

Co-teaching full course and short course PE



GCSE (9-1) Physical Education (Short Course)

**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education
(Short Course) (3PE0)**

Co-teaching: short and full course Physical Education GCSE (9 -1)

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1. Introduction

Despite the changes in the theory content as a result of the development of the 2016 GCSE PE specifications for short course and full course, there is still opportunity for centres to co-teach these qualifications. While it would be more straightforward to teach these qualifications to discrete groups, there are significant advantages to co-teaching. With a well-structured programme, student success should be enhanced.

Advantages:

- greater flexibility to match student needs
- greater utilisation of resources (no need for small option groups).

2. Specification content

2.1 Theoretical content

Topic	Short course	Full course
Applied anatomy and physiology	✓	✓
Movement analysis	✓	✓
Physical training	✗	✓
Health, fitness and well-being	✓	✓
Sport psychology	✗	✓
Socio-cultural influences	✗	✓
Use of data	✓	✓

Overlapping content

The short course specification provides much continuity of content from the Edexcel full course 2016 specification, which is evident both in the theoretical content table above and the non-examined assessment (NEA) content table below, making co-teaching a realistic possibility.

2.2 NEA content

Topic	Short course	Full course
Practical performance	✓	✓
Personal exercise programme (PEP)	✗	✓

3. Assessment

The criteria for the practical assessment will be identical between short and full course, the difference between the two qualifications being that the short-course students are only assessed in two activities, rather than three.

Topic	Short course	Full course
Practical performance	✓	✓
Personal exercise programme (PEP)	✗	✓

The short course examination paper spans content from both of the full course papers, as shown in the table below. However, where a topic is represented it includes **all** of the full course content for that topic. This means that co-teaching is possible as within each topic all students need to cover the same content. The assessment structure will also be very similar, testing the same assessment objectives. Therefore, the skills required by both short- and full-course students will be the same, again reinforcing the opportunities for co-teaching.

Topic	Short course Paper 1	Full course Paper 1	Full course Paper 2
Applied anatomy and physiology	✓	✓	✗
Movement analysis	✓	✓	✗
Physical training	✗	✓	✗
Health, fitness and well-being	✓	✗	✓
Sport psychology	✗	✗	✓
Socio-cultural influences	✗	✗	✓
Use of data	✓	✓	✓

Short course
One examination paper 90 minutes in length 90 marks 60% of qualification

Full course Paper 1
90 minutes in length 90 marks 36% of qualification

Full course Paper 2
75 minutes in length 70 marks 24% of qualification

The structure of the written papers dictates the order of specification coverage if centres wish to co-teach; that is, a co-taught class would have to cover the short course Paper 1 content. Possible models are considered below.

4. Possible models

4.1 Option A

The short course is delivered over two years. Short-course and full-course students are co-taught in two sessions per week:

- practical performance
- theory content on: applied anatomy and physiology, movement analysis, use of data and health, and fitness and well-being.

Full-course students have a third session a week where they are taught the remaining full-course content: PEP and physical training, sports psychology and socio-cultural influences.

4.2 Option B

The short course is delivered in one year. In all GCSE PE classes, short-course Year 10 students study with full-course students. Each theory session throughout the year would focus on short-course content. At the end of the academic year, the short-course students would take their qualification. The following year, the full-course students would complete the remaining content and PEP.

One possible disadvantage with this model would be the academic and physical maturity of the short-course students, as they would be taking the qualification a year early.

4.3 Option C

Similar to option B, but rather than short-course students taking the qualification in Year 10, they could begin the programme at the beginning of Year 11, taking the qualification at the end of Year 11. Aside from the advantage of maturity, this would also offer opportunity for Year 11 students to pick up a new qualification at this stage, if required. In order for this model to be possible, the full-course students in the group would need to begin with Paper 2 content and the PEP in Year 10.

A course planner for option A is shown below.

If options B or C were followed, the example course planner shown below could still be used. For example, if option B were considered, column 2 (the 'co-taught' column) would become the Year 10 content for the group and column 3 would be covered in the second year, once the short-course group had completed their qualification.

If option C were considered, then column 3 would be taught to the full-course group in Year 10, leaving the content in column 2 for when the group combined with short-course candidates in Year 11.

Resources, for example an editable two-year course planner and scheme of work for the short-course, will be available on the *GCSE Physical Education (9–1) 2016* pages: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

5. Editable course planner over two years – GCSE 2016 Short Course Physical Education

Year one (34 x 1-hour sessions)

	Co-taught class	Full course only
Week	Summary of content to be taught	
	<i>Health, fitness and well-being</i>	<i>Sport psychology</i>
1	Physical, emotional and social health – physical	Goal setting – SMART targets
2	Physical, emotional and social health – emotional and social	Classification of skills – theory
3	Lifestyle choices	Classification of skills – practical
4	Impact of lifestyle choices	Forms of practice – theory
5	Sedentary lifestyles and consequences	Forms of practice – theory
6	Balanced diet and the role of nutrients	Types of guidance – theory
7	Dietary manipulation for sport – carb-loading and protein intake	Types of guidance – practical
8	Dietary manipulation for sport – hydration	Mental preparation for performance
9	Optimum weight	Types of feedback – theory
10	Topic summary	Types of feedback – practical
	<i>Applied anatomy and physiology</i>	
11	Functions of the skeletal system	Sports psychology – use of data

5. Editable course planner over two years

12	Classification of bones	Topic summary
	Co-taught class	Full course only
Week	Summary of content to be taught	
	<i>Applied anatomy and physiology</i>	<i>Physical training</i>
13	Structure of the skeletal system 1	An introduction to using a PEP to develop fitness, health, exercise and performance
14	Structure of the skeletal system 2 – practical application	Fitness tests – theory and practice (i)
15	Classification and roles of muscles	Fitness tests – theory and practice (ii)
16	Location and roles of key voluntary muscles – lower body	Fitness tests – theory and practice (iii)
17	Location and roles of key voluntary muscles – upper body	PARQs; warm-ups and cool downs - theory
18	Antagonistic muscles	PARQs; warm-ups and cool downs – practical
19	Fast and slow twitch muscle fibres	Components of fitness – theory
20	Fast and slow twitch muscle fibres – practical application	Components of fitness – practical
21	Topic summary	Components of fitness – applied
22	Structure and function of the cardiovascular system – function	PEP – aims
23	Structure and function of the cardiovascular system – structure	PEP – aims linked to fitness tests and components of fitness
24	Arteries, capillaries and veins	Principles of training
25	Vascular shunting	Application of principles of training to a PEP

5. Editable course planner over two years

Co-taught class		Full course only
Week	Summary of content to be taught	
	<i>Applied anatomy and physiology</i>	<i>Physical training</i>
26	Components of blood and their significance for physical activity	Methods of training – practical
27	Respiratory system – composition of air; lung volumes	Methods of training – practical
28	Location and roles of principal components of respiratory system	Methods of training – practical
29	Structure and function of alveoli	Methods of training – practical
30	Topic summary	Methods of training – practical
31	Theory into practice – musculo-skeletal system	Methods of training – practical
32	Theory into practice – cardio-respiratory system	Application of methods of training to a PEP
33	Mock exam (relevant questions from Full Course SAMs 1 and SAMs 2)	PEP analysis
34	Exam review	PEP evaluation

Year two (30 x 1-hour sessions)

Co-taught class		Full course only
Week	Summary of content to be taught	
	<i>Applied anatomy and physiology</i>	<i>Physical training</i>
1	Recap quiz of Year 1 content	Recap quiz of Year 1 content
2	Aerobic and anaerobic exercise	Identification and treatment of injury
3	Short-term effects of exercise	Identification and treatment of injury
4	Short-term effects of exercise – practical	Injury prevention in physical activity
5	Using a PEP to develop personal health	Performance-enhancing drugs (i)
6	Long-term effects of training on the musculo-skeletal system	Performance-enhancing drugs (ii)
7	Long-term effects of training on the musculo-skeletal system	Performance-enhancing drugs (iii)
8	Long-term effects of training on the cardio-respiratory system	Topic summary
		<i>Socio-cultural influences</i>
9	Long-term effects of training on the cardio-respiratory system	Factors affecting participation in physical activity (i)
10	Topic summary	Factors affecting participation in physical activity (ii)
	<i>Movement analysis</i>	
11	Lever system – first, second and third class levers	Participation rate trends – collecting data

5. Editable course planner over two years

Week	Summary of content to be taught	
12	Practical session – using levers in sport	Participation rate trends – using data
13	Mechanical advantage in sport and physical activity	Commercialisation and the media (i)
14	Mechanical advantage in sport and physical activity	Commercialisation and the media (ii)
15	Movement possibilities at joints; utilisation of movement in physical activity	Advantages and disadvantages of commercialisation (i)
16	Practical session – circuit; stations to include different joint actions	Advantages and disadvantages of commercialisation (ii)
17	Joint classification and impact on movement axes	Sporting behaviours
18	Practical session – gymnastics or trampolining, to include rotational movements	Deviance in sport (i)
19	Planes and axes – generalised movement patterns	Deviance in sport (ii)
20	Topic summary	Topic summary
21	Looking at data	Looking at data
22	Review specification theory content	Review specification theory content
23	Mock exam (applicable questions from full course, SAMs and past papers)	Mock exam (applicable questions from Full Course, SAMs and past papers)
24	Revision and exam technique (i) – knowledge/content	Revision and exam technique (i) – knowledge/content

5. Editable course planner over two years

Week	Summary of content to be taught	
25	Revision and exam technique (ii) – applying knowledge, could be via practical session	Revision and exam technique (ii) – applying knowledge, could be via practical session
26	Revision and exam technique (iii) – writing extended responses	Revision and exam technique (iii) – writing extended responses
27	Mock exam (Short Course SAMs and past papers)	Mock exam (SAMs and past papers)
28	Revision and exam technique (i) – knowledge/content	Revision and exam technique (i) – knowledge/content
29	Revision and exam technique (ii) – applying knowledge, could be via practical session	Revision and exam technique (ii) – applying knowledge, could be via practical session
30	Revision and exam technique (iii) – writing extended responses	Revision and exam technique (iii) – writing extended responses

