Getting Started: short course Physical Education GCSE (9–1)

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1. Introduction

This Getting Started guide gives an overview of the new GCSE short course Physical Education specification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

We will be providing a package of support to help you plan and implement the new specification:

- a course planner and scheme of work that you can adapt to suit your department to help with planning
- topic guides for every topic in the new specification to help you get up to speed with new areas
- a specimen paper so that you can get to grips with both the format of the new paper and the level of demand as quickly as possible
- student exemplar answers with examiner commentary.

These support documents will be available on the GCSE Physical Education (9–1) 2016 pages: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html
2. What’s changed?

2.1 What are the changes to the GCSE short course qualification?

GCSE Physical Education specifications are changing for first assessment 2018; these changes, therefore, apply to two-year courses from 2016 and three-year courses from 2015.

- There will be a new 9–1 grading system, with 9 being the top level (see page 21).
- There will be a fully linear structure, with all exams sat at the end of the course.
- There is greater emphasis on theoretical content with an increased weighting of 60 per cent examined assessment and 40 per cent non-examined assessment (NEA) (Practical performance).
- Leader or official roles are no longer offered as part of the practical performance, player/participant is the only role available.
- Practical assessment will remain in two activities, although there is a change to the activity groupings. Students will be assessed in a team game and in an individual activity from the list prescribed by DfE.
- Analysis of performance is no longer a requirement of the practical assessment.
- GCSE Physical Education continues to be untiered. There will be tiers in only a small number of subjects, such as Maths.

**Changes to GCSE short course Physical Education subject criteria**

The content requirements for GCSE short course physical education specifications have been revised by the Department for Education and Ofqual. All awarding organisations’ specifications for GCSE Physical Education in England must meet these requirements.

GCSE Physical Education (9–1) specifications must include the following:

- applied anatomy and physiology
- movement analysis
- use of data
- health, fitness and well-being
- practical performance.
Changes to Assessment Objectives

The GCSE short course Physical Education Assessment Objectives have been revised and there are now four objectives, which are given in the table below.

<table>
<thead>
<tr>
<th>AO1</th>
<th>25%</th>
<th>● Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO2</td>
<td>20%</td>
<td>● Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</td>
</tr>
<tr>
<td>AO3</td>
<td>15%</td>
<td>● Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport</td>
</tr>
<tr>
<td>AO4</td>
<td>40%</td>
<td>● Demonstrate and apply relevant skills and techniques in physical activity and sport</td>
</tr>
</tbody>
</table>

The new AO4 focuses on the NEA separately.
2.2 Changes to the specification

New Edexcel GCSE short course Physical Education (9–1) specification

From 2016, we are offering an Edexcel GCSE short course Physical Education specification, which draws on the best of our previous Physical Education specifications.

Specification overview

There are two components: Component 1 is assessed via a written paper, Component 2 forms the NEA.

<table>
<thead>
<tr>
<th>Component</th>
<th>Assessment</th>
<th>Content overview</th>
</tr>
</thead>
</table>
| Component 1: Body Systems, Movement and Health | Written examination: 1 hour and 30 minutes 60% of the qualification | ● Topic 1: Applied anatomy and physiology  
● Topic 2: Movement analysis  
● Topic 3: Health, fitness and well-being  
● Topic 4: Use of data |
| Component 2: Practical Performance | NEA: internally marked and externally moderated 40% of the qualification 70 marks (35 marks per activity) | ● Two physical activities from a set list, containing one team and one individual activity.  
● Skills during individual and team activities  
● General performance skills |
Changes to specification content

This specification provides much continuity of content with the 2012 Edexcel specification, in line with feedback from stakeholders. It also offers several new areas of content in line with the revised DfE Physical Education GCSE subject criteria outlined in the section above.

Continuity with 2012 Edexcel Physical Education specification

<table>
<thead>
<tr>
<th>2012 Edexcel specification</th>
<th>2016 Edexcel specification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1.1.1</strong></td>
<td><strong>Component 1:</strong></td>
</tr>
<tr>
<td>Benefits of physical activity</td>
<td>• Topic 3: Health, fitness and well-being</td>
</tr>
<tr>
<td><strong>Section 1.1.3</strong></td>
<td><strong>Component 1:</strong></td>
</tr>
<tr>
<td>Exercise and fitness</td>
<td>• Topic 3: Health, fitness and well-being</td>
</tr>
<tr>
<td><strong>Section 1.1.4</strong></td>
<td><strong>Component 1:</strong></td>
</tr>
</tbody>
</table>
| Resting, working and recovery heart rates, use of graphs | • Topic 1: Applied anatomy and physiology  
• Topic 4: Use of data |
| **Section 1.1.5**          | **Component 1:**           |
| Diet and timing of dietary intake | • Topic 1: Applied anatomy and physiology  
• Topic 3: Health, fitness and well-being |
| **Section 2.1**            | **Component 2:**           |
| Practical performance      | • Practical performance in two physical activities |

Additional content areas:

**Component 1:**
• Topic 1: Body systems
• Topic 2: Movement analysis

Changes to assessment

Three key changes to the subject Assessment Objectives (AO):

- no longer a range of acceptable percentages for each AO
- the practical performance has a designated AO
- reduced emphasis on demonstration of knowledge and understanding (AO1), with a corresponding increase in emphasis on the ability to apply knowledge (AO2), analyse and evaluate (AO3).

The combination of changes to the Assessment Objectives and additional subject content has resulted in the following key changes to assessment:

- increased weighting of theoretical content (60%)
- theoretical content assessed via one written examinations, (total assessment time increased to 1 hour and 30 minutes)
- reduced number of activities to select from for practical assessment
3. Planning

- performance must be in the role of a player/performer, rather than leader or official
- no practical analysis of performance.

Further detail is given in the detailed assessment section below.
3. Planning

3.1 Planning and delivering a linear course

The 2016 specification remains linear. This means that, as with the 2012 GCSE Physical Education course, all examinations must be sat at the end of the course. Consideration, therefore, must be given regarding the order of content delivery and the need to allocate time to revisit content taught in Year One, while still leaving time for revision.

Although a linear course, formal assessment of practical performance may take place at any point during the course, so it may be completed at an appropriate time in relation to delivery. These assessments will be externally moderated towards the end of the course.

3.2 Suggested resources

To support the teaching and learning of the new specifications, we will supply a suggested resources list to capture a range of resources that you may find useful. The list can be viewed in the topic guides and on the Physical Education page of the Edexcel website.

3.3 Delivery models

The benefits of a linear programme include greater flexibility when structuring the course.

Centres may wish to consider the relative demands of the different topic areas before deciding on a route through the specification, leaving more demanding topics for later in the programme as leaner skills develop over time. For example, movement analysis may be taught in the final year of the programme once relevant underpinning knowledge has been gained. Topics need not be taught in the order stated in the specification; centres may see particular synergy between some topics and decide whether to teach these topics together; for example, the movement analysis topic with movement possibilities at joints.

There are a number of possible routes through the course; for example, whether to teach over one, two, or even three years. Centres will need to decide on a delivery model that suits their students, school timetables and staff teaching methods. A sample scheme of work will be available on our website.

Considerations:

- the potential to combine theory and practical
- the demand and order of the theory content
- the demand and timing of NEA.
4. Content guidance

Detailed guidance on individual topics is given in the separate topic booklets. This section gives an overview of each component of the new specification.

4.1 Component 1: Body Systems, Movement and Health

The specification content in Paper 1 is designed to meet the following DfE subject criteria:

- Students should develop knowledge and understanding of the:
  - key body systems and how they impact on health, fitness and performance in physical activity and sport
  - basic principles of movement and their effect on performance in physical activity and sport
  - benefits of participating in physical activity and sport to health, fitness and well-being
  - data analysis in relation to key areas of physical activity and sport.

The key body systems covered in Component 1 are the musculo-skeletal and cardio-respiratory systems detailed in topic 1 (Applied anatomy and physiology). Each system (skeletal, muscular, cardiovascular and respiratory) is considered independently in terms of structure, function and short-term and long-term effects of aerobic and anaerobic exercise on them, before considering how the systems work together during performance in physical activity and sport.

Movement analysis (topic 2) focuses on principles of movement and encompasses lever systems (first, second and third) and planes and axes of movement. This is very much an introduction to movement analysis, giving opportunity for students to gain some knowledge and understanding of the topic as a foundation for future progression.

Health, fitness and well-being (topic 3) addresses the DfE subject criteria relating to the benefits of participating in physical activity and sport. Students will need to learn how lifestyle choices can impact health both positively and negatively; for example, how choosing to engage in physical activity and sport can bring about positive changes to physical, social and emotional health as well as improved fitness and well-being. Energy use, diet, nutrition and hydration are also learned within this topic; for example, what constitutes a balanced diet and why you should eat one, how this will help maintain our health and allow us to participate in physical activity.

Use of data (topic 4) addresses the need for students to develop their knowledge and understanding of data analysis. Application of knowledge and understanding of the use of data within this component will need to be demonstrated, for example through analysis of data associated with physical health issues.
4. Content guidance

4.2 Component 2: Practical Performance

The specification content in Component 2 is designed to meet the following DfE subject criteria:

Students should develop their ability and aptitude in physical activities, demonstrating this through assessment in three different activities (one team, one individual and the third being either team or individual). Demonstrating:

- skills and application of appropriate techniques
- appropriate decision-making skills
- problem-solving skills in spontaneous and/or predetermined ways while under pressure, including team strategies
- awareness of and response to actions of other performers
- use of appropriate physical characteristics/abilities
- appropriate psychological control when performing
- effective communication with other players/performers
- adherence to the rules, health and safety guidelines and risk management strategies.

To meet the DfE requirements, students will be required to perform in two different physical activities in the role of player/performer. The activities must be chosen from the DfE approved activity list. Students should be given the opportunity to make relevant and appropriate links between their learning in Component 1 and their practical performance, so they may use this to benefit their performances in their physical activities.

Students should be encouraged to focus on the three phases (where appropriate) of preparation, execution and recovery for each skill relevant for their chosen activity – demonstrating a level of technical accuracy to reflect an established ‘perfect model’. The skills for each physical activity are found on our website in the document *Pearson Edexcel's Level 1/Level 2 GCSE (9–1) in Physical Education Practical performance assessment criteria guide*.

Students will need to develop an appropriate level of fitness, relevant to their activities and an understanding and application of appropriate and relevant rules/laws of the game/activity that they are performing.

It is suggested that the minimum duration for each student activity (combining preparation and the assessed performances) is approximately 12 hours.

The ideal model would be for this time to be a block, with one activity being followed, leading up to the assessed performance/performances. The duration of assessed performances in each activity should be based on an appropriate time to allow students to demonstrate the requirements of a player/participant in the selected physical activity and sport; for example, the duration of competitive situations will differ for each selected activity.

Formal assessments of activities may take place at any point during the course.
5. Assessment guidance

Sample assessment materials can be found on our website. This section gives an overview of the assessment of each component of the new specification.

5.1 Assessment overview

<table>
<thead>
<tr>
<th>Paper</th>
<th>Specification topics assessed</th>
<th>Assessment Objective</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>● Topic 1: Applied anatomy and physiology&lt;br&gt;● Topic 2: Movement analysis&lt;br&gt;● Topic 3: Health, fitness and well-being&lt;br&gt;● Topic 4: Use of data</td>
<td>AO1/AO2/AO3</td>
<td>80 marks (60%)</td>
</tr>
<tr>
<td>NEA</td>
<td>● Practical performance</td>
<td>AO4</td>
<td>70 marks (40%)</td>
</tr>
</tbody>
</table>
5.2 Component 1 question paper structure

- Multiple-choice questions (MCQ's)
- 1, 2, 3, 4, 5 or 6-mark questions; requiring either recall, demonstration of understanding, application, analysis or evaluation, or a combination of these
- One extended open-response questions to complete the paper

Paper 1
Mark total

7
64
9
Question types

A range of question types has been used across Component 1 assessment. The question types reflect the skills students should demonstrate both in terms of the questions and the way the mark schemes have been constructed. The question types reflect not only the content being assessed but also the skills associated with physical education.

The different question types utilised are as follows:

- multiple-choice – one-mark questions
- short-answer, closed response – usually one- to two-mark questions
- open-response – usually one to four-mark questions
- analysis – usually one to four-mark questions
- extended open-response – nine marks, marked using a levels-based mark scheme.

The assessments comprise short-answer and extended open response questions. Short-answer response questions have been used to assess both discrete knowledge and understanding of the factors that underpin performance and also involvement in physical activity and sport (AO1). They also assess the application of this knowledge to a particular context (AO2). Questions assessing AO1 target lower-order skills. Open-response questions also allow for the development of student responses, requiring students to make connections and show a logical chain of reasoning and, therefore, access higher-order cognitive skills and demands (AO3). Extended open-response questions have been used to assess across the breadth of Assessment Objectives, (AO1–AO3).

5.3 Example questions and mark schemes for Component 1

A variety of physical activity and sport contexts will be given within the papers allowing students the opportunity to demonstrate their ability to apply their knowledge.

Paper 1

Example Question 1

The first question on Paper 1 will consist of seven multiple-choice questions. These questions can be derived from any of the four topics within Component 1; that is, Applied anatomy and physiology; Movement analysis; Health, fitness and well-being or Use of data.

For example, question 1 (a) tests knowledge from topic 1: Applied anatomy and physiology; whereas question 1 (e) tests knowledge from topic 2: Movement analysis.
(a) Which one of the following is the correct classification of bone for the femur?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Short</td>
</tr>
<tr>
<td>B</td>
<td>Flat</td>
</tr>
<tr>
<td>C</td>
<td>Long</td>
</tr>
<tr>
<td>D</td>
<td>Irregular</td>
</tr>
</tbody>
</table>
The remainder of the question paper will comprise different question types, of different mark values, dependent on the knowledge and skill being assessed. Some examples are shown. The final question on the paper will be an extended response, 9 mark question.
Example Question 2

This is an example of a short-answer closed-response; these types of questions require recall of knowledge, with no further expansion of the recalled fact required.

Figure 1 shows a cross-section of the heart.

![Figure 1](image)

Complete the following statements about the labelled structures of the heart in Figure 1.

The structure labelled A in Figure 1 is the 

___________________________

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example question</td>
<td>One mark for correct answer, shown in bold.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The structure labelled A in Figure 1 is the aorta.</td>
<td>(1)</td>
</tr>
</tbody>
</table>
Example Question 3
This is an example of an open question. These types of questions require expansion of a point, the marks available indicating the required level of expansion. In this example, students are asked to give an example to explain how the protective function of the skeleton can aid performance. Due to the requirement of including an example, this question is targeting the student’s ability to apply their knowledge to a context of their choice.

Protection is a function of the skeletal system.
Explain, using one example, how the skeletal system’s protective function aids performance in physical activity and sport.  

Note the instruction to examiners at the bottom of the mark scheme, i.e. the first mark is for recalling that, due to the protective function, injury is less likely. Then two marks for expansion of this point, the example of the injury and how this specific risk reduction aids performance. Note also the statement ‘Accept other appropriate responses’. Most open-response questions will have a number of possible routes; given that the student answers the question correctly, these will be credited.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>One mark for protective function, one mark for an example of how protective function aids performance and one mark for appropriate expansion of explanation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any one from:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Protection reduces the chance of the performer becoming injured (1), for example in rugby the ribs protect the lungs/the vertebral column protects the spinal cord (1) therefore players can engage in physical contact/tackle with reduced chance of spinal injury/paralysis making it possible to play the game (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accept any other appropriate responses showing:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• one mark for protective function:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reduces chance of injury</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• up to two marks for suitable expansion:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- example</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- how this aids performance.</td>
<td>(3)</td>
</tr>
</tbody>
</table>
Example Question 4

This is an example of an analysis question. These types of questions require the student to break something down into its component parts; in this case this is in relation to movement analysis.

**Figure 3** shows an athlete preparing to throw the discus.

![Figure 3](https://via.placeholder.com/150)

Analyse, using one example, how one of the ball and socket joints in the body allows the athlete to throw the discus.

Note the instruction to examiners at the bottom of the mark scheme; that is, one mark for analysis of image to find an example, and then up to two further marks for a suitable expansion in relation to the question context.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>One mark for example, one mark for how ball and socket allows athlete to throw a discus and one more mark for appropriate expansion of explanation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The ball and socket joint at the <strong>shoulder</strong> gives a <strong>complete range</strong> of movement (1) which means they move their arm from <strong>extension to flexion</strong>/can get the <strong>required sideways</strong> movement of the arm (1) in order to throw the discus with the correct technique/flight/follow through (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accept any other appropriate responses showing:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• one mark for analysis of image to find an example:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- hip/shoulder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• up to two marks for suitable expansion:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- specific range of movement utilised</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- applied to discus throw.</td>
<td></td>
</tr>
</tbody>
</table>

(3)
Example Question 5

This question provides an example of how students may be asked to use data in relation to physical activity. Students are given information and then required to use this to answer the question.

Figures 5a and 5b show the daily intake of macronutrients of a marathon runner.

(a) Analyse, using the data in Figures 5a and 5b how the runner’s diet changes before the marathon.

(2)
The final question type to consider is the extended open-response. These are nine-mark questions, and as their label suggests, require an extended answer. This style of question requires students to review or analyse their knowledge, or data and information from the question, in relation to a specific context, bringing it together to form a supported conclusion or judgement based on the information presented. These types of questions utilise a levels-based mark scheme to judge the quality of the response.

**Example Question 6**

This is an example of an extended open-response question. The question requires students to consider whether redistribution of blood flow is necessary during a hockey match.

Evaluate the extent to which the redistribution of blood flow is necessary during a hockey match.

While indicative content (extract shown below) is given on a mark scheme, this is simply to demonstrate the types of responses students may give; it is by no means an exhaustive list of acceptable content. Note how the indicative content is divided to match the skill being demonstrated: recall or understanding; application; evaluation. Students who only demonstrate understanding through recall of knowledge would be indicative of a level 1 response.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Indicative content</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 5               | Reward acceptable answers. Responses may include, but are not limited to, the following:  
  ● Knowledge and understanding of redistribution of blood flow.  
    - Redistribution of blood flow is also known as vascular shunting, where blood is directed away from inactive areas to active areas.  
    - Vasoconstriction narrows the internal diameter of the arteries/arterioles supplying oxygenated blood to the inactive areas.  
  ● Application of knowledge of redistribution of blood flow to the hockey match.  
  ● Specific examples that would impact on requirement for redistribution of blood flow during activity.  
    - Consideration of the impact of the nature of hockey on the redistribution of blood flow, for example intensity of exercise during a game of hockey will vary from periods of low intensity to periods of high intensity which will affect the redistribution of blood flow. |      |
5. Assessment guidance

- Making connections between the need for redistribution of blood flow and the hockey match, and conclusion (AO3 – evaluation).
  - Advantages/disadvantages of redistribution of blood flow to the hockey player (oxygen/nutrient supply).
  - Conclusion making a judgement that without redistribution of blood players would not be able to sustain match play.

Students who only show achievement against AO1 will not be able to gain marks beyond level 1.

The second part of the mark scheme for extended open-response questions contains the levels that should be used to judge the quality of a student’s answer. The extended-answer response in this paper will be assessed against three levels. Each level contains the same set of traits linked to the skills being assessed, but the quality of each is increased with progression through the levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
<td></td>
</tr>
</tbody>
</table>
| **Level 1** | 1–3 | - Demonstrates isolated elements of knowledge and understanding, with limited technical language used  
        |       | - Limited attempt to apply knowledge to question context  
        |       | - Generic assertions may be presented                                |
| **Level 2** | 4–6 | - Demonstrates mostly accurate knowledge and understanding, including appropriate use of technical language in places  
        |       | - Applied knowledge to question context  
        |       | - Attempts at drawing conclusion, with some support from relevant evidence |
| **Level 3** | 7–9 | - Demonstrates accurate knowledge and understanding throughout, including appropriate use of technical language  
        |       | - Applied detailed knowledge to question context throughout  
        |       | - Reaches a valid and well-reasoned conclusion supported by relevant evidence |
5.4 Taxonomy (command words)

Taxonomy for use in assessment has also been defined and will be applied consistently to ensure students are rewarded for demonstrating the necessary skills. Careful consideration has been given to the taxonomies associated to the particular question types, to ensure that Assessment Objectives are targeted consistently across questions.

A list of all the command words and their definitions that may appear in the examination paper for Component 1 is given below. Please note the list is indicative of the command words that could be used within assessments across the life of the specification, an appropriate selection of these command words will be used as relevant within any assessment.

<table>
<thead>
<tr>
<th>Command word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>Break something down into its component parts, this could be in relation to movement analysis.</td>
</tr>
<tr>
<td>Assess</td>
<td>Requires reasoned argument of factors to reach a judgement regarding their importance/relevance to the question context. For example ‘Assess the relative importance of...’</td>
</tr>
<tr>
<td>Calculate</td>
<td>Requires computation in relation to fitness data.</td>
</tr>
<tr>
<td>Classify</td>
<td>Required to group or place on a scale based on characteristics/analysis of characteristics.</td>
</tr>
<tr>
<td>Complete</td>
<td>Required to add information based on a stimulus/resource. This could be to complete a table, graph, chart or missing word/phrase from a sentence/statement.</td>
</tr>
<tr>
<td>Define</td>
<td>Required to give the meaning or definition of a word/term.</td>
</tr>
<tr>
<td>Describe</td>
<td>Account of something without reasons. Statements in the response need to be linked, for example ‘Describe the lever system operating at the elbow....’</td>
</tr>
<tr>
<td>Discuss</td>
<td>Required to explore the issue/situation/problem that is being assessed in the question context, articulating different or contrasting viewpoints; for example, advantages and disadvantages.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Review/analyse information, bringing it together to form a conclusion/judgement based on strengths/weaknesses, alternatives, relevant data or information. Come to a supported judgement of a subject’s qualities and relation to its context.</td>
</tr>
<tr>
<td>Examine</td>
<td>Requires a justification/exemplification of a point based on some analysis or evaluation within the response. For example, ‘Examine the role of the first class lever system...’</td>
</tr>
<tr>
<td>Explain</td>
<td>Requires a justification/exemplification of a point. The answer must contain some linked reasoning. For example, the format of the response may be ‘fact... because... therefore...’</td>
</tr>
<tr>
<td>Command word</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>Give</td>
<td>Generally involves the recall of a fact, or an example based on the given stimulus. For example, ‘Give an example of a specific sporting movement… .’ Can be synonymous with identify/state.</td>
</tr>
<tr>
<td>Identify</td>
<td>Can require a selection from a given stimulus or resource, for example an option from a multiple-choice question or analysis of data from source material such as a graph, or can be synonymous with give/state.</td>
</tr>
<tr>
<td>Justify</td>
<td>Give reasons for answers. This could be a single response to extended writing answers depending on question context. For example, ‘Justify the use of interval training to improve… .’</td>
</tr>
<tr>
<td>Label</td>
<td>Requires addition of named structures or features to a diagram.</td>
</tr>
<tr>
<td>Predict</td>
<td>Often used in data related questions, for example where it requires a prediction of what is likely to happen in future based on given data</td>
</tr>
<tr>
<td>Select</td>
<td>Requires a choice based on an evaluation of information from a given stimulus/resource.</td>
</tr>
<tr>
<td>State</td>
<td>Generally involves the recall of a fact, for example ‘State one benefit of exercise….’ but can, when used in relation to a context, be used to determine a student’s grasp of information presented. For example, a data analysis question. Can be synonymous with give/identify.</td>
</tr>
<tr>
<td>Using an example</td>
<td>Often used with explain or describe, where it requires an example to exemplify the point(s) being made.</td>
</tr>
<tr>
<td>Which</td>
<td>Mainly used in multiple-choice questions where a selection from a set of options is required. For example, ‘Which one of the following… .’</td>
</tr>
</tbody>
</table>
5.5 Non-examination assessment

Component 2: Practical performance

Overview

This component is weighted at 40 per cent of the qualification.

This component is internally marked and externally moderated. A levels-based approach is taken in the marking and moderating of student performance; the assessment criteria associated with each activity can be found in the document Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education Practical performance assessment guide. This document is on our website.

To meet the DfE requirements, students will be required to perform in two different physical activities in the role of player/performer. For each physical activity, students will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a competitive/formal situation while under pressure (for example, a full-sided game, where appropriate).

In addition to an assessment of skill and ability, students will need to apply appropriate and relevant physical attributes, so they may demonstrate an appropriate level of fitness in order to perform at an appropriate level. Students will be expected to apply appropriate and relevant psychological elements to the demands of their chosen activities.

Students must also be aware of, and apply, appropriate and relevant rules/laws of the game/activity that they are performing.

Each activity is marked out of 35 to provide a total out of 70 marks for this component.

Formal assessments of activities may take place at any point during the course, but if the activity is such that it cannot be assessed live on moderation day, centres must video record the evidence of the assessment.

Moderation by Pearson involves a review of marking, to ensure national standards have been applied. Moderators, in consultation with the centre, will select a representative sample of students of different abilities in a range of activities to observe on moderation day.

If the moderation indicates that centre assessment does not reflect national standards, an adjustment will be made to students’ final marks to compensate for this.

Centres must video the students in the sample on moderation day. This is to support any enquiries about results (EAR), if requested. Centres that do not record on moderation day cannot request an EAR.
Ofqual has given the following information about the new 9–1 grading:

- 1 is the lowest, anchored to grade G: “The bottom of grade 1 will be aligned with the bottom of grade G.”
- 7 will be anchored to grade A: “Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above.”
- 9 is the highest, for the top 3 per cent or so: “For each examination, the top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers.”
- 4 will be anchored to grade C: “Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.”
- 5 will be set between C and B: “Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B.”
- The diagram below provides a visual representation of this information.