

## UNIT 1 KEY COMMAND VERBS

Performance band	Explanation of verb	Command Verb
Level 1 Pass	<b>Outline</b> Other terms may include: <b>Identify</b>	<b>Outline</b> - A general, preliminary, or rough plan or account of something that concentrates on the main features and ignores detail  <b>Identify</b> - Recognise, distinguish and establish what something is
Level 2 Pass	<b>Describe</b>	<b>Describe</b> - Give an account or representation in words, provide an appropriate level and amount of information with detail
Level 2 Merit	<b>Explain</b>	<b>Explain</b> – Give reasons, make (an idea or situation) clear by describing it in more detail
Level 2 Distinction	<b>Analysis</b> Other terms may include <b>Evaluate</b>  <b>Assess</b>	<b>Analyse</b> – Examine in detail, break into component parts, examine relationships  <b>Evaluate</b> – Make judgements against criteria, form an idea of the amount/number/value of something  <b>Assess</b> – Make a judgement about the quality or value of something

This unit is externally assessed through a written examination.

Duration: 1 hour 20 minutes

Number of marks: 80

Format: short and extended answer questions based around applied situations.

Learners will be required to use stimulus material to respond to questions.

This assessment contributes 40% to the overall qualification grade.

Below are the **assessment objectives** for this specification. Learners must:

**AO1** Demonstrate knowledge and understanding from across the specification. 20%

**AO2** Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. 14%

**AO3** Analyse and evaluate information, making reasoned judgements and presenting conclusions. 6%

<p style="text-align: center;"><b>GCSE PE PROGRESS CHECKER (1)</b></p> <p style="text-align: center;"><b>1. Health, training and exercise</b></p>	I don't know this very well	I know some of this	I know this very well
			
<p><b>Health, fitness and well-being</b> Definition and knowledge of the relationship between health, fitness and well-being.</p>			
<p><b>The contribution physical activity makes to health and fitness</b> The importance of exercise. Benefits of an active, healthy lifestyle. Lifestyle choices and adherence, links to motivation. The health benefits from exercising including physical, social and mental well-being benefits. The relationship between physical, social and mental health.</p>			
<p><b>Consequences of a sedentary lifestyle</b> The risks of not exercising to include stress, hypertension, obesity, arthrosclerosis, poor self-esteem, poor body image and self-confidence.</p>			
<p><b>Diet and nutrition</b> Energy balance equation; positive, negative, balanced. The functions of nutrients; protein for tissue growth/repair, carbohydrate for energy, fats for energy/insulation, minerals for bone growth, water for hydration. The role of nutrients in different intensities of exercise to include carbohydrates, proteins, fats, vitamins and hydration. The dangers of under and over hydrating.</p>			
<p>The importance of nutrition for overall health and its roles in different types of physical activity.</p>			
<p><b>Components of fitness</b> Links of components of fitness to specific sports/activities. Development of fitness for lifestyle and/or performance. Cardio vascular endurance, muscular endurance, muscular strength, flexibility, body composition, agility, speed, power, co-ordination, balance, reaction time.</p>			
<p><b>Measuring health and fitness</b> The importance of measuring fitness and health to include: identifying strengths and weaknesses, baseline, current state, improvement, comparisons, motivation.</p>			
<p>How health and fitness is measured including the multi stage fitness test/coopers 12 min run, abdominal curl/press up test, hand grip/1 rep max, sit and reach, skin fold callipers/body fat, Illinois agility run, 30/50m sprint, vertical jump, stork balance, alternate hand throw, ruler drop test or other appropriate tests. Tests should be linked to the appropriate component of fitness.</p>			
<p>Other measurement tools to include health questionnaires and screening methods such as monitoring blood pressure, heart rate, calorie input and expenditure.</p>			
<p>The importance of protocols, concepts of reliability and validity when measuring health and fitness.</p>			



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<p><b>Methods of training</b> Different methods of training including continuous, interval, including fartlek, circuit, weight training and plyometrics. Flexibility training including active, passive, dynamic stretching.</p>			
<p>The development of correct techniques.</p>			
<p>The suitability of various methods of training depending upon the needs of the individual and the activity.</p>			
<p>The development and improvement of both health and performance through appropriate methods of training.</p>			
<p><b>Training zone graphs and analysing data</b> Training zones and the link to heart rate, exercise, fitness, energy systems and health.</p>			
<p>Aerobic training zone to develop cardiovascular system.</p>			
<p>Anaerobic training zone to develop lactic acid system.</p>			
<p>Calculation of maximum heart rate and percentages for different training zones.</p>			
<p>Intensities and durations of exercising depending upon individual needs.</p>			
<p>Links to aerobic and anaerobic exercise in key area 2. Exercise physiology.</p>			
<p><b>Principles of training and exercising</b> Specificity, progression, overload (intensity, frequency, duration), variance.</p>			
<p>Learners will need to apply the principles of training to improving health for sedentary individuals and fitness for sportspersons.</p>			
<p><b>Warm up and cool down</b> Why performers warm up. Physical and psychological reasons to include raising body temperature, increasing elasticity of muscles and range of movement, reducing the risk of injury, being "in the zone", improving focus and motivation.</p>			
<p>Why performers cool down to include removal of waste products, speed up recovery, countering dehydration and the loss of salts. How performers warm up and cool down including increasing intensity to raise heart rate, active/passive/dynamic stretching proprioceptive neuromuscular facilitation (PNF) stretching and ensuring game specificity.</p>			
<p>How performers cool down to include reducing heart rate, intensity, active recovery, Ice baths, massage and stretching.</p>			
<p><b>Data analysis</b> The collection, analysis and presentation of appropriate data for any of the content in health, training and exercise.</p>			

<p align="center"><b>GCSE PE PROGRESS CHECKER (2)</b></p> <p align="center"><b>2. Exercise physiology</b></p>	I don't know this very well	I know some of this	I know this very well
			
<p><b>Muscular-skeletal system</b> The structure and function of the muscular-skeletal system.</p>			
<p>The structure of the skeletal system to include ball and socket, hinge and pivot joints (synovial joints); major bones including radius, ulna, humerus, femur, tibia, fibula. Flat bones such as scapula, cranium and ribs for protection.</p>			
<p>Functions of the skeletal system: movement, support, protection and production of blood cells. Types of movement at different joints including flexion, extension, adduction, abduction, circumduction, rotation.</p>			
<p>The structure of the muscular system – types of muscles: smooth, cardiac, skeletal, involuntary, and voluntary. Names of major muscles such as biceps, triceps, deltoid, pectorals, latissimus dorsi, gluteals, quadriceps, hamstrings, gastrocnemius. Links of major muscles to types of movement at different joints including flexion, extension, adduction, abduction, circumduction, rotation. Links of major muscles to types of muscle contractions (concentric, eccentric and isometric).</p>			
<p>Muscle fibre types: slow/fast type I, type II. Characteristics and their function within a variety of sports and aerobic and anaerobic exercise. The function of ligaments and tendons.</p>			
<p>The structure and function of the cardio-respiratory and vascular systems.</p>			
<p><b>Cardio-respiratory and vascular system</b></p>			
<p>Structure of the cardio system to include labelling of the heart: atria, ventricles, pulmonary and systemic circulatory systems.</p>			
<p>Functions to include transportation of nutrients, oxygen and waste products, thermoregulation, vasodilation, vasoconstriction.</p>			
<p>Cardiac values at rest and during exercise; cardiac output, heart rate, stroke volume, blood pressure: systolic, diastolic, values at rest and exercise.</p>			
<p>Structure of the respiratory system to include trachea, bronchus, bronchioles, alveoli, diaphragm.</p>			
<p>Functions to include gaseous exchange, oxygenation of blood.</p>			
<p>Movement: Lung volumes inc; vital capacity, minute ventilation, breathing frequency (rate), tidal volume, values at rest and exercise</p>			
<p><b>Aerobic and anaerobic exercise</b></p>			
<p>Overview of aerobic and anaerobic exercise: creatine phosphate, lactic acid, aerobic characteristics, oxygen debt.</p>			
<p>Anaerobic threshold and links to intensity of exercise.</p>			
<p>The characteristics and factors affecting aerobic/anaerobic exercise including intensity and duration.</p>			
<p>Links to training zone and diet and nutrition in key area 1. Health, training and exercise.</p>			



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<b>Short and long term effects of exercise</b> Short term effects: linked to intensity, duration, including increased heart rates, tidal volume, temperature, production of waste products.			
Long term effects: adaptations of the body systems dependant on intensity and duration to include bone density, increased elasticity of muscles, hypertrophy, improved energy systems, increased stroke volume, decreased resting heart rate, blood pressure, decreased breathing frequency, increased vital capacity.			
The links of the intensity and duration of activity to different short and long term effects of exercise.			
The effects of exercise on social and mental well-being as well as on long term physical benefits. The benefits to health as well a sporting performance. Connections with content in key area 1. Health, training and exercise.			
<b>Data analysis</b> The collection, analysis and presentation of appropriate data for any of the content in exercise physiology.			



<p align="center"><b>GCSE PE PROGRESS CHECKER (3)</b></p> <p align="center"><b>3. Movement analysis</b></p>	I don't know this very well	I know some of this	I know this very well
			
<p><b>Muscle contractions</b> Isotonic contractions including eccentric, concentric – isometric contractions.</p>			
<p>Antagonistic muscle action – agonists (prime movers), antagonists.</p>			
<p><b>Lever system</b> The classification of levers, with focus on the joints and leverage systems at the shoulder, elbow, knee and hip. The mechanical advantages of different classes of levers. Fulcrum, load and effort.</p>			
<p><b>Planes of and axes of movement</b> Sagittal, and frontal and transverse planes - flexion, extension, adduction and abduction.</p>			
<p>Axes of movement: sagittal, frontal and vertical and the movements that occur through these axes.</p>			
<p>Movements at joints during the actions of running, throwing, jumping and kicking.</p>			
<p>Links should be made between planes and axes of movement and with the muscular-skeletal system in key area 2. Exercise physiology.</p>			
<p><b>Sports technology</b> The role of technology in analysis of movement, improvement in performance as well as its role in officiating and coaching.</p>			
<p>The positive and negative effects of technological developments.</p>			
<p>The relationship between sporting activities and movement analysis.</p>			
<p>How to use technology to analyse movement and sports performance to improve performance.</p>			
<p><b>Data analysis</b> The collection, analysis and presentation of appropriate data for any of the content in movement analysis</p>			

<p style="text-align: center;"><b>GCSE PE PROGRESS CHECKER (4)</b></p> <p style="text-align: center;"><b>4. Psychology of sport and physical activity</b></p>	<p style="text-align: center;">I don't know this very well</p>	<p style="text-align: center;">I know some of this</p>	<p style="text-align: center;">I know this very well</p>
			
<p><b>Goal-setting</b> How goal-setting can impact upon health, well-being and performance including focusing attention, improving effort, concentration, and helping develop strategies for success.</p>			
<p>SMART targets to support goal setting: specific, measurable, agreed, realistic and time phased targets. These targets are linked to specific activities.</p>			
<p><b>Information processing</b> Information processing model including: input, decision making, output and feedback.</p>			
<p>The function of feedback including knowledge of results and knowledge of performance.</p>			
<p><b>Guidance</b> The types of guidance including verbal, visual, manual, mechanical. The relationship of guidance and feedback to stages of learning - cognitive, associative, autonomous.</p>			
<p><b>Mental preparation</b> How mental preparation can help with motivation and can improve performance through imagery/visualisation/mental rehearsal.</p>			
<p><b>Motivation</b> Types of motivation including intrinsic and extrinsic and their links to adherence and sporting success.</p>			
<p>Links to physical, social and mental well-being in key area 1. Health, training and exercise.</p>			
<p><b>Characteristics of a skilled performance</b> Characteristics of a skilled performance: technique, consistency, accuracy, efficiency, effectiveness, confidence, control and aesthetics.</p>			
<p><b>Classifications of skills</b> Classification of activities along a continuum including basic/complex, open/closed and self/externally paced. Make connections between the classification of skill and type of practice.</p>			
<p><b>Types of practice</b> The links between practice, the learner and the type of skill – whole/part, fixed/varied practice.</p>			
<p>The relationship between different concepts and theories in sports psychology and how they can contribute to improving performance.</p>			
<p><b>Data analysis</b> The collection, analysis and presentation of appropriate data for any of the content in sports psychology.</p>			

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<p style="text-align: center;"><b>GCSE PE PROGRESS CHECKER (5)</b></p> <p style="text-align: center;"><b>5. Socio-cultural issues in physical activity and sport</b></p>	I don't know this very well	I know some of this	I know this very well
			
<p><b>Participation</b> The factors that contribute to participation, provision and performance in sport and exercise.</p>			
<p>Up to date strategies and personal experiences that impact upon participation. Factors that affect participation will focus on family, gender, society, peers, cost, access, role models. The influence of school physical education programme, extra-curricular and wider curriculum. Physical literacy, physical activity, health and wellbeing and impacts on children's development.</p>			
<p><b>Provision</b> Provision for a variety of target groups to include: gender, race, disability. Strategies for increased involvement for these groups.</p>			
<p><b>Performance</b> The commercialisation of sport including the role of media, advertising and globalisation of sport. Ethical issues, including gamesmanship, sportsmanship, financial issues, deviance e.g. drug taking to improve performance.</p>			
<p>The links between media and commercialisation.</p>			
<p><b>Data analysis</b> The collection, analysis and presentation of appropriate data for any of the content in socio-cultural issues in physical activity and sport.</p>			