GCSE Physical Education 2016: Content Mapping AQA

Contents

Introduction

Comparing the 2012 AQA GCSE Physical Education specification 4894 (Double Award) with the new 2016 Edexcel GCSE Physical Education specification

This document is designed to help you compare the existing 2012 AQA GCSE Physical Education specification 4894 (Double Award) with the new 2016 Edexcel GCSE Physical Education specification (1PE0).

The document gives an overview, at the topic level, of where the material covered in the existing AQA 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 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 specification and the topics where new materials will also need to be developed.

The 2016 Edexcel GCSE Physical Education specification is split into four components.

Component 1: Fitness and the Body Systems, 36% of the qualification (1PE0/01)

- Topic 1: Applied Anatomy and Physiology
- Topic 2: Movement Analysis
- Topic 3: Physical Training
- Topic 4: Use of Data

Assessment: Written examination, 1 hour and 45 minutes, 90 marks.

Component 2: Health and Performance, 24% of the qualification (1PE0/02)

- Topic 1: Health, Fitness and Well-being
- Topic 2: Sport Psychology
- Topic 3: Socio-cultural Influences
- Topic 4: Use of Data

Assessment: Written examination, 1 hour and 15 minutes, 70 marks.

Component 3: Practical Performance, 30% of the qualification (1PE0/03)

- three physical activities from a set list, containing at least one team and one individual activity
- skills during individual and team activities
- general performance skills

Non-Examined Assessment (NEA): internally marked and externally moderated, 105 marks (35 marks per activity).

Component 4: Personal Exercise Programme (PEP), 10% of the qualification (1PE0/04)

- aim and planning analysis of proposed PEP
- carrying out and monitoring the PEP
- evaluation of the PEP

NEA: internally marked and externally moderated, 20 marks.

Our free support includes:

- a dedicated Physical Education and Sport advisor, Penny Lewis
- additional GCSE Physical Education specimen papers
- learner exemplars with assessment commentaries: on both practical and theoretical components
- Getting Started guides: to help you understand the changes
- course planners
- schemes of work
- Topic guides: with guidance on delivering theoretical content
- Getting ready to teach: training events.

Overview of content

2012 AQA GCSE Physical Education (4894 Double Award)	2016 Edexcel GCSE Physical Education (1PE0)
3.1 Unit 3 Knowledge and understanding for the Active participant	
3.1.1 The range of physical activities and the different roles that the active participant can choose from	
Range of activities	N/A
The roles of the active participant	N/A
Individual differences	**Component 2:** • Topic 3.1 Engagement patterns of different social groups in physical activity and sport
The demands of performance: Fatigue/stress	N/A
The demands of performance: Injury	**Component 1:** • Topic 3.5 How to optimise training and prevent injury
The demands of performance: Aerobic/anaerobic exercise	**Component 1:** • Topic 1.2 The structure and functions of the cardio-respiratory system • Topic 1.3 Anaerobic and aerobic exercise • Topic 1.4 The short- and long-term effects of exercise
The demands of performance: characteristics and benefits of leisure and recreation	N/A
3.1.2 Linking physical activity with diet, work and rest for personal health and a balanced lifestyle	
Health, fitness and a healthy active lifestyle	**Component 1:** • Topic 3.1 The relationship between health and fitness and the role exercise plays in both • Topic 3.2 The components of fitness, benefits for sport and how fitness is measured and improved
Training	**Component 1:** • Topic 3.3 The principles of training and their application to personal exercise/training programmes
Diet	**Component 2:** • Topic 1.3 Energy use, diet, nutrition and hydration
3.1.3 Making informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs	
School influences	N/A
Healthy eating	**Component 2:** • Topic 1.1 Physical, emotional and social health, fitness and well-being • Topic 1.3 Energy use, diet, nutrition and hydration
Physical Activity	N/A
Extra-curricular opportunities and provision	N/A
Emotional health and well-being	N/A
Cultural and social factors: Leisure time	**Component 2:** • Topic 3.1 Engagement patterns of different social groups in physical activity and sport
Cultural and social factors: Fairness and personal social responsibility	**Component 2:** • Topic 3.3 Ethical and socio-cultural issues in physical activity and sport

2012 AQA GCSE Physical Education (4894 Double Award)	2016 Edexcel GCSE Physical Education (1PE0)
Cultural and social factors: Social groupings	N/A
Opportunities and pathways available for becoming or remaining involved in physical activities	N/A
International and other factors: Media	**Component 2:** • Topic 3.2 Commercialisation of physical activity and sport
International and other factors: Sponsorship	**Component 2:** • Topic 3.2 Commercialisation of physical activity and sport
International and other factors: Competitions	N/A
International and other factors: International sport and events	N/A
International and other factors: The link with role models	**Component 2:** • Topic 3.1 Engagement patterns of different social groups in physical activity and sport
International and other factors: Health, safety and the well-being of others	**Component 1:** • Topic 3.5 How to optimise training and prevent injury
International and other factors: Rules relating to sports equipment	**Component 1:** • Topic 3.5 How to optimise training and prevent injury
International and other factors: Science and ICT	N/A
3.4 Unit 5 Knowledge and understanding for the involved participant	
3.4.1 Skills for effective performance	N/A
3.4.2 Testing, training and lifestyle choices to assess and improve performance	
Testing	**Component 1:** • Topic 3.2 The components of fitness, benefits for sport and how fitness is measured and improved
Training and preparation	**Component 2:** • Topic 2.1 Classification of skills • Topic 2.3 Guidance and feedback on performance
Lifestyle choices	**Component 2:** • Topic 1.1 Physical, emotional and social health, fitness and well-being
3.4.3 Risk assessment and safe practice	**Component 1:** • Topic 3.5 How to optimise training and prevent injury

2012 AQA GCSE Physical Education (4894)	2016 Edexcel GCSE Physical Education (1PE0)
Unit 4 and 6 (Double Award) Internal assessment	
	Practical performance
Four activities: Key Process A - skills Key Process B – creativity and decision making in full game	**Component 3:** • Three activities from DfE approved list
Key Process C – evaluating and improving	**Component 4:** • Personal Exercise Programme (PEP)

In-depth comparison

Component 1: Fitness and Body Systems

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
Topic 1: Applied Anatomy and Physiology			
1.1 The structure and functions of the musculo-skeletal system			
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		√ 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	
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		√ 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	
1.1.3 Structure: cranium; clavicle; scapula; five regions of vertebral column (cervical, thoracic, lumbar, sacrum,		√ 1.1.3 Structure: cranium; clavicle; scapula; five regions of vertebral column (cervical, thoracic, lumbar, sacrum,	

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
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		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	
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		√ 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	
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		√ 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	
1.1.6 The role of ligaments and tendons, and their relevance to participation in physical activity and sport		√ The role of ligaments and tendons, and their relevance to participation in physical activity and sport	
1.1.7 Classification and characteristics of muscle types: voluntary muscles of the		√ Classification and characteristics of muscle types: voluntary muscles of the	

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
skeletal system; involuntary muscles in blood vessels; cardiac muscle; forming the heart and their roles when participating in physical activity and sport		skeletal system; involuntary muscles in blood vessels; cardiac muscle; forming the heart and their roles when participating in physical activity and sport	
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)		√ 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)	
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 hip flexors and gluteus maximus acting at the hip – all flexion to extension)		√ 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 hip flexors and gluteus maximus acting at the hip – all flexion to extension)	

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
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		√ 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	
1.1.11 0How the skeletal and muscular systems work together to allow participation in physical activity and sport		√ How the skeletal and muscular systems work together to allow participation in physical activity and sport	
1.2 The structure and functions of the cardio-respiratory system			
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	3.1.1 The function and role of the blood in the transport of oxygen, glucose and waste products, and in body temperature control	√ Functions of the cardiovascular system applied to performance in physical activities: clotting of open wounds	
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		√ 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	
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:		√ Structure of arteries, capillaries and veins, and how this relates to function and importance during physical activity and sport in terms of:	

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
blood pressure; oxygenated and deoxygenated blood; and changes due to physical exercise		blood pressure; oxygenated and deoxygenated blood; and changes due to physical exercise	
1.2.4 The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood (vascular shunting) during physical activities compared to when resting		√ The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood (vascular shunting) during physical activities compared to when resting	
1.2.5 Function and importance of red and white blood cells, platelets and plasma for physical activity and sport		√ Function and importance of red and white blood cells, platelets and plasma for physical activity and sport	
1.2.6 Composition of inhaled and exhaled air and the impact of ph ysical activity and sport on oxygen consumption and carbon dioxide production		√ Composition of inhaled and exhaled air and the impact of physical activity and sport on oxygen consumption and carbon dioxide production	
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		√ 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	

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
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		√ 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	
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)		√ 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)	
1.2.10 How the cardiovascular and respiratory systems work together to allow participation in physical activity and sport		√ How the cardiovascular and respiratory systems work together to allow participation in physical activity and sport	
1.3 Anaerobic and aerobic exercise			
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)	3.1.1 The difference between aerobic and anaerobic exercise: • Aerobic respiration in the presence of oxygen, summarised as: glucose + oxygen → energy + carbon dioxide + water ☐ • Anaerobic respiration in the absence of oxygen, summarised as: glucose → energy + lactic acid ☐		

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
1.3.2 Energy sources: fats as a fuel source for aerobic activity; carbohydrates as a fuel source for aerobic and anaerobic activity		√ Energy sources: fats as a fuel source for aerobic activity; carbohydrates as a fuel source for aerobic and anaerobic activity	
1.4 The short- and long-term effects of exercise			
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	3.1.1 The difference between aerobic and anaerobic exercise: oxygen debt and lactic acid	√ Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer	
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		√ 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	
1.4.3 Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer		√ Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer	
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	3.1.1 The difference between aerobic and anaerobic exercise: the recovery process from vigorous exercise☐		

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
1.4.6 Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise		√ Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise	

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
Topic 2: Movement Analysis			
2.1 Lever systems, examples of their use in activity and the mechanical advantage they give in movement			
2.1.1 First, second and third class levers and their use in physical activity and sport		√ First, second and third class levers and their use in physical activity and sport	
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		√ 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	
2.2 Planes and axes of movement			
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		√ Movement patterns using body planes and axes: sagittal, frontal and transverse plane; and frontal, sagittal, vertical axes applied to physical activities and sporting actions	

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
2.2.2 Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults		√ Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults	
2.2.3 Movement in the frontal plane about the sagittal axis when performing cartwheels		√ Movement in the frontal plane about the sagittal axis when performing cartwheels	
2.2.4 Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining		√ Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining	

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
Topic 3: Physical Training			
3.1 The relationship between health and fitness and the role that exercise plays in both			
3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them	3.1.2 Health, fitness and a healthy active lifestyle: differences between fitness and health	√ Definitions of exercise and performance and the relationship between them	
3.2 The components of fitness, benefits for sport and how fitness is measured and improved			

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
3.2.1 Components of fitness and the relative importance of these components in physical activity and sport: cardiovascular fitness (aerobic endurance); strength; muscular endurance; flexibility; body composition; agility; balance; coordination; power; reaction time; and speed	3.1.2 Health, fitness and a healthy active lifestyle: strength – dynamic, explosive, static; speed; power; cardiovascular endurance/stamina; muscular endurance/stamina; flexibility/suppleness; agility; balance; coordination; reaction time ☐		× NOT stamina × NOT timing
3.2.2 Fitness tests: the value of fitness testing; the purpose of specific fitness tests; the test protocols; the selection of the appropriate fitness test for components of fitness and the rationale for selection	3.4.2 Testing: Methods of testing aspects of fitness to establish current levels and monitor/measure performance	√ Fitness tests: the purpose of specific fitness tests; the test protocols; the selection of the appropriate fitness test for components of fitness and the rationale for selection	
3.2.3 Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables		√ Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables	
3.2.4 Fitness tests for specific components of fitness: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test; agility – Illinois agility run test; strength – grip dynamometer; muscular endurance – one-minute sit-up, one-minute press-up; speed – 30m sprint; power – vertical jump test; flexibility – sit and reach test	3.4.2 Testing: Flexibility – sit and reach test; cardiovascular endurance – Cooper 12 minute run, multi-stage fitness test; strength – hand grip dynamometer; agility – Illinois agility test; co-ordination – alternate hand ball throw; balance – stork stand; power/strength – standing broad jump/vertical jump; reaction time – ruler drop test	√ Fitness tests for specific components of fitness: cardiovascular fitness – Cooper 12 minute tests (swim), Harvard Step Test; muscular endurance – one-minute sit-up, one-minute press-up; speed – 30m sprint; power – vertical jump test.	× Vertical jump NOT for strength × cardiovascular endurance – multi-stage fitness test, co-ordination – alternate hand ball throw, balance – stork stand, power/strength – standing broad jump, reaction time – ruler drop test

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
3.3 The principles of training and their application to personal exercise/training programmes			
3.3.1 Planning training using the principles of training: individual needs; specificity; progressive overload; FITT (Frequency, Intensity, Time, Type); overtraining; reversibility; thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90% calculated using Karvonen formula)	3.1.2 Aspects of training. Principles of training – including sessions and programmes: threshold; specificity; progression; overload (including frequency, intensity and duration); reversibility; repetition/sets; training zones; rest/recovery	√ Individual needs, FITT, thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%-90% calculated using Karvonen formula)	× Progressive overload NOT progression and overload × Aspects of training: • environment e.g. altitude, warm weather • the training year – pre-season, competition, closed season.
3.3.2 Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness)		√ Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness)	
3.3.3 The use of different training methods for specific components of fitness, physical activity and sport: continuous; Fartlek; circuit; interval; plyometrics; weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga,	3.1.2 Training: specific exercise or training programmes including advantages and disadvantages. Training and practice to improve fitness/skills/techniques, such as: weight training; circuit training; interval training; Fartlek training; continuous training.	√ Plyometrics √ Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga, spinning).	

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
spinning). The advantages and disadvantages of different training methods.			
3.4 The long-term effects of exercise			
3.4.1 Long-term effects of aerobic and anaerobic training and exercise and the benefits to the musculo-skeletal and cardio-respiratory systems and performance		√ Long-term effects of aerobic and anaerobic training and exercise and the benefits to the musculo-skeletal and cardio-respiratory systems and performance	
3.4.2 Long-term training effects: able to train for longer and more intensely		√ Long-term training effects: able to train for longer and more intensely	
3.4.3 Long-term training effects and benefits for performance of the musculo-skeletal system: increased bone density; increased strength of ligaments and tendons; muscle hypertrophy; the importance of rest for adaptations to take place; and time to recover before the next training session		√ Long-term training effects and benefits for performance of the muscular-skeletal system: increased bone density; increased strength of ligaments and tendons; muscle hypertrophy; the importance of rest for adaptations to take place; and time to recover before the next training session	
3.4.4 Long-term training effects and benefits for performance of the cardio-respiratory system: decreased resting heart rate; faster recovery; increased resting stroke volume and maximum cardiac output; increased size/strength of heart; increased capilliarisation; increase in number of red blood		√ Long-term training effects and benefits for performance of the cardio-respiratory system: decreased resting heart rate; faster recovery; increased resting stroke volume and maximum cardiac output; increased size/strength of heart; increased capilliarisation; increase in number of red blood	

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
cells; drop in resting blood pressure due to more elastic muscular wall of veins and arteries; increased lung capacity/volume and vital capacity; increased number of alveoli; increased strength of diaphragm and external intercostal muscles		cells; drop in resting blood pressure due to more elastic muscular wall of veins and arteries; increased lung capacity/volume and vital capacity; increased number of alveoli; increased strength of diaphragm and external intercostal muscles	
3.5 How to optimise training and prevent injury			
3.5.1 The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ		√ The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ	
3.5.2 Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports	3.1.1 The demands of performance: injury and precautions – how to prevent injury; correct techniques and safe practice; clothing/ equipment and rules/codes of conduct 3.1.3 International and other factors: health, safety and the well-being of others (play safe, use of appropriate footwear and clothing to prevent injury) 3.1.3 International and other factors: rules relating to sport and equipment, and the link to safety – learners should		× 3.1.3 Health and safety legislation and guidance. Correct technique when performing a skill.

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
	understand the roles that rules play in making sure that taking part is as safe as possible 3.4.3 Risk assessment and safe practice: safe condition of the environment/playing area; placing equipment safely; appropriate clothing and footwear (including protective clothing/footwear) for particular activities. Awareness of the risks involved in any activity and how to minimise them. Awareness of appropriate safety precautions/rules of a governing body (if applicable).		× 3.4.3 Lifting and carrying equipment safely. Correct technique when performing a skill/activity and/or when landing.
3.5.3 Injuries that can occur in physical activity and sport: concussion; fractures; dislocation; sprain; torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions)	3.4.3 Risk assessment and safe practice: first aid and emergency arrangements – knowledge of common injuries associated with different activities and actions that should be taken; joint and muscle injuries (strains and sprains, pulled muscles, dislocations) and soft tissue injuries (cuts and bruises); recognition of upper/lower limb fractures, symptoms of concussion, causes of hypothermia and actions to be taken.	√ Injuries that can occur in physical activity and sport: torn cartilage; tennis elbow; golfers elbow	× Hypothermia

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
3.5.4 RICE (rest, ice, compression, elevation)	3.4.3 Risk assessment and safe practice: first aid and emergency arrangements – the principles of RICE (rest, ice, compression, elevation)		
3.5.5 Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including: anabolic steroids; beta blockers; diuretics; narcotic analgesics; peptide hormones (erythropoietin (EPO), growth hormones (GH)); stimulants; blood doping		√ Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including: anabolic steroids; beta blockers; diuretics; narcotic analgesics; peptide hormones (erythropoietin (EPO), growth hormones (GH)); stimulants; blood doping	
3.6 Effective use of warm up and cool down			
3.6.1 The purpose and importance of warm ups and cool downs to effective training sessions and physical activity and sport	3.4.3 Risk assessment and safe practice: the importance of warming up/down to prevent injury	√ The purpose and importance of warm ups and cool downs to effective training sessions and physical activity and sport in addition to any injury prevention	
3.6.2 Phases of a warm up and their significance in preparation for physical activity and sport		√ Phases of a warm up and their significance in preparation for physical activity and sport	
3.6.3 Activities included in warm ups and cool downs		√ Activities included in warm ups and cool downs	

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
Topic 4: Use of Data			
4.1 Use of data			
4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport	3.1.3 Science and ICT: for planning improvement and involvement in physical activity performance analysis software and hardware; ICT to record and analyse performance; to track involvement and improvement; linking with other curriculum areas		
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)		√ Present data (including tables and graphs)	
4.1.4 Interpret data accurately		√ Interpret data accurately	
4.1.5 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport		√ Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport	

Component 2: Health and Performance

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
Topic 1: Health, Fitness and Well-being			
1.1 Physical, emotional and social health, fitness and well-being			
1.1.1 Physical health: how increasing physical ability, through improving components of fitness, can improve health/reduce health risks and how these benefits are achieved	3.4.2 Lifestyle choices: reasons for choosing different types of activities – maintain/improve fitness	√ Physical health: how increasing physical ability, through improving components of fitness, can improve health/reduce health risks and how these benefits are achieved	
1.1.2 Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved	3.4.2 Lifestyle choices: reasons for choosing different types of activities – enjoyment, relation, excitement	√ Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved	
1.1.3 Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved	3.4.2 Lifestyle choices: reasons for choosing different types of activities – company	√ Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved	
1.1.4 Impact of fitness on well-being: positive and negative health effects	☐3.1.2 The concept of fitness as the capability of the body to meet the daily demands made upon it with some comfort/without stress	√ Impact of fitness on well-being: positive and negative health effects	

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1.1.5 How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a Personal Exercise Programme (PEP) to meet the specific needs of the individual		√ How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a PEP to meet the specific needs of the individual	
1.1.6 Lifestyle choices in relation to: diet; activity level; work/rest/sleep balance and recreational drugs (alcohol, nicotine)	3.1.3 Healthy eating: food choices 3.4.2 Lifestyle choices: diet; appropriate choice of activity depending on age, physical maturity and fitness levels	√ Lifestyle choices in relation to: activity level; work/rest/sleep balance and recreational drugs (alcohol, nicotine)	
1.1.7 Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)		√ Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)	
1.2 The consequences of a sedentary lifestyle			

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1.2.1 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	3.1.2 Diet: Causes and results on the body of dietary imbalance/deficiency with particular reference to obesity and anorexia	√ 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	× Anorexia
1.2.2 Interpretation and analysis of graphical representation of data associated with trends in physical health issues		√ Interpretation and analysis of graphical representation of data associated with trends in physical health issues	
1.3 Energy use, diet, nutrition and hydration			
1.3.1 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	3.1.2 Diet: through a balanced diet the body receives the nourishment it needs to maintain physical health 3.1.3 Healthy eating: balanced diet for the balance of good health	√ The nutritional requirements and ratio of nutrients for a balanced diet to optimise specific performances in physical activity and sport	
1.3.2 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	3.1.2 Diet: knowledge and understanding is limited to proteins, carbohydrates and fats; special diets for different types and levels of active participation; to include carbohydrate loading and high protein diets	√ Macronutrients	

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athletes			
1.3.3 The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports	3.1.2 Diet: knowledge and understanding is limited to vitamins, minerals, water/ fluids, fibre/roughage	√ Micronutrients	
1.3.4 The factors affecting optimum weight: sex; height; bone structure and muscle and muscle girth		√ The factors affecting optimum weight: sex; height; bone structure and muscle and muscle girth	
1.3.5 The variation in optimum weight according to roles in specific physical activities and sports		√ The variation in optimum weight according to roles in specific physical activities and sports	
1.3.6 The correct energy balance to maintain a healthy weight		√ The correct energy balance to maintain a healthy weight	
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		√ Hydration for physical activity and sport: why it is important and how correct levels can be maintained during physical activity and sport	
1.1.3 Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved	3.4.2 Lifestyle choices: reasons for choosing different types of activities – company	√ Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved	

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2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
Topic 2: Sport Psychology			
2.1 Classification of skills (basic/complex, open/closed)			
2.1.1 Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua	3.4.2 Training and preparation: types of skill – open and closed	√ Classification of a range of sports skills using the basic (simple)-complex, and low organisation-high organisation continua	
2.1.2 Practice structures: massed; distributed; fixed and variable	3.4.2 Training and preparation: types of practice – whole, part, fixed, variable	√ Practice structures: massed; distributed	× whole, part
2.1.3 Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills		√ Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills	
2.2 The use of goal setting and SMART targets to improve and/or optimise performance			
2.2.1 The use of goal setting to improve and/or optimise performance		√ The use of goal setting to improve and/or optimise performance	
2.2.2 Principles of SMART targets (Specific, Measureable, Achievable, Realistic, Time-bound) and the value of each principle in improving and/or optimising performance		√ Principles of SMART targets (Specific, Measureable, Achievable, Realistic, Time-bound) and the value of each principle in improving and/or optimising performance	
2.2.3 Setting and reviewing targets to improve and/or optimise performance		√ Setting and reviewing targets to improve and/or optimise performance	

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2.3 Guidance and feedback on performance			
2.3.1 Types of guidance to optimise performance: visual; verbal; manual and mechanical	3.4.2 Training and preparation: types of guidance – visual, verbal and manual	√ Types of guidance to optimise performance: mechanical	
2.3.2 Advantages and disadvantages of each type of guidance and its appropriateness in a variety of sporting contexts when used with performers of different skill levels		√ Advantages and disadvantages of each type of guidance and its appropriateness in a variety of sporting contexts when used with performers of different skill levels	
2.3.3 Types of feedback to optimise performance: intrinsic; extrinsic; concurrent; terminal	3.4.2 Training and preparation: types of feedback – intrinsic; extrinsic	√ Types of feedback to optimise performance: concurrent; terminal	
2.3.4 Interpretation and analysis of graphical representation of data associated with feedback on performance		√ Interpretation and analysis of graphical representation of data associated with feedback on performance	
2.4 Mental preparation for performance			
2.4.1 Mental preparation for performance: warm up; mental rehearsal		√ Mental preparation for performance: warm up; mental rehearsal	

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Topic 3: Socio-cultural Influences			
3.1 Engagement patterns of different social groups in physical activity and sport			

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3.1.1 Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender; age; socio-economic group; ethnicity; disability	3.1.1 Individual differences impacting on participation rates: age; disability; gender; activity levels; training 3.1.3 Cultural and social factors: leisure time – opportunities available, providers and users 3.1.3 International and other factors: the link with role models	√ Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: socio-economic group; ethnicity	× Culture, physique, environment, risk and challenge
3.1.2 Interpretation and analysis of graphical representation of data associated with trends in participation rates		√ Interpretation and analysis of graphical representation of data associated with trends in participation rates	
3.2 Commercialisation of physical activity and sport			
3.2.1 The relationship between commercialisation, the media and physical activity and sport	3.1.3 International and other factors: media – the press, television, internet, radio, how the media helps to give an understanding of performance and participation.	√ The relationship between commercialisation, the media and physical activity and sport	
3.2.2 The advantages and disadvantages of commercialisation and the media for: the sponsor; the sport; the player/performer; the spectator	3.1.3 International and other factors: media – different types of output e.g. informative, educational (coaching series or documentaries), instructive and entertainment; director's/writer's influence on what might be seen or said	√ The advantages and disadvantages of commercialisation and the media for: the spectator	

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	3.1.3 International and other factors: sponsorship – range and scope and the effects of sponsorship; advantages and disadvantages to the sponsor, the performer and the sport/activity; ease of obtaining sponsorship at various levels and at different profile levels of sport; examples of acceptable and unacceptable types of sponsorship 3.1.3 Science and ICT: for planning improvement and involvement in physical activity – technological innovations e.g. the video of official, 'Cyclops' at Wimbledon, 'Hawkeye' at cricket matches.		
3.2.3 Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport		√ Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport	
3.3 Ethical and socio-cultural issues in physical activity and sport			
3.3.1 The different types of sporting behaviour: sportsmanship; gamesmanship and the reasons for, and consequences of, deviance at	3.1.3 Cultural and social factors: fairness and personal social responsibility – etiquette and fairness, the spirit of the game	√ The different types of sporting behaviour: sportsmanship; gamesmanship and the reasons for, and consequences of, deviance at	

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
elite level		elite level	
3.3.2 Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport		√ Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport	

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Topic 4: Use of Data			
4.1 Use of data			
4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport	3.1.3 Science and ICT: for planning improvement and involvement in physical activity performance analysis software and hardware; ICT to record and analyse performance; to track involvement and improvement; linking with other curriculum areas		× Interactive tools and devices – including games consoles
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)		√ Present data (including tables and graphs)	
4.1.4 Interpret data accurately		√ Interpret data accurately	
4.1.5 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport		√ Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport	

Component 3 Practical performance (1PE0/03)

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
Learners must choose and perform three different physical activities from a set list: • One must be a team activity. • One must be an individual activity. • One can be a free choice from the DfE activity list. The practical performance consists of 105 marks (35 marks per physical activity). Learners will be assessed on their ability to: 1. Perform skills/techniques in isolation (10 marks). 2. Apply the skills/techniques in formal/competitive situations (25 marks).	Considerable overlap with Units 4 and 6: Practical work		× Only three activities instead of four. × Reduced activity list × No organiser/leader/official

Component 4: Personal Exercise Programme (PEP)

2016 Edexcel GCSE Physical Education	2012 AQA GCSE Physical Education (4894)	What's new for you	What you will no longer teach
Learners are required to select one physical activity and sport on which to plan a PEP to optimise/improve their performance in that activity. The PEP will cover a six- to eight-week period, and can relate to any physical activity of their choice from the activities list given in Component 3: Practical Performance. The areas of content are: • analysis of proposed PEP • carrying out and monitoring the PEP • evaluation of the PEP. The PEP consists of 20 marks. Learners will be required to submit their PEP in one of two formats: • written analysis and evaluation (max 1500 words) • verbal presentation (max 15 mins).	Some overlap with Key process C to determine area for improvement as basis for PEP design.		× PEP is the **only** required aspect

Appendix

Physical activities

The list below contains the permitted team and individual activities that learners must select from for their practical performance and PEP. 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 gives further clarity regarding the scope of the activity, where applicable.

Team activities

Activity	Forbidden combinations and rules
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	
Specialist activity	
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	
Specialist activity	
Boccia	
Polybat	