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# Christ the King

## Edexcel GCSE Physical Education Three Year Course Planner

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### Contents

**Component 1: Fitness and Body Systems (Component code: 1PE0/01)**

**Component 2: Health and Performance (Component code: 1PE0/02)**

**Component 3: Practical Performance (Component code: 1PE0/03)**

**Component 4: Personal Exercise Programme (PEP)  
(Component code: 1PE0/04)**



## Component 1: Fitness and Body Systems (Component code: 1PE0/01)

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- Written examination: 1 hour and 45 minutes
- 36% of the qualification
- 90 marks

### Content overview

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

### Assessment overview

- The assessment consists of multiple-choice, short-answer, and extended writing questions.
- Learners must answer all questions.
- Calculators can be used in the examination

## Component 2: Health and Performance (Component code: 1PE0/02)

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- Written examination: 1 hour and 15 minutes
- 24% of the qualification
- 70 marks

### Content overview

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

### Assessment overview

- The assessment consists of multiple-choice, short-answer, and extended writing questions.
- Learners must answer all questions.
- Calculators can be used in the examination.

## Component 3: Practical Performance (Component code: 1PE0/03)

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- Non-Examined Assessment (NEA): internally marked and externally moderated
- 30% of the qualification
- 90 marks (30 marks per activity)

### Content overview

- Skills during individual and team activities
- General performance skills

### Assessment overview

- The assessment consists of learners completing **three** physical activities from a set list.
- One must be a **team** activity.
- One must be an **individual** activity.
- The final activity can be a **free** choice.

## Component 4: Personal Exercise Programme (PEP) (Component code: 1PE0/04)

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- NEA: internally marked and externally moderated
- 10% of the qualification
- 20 marks

### Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

### Assessment overview

- The assessment consists of learners producing a PEP.
- Learners will be required to analyse and evaluate their performance.
- These will be assessed by the tutor and moderated by Pearson.



# Christ the King – GCSE 2016 Physical Education

<b>Year 9 – Year 1</b>		
<b><i>Health, Fitness and Well-being (Paper 2: Health and Performance)</i></b>		
<b>Date</b>	<b>Lesson</b>	<b>Summary of content to be taught</b>
<b>Sept</b>	<b>1</b>	<b>An introduction to using a PEP to develop fitness, health and exercise and performance</b>
	<b>2</b>	<b>PARQs; warm ups and cool downs</b>
	<b>3</b>	<b>Components of fitness</b>
	<b>4</b>	<b>Goal setting</b>
	<b>5</b>	<b>SMART Targets</b>
	<b>6</b>	<b>Fitness tests – theory and practice (i)</b>
	<b>7</b>	<b>Fitness tests – theory and practice (ii)</b>
	<b>8</b>	<b>Fitness tests – theory and practice (iii)</b>
	<b>9</b>	<b>Principles of training</b>
	<b>10</b>	<b>Application of principles of training to a PEP</b>
	<b>11</b>	<b>Methods of training</b>
<b>Dec</b>	<b>12</b>	<b>Application of methods of training to a PEP</b>
<b>Jan</b>		<b>Application of methods of training to a PEP</b>
<b>Feb</b>		<b>Submit PEP coursework – Final Deadline half term</b>

**Health, Fitness and Well-being (Paper 2: Health and Performance)**

<b>Feb</b>	<b>1</b>	<b>Physical, emotional and social health (i)</b>
	<b>2</b>	<b>Physical, emotional and social health (ii)</b>
	<b>3</b>	<b>Lifestyle choices</b>
	<b>4</b>	<b>Impact of lifestyle choices</b>
	<b>5</b>	<b>Sedentary lifestyles and consequences</b>
	<b>6</b>	<b>Balanced diet and the role of nutrients</b>
	<b>7</b>	<b>Dietary manipulation for sport (i)</b>
	<b>8</b>	<b>Dietary manipulation for sport (ii)</b>
<b>May</b>	<b>9</b>	<b>Optimum weight</b>

**Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems)**

<b>May</b>	<b>1</b>	Functions of the skeletal system
	<b>2</b>	Classification of bones
	<b>3</b>	Structure of the skeletal system (i)
	<b>4</b>	Structure of the skeletal system (ii)
	<b>5</b>	Classification and roles of muscles
	<b>6</b>	Location and roles of key voluntary muscles (i)
	<b>7</b>	Location and roles of key voluntary muscles (ii)
	<b>8</b>	Antagonistic muscles
	<b>9</b>	Fast and slow twitch muscle fibres
<b>July</b>	<b>10</b>	Summary of content taught

<b>Year 10 – Year 2</b>		
<b>Sept</b>	<b>1</b>	Structure and function of cardiovascular system (i)
	<b>2</b>	Structure and function of cardiovascular system (ii)
	<b>3</b>	Arteries, capillaries and veins
	<b>4</b>	Vascular shunting
	<b>5</b>	Components of blood and their significance for physical activity (i)
	<b>6</b>	Components of blood and their significance for physical activity (ii)
	<b>7</b>	Respiratory system – composition of air; lung volumes
	<b>8</b>	Location and roles of principal components of respiratory system (i)
	<b>9</b>	Location and roles of principal components of respiratory system (ii)
	<b>10</b>	Structure and function of alveoli
	<b>11</b>	Energy sources; aerobic and anaerobic exercise and short term effects of exercise (i)
<b>Feb</b>	<b>12</b>	Energy sources; aerobic and anaerobic exercise and short term effects of exercise (ii)

<b>Health, Fitness and Well-being (Paper 2: Health and Performance)</b>		
<b>Feb</b>	<b>1</b>	Long term effects of training on the musculo-skeletal system (i)
	<b>2</b>	Long term effects of training on the musculo-skeletal system (ii)



	<b>3</b>	Long term effects of training on the cardio-respiratory system (i)
	<b>4</b>	Long term effects of training on the cardio-respiratory system (ii)
<b>April</b>	<b>5</b>	Identification and treatment of injury (i)
	<b>1</b>	Identification and treatment of injury (ii)
	<b>2</b>	Injury prevention in physical activity
	<b>3</b>	Performance enhancing drugs (i)
<b>May</b>	<b>4</b>	Performance enhancing drugs (ii)

**Movement Analysis (Paper 1: Fitness and Body Systems)**

<b>May</b>	<b>1</b>	Lever system – first, second and third class levers (i)
	<b>2</b>	Lever system – first, second and third class levers (ii)
	<b>3</b>	Mechanical advantage in sport and physical activity (i)
	<b>4</b>	Mechanical advantage in sport and physical activity (ii)
	<b>5</b>	Movement possibilities at joints
<b>July</b>	<b>6</b>	Utilisation of movement in physical activity
<b>Year 11 – Year 3</b>		
<b>Sept</b>	<b>1</b>	Joint classification and impact on movement axes (i)
	<b>2</b>	Joint classification and impact on movement axes (ii)
	<b>3</b>	Planes and axes – generalised movement patterns (i)
	<b>4</b>	Planes and axes – generalised movement patterns (ii)
	<b>5</b>	Classification of skills (i)
	<b>6</b>	Classification of skills (ii)
	<b>7</b>	Forms of practice – theory and practical application (i)
	<b>8</b>	Forms of practice – theory and practical application (ii)
	<b>9</b>	Forms of practice – theory and practical application (ii)
	<b>10</b>	Types of guidance – theory and practical application
	<b>11</b>	Types of guidance – practical application (i)
	<b>12</b>	Mental preparation for performance; types of feedback
<b>Oct</b>	<b>13</b>	Mental preparation for performance; types of feedback

**Socio-cultural Influences (Paper 2: Health and Performance)**

<b>Oct</b>	<b>1</b>	Factors affecting participation in physical activity (i)
	<b>2</b>	Factors affecting participation in physical activity (ii)
	<b>3</b>	Participation rate trends – use of data (i)
	<b>4</b>	Participation rate trends – use of data (ii)
	<b>5</b>	Commercialisation and the media (i)
	<b>6</b>	Commercialisation and the media (ii)
	<b>7</b>	Advantages and disadvantages of commercialisation (i)
	<b>8</b>	Advantages and disadvantages of commercialisation (ii)
	<b>9</b>	Sporting behaviours (i)
	<b>10</b>	Sporting behaviours (ii)
	<b>11</b>	Deviance in sport (i)
<b>Dec</b>	<b>12</b>	Deviance in sport (ii)

