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# GCSE Physical Education (Short Course) 2016: Content Mapping Edexcel

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# Introduction

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## **Comparing the 2012 Edexcel GCSE Physical Education (Short Course) specification with the new 2016 Edexcel Physical Education (Short Course) specification**

This document is designed to help you compare the existing 2012 Edexcel GCSE Physical Education (Short Course) specification (5PE03) with the new 2016 Edexcel GCSE Physical Education (Short Course) specification (3PE0).

The document gives an overview, at the topic level, of where the material covered in the existing Edexcel GCSE Physical Education specification can be found in the new 2016 Edexcel GCSE Physical Education specification.

The following tables then give a more detailed breakdown of the new 2016 Edexcel GCSE Physical Education (Short Course) specification and highlight areas of difference. These will help you to identify teaching materials that you currently use that can be utilised in the 2016 Edexcel (Short Course) specification and the topics where new materials will also need to be developed.

The 2016 Edexcel GCSE Physical Education (Short Course) specification is split into two components.

Component 1: Theory, 60% of the qualification (3PE0/01)

- Topic 1 Applied anatomy and physiology
- Topic 2 Movement analysis
- Topic 3 Health, fitness and well-being
- Topic 4 Use of data

Assessment: Written examination, 1 hour and 30 minutes, 80 marks.

Component 2: Practical performance, 40% of the qualification (3PE0/02)

- Two physical activities from a set list, containing one team and one individual activity
- Skills during individual and team activities
- General performance skills

Non-Examined Assessment (NEA): internally marked and externally moderated, 70 marks (35 marks per activity).

## **Our free support includes**

- A dedicated Physical Education and Sport advisor, Penny Lewis
- Student exemplars with assessment commentaries: on both practical and theoretical components
- Getting started guides: to help you understand the changes
- Course planners
- Scheme of work
- Topic guides: with guidance on delivering theoretical content
- Getting ready to teach: training events

## Overview of content

2012 Edexcel GCSE Physical Education (Short Course) (5PE03)	2016 Edexcel GCSE Physical Education (Short Course) (3PE0)
<b>1.1: Healthy, active lifestyles</b>	
<b>Topic 1.1.1</b> Healthy active lifestyles and how they could benefit you	<b>Component 1:</b> <ul style="list-style-type: none"> <li>Topic 3.1 Physical, emotional and social health, fitness and well-being</li> </ul>
<b>Topic 1.1.2</b> Influences on your healthy, active lifestyle	<b>Not required content in 2016 Short Course</b>
<b>Topic 1.1.3</b> Exercise and fitness as part of a healthy, active lifestyle	<b>Not required content in 2016 Short Course</b>
<b>Topic 1.1.4</b> Physical activity as part of your healthy, active lifestyle	<b>Not required content in 2016 Short Course</b>
<b>Topic 1.1.5</b> Your personal health and wellbeing	<b>Component 1:</b> <ul style="list-style-type: none"> <li>Topic 1.3 Anaerobic and aerobic exercise</li> <li>Topic 3.3 Energy use, diet, nutrition and hydration</li> </ul>

2012 Edexcel GCSE Physical Education (Short Course) (5PE03)	2016 Edexcel GCSE Physical Education (Short Course) (3PE0)
<b>2.1: Practical Performance</b>	
<ul style="list-style-type: none"> <li>Two performances</li> <li>At least one of the performances must be in the role of player/participant.</li> <li>Performances must be taken from a minimum of two different activity groups.</li> </ul>	<ul style="list-style-type: none"> <li>Two performances</li> <li>Both performances must be as a player/performer</li> <li>Performances must be taken from the Ofqual approved list: <ul style="list-style-type: none"> <li>one must be a team activity</li> <li>one must be an individual activity</li> </ul> </li> </ul>
<b>Topic 2.1.2</b> Official	<b>Not present in 2016 Short Course</b>
<b>Topic 2.1.3</b> Leader	<b>Not present in 2016 Short Course</b>

2012 Edexcel GCSE Physical Education (Short Course) (5PE03)	2016 Edexcel GCSE Physical Education (Short Course) (3PE0)
<b>2.2: Analysis of Performance</b>	
<b>Topic 2.2.1</b> Rules, regulations and terminology	<b>As evidenced in practical performance only</b>
<b>Topic 2.2.2</b> Observe and analyse	<b>Not required content in 2016 Short Course</b>
<b>Topic 2.2.3</b> Evaluate performance	<b>Not required content in 2016 Short Course</b>
<b>Topic 2.2.4</b> Plan strategies, tactics and practices	<b>As evidenced in practical performance only</b>
<b>Topic 2.2.5</b> Plan a Personal Exercise Programme (PEP)	<b>Not required content in 2016 Short Course</b>

## In-depth comparison

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### Component 1: Theory

2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
<b>Topic 1 Applied Anatomy and Physiology</b>		
<b>1.1 The structure and functions of the musculo-skeletal system</b>		
1.1.1 The functions of the skeleton applied to performance in physical activities and sports: protection of vital organs, muscle attachment, joints for movement, platelets, red and white blood cell production, storage of calcium and phosphorous		√ All
1.1.2 Classification of bones: long (leverage), short (weight bearing), flat (protection, broad surface for muscle attachment), irregular (protection and muscle attachment) applied to performance in physical activities and sport		√ All

2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
1.1.3 Structure: cranium, clavicle, scapula, five regions of vertebral column (cervical, lumbar, sacrum, coccyx), ribs, sternum, humerus, radius, carpals, metacarpals, phalanges (in the hand), pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges (in the foot) and their classification and use applied to performance in physical activities and sports		√ All
1.1.4 Classification of joints: pivot (neck – atlas and axis), hinge (elbow, knee and ankle), ball and socket (hip and shoulder), condyloid (wrist), and their impact on the range of possible movements		√ All
1.1.5 Movement possibilities at joints dependent on joint classification: flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion, dorsi-flexion and examples of physical activity and sporting skills and techniques that utilise these movements in different sporting contexts		√ All

2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
1.1.6 The role of ligaments and tendons, and their relevance to participation in physical activity and sport		√ All
1.1.7 Classification and characteristics of muscle types: Voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle, forming the heart, and their roles when participating in physical activity		√ All
1.1.8 Location and role of the voluntary muscular system to work with the skeleton to bring about specific movement during physical activity and sport, and the specific function of each muscle (deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexor, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior)		√ All

2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
1.1.9 Antagonistic pairs of muscles (agonist and antagonist) to create opposing movement at joints to allow physical activities (e.g. gastrocnemius and tibialis anterior acting at the ankle – plantar flexion to dorsi flexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and gip flexors and gluteus maximus acting at the hip – all flexion to extension)		√ All
1.1.10 Characteristics of fast twitch and slow twitch muscle fibre types (type I, type IIa and type IIx and how this impacts on their use in physical activities		√ All
1.1.11 How the skeletal and muscular systems work together to allow participation in physical activity and sport		√ All



2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
<b>1.2 The structure and functions of the cardio-respiratory system</b>		
1.2.1 Functions of the cardiovascular system applied to performance in physical activities: transport of oxygen, carbon dioxide and nutrients, clotting of open wounds, regulation of body temperature		√ All
1.2.2 Structure of the cardiovascular system: atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein, and their role in maintaining blood circulation during performance in physical activity and sport		√ All
1.2.3 Structure of arteries, capillaries and veins and how this relates to function and importance during physical activity and sport in terms of blood pressure, oxygenated, deoxygenated blood and changes due to physical exercise		√ All
1.2.4 The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood (vascular shunting) during physical activities compared to when resting	1.1.5 Explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise	

2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
1.2.5 Function and importance of red and white blood cells, platelets and plasma for physical activity and sport		√ All
1.2.6 Composition of inhaled and exhaled air and the impact of physical activity and sport on oxygen consumption and carbon dioxide production		√ All
1.2.7 Vital capacity and tidal volume, and change in tidal volume due to physical activity and sport, and the reasons that make the change in tidal volume necessary		√ All
1.2.8 Location of main components of respiratory system (lungs, bronchi, bronchioles, alveoli, diaphragm) and the role in movement of oxygen and carbon dioxide into and out of the body		√ All
1.2.9 Structure of alveoli to enable gas exchange and the process of gas exchange to meet the demands of varying intensities of exercise (aerobic and anaerobic)		√ All
1.2.10 How the cardiovascular and respiratory systems work together to allow participation in physical activity and sport		√ All

2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
<b>1.3 Anaerobic and aerobic exercise</b>		
1.3.1 Energy: the use of glucose and oxygen to release energy aerobically with the production of carbon dioxide and water, the impact of insufficient oxygen on energy release, the by-product of anaerobic respiration (lactic acid)	1.1.4 Link methods of training to aerobic and anaerobic activity	√ All
1.3.2 Energy sources: fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity	1.1.5 Explain the requirements of a balanced diet	
<b>1.4 The short- and long- term effects of exercise</b>		
1.4.1 Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer		√ All
1.4.2 Short-term effects of physical activity and sport on heart rate, stroke volume and cardiac output, and the importance of this to the player/performer	1.1.4 Understand what is meant by resting heart rate, working heart rate and recovery rates, plot examples on a graph and evaluate results	√ Short-term effects of physical activity and sport on stroke volume and cardiac output, and the importance of this to the layer/performer

2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
1.4.3 Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer		√ All
1.4.4 How the respiratory and cardiovascular systems work together to allow participation in, and recovery from, physical activity and sport: oxygen intake into lungs, transfer to blood and transport to muscles and removal of carbon dioxide		√ All
1.4.5 Long-term effects of aerobic and anaerobic training and exercise and the benefits to the muscular-skeletal and cardio-respiratory systems and performance		√ All
1.4.6 Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise	1.1.4 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	√ Interpretation of graphical representations of stroke volume and cardiac output values at rest and during exercise

2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
<b>Topic 2: Movement Analysis</b>		
<b>2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</b>		
2.1.1 First, second and third class levers and their use in physical activity and sport		√ All
2.1.2 Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body's lever systems and the impact on sporting performance		√ All
<b>2.2 Planes and axes of movement</b>		
2.2.1 Movement patterns using body planes and axes: sagittal, frontal and transverse plane and frontal, sagittal, vertical axes applied to physical activities and sporting actions		√ All
2.2.2 Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults		√ All
2.2.3 Movement in the frontal plane about the sagittal axis when performing cartwheels		√ All
2.2.4 Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining		√ All

2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
<b>Topic 3: Health, Fitness and Well-being</b>		
<b>3.1 Physical, emotional and social health, fitness and well-being</b>		
3.1.1 Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved	1.1.1 Explain what constitutes a healthy, active lifestyle, classify the benefits of a healthy, active lifestyle as social, physical or mental	
3.1.2 Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved	1.1.1 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	
3.1.3 Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved	1.1.1 Explain how participation in physical activity can stimulate: cooperation; competition; physical challenge; aesthetic appreciation; the development of friendships and social mixing	

<b>2016 Edexcel GCSE Physical Education (Short Course) content</b>	<b>2009 Edexcel GCSE Physical Education (Short Course) matching content</b>	<b>What's new for you</b>
3.1.4 Impact of fitness on well-being: positive and negative health effects	1.1.3 Know how health, fitness and exercise relate to a balanced healthy lifestyle	
3.1.5 How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual	2.2.5 Planning a Personal Exercise Programme (PEP)	
3.1.6 Lifestyle choices in relation to: diet, activity level, work/rest/sleep balance, and recreational drugs (alcohol, nicotine)	1.1.5 Understand the link between exercise, diet, work and rest and their influence on personal health and wellbeing	√ Lifestyle choices in relation to: diet, activity level, work/rest/sleep balance and recreational drugs (alcohol, nicotine)
3.1.7 Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)	1.1.5 Understand the link between exercise, diet, work and rest and their influence on personal health and wellbeing	

2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
<b>3.2 The consequences of a sedentary lifestyle</b>		
3.2.1 A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness		√ All
3.2.2 Interpretation and analysis of graphical representation of data associated with trends in physical health issues		√ All
<b>3.3 Energy use, diet, nutrition and hydration</b>		
3.3.1 The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport	1.1.5 Explain the requirements of a balanced diet	
3.3.2 The role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes	1.1.5 Explain the importance, and use, of macronutrients (carbohydrates, fats and protein) for personal health and wellbeing and maintaining a healthy, active lifestyle	√ Carbohydrate loading for endurance athletes, and timing of protein intake for power athletes



2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
3.3.3 The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports	1.1.5 Explain the importance, and use, of micronutrients (minerals and vitamins), water and fibre for personal health and wellbeing and maintaining a healthy, active lifestyle	
3.3.4 The factors affecting optimum weight: sex, height, bone structure and muscle and muscle girth		√ All
3.3.5 The variation in optimum weight according to roles in specific physical activities and sports		√ All
1.3.6 The correct energy balance to maintain a healthy weight	1.1.5 Understand the link between exercise and diet	
1.3.7 Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport		√ All

2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you
<b>Topic 4 Use of Data</b>		
4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport		√ Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport
4.1.2 Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods		√ Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods
4.1.3 Present data (including tables and graphs)	1.1.4 Use graphs to demonstrate and explain the use of target zones and training thresholds	
4.1.4 Interpret data accurately	1.1.4 Understand what is meant by resting heart rate, working heart rate and recovery rates, plot examples on graphs and analyse results	
4.1.5 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport	1.1.4 Understand what is meant by resting heart rate, working heart rate and recovery rates, plot examples on graphs and analyse results	√ Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport

## Component 2: Practical Performance (3PE0/02)

2016 Edexcel GCSE Physical Education (Short Course) content	2009 Edexcel GCSE Physical Education (Short Course) matching content	What's new for you	What you will no longer teach
<p>Students must choose and perform two different physical activities from the DfE activity list:</p> <ul style="list-style-type: none"> <li>● one must be a team activity</li> <li>● one must be an individual</li> </ul> <p>The practical performance consists of 70 marks (35 marks per physical activity)</p> <p>Students will be assessed on their ability to:</p> <ol style="list-style-type: none"> <li>1. Perform skills/techniques in isolation (10 marks)</li> <li>2. Apply the skills/techniques in formal/competitive situations (25 marks)</li> </ol>	<p>Considerable overlap with current Section 2.1 Practical Performance</p>		<p>x Reduced activity list</p> <p>x No leader/official</p>

**Physical activities**

The list below contains the permitted team and individual activities that students must select from for their practical performance. This list has been set by the Department for Education. Any changes or additions to the activities will in the first instance be indicated on our website. The right-hand column lists forbidden combinations and provides further clarity regarding the scope of the activity, where applicable.

**Team activities**

<b>Activity</b>	<b>Forbidden combinations and rules</b>
Association Football	Cannot be five-a-side or futsal.
Badminton	Cannot be assessed with singles/individual activity badminton.
Basketball	Cannot be 'street basketball'.
Camogie	Cannot be assessed with hurling.
Cricket	
Dance	Acceptable dances include: ballet, ballroom, contemporary/modern, hip-hop, jazz, salsa, street, tap.
Gaelic Football	
Handball	
Hockey	Must be field hockey, not ice hockey or roller hockey.
Hurling	Cannot be assessed with camogie.
Lacrosse	
Netball	
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity.
Rugby League	Cannot be assessed with rugby union or rugby sevens – cannot be tag rugby.
Rugby Union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with rugby league, cannot be tag rugby.
Squash	Cannot be assessed with singles/individual activity squash.
Table tennis	Cannot be assessed with singles/individual activity table tennis.
Tennis	Cannot be assessed with singles/individual activity tennis.
Volleyball	
<b>Specialist activity</b>	
Blind cricket	
Goal ball	
Powerchair football	
Table cricket	
Wheelchair basketball	
Wheelchair rugby	

### Individual activities

Activity	Forbidden combinations and rules
Amateur boxing	
Athletics	Can be assessed in one event from the disciplines of either Track or Field. Race walking and cross country are not a permitted Athletics events.
Badminton	Cannot be assessed with doubles.
Canoeing	Cannot be assessed with kayaking, rowing or sculling.
Cycling	Track or road cycling only.
Dance	Can only be used for one activity.
Diving	Platform diving.
Golf	
Gymnastics	Floor routines and apparatus only.
Equestrian	Can be assessed in either show jumping, cross country or dressage.
Kayaking	Cannot be assessed with rowing, canoeing or sculling.
Rock Climbing	
Rowing	Cannot be assessed with kayaking, canoeing or sculling. This can only be used for one activity.
Sculling	Cannot be assessed with rowing, canoeing or kayaking.
Skiing	Outdoor/indoor on snow; cannot be assessed with snowboarding. Must not be on dry slopes.
Snowboarding	Outdoor/indoor on snow; cannot be assessed with skiing. Must not be on dry slopes.
Squash	Cannot be assessed with doubles.
Swimming	Not synchronised swimming.
Table Tennis	Cannot be assessed with doubles.
Tennis	Cannot be assessed with doubles.
Trampolining	
<b>Specialist activity</b>	
Boccia	
Polybat	