to meet the needs of both qualifications without placing increased assessment burden on the learners; this is particularly relevant if unit 5 is delivered, as suggested in Year 1. Both BTEC and GCSE students should design and implement a personal fitness programme, provided the write up of the assignment (using notes from previous sessions and own research) was completed under controlled conditions this would meet the requirements of both programmes. Unit 6 (Leading Sports Activities) would be a good alternative to unit 4 or 5 as provides opportunity to develop practical skills, this unit also overlaps with GCSE PE, mainly developing skills that would support performance in aspects of the practical assessment.

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