

GCSE Physical Education 2016: Content Mapping OCR

Contents

GCSE Physical Education 2016: Content Mapping OCR	1
Introduction	2
Comparing the 2012 OCR GCSE Physical Education specification J586 with the new 2016 Edexcel GCSE Physical Education specification	2
Our free support includes:	3
Overview of content	4
2.1 (Unit B451) An Introduction to Physical Education	4
2.2 (Unit B453) Developing knowledge in Physical Education	5
Unit B452 and B454 Internal assessment	6
In-depth comparison	7
Component 1: Fitness and Body Systems	7
Topic 1: Applied Anatomy and Physiology	7
Topic 2: Movement Analysis	14
Topic 3: Physical Training	15
Topic 4: Use of Data	21
Component 2: Health and Performance	23
Topic 1: Health, Fitness and Well-being	23
Topic 2: Sport Psychology	27
Topic 3: Socio-cultural Influences	30
Topic 4: Use of data	32
Component 3 Practical performance (1PE0/03)	34
Component 4: Personal Exercise Programme (PEP)	35
Appendix	36
Physical activities	36

Introduction

Comparing the 2012 OCR GCSE Physical Education specification J586 with the new 2016 Edexcel GCSE Physical Education specification

This document is designed to help you compare the existing 2012 OCR GCSE Physical Education specification (J586) 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 OCR 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

GCSE Physical Education 2016: Content Mapping OCR

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 OCR GCSE Physical Education (J586)	2016 Edexcel GCSE Physical Education (1PE0)
2.1 (Unit B451) An Introduction to Physical Education	
1. Key concepts in Physical Education	
Competence	N/A
Performance	Component 1: <ul style="list-style-type: none"> Topic 3.1 Definitions of fitness, health, exercise and performance and the relationship between them
Creativity	N/A
Healthy, active lifestyles	Component 2: <ul style="list-style-type: none"> Topic 1.1 Physical, emotional and social health, fitness and well-being
2. Key processes in Physical Education	
Developing skills and techniques	N/A
Decision making	Component 3: <ul style="list-style-type: none"> Application of skills, techniques and decision making
Physical and mental capacity	Component 1 <ul style="list-style-type: none"> Topic 3.2 The components of fitness, benefits for sport and how fitness is measured and improved Topic 3.6 Effective use of warm up and cool down
Evaluating and improving	Component 1: <ul style="list-style-type: none"> Topic 3.2 The components of fitness, benefits for sport and how fitness is measured and improved Topic 3.5 How to optimise training and prevent injury Component 2: <ul style="list-style-type: none"> Topic 1.1 Physical, emotional and social health, fitness and well-being
Making informed choices about active, healthy lifestyles	Component 1: <ul style="list-style-type: none"> Topic 3.3 The principles of training and their application to personal exercise/training programmes Component 2: <ul style="list-style-type: none"> Topic 1.1 Physical, emotional and social health, fitness and well-being Topic 1.3 Energy use, diet, nutrition and hydration
3. Opportunities, pathways and participation in Physical Education	
Levels of participation	Component 2: <ul style="list-style-type: none"> Topic 3.1 Engagement patterns of different social groups in physical activity and sport
Reasons for participation (positive)	Component 2: <ul style="list-style-type: none"> Topic 3.1 Engagement patterns of different social groups in physical activity and sport
Reasons for non-participation (negative)	Component 2: <ul style="list-style-type: none"> Topic 3.1 Engagement patterns of different social groups in physical activity and sport
Specific social, cultural and locational reasons affecting participation	Component 2: <ul style="list-style-type: none"> Topic 3.1 Engagement patterns of different social groups in physical activity and sport

GCSE Physical Education 2016: Content Mapping OCR

2012 OCR GCSE Physical Education (J586)	2016 Edexcel GCSE Physical Education (1PEO)
School influences on participation	N/A
Identification and description of pathways for involvement in physical activity	N/A

2012 OCR GCSE Physical Education (J586)	2016 Edexcel GCSE Physical Education (1PEO)
2.2 (Unit B453) Developing knowledge in Physical Education	
1. Developing skills, techniques and motivation	
The learning of skills through a range of methods	Component 2: <ul style="list-style-type: none"> Topic 2.1 Classification of skills
The importance of different types of feedback	Component 2: <ul style="list-style-type: none"> Topic 2.3 Guidance and feedback on performance
Motivation	N/A
The importance of goal setting	Component 2: <ul style="list-style-type: none"> Topic 2.2 The use of goal setting and SMART targets to improve and/or optimise performance
2. Developing physical and mental capacity	
The development of the skeletal system and its role in physical activity	Component 1: <ul style="list-style-type: none"> Topic 1.1 The structure and functions of the musculo-skeletal system
The development and maintenance of healthy joints and the ways in which different types of joints affect participation and performance in an active, healthy lifestyle	Component 1: <ul style="list-style-type: none"> Topic 1.1 The structure and functions of the musculo-skeletal system Component 2: <ul style="list-style-type: none"> Topic 1.1 Physical, emotional and social health, fitness and well-being Topic 1.2 The consequences of a sedentary lifestyle
Understanding the muscular system in relation to physical performance	Component 1: <ul style="list-style-type: none"> Topic 1.1 The structure and functions of the musculo-skeletal system
Role and function of tendons	Component 1: <ul style="list-style-type: none"> Topic 1.1 The structure and functions of the musculo-skeletal system
Mental preparation	Component 2: <ul style="list-style-type: none"> Topic 2.4 Mental preparation for performance
3. Informed decision making using the principles of training and safe exercise	
Short-term effects of exercise	Component 1: <ul style="list-style-type: none"> Topic 1.4 The short- and long-term effects of exercise
Long-term effects of an active, healthy lifestyle	Component 1: <ul style="list-style-type: none"> Topic 3.4 The long-term effects of exercise
Exercise and training principles that affect improving health and fitness	Component 1: <ul style="list-style-type: none"> Topic 3.3 The principles of training and their application to personal exercise/training programmes
Definitions and examples of aerobic and anaerobic exercise and training	Component 1: <ul style="list-style-type: none"> Topic 3.3 The principles of training and their application to personal

GCSE Physical Education 2016: Content Mapping OCR

2012 OCR GCSE Physical Education (J586)	2016 Edexcel GCSE Physical Education (1PE0)
	exercise/training programmes
Identifying potential hazards	Component 1: • Topic 3.5 How to optimise training and prevent injury
How to reduce risk and injury	Component 1: • Topic 3.5 How to optimise training and prevent injury
4. Opportunities, pathways and participation in Physical Education	
Level of participation in sport and physical activity	Component 2: • Topic 3.2 Commercialisation of physical activity and sport
Reasons for participation and non-participation	N/A

2012 OCR GCSE Physical Education (J586)	2016 Edexcel GCSE Physical Education (1PE0)
Unit B452 and B454 Internal assessment	
1. Practical performance	
Four activities	Component 3: • Three activities from DfE approved list
2. Analysing Lifestyle	N/A
3. Analysing Performance	N/A

In-depth comparison

Component 1: Fitness and Body Systems

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	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	2.2 B453 The different functions of the skeletal system for a healthy lifestyle: shape/support; blood cell production; importance of red blood cells for energy/minerals; protection, importance of healthy bones to avoid injury and allow sustained involvement in physical activity; movement/leverage, importance of levers and joints in facilitating movement; mineral store, importance of minerals for health. □	√ Specific reference to calcium and phosphorus	× Importance of healthy posture
1.1.2 Classification of bones: long (leverage); short (weight bearing); flat (protection, broad surface for muscle attachment); irregular (protection and muscle		√ Classification of bones: long (leverage); short (weight bearing); flat (protection, broad surface for muscle attachment); irregular (protection and muscle	

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
attachment) applied to performance in physical activities and sport		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; 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		√ Structure: cranium; clavicle; scapula; five regions of vertebral column (cervical, thoracic, lumbar, sacrum, coccyx); ribs; sternum; humerus; radius; carpals; metacarpals; phalanges (in the hand); pelvis; femur; patella; tibia; fibula; tarsals; metatarsals; phalanges (in the foot) and their classification and use applied to performance in physical activities and sports	
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	2.2 B453 Types of joint: Hinge (elbow and knee); ball and socket joint (shoulder). Understanding how these types of joints allow effective movement.	√ 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 utilize these movements in different sporting contexts	2.2 B453 Ranges of movement that are allowed by these joints and application of these using practical examples: flexion; extension; rotation; abduction; adduction	√ Circumduction, plantar-flexion, dorsi-flexion	

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
1.1.6 The role of ligaments and tendons, and their relevance to participation in physical activity and sport	2.2 B453 Structure of joints, problems associated with joints and how you might avoid them through physical activity and healthy lifestyles. Description of structure and use of: ligament; cartilage; synovial fluid. Role and function of tendons.		× Synovial fluid
1.1.7 Classification and characteristics of muscle types: voluntary muscles of the skeletal system; involuntary muscles in blood vessels; cardiac muscle; forming the heart and their roles when participating in physical activity and sport		√ Classification and characteristics of muscle types: voluntary muscles of the skeletal system; involuntary muscles in blood vessels; cardiac muscle; forming the heart and their roles when participating in physical activity 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)	2.2 B453 Description and application of the following muscle groups, using practical examples of how they are involved in, and benefit from, particular types of physical activity: deltoid; trapezius; latissimus dorsi; pectorals; biceps; triceps; abdominals; quadriceps; hamstrings. □	√ External obliques, pectoralis major, hip flexors, gluteus maximus, gastrocnemius, tibialis anterior	× Pectorals
1.1.9 Antagonistic pairs of muscles (agonist and antagonist) to create opposing movement at joints to allow	Unit 2.2 B453 The roles of muscle in movement. Learners should be able to describe these roles and give applied practical		× synergist

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
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)	examples of appropriate muscle groups that are used when participating in specific physical activities: prime mover or agonist; antagonist; synergist; antagonistic pairs (e.g. throwing a ball involves the biceps and triceps acting as an antagonistic pair).		
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	
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		√ 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;		√ Structure of the cardiovascular system: atria; ventricles; septum; tricuspid, bicuspid and semi-lunar valves;	

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
aorta; vena cava; pulmonary artery; pulmonary vein; and their role in maintaining blood circulation during performance in physical activity and sport		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 deoxygenated blood; and changes due to physical exercise		√ 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 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	2.2 B453 Simple description and application of the vascular shunt mechanism (changes in blood flow to muscles during exercise) □		
1.2.5 Function and importance of red and white blood cells, platelets and plasma for physical activity and sport	2.2 B453 Function and importance of red blood cells, for physical activity and sport	√ Function and importance of 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		√ Composition of inhaled and exhaled air and the impact of physical activity and sport on oxygen consumption and carbon dioxide production	

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
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	
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)	2.2 B453 The effects of lactic acid: □ give applied examples of when lactic acid affects exercise and training and the ability to maintain physical activity, to enable participation in an active, healthy lifestyle	√ 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	

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	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	2.2 B453 Short-term effects: muscle fatigue; increase in temperature; the effects of lactic acid		
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	2.2 B453 Short-term effects: heart rate; cardiac output and stroke volume □		
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	2.2 B453 Short-term effects: Description of the following short-term effects: □ respiratory rate; tidal volume and minute volume		× Minute volume
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			

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	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 OCR GCSE Physical Education	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;		√ Movement patterns using body planes and axes: sagittal, frontal and transverse plane;	

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
and frontal, sagittal, vertical axes applied to physical activities and sporting actions		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	
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 OCR GCSE Physical Education	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	2.1 B451 Key concepts – performance	√ Definitions of fitness, health, exercise and the relationship between them	× Key concepts – competence, creativity

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
3.2 The components of fitness, benefits for sport and how fitness is measured and improved			
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	2.1 B451 Process – the components of fitness and a healthy, balanced lifestyle: cardiovascular endurance/ stamina; muscular endurance; speed; strength and flexibility		Note reference to cardiovascular fitness rather than endurance. × NOT stamina
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	2.1 B451 Process 4 – assessing the body's readiness for exercise and training to plan for sustained involvement in physical activity		× measurement of body mass index (BMI)
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	2.1 B451 Suitable tests for cardiovascular endurance (e.g. the Cooper 12 minute run/walk test), suitable tests for strength (e.g. the grip dynamometer test), suitable tests for speed (e.g. the 30m sprint test),	√ Cooper 12 minute swim test, Harvard Step Test, Illinois agility run test, one-minute sit-up, one-minute press-up, vertical jump test	

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
endurance – one-minute sit-up, one-minute press-up; speed – 30m sprint; power – vertical jump test; flexibility – sit and reach test	suitable tests for flexibility (e.g. the sit and reach test)		
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)	2.2 B453: Identification and description of: overload; specificity; progression; reversibility. □ The FITT principle and applied practical examples of how these might affect health and fitness: Frequency, Intensity, Time, Type. □	√ Thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90%, calculated using Karvonen formula) √ Progressive overload as opposed to over load and progression as separate entities	
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)	2.1 B451 Process 4 – the validity of tests and measurements to take into account age, fitness levels and ability of the participant.	√ 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.	2.1 B451 Process 5 – understanding different methods of exercise and training programmes for an active, healthy lifestyle: circuit training; aerobics/aqua	√ Fitness classes for specific components of fitness, physical activity and sport (body pump) √ The advantages and disadvantages of different training methods	× Dance exercise × Flexibility training

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
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	aerobics; spin; Pilates; yoga; dance exercise. <input type="checkbox"/> A description of these methods and their benefits using practical examples. <input type="checkbox"/> 2.2 B453 Circuit, weight, plyometrics, flexibility, continuous, fartlek, interval training.		
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	2.2 B453 Learners should be able to give simple descriptions of aerobic and anaerobic exercise <input type="checkbox"/> (e.g. aerobic exercise requires the use of oxygen whereas anaerobic exercise does not require oxygen) <input type="checkbox"/>		
3.4.2 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	2.2 B453 Description of the following long-term effects: increase in strength of muscle fibres; hypertrophy; increased tolerance to lactic acid. <input type="checkbox"/>	√ 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	

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
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	2.2 B453 Description of the following long-term effects: heart rate; stroke volume and cardiac output; lung volumes and rate of recovery	√ 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	
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	2.1 B451 Process 4 – assessing the body's readiness for exercise	√ The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ	× BMI
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	2.2 B453 Identification and description of potential hazards. Minimising risks through knowledge of: correct clothing/footwear; personal protective equipment; health and safety procedures; lifting,	√ Injury prevention through: correct application of the principles of training to avoid overuse injuries	× Personal hygiene × Balanced competition

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports	carrying and placing equipment safely.		
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)	2.2 B453 Problems associated with joints, their causes and how you might avoid them: <input type="checkbox"/> inflammation of joints (e.g. cause might be overuse and solution is to take regular breaks when exercising); <input type="checkbox"/> osteoarthritis (e.g. cause might be obesity and solution might be to follow a balanced diet and to exercise regularly)		
3.5.4 RICE (rest, ice, compression, elevation)		3.5.4 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	Unit B451 Process 5 - the effects of the following on performance and participation in physical activity performance enhancing drugs (steroids, blood doping)	√ Beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants	
3.6 Effective use of warm up and cool down			

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
3.6.1 The purpose and importance of warm ups and cool downs to effective training sessions and physical activity and sport	2.1 B451 Process 3 – the importance of the warm up and cool down		
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 OCR GCSE Physical Education	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		√ 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)	

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
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 OCR GCSE Physical Education	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	2.1 B451 Measures/indicators of health and well-being: satisfaction with aspects of life; frequency of positive and negative feelings; access to green space; level of participation in a range of activities; positive mental health; description of these indicators using practical examples (e.g. being satisfied with your job and social life; thinking mainly positively rather than negatively about yourself and your life; living close to a park or playing fields which you can use for exercise and leisure; being a member of a gym and enjoying regular exercise classes) □		
1.1.2 Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved	2.1 B451 Measures/indicators of health and well-being: satisfaction with aspects of life; frequency of positive and negative feelings; positive mental health; description of	√ Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved	

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
	these indicators using practical examples (e.g. being satisfied with your job and social life; thinking mainly positively rather than negatively about yourself and your life; being a member of a gym and enjoying regular exercise classes) □		
1.1.3 Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved		√ 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	2.1 B451 Measures/indicators of health and well-being	√ Impact of fitness on well-being: positive and negative health effects	
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)	2.1 B451 Characteristics of a balanced, healthy lifestyle: description of characteristics (e.g. non smoking; to be active (amount according to age/ability); to follow a healthy diet including sufficient hydration; limited or no use of alcohol)		

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
	B451 Process 5 – the effects of the following on performance and participation in physical activity: alcohol		
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)	B451 Process 5 – the effects of the following on performance and participation in physical activity: smoking ☐		
1.2 The consequences of a sedentary lifestyle			
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	B451 Process 5 – the effects of the following on performance and participation in physical activity: over-eating ☐		× Under-eating
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	2.1 B451 Characteristics of a balanced, healthy lifestyle: description of characteristics (e.g. non smoking; to be active		

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
optimise specific performances in physical activity and sport	(amount according to age/ability); to follow a healthy diet including sufficient hydration; limited or no use of alcohol): the balanced diet – a description of positive and negative energy balance: current recommended amounts of exercise (e.g. 1 hour 5 times per week); knowledge of different recommendations from different sources). □		
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	2.1 B451 Process 5 – An understanding of the function of the seven essential components of a healthy diet and the contribution diet makes to a balanced, healthy lifestyle: carbohydrates; proteins; fats; minerals; vitamins; fibre; water	√ Carbohydrate loading for endurance athletes and timing of protein intake for power athletes	
1.3.3 The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports	2.1 B451 Process 5 – An understanding of the function of the seven essential components of a healthy diet and the contribution diet makes to a balanced, healthy lifestyle: carbohydrates; proteins; fats; minerals; vitamins; fibre; water		
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	

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
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	2.1 B451 Balanced diet – A description of positive and negative energy balance□		
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	2.1 B451 Characteristics of a balanced, healthy lifestyle: to follow a healthy diet including sufficient hydration		

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	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		√ Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua	2.1 B451 × Characteristics of skilful movement × Process 1 - Fundamental motor skills × Process 2 - Decision making
2.1.2 Practice structures: massed; distributed; fixed and variable	2.2 B453 The learning of skills through a range of methods – practice/rehearsal	√ Practice structures: massed; distributed; fixed and variable	× Trial and error

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
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	2.2 B453 The importance of goal setting: to optimise performance; to ensure exercise adherence; to control anxiety		
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	2.2 B453 The SMART principle. Description and application of these components with practical examples: Specific; Measurable; Achievable or Agreed; Realistic or Recorded; Time-phased. □		<ul style="list-style-type: none"> × Achievable NOT Agreed × Realistic NOT Recorded × Time-bound rather than Time-phased
2.2.3 Setting and reviewing targets to improve and/or optimise performance	□	√ Setting and reviewing targets to improve and/or optimise performance	x 2.1 B451 Performance and outcome goals
2.3 Guidance and feedback on performance			
2.3.1 Types of guidance to optimise performance: visual; verbal; manual and mechanical	2.2 B453 Learning of skills through a range of methods, copying others and the use of appropriate role models (e.g. to watch a demonstration of an arabesque in gymnastics carried out by an expert gymnast) □□		

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
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	× 2.2 B453 Intrinsic and extrinsic motivation
2.3.3 Types of feedback to optimise performance: intrinsic; extrinsic; concurrent; terminal	2.2 B453 Types of feedback – intrinsic feedback, extrinsic feedback	√ Concurrent, terminal feedback	× Knowledge of results × Knowledge of performance □
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	2.2 B453 The effects of mental preparation for performance. Description and application of these methods using practical examples: relaxation (e.g. thinking calm thoughts to try and relax before taking a penalty in football); focusing (e.g. concentrating on the vault and shutting out the audience when vaulting in gymnastics)□	√ Recognition of examples as mental rehearsal	□

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
Topic 3: Socio-cultural Influences			
3.1 Engagement patterns of different social groups in physical activity and sport			
<p>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</p>	<p>2.1 B451 Levels of participation in sport and physical activity.</p> <p>Reasons for participation.</p> <p>Learners should demonstrate an understanding of why they affect participation: age; gender; education; family; disability; ethnicity; religion; environment; climate <input type="checkbox"/></p>	<p>√ Socio-economic group</p>	<p>B451:</p> <ul style="list-style-type: none"> × Specific numbers of those participating not required × Education, family, religion, environment, climate <input type="checkbox"/> × The role of the school curriculum in promoting an active, healthy lifestyle × Pathways for involvement in physical activity <p>B453:</p> <ul style="list-style-type: none"> × Local and national provision × Initiatives × The role of the school in promoting an active, healthy lifestyle
<p>3.1.2 Interpretation and analysis of graphical representation of data associated with trends in participation rates</p>		<p>√ Interpretation and analysis of graphical representation of data associated with trends in participation rates</p>	

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
3.2 Commercialisation of physical activity and sport			
3.2.1 The relationship between commercialisation, the media and physical activity and sport	2.2 B453 Effects of media influences and promotional campaigns for an active, healthy lifestyle on levels of participation: explanation of media influences using practical examples; effects of sponsorship and availability of funds to follow an active, healthy lifestyle; explanation of sponsorship and funding using practical examples <input type="checkbox"/>	√ 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	2.2 B453 Effects of sponsorship Media influences	√ The advantages and disadvantages of commercialisation and the 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	
3.3 Ethical and socio-cultural issues in physical activity and sport			

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
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	

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
Topic 4: Use of data			
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	

GCSE Physical Education 2016: Content Mapping OCR

2016 Edexcel GCSE Physical Education	2012 OCR GCSE Physical Education	What's new for you	What you will no longer teach
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 OCR GCSE Physical Education	What's new for you	What you will no longer teach
<p>Learners must choose and perform three different physical activities from a set list:</p> <ul style="list-style-type: none"> • One must be a team activity. • One must be an individual activity. • One can be a free choice from the DfE activity list. <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"> 1. Perform skills/techniques in isolation (10 marks). 2. Apply the skills/techniques in formal/competitive situations (25 marks). 	<p>Considerable overlap with Unit B452: Practical performance and Analysis 1 and Unit B454: Practical performance and Analysis 2</p>		<ul style="list-style-type: none"> × Only three activities instead of four × Reduced activity list × No leader/official

Component 4: Personal Exercise Programme (PEP)

2016 Edexcel GCSE Physical Education	2012 OCR 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"> • analysis of proposed PEP • carrying out and monitoring the PEP • evaluation of the PEP. <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"> • written analysis and evaluation (max 1500 words) • verbal presentation (max 15 mins). 			<ul style="list-style-type: none"> × Analysing lifestyle task × Analysing performance task × 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	