

# Pearson Edexcel GCE

May–June 2022 Assessment Window

Syllabus  
reference

9PE0

## Physical Education Advance Information Version 2

You are not permitted to take this notice into the examination.  
This document is valid if downloaded from the [Pearson  
Qualifications website](https://www.pearson.com/qualifications).

### Instructions

- Please ensure that you have read this notice before the examination.

### Information

- This notice covers all examined components.
- This notice covers Components 01 and 02.
- This notice does **not** cover non-examined assessment (NEA) components.
- The format/structure of the assessments remains unchanged.
- The advance information details the focus of the content of the exams in the May–June 2022 assessments.
- There are no restrictions on who can use this notice.
- This notice is meant to help students to focus their revision time.
- Students and teachers can discuss the advance information.
- This document has 7 pages.

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## General advice

- In addition to covering the content outlined in the advance information, students and teachers should consider how to:
  - manage their revision of parts of the specification that may be assessed in areas not covered by the advance information
  - manage their revision of other parts of the specification that may provide knowledge which helps with understanding the areas being tested in 2022.
- For specifications with synoptic assessments, topics not explicitly given in the advance information may appear, e.g. where students are asked to bring together knowledge, skills and understanding from across the specification.
- For specifications with optional papers/topics/content, students should only refer to the advance information for their intended option.
- For specifications with NEA, advance information does not cover any NEA components.

A link to the Joint Council for Qualifications guidance document on advance information can be found on the Joint Council for Qualifications website or [here](#).

## **Advance Information**

### **Subject specific section**

- This advance information document details the major focus of the content of the exams in the 2022 assessments for A level Physical Education.
- There will be no advance information for the practical component of this qualification.
- The information is presented in specification order and not in question order.
- For each paper, the list shows the major focus of the higher tariff extended response questions. Students are expected to be familiar with explanations of this content.

## Component 1: Scientific Principles of Physical Education

<b>Topic 1: Applied anatomy and physiology</b>	<b>1.2 Cardiorespiratory system and cardiovascular systems</b>	1.2.1	Knowledge, understanding and application of the anatomy and physiology of the cardiovascular, circulatory and respiratory systems in physical activity. Understanding of how they function individually and in conjunction with each other.
		1.2.6	The physiology of the cardiovascular system with regards to the cardiac cycle, systemic and pulmonary circulation, venous return, vascular shunting, heart rates, (resting, working, maximum, heart rate reserve and recovery), stroke volume, cardiac output, end diastolic and end systolic volumes.
	<b>1.3 Neuromuscular system</b>	1.3.8	The chronic adaptations of the cardiorespiratory, cardiovascular, muscular-skeletal and neuro-muscular systems to training.
	<b>1.4 Energy systems: fatigue and recovery</b>	1.4.10	Stages of recovery and their application to specific physical and sporting contexts.
		1.4.11	The fast component of recovery and re-phosphorylation; the speed and rate of phosphogen replenishment.
<b>Topic 2: Exercise physiology and applied movement analysis</b>	<b>2.1 Diet and nutrition and their effect on physical activity and performance</b>	2.1.4	The role and use of supplementation to enhance energy stores, hydration, recovery, metabolic process and delay fatigue.
	<b>2.2 Preparation and training methods in relation to maintaining and improving physical activity and performance</b>	2.2.2	Fitness tests: functional thresholds, lactate threshold/anaerobic threshold/maximum steady state, gas analysis, multi-stage fitness test, step tests, yo-yo test, Cooper minute run, Wingate test, maximum accumulated oxygen deficit (MAOD), RAST (repeat anaerobic sprint test), Cunningham and Faulkner, jump tests, Margaria-Kalamian, strength tests, agility tests, sprint tests < 100 m.
		2.2.10	Periodisation: Macro, Meso and Micro Cycles Knowledge and understanding of the preparation phase (general and specific), competition phase and transition phase.

		<p>2.2.11 Methods of training and their appropriateness for different activities: interval, circuits, cross, continuous, fartlek, flexibility (static, ballistic and proprioceptive neuromuscular facilitation (PNF)), weights (free weights and machines), resistance (including pulleys, parachutes), assisted (including bungees, downhill), plyometrics, speed agility quickness (SAQ) and functional stability.</p> <p>Advantages and disadvantages of each method of training.</p>
	<p><b>2.3</b> <b>Injury prevention and the rehabilitation of injury</b></p>	<p>2.3.1 Knowledge and understanding of the different classifications of common sporting injuries.</p>
		<p>2.3.5 Rehabilitation from injuries</p> <p>Contemporary recovery methods and timescales for return to play for injuries in 2.3.1, e.g. ultrasounds, physiotherapy, hyperbaric chambers, oxygen tents, compression garments, ice baths, nutrition, climate chambers, cryotherapy.</p> <p>POLICE – Protection, Optimal Loading, Ice, Compression, Elevation.</p> <p>RICE – Rest, Ice, Compression, Elevation.</p> <p>Advantages and disadvantages of rehabilitation strategies.</p>

## Component 2: Psychological and Social Principles of Physical Education

<b>Topic 3: Skill acquisition</b>	<b>3.1 Coach and Performer</b>	3.1.1 Coaching styles to improve the performance of learners: command, reciprocal, guided discovery and problem solving.
		3.1.3 Dissection of a skill in order to identify technical elements: preparation, execution and recovery phases leading to the correct result or outcome. Exploration of how to analyse a skill in order to identify any technical strengths and weaknesses. How to compare to higher-level performer.
	<b>3.3 Learning theories</b>	3.3.1 The associative theories (classical and operant conditioning). Reinforcement – positive, negative, punishment, stimulus – response (S-R) bond – and its use in skill learning.
		3.3.2 Thorndike's three laws in relation to learning as effect, exercise and readiness and their application to practical situations.
		3.3.3 Fitts and Posner's three stages of learning (cognitive, associative and autonomous). The characteristics and coaching requirements at each stage. The type and role of different types of feedback at each stage.
<b>Topic 4: Sport psychology</b>	<b>4.1 Factors that can influence an individual in physical activities</b>	<p>4.1.1 Knowledge and understanding of different personality theories and their application to different sporting situations.</p> <p>Personality theories</p> <p>Trait (Innate) theory – introvert/extrovert, neurotic/stable (Eysenck, Cattell's 16 Personality Factors)</p> <p>Interactionist theory Behaviour = function (personality, environment) Hollander's and Martens personality structure.</p>
	<b>4.4 Attribution Theory</b>	<p>4.4.1 A knowledge and understanding of reasons for success and failure in sport.</p> <p>Weiner's attribution theory and the four attributions: ability, effort, luck, task difficulty.</p> <p>The three main dimensions of attribution: locus of causality, locus of stability and locus of controllability.</p> <p>Strategies to allow for attribution retraining.</p>

<b>Topic 5: Sport and society</b>	<b>5.3 Commercialisation of sport</b>	5.3.1 Knowledge and understanding of the commercialisation of sport and its impact on society.
		5.3.4 The events of the 1968, 1972 and the 1976 Olympics and their impact on the 1984 games in Los Angeles. The blueprint for the commercialisation of future sport created by Peter Ueberroth at the 1984 Games.
	<b>5.4 Ethics and deviance in sport</b>	5.4.1 Knowledge and understanding of ethics and deviance in sport. The pressures on sports performers and spectators to behave in a deviant way.
		5.4.2 The impact of commercialisation on the sportsmanship ethic and the growth of gamesmanship in the UK.
		5.4.3 Deviance in sport: use of performance enhancing drugs, (early conception of drug use up to the modern day); blood doping and transfusions; diuretics and pain relief; simulation; bribery; 'bungs'; match fixing, betting syndicates and other contemporary forms of deviance.
	<b>5.7 Participation and health of the nation</b>	5.7.1 Knowledge and understanding of barriers to participation, the benefits of mass participation and the impact of wearable technology on participation.
		5.7.2 Concept of mass participation and initiatives/ programmes to promote community participation in the UK.
		5.7.3 Participation trends in the UK in the 21st century.

## END OF ADVANCE INFORMATION