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# GCSE Physical Education 2016: Content Mapping Edexcel

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## Introduction

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### Comparing the 2012 Edexcel GCSE Physical Education specification with the new 2016 Edexcel GCSE Physical Education specification

This document is designed to help you compare the existing 2012 Edexcel GCSE Physical Education specification (5PE01) 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 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 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

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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 Edexcel GCSE Physical Education (5PE01)	2016 Edexcel GCSE Physical Education (1PE0)
<b>1.1: Healthy, active lifestyles</b>	
<b>Topic 1.1.1</b> Healthy active lifestyles and how they could benefit you	<b>Component 2:</b> <ul style="list-style-type: none"> <li>• Topic 1.1 Physical, emotional and social health, fitness and well-being</li> </ul>
<b>Topic 1.1.2</b> Influences on your healthy active lifestyles	<b>Component 2:</b> <ul style="list-style-type: none"> <li>• Topic 3.1 Engagement patterns of different social groups in physical activity and sport</li> </ul>
<b>Topic 1.1.3</b> Exercise and fitness as part of your healthy, active lifestyle	<b>Component 1:</b> <ul style="list-style-type: none"> <li>• Topic 3.1 The relationship between health and fitness and the role that exercise plays in both</li> <li>• Topic 3.2 The components of fitness, benefits for sport and how fitness is measured and improved</li> </ul>
<b>Topic 1.1.4</b> Physical activity as part of your healthy, active lifestyle	<b>Component 1:</b> <ul style="list-style-type: none"> <li>• Topic 3.2 The components of fitness, benefits for sport and how fitness is measured and improved</li> <li>• Topic 3.3 The principles of training and their application to personal exercise/training programmes</li> <li>• Topic 3.5 How to optimise training and prevent injury</li> <li>• Topic 3.6 Effective use of warm up and cool down</li> <li>• Topic 4.1 Use of data</li> </ul> <b>Component 2:</b> <ul style="list-style-type: none"> <li>• Topic 2.2 The use of goal setting and SMART targets to improve and/or optimise performance</li> </ul>
<b>Topic 1.1.5</b> Your personal health and well-being	<b>Component 1:</b> <ul style="list-style-type: none"> <li>• Topic 1.3 Anaerobic and aerobic exercise</li> </ul> <b>Component 2:</b> <ul style="list-style-type: none"> <li>• Topic 1.3 Energy use, diet, nutrition and hydration</li> </ul>

2012 Edexcel GCSE Physical Education (5PE01)	2016 Edexcel GCSE Physical Education (1PE0)
<b>1.2: Your healthy active body</b>	
<b>Topic 1.2.1</b> Physical activity and your healthy and body	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>• Topic 3.5 How to optimise training and prevent injury</li> </ul> <p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>• Topic 1.1 Physical, emotional and social health, fitness and well-being</li> <li>• Topic 1.2 The consequences of a sedentary lifestyle</li> <li>• Topic 1.3 Energy use, diet, nutrition and hydration</li> </ul>
<b>Topic 1.2.2</b> A healthy, active lifestyle and your cardiovascular system	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>• Topic 1.2 Structure and function of the cardio-respiratory systems</li> <li>• Topic 1.4 Short and long term effects of exercise</li> <li>• Topic 3.4 Short and long term effects of exercise</li> </ul> <p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>• Topic 1.1 Physical, emotional and social health, fitness and well-being</li> </ul>
<b>Topic 1.2.3</b> A healthy, active lifestyle and your respiratory system	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>• Topic 1.2 Structure and function of the cardio-respiratory systems</li> <li>• Topic 1.4 The short- and long-term effects of exercise</li> <li>• Topic 3.4 The long-term effects of exercise</li> </ul> <p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>• Topic 1.1 Physical, emotional and social health, fitness and well-being</li> </ul>
<b>Topic 1.2.4</b> A healthy, active lifestyle and your muscular system	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>• Topic 1.1 The structure and functions of the musculo-skeletal system</li> <li>• Topic 1.4 The short- and long-term effects of exercise</li> <li>• Topic 3.4 The long-term effects of exercise</li> <li>• Topic 3.5 How to optimise training and prevent injury</li> </ul> <p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>• Topic 1.1 Physical, emotional and social health, fitness and well-being</li> <li>• Topic 1.3 Energy use, diet, nutrition and hydration</li> </ul>
<b>Topic 1.2.5</b> A healthy, active lifestyle and your skeletal system	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>• Topic 1.1 The structure and functions of the</li> </ul>

2012 Edexcel GCSE Physical Education (5PE01)	2016 Edexcel GCSE Physical Education (1PE0)
	<p>musculo-skeletal system</p> <ul style="list-style-type: none"> <li>• Topic 1.4 The short- and long-term effects of exercise</li> <li>• Topic 3.4 The long-term effects of exercise</li> <li>• Topic 3.5 How to optimise training and prevent injury</li> </ul> <p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>• Topic 1.3 Energy use, diet, nutrition and hydration</li> </ul>

2012 Edexcel GCSE Physical Education (5PE01)	2016 Edexcel GCSE Physical Education (1PE0)
<b>2.1: Practical Performance</b>	
<ul style="list-style-type: none"> <li>• Four performances.</li> <li>• At least two of the performances must be in the role of player/participant.</li> <li>• Performances must be taken from a minimum of two different activity areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Three performances.</li> <li>• All three 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> <li>– The third activity can be either team or individual from approved list activity list.</li> </ul> </li> </ul>
<b>2.2: Analysis of Performance</b>	
<b>Topic 2.2.5</b> Plan a Personal Exercise Programme (PEP)	<b>Component 4:</b> Personal Exercise Programme (PEP)

## In-depth comparison

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### Component 1: Fitness and Body Systems

2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<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	1.2.5 Role of skeletal system during physical activity. Function of skeletal system for movement, support, and protection during physical activity.	√ 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, coccyx); ribs; sternum;		√ 1.1.3 Structure: cranium; clavicle; scapula; five regions of vertebral column (cervical, thoracic, lumbar, sacrum, coccyx); ribs; sternum;	

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
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		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	1.2.5 Ranges of movement at hinge joint at elbow and knee ball and socket joint at shoulder during physical activity (flexion, extension, rotation, abduction, adduction)	√ Classification of joints: pivot (neck – atlas and axis); hinge (ankle); ball and socket (hip); condyloid (wrist)	
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 optimise these movements in different sporting contexts	1.2.5 Ranges of movement at hinge joint at elbow and knee, ball and socket joint at shoulder during physical activity (flexion, extension, rotation, abduction, adduction)	√ Movement possibilities at joints dependent on joint classification: circumduction; plantar-flexion; dorsi-flexion	
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 skeletal system; involuntary muscles in blood vessels;		√ Classification and characteristics of muscle types: voluntary muscles of the skeletal system; involuntary muscles in blood vessels;	



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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
cardiac muscle; forming the heart and their roles when participating in physical activity		cardiac muscle; forming the heart and their roles when participating in physical activity	
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)	1.2.4 Role of muscular system during physical activity – major muscle groups that benefit from particular types of activity (deltoid, trapezius, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, gluteals, gastrocnemius). Role of muscles in movement (antagonist pairs).	√ Role and function of pectoralis major, external obliques, hip flexor, gluteus maximus 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)	1.2.4 Role of muscles in movement (antagonist pairs)		

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	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 How 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	
<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		√ 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	
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: blood pressure; oxygenated and		√ 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 and	

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
deoxygenated blood; and changes due to physical exercise		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	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.		
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 physical activity and sport on oxygen consumption and carbon dioxide production	1.2.3 Immediate and short-term effects of exercise	√ Composition of inhaled and exhaled air	
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	1.2.3 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		
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	1.2.3 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)	
1.2.9 Structure of alveoli to enable gas exchange and the process of gas exchange to		√ Structure of alveoli to enable gas exchange and the process of gas exchange to meet the	

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
meet the demands of varying intensities of exercise (aerobic and anaerobic)		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		√ 1.2.10 How the cardiovascular and respiratory systems work together to allow participation in physical activity and sport	
<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	√ The impact of insufficient oxygen on energy release, the by-product of anaerobic respiration (lactic acid)	
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	1.2.4 Immediate and short-term effects of participation in exercise and physical activity (responses – increased fuel/energy demands, lactic acid, muscle fatigue)		× 1.2.4 isometric and isotonic contractions

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
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	1.2.2 Immediate and short-term effects of participation in exercise and physical activity (increased heart rate, systolic/diastolic blood pressure, increased blood pressure)		
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	1.2.3 Immediate and short-term effects of participation in exercise and physical activity (increased breathing rate, increased depth of breathing, oxygen debt)		
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		√ 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	
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	

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<b>Topic 2: Movement Analysis</b>			
<b>2.1 Lever systems, examples of their use in activity and the mechanical advantage they give in movement</b>			
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	
<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		√ Movement patterns using body planes and axes: sagittal, frontal and transverse plane; and frontal, sagittal, vertical axes applied to physical activities and sporting actions	
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	

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
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	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<b>Topic 3: Physical Training</b>			
<b>3.1 The relationship between health and fitness and the role that exercise plays in both</b>			
3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them	1.1.3 Explain the terms health, fitness and exercise and know how they relate to a balanced, healthy lifestyle and performance in physical activities		
<b>3.2 The components of fitness, benefits for sport and how fitness is measured and improved</b>			
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	1.1.3 Know about the components of health-related exercise (cardiovascular fitness, muscular strength, muscular endurance, flexibility, body composition) and relate each to physical activity, identifying the		× No differentiation between health and skill related components of fitness

2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
composition; agility; balance; coordination; power; reaction time; and speed	relative importance of each to different sporting activities. Know about the skill-related components of fitness (agility, balance, co-ordination, reaction time, power speed) and relate each to physical activity, identifying the relative importance of each to different sporting activities.		
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	1.1.4 Assess fitness levels for use in an exercise programme (test for health and skill-related fitness)		
3.2.3 Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables	2.2.5 Planning a Personal Exercise Programme (PEP)		
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	1.1.4 Assess fitness levels for use in an exercise programme (tests for health-related exercise: Cooper's 12-minute run test; hand grip strength test; sit and reach flexibility test; Harvard Step Test; treadmill test. Tests for skill-related fitness: Illinois Agility Run test; standing stork test;		<p>× No differentiation between health and skill related components of fitness</p> <p>× Treadmill test, standing stork test, standing broad jump, ruler drop test, three ball juggle</p>



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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
jump test; flexibility – sit and reach test	Sergeant Jump test; standing broad jump; ruler drop test; 30-metre sprint; three ball juggle)		
<b>3.3 The principles of training and their application to personal exercise/training programmes</b>			
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)	<p>1.1.4 Describe, explain and apply the principles of training: progressive overload; specificity; individual needs/differences; rest and recovery.</p> <p>Explain the components of FITT principal (Frequency, Intensity, Time, Type).</p> <p>Explain the term reversibility, why it might occur and its impact on performance.</p> <p>Explain the use of principles of training within an exercise programme showing how they might be applied in planning to improve health-related exercise and skill related fitness as part of a healthy lifestyle.</p> <p>Use graphs to demonstrate and explain the use of target zones and training thresholds.</p>	√ Thresholds of training calculated using Karvonen formula	× No differentiation between health and skill related components of fitness

2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
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)	1.1.4 Assess personal readiness and fitness.  Link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements.		× No differentiation between health and skill related components 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, spinning). The advantages and disadvantages of different training methods.	1.1.4 Describe the following training methods: interval; continuous; Fartlek; circuit; weight; cross and explain how they can improve health and fitness	√ Plyometrics √ Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga, spinning). √ The advantages and disadvantages of different training methods	× No differentiation between health and skill related components of fitness × Cross training
<b>3.4 The long-term effects of exercise</b>			
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	1.2.2:1.2.5 Effects of regular participation on each body system		
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	

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<p>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</p>	<p>1.2.4 &amp; 1.2.5 Effects of regular participation in – and long-term effects of participation in – exercise and physical activity (adaptations – increased strength and size/hypertrophy; increased bone density and strength of ligaments and tendons). Rest (rest required for adaptations to take place, time for recovery before next exercise session).</p>		
<p>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 capillarisation; increase in number of red blood 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</p>	<p>1.2.2 and 1.2.3 Effects of regular participation in – and long-term effects of participation in – exercise and physical activity (cardiac output <math>HR \times SV = CO</math>); decreased resting heart rate; faster recovery; increased stroke volume; increased size of heart; effects on blood pressure; healthy veins and arteries; increased lung capacity/volume; and vital capacity</p>	<p>√ Long-term training effects and benefits: increased capillarisation; increase in number of red blood cells; increased number of alveoli; increased strength of diaphragm and external intercostal muscles</p>	

2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<b>3.5 How to optimise training and prevent injury</b>			
3.5.1 The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ	1.1.4 Assess personal readiness (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	1.2.1 identify risks associated with participation in physical activities, and explain how to reduce these risks to better maintain well-being (warming-up/cooling-down, checking equipment and facilities, personal readiness/PARQ, balanced competition, adherence to rules, correct clothing)	√ Injury prevention through: correct application of the principles of training to avoid overuse injuries	× balanced competition
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)	1.2.5 the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage)  1.2.4 The potential for injuries such as muscle strain and muscle atrophy (due to injury and inactivity), and their treatment using common techniques	√ Concussion	
3.5.4 RICE (rest, ice, compression, elevation)	1.2.5 treatment using common techniques such as RICE (rest, ice, compression, elevation)		

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<p>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</p>	<p>1.2.1 know about different categories of drugs: performance enhancing (anabolic steroids, beta blockers, diuretics, narcotic analgesics, stimulants, peptide hormones – including erythropoietin/EPO); the effects they may have on health, well-being and physical performance; and why some performers might risk using them</p> <p>1.2.4 performance enhancing (use of steroids to aid muscle building and recovery)</p>	<p>√ Growth hormones (GH), blood doping</p>	
<p><b>3.6 Effective use of warm up and cool down</b></p>			
<p>3.6.1 The purpose and importance of warm ups and cool downs to effective training sessions and physical activity and sport</p>	<p>1.1.4 understand the exercise session and the purpose of each component (warm up, main activity, cool down)</p>		
<p>3.6.2 Phases of a warm up and their significance in preparation for physical activity and sport</p>	<p>1.1.4 understand the exercise session and the purpose of each component (warm up, main activity, cool down)</p>		
<p>3.6.3 Activities included in warm ups and cool downs</p>		<p>√ Activities included in warm ups and cool downs</p>	

2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<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)	Use graphs to demonstrate and explain the use of target zones and training thresholds	√ 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	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: Health and Performance

2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<b>Topic 1: Health, Fitness and Well-being</b>			
<b>1.1 Physical, emotional and social health, fitness and well-being</b>			
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	1.1.1 Explain what constitutes a healthy, active lifestyle and classify the benefits of a healthy, active lifestyle as social, physical or mental		
1.1.2 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 well-being; help the individual to feel good (serotonin levels); help relieve stress, and prevent stress-related illness; increase self-esteem and confidence		
1.1.3 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.		
1.1.4 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		

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
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	2.2.5 Planning a Personal Exercise Programme (PEP)		
1.1.6 Lifestyle choices in relation to: diet; activity level; work/rest/sleep balance and recreational drugs (alcohol, nicotine)	1.2.1 Explain the effects of smoking and alcohol on general health and on physical activity  1.2.2 Recreational drugs (effects of alcohol and smoking/nicotine)  1.2.2 Diet (effects on blood pressure and cholesterol – HDL and LDL)  1.1.5 Understand the link between exercise, diet, work and rest, and their influence on personal health and well-being		
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)	1.1.5 Understand the link between exercise, diet, work and rest, and their influence on personal health and well-being  1.2.1 Explain the effects of smoking and alcohol on general health and on physical activity		



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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<b>1.2 The consequences of a sedentary lifestyle</b>			
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	1.2.1 Explain the terms: anorexic; obese; overfat, overweight and underweight; and explain how they may impact on achieving sustained involvement in physical activity		
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	
<b>1.3 Energy use, diet, nutrition and hydration</b>			
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	1.1.5 Explain the requirements of a balanced diet		
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 athletes	1.1.5 Explain the importance, and use, of macronutrients (carbohydrates, fats and protein) for personal health and well-being, and maintaining a healthy, active lifestyle	√ Carbohydrate loading for endurance athletes, and timing of protein intake for power athletes	

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
1.3.3 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 well-being, and maintaining a healthy, active lifestyle		
1.3.4 The factors affecting optimum weight: sex; height; bone structure and muscle and muscle girth	1.2.1 Outline why, and how, expected and optimum weight varies according to height, gender, bone structure 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	× Describe the different body types (somatotypes), endomorph, mesomorph and ectomorph, and explain the effect each can have on participation and performance, including activities where different body types are an advantage
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		√ Hydration for physical activity and sport: why it is important and how correct levels can be maintained during physical activity and sport	

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<b>Topic 2: Sport Psychology</b>			
<b>2.1 Classification of skills (basic/complex, open/closed)</b>			
2.1.1 Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua		√ Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua	
2.1.2 Practice structures: massed; distributed; fixed and variable		√ Practice structures: massed; distributed; fixed and variable	
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	
<b>2.2 The use of goal setting and SMART targets to improve and/or optimise performance</b>			
2.2.1 The use of goal setting to improve and/or optimise performance	1.1.4 Explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity		
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	1.1.4 Describe, explain and apply principles of setting SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) targets		

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
2.2.3 Setting and reviewing targets to improve and/or optimise performance			
<b>2.3 Guidance and feedback on performance</b>			
2.3.1 Types of guidance to optimise performance: visual; verbal; manual and mechanical		√ Types of guidance to optimise performance: visual; verbal; manual and 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		√ Types of feedback to optimise performance: intrinsic; extrinsic; 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	
<b>2.4 Mental preparation for performance</b>			
2.4.1 Mental preparation for performance: warm up; mental rehearsal	1.1.4 Understand the exercise session and the purpose of each component (warm up)	√ Mental rehearsal	

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<b>Topic 3: Socio-cultural Influences</b>			
<b>3.1 Engagement patterns of different social groups in physical activity and sport</b>			
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	1.1.2 Identify key influences that have an impact on learners, and others, achieving sustained involvement in physical activity, including: people: family, peers, role models; image: fashion, media coverage; health and well-being: illness, health problems; socio-economic: cost, perceived status of the activity	√ 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	<ul style="list-style-type: none"> <li>× Explain the opportunities available to become, or remain, involved in physical activity in a range of roles</li> <li>× Explain the sports participation pyramid</li> <li>× Describe the common purposes of initiatives</li> <li>× Identify agencies involved in the provisions of opportunities for becoming, or remaining, involved.</li> </ul>
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	
<b>3.2 Commercialisation of physical activity and sport</b>			
3.2.1 The relationship between commercialisation, the media and physical activity and sport		√ The relationship between commercialisation, the media and physical activity and sport	
3.2.2 The advantages and disadvantages of commercialisation and the		√ The advantages and disadvantages of commercialisation and the	

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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
media for: the sponsor; the sport; the player/performer; the spectator		media for: the sponsor; the sport; the player/performer; the spectator	
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	
<b>3.3 Ethical and socio-cultural issues in physical activity and sport</b>			
3.3.1 The different types of sporting behaviour: sportsmanship, gamesmanship and the reasons for, and consequences of, deviance at elite level		√ The different types of sporting behaviour: sportsmanship, gamesmanship and the reasons for, and consequences of, deviance at 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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2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<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)		√ 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)**

<b>2016 Edexcel GCSE Physical Education</b>	<b>2009 Edexcel GCSE Physical Education</b>	<b>What's new for you</b>	<b>What you will no longer teach</b>
<p>Learners must choose and perform three different physical activities from a set list:</p> <ul style="list-style-type: none"> <li>• One must be a team activity.</li> <li>• One must be an individual activity.</li> <li>• One can be a free choice from the DfE activity list.</li> </ul> <p>The practical performance consists of 105 marks (35 marks per physical activity).</p> <p>Learners 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>		<ul style="list-style-type: none"> <li>× Only three activities instead of four.</li> <li>× Reduced activity list</li> <li>× No leader/official</li> </ul>



### Component 4: Personal Exercise Programme (PEP)

2016 Edexcel GCSE Physical Education	2009 Edexcel GCSE Physical Education	What's new for you	What you will no longer teach
<p>Learners are required to select one physical activity and sport on which to plan a PEP to optimise/improve their performance in that activity.</p> <p>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.</p> <p>The areas of content are:</p> <ul style="list-style-type: none"> <li>• analysis of proposed PEP</li> <li>• carrying out and monitoring the PEP</li> <li>• evaluation of the PEP.</li> </ul> <p>The PEP consists of 20 marks.</p> <p>Learners will be required to submit their PEP in one of two formats:</p> <ul style="list-style-type: none"> <li>• written analysis and evaluation (max 1500 words)</li> <li>• verbal presentation (max 15 mins).</li> </ul>	<p>Considerable overlap with PEP section in Analysis of Performance, i.e. Section 2.2.5</p> <p>The PEP will be marked by the teacher and moderated by Edexcel/Pearson.</p>		<p>× No oral question and answer permitted</p> <p>× PEP is the <b>only</b> required aspect</p>

## 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	
<b>Specialist activity</b>	
Blind cricket	
Goal ball	
Powerchair football	
Table cricket	
Wheelchair basketball	
Wheelchair rugby	

**Individual activities**

<b>Activity</b>	<b>Forbidden combinations and rules</b>
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.
Trampolineing	
<b>Specialist activity</b>	
Boccia	
Polybat	