

## Summary of changes

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This resource outlines the main changes that have been made to the assessment and subject content from the current GCSE Physical Education (4890) to new draft specification (8582).

Our new specifications have been developed in line with the regulatory requirements provided by the Department for Education and Ofqual, and are designed to be accessible for students of all abilities.

Key points:

- The short course and the double award are no longer available. Students can only be assessed in the full course.
- There is no pre-release scenario.
- Subject content must now include the following:
  - applied anatomy and physiology
  - movement analysis
  - physical training
  - sports psychology
  - socio-cultural influences
  - health, fitness and well-being
  - use of data.

# The human body and movement in physical activity and sport

## Applied anatomy and physiology

What's new	What's gone	What's the same	What's changed
<p>The structure and functions of the cardio-respiratory system:</p> <ul style="list-style-type: none"> <li>• the pathway of air</li> <li>• gaseous exchange</li> <li>• structure of the heart</li> <li>• the cardiac cycle and the pathway of the blood</li> <li>• cardiac output and stroke volume</li> <li>• mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing</li> <li>• interpretation of a spirometer trace.</li> </ul>	<p>N/A</p>	<p>Understanding of aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen). However, students need to apply this knowledge to practical examples.</p> <p>The recovery process from vigorous exercise.</p> <p>Excess post-oxygen consumption (EPOC)/oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing lactic acid.</p> <p>Some of this topic's content is found in earlier specifications (old Specification A and Specification B) so past resources can be used.</p>	<p>The structure and functions of the musculoskeletal system are studied in greater depth. The content includes:</p> <ul style="list-style-type: none"> <li>• bones</li> <li>• structure of the skeleton</li> <li>• functions of the skeleton</li> <li>• muscles of the body</li> <li>• structure of a synovial joint</li> <li>• types of freely moveable joints that allow different movements</li> <li>• how joints differ in design to allow certain types of movement</li> <li>• how the major muscles and muscle groups work antagonistically on the major joints to affect movement in physical activity.</li> </ul> <p>The short and long term effects of exercise are studied in greater depth.</p>

## Movement analysis

This is a new topic, not covered in the current specification.

What's new	What's gone	What's the same	What's changed
<p>Lever systems:</p> <ul style="list-style-type: none"><li>• first, second and third class lever systems within sporting examples</li><li>• mechanical advantage – understand mechanical advantage in relation to the three lever systems</li><li>• analyse basic movements in sporting examples.</li></ul> <p>Planes and axes of movement – identify relevant planes and axes of movement used whilst performing sporting actions.</p> <p>This is a new topic to GCSE PE. Students will need to apply their knowledge to sporting examples and actions.</p> <p>Example: image of a basketball player jumping to execute a shot.</p> <p>Question: identify the lever system</p>	N/A	N/A	N/A

<p>which operates at the ankle joint when performing that shot (SAM1, Q17.1).</p> <p>There is also more focus on analysis and evaluation of concepts.</p>			
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## Physical training

What's new	What's gone	What's the same	What's changed
<p>Demonstrate how data are collected, with reference to measuring the components of fitness.</p> <p>How principles of training can be applied to improvements in fitness (including sporting examples).</p> <p>Calculate intensities to optimise training effectiveness.</p>	<p>N/A</p>	<p>The relationship between health and fitness and the role that exercise plays in both.</p> <p>The components of fitness:</p> <ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> <li>• cardiovascular endurance (aerobic power)</li> <li>• co-ordination</li> <li>• flexibility</li> <li>• muscular endurance</li> <li>• power/explosive strength (anaerobic power)</li> <li>• reaction time</li> <li>• strength (maximal, static, dynamic and explosive)</li> <li>• speed.</li> </ul> <p>The principles of training (SPORT and FITT).</p> <p>Types of training, including the</p>	<p>Linking sports and physical activity to components of fitness.</p> <p>Measuring the components of fitness was previously in the double award unit (48905) and was not taught by the majority of schools.</p> <p>The following topics are delivered in greater depth:</p> <ul style="list-style-type: none"> <li>• Considerations to prevent injury (applied to specific training purposes, eg aerobic or anaerobic)</li> <li>• Specific training techniques (eg high altitude)</li> </ul>

		<p>identification of the advantages and the disadvantages of each type.</p> <p>Seasonal aspects of training.</p> <p>Warming up and cooling down.</p>	
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## Use of data

This is a new topic, not covered in the current specification.

What's new	What's gone	What's the same	What's changed
<p>Understand quantitative and qualitative data collection.</p> <p>Present data (including tables and graphs):</p> <ul style="list-style-type: none"> <li>• how to plot basic bar charts and line graphs</li> <li>• how to label x and y axes on bar charts and line graphs.</li> </ul> <p>Analyse and evaluate data – interpret data presented in:</p> <ul style="list-style-type: none"> <li>• basic tables</li> <li>• bar charts</li> <li>• line graphs</li> <li>• pie charts.</li> </ul> <p>This is a new topic to GCSE PE. Students will need to apply their knowledge to situations involving other topics.</p>	N/A	N/A	N/A

<p>Example: data on heart rates recorded by an athlete when running at different speeds.</p> <p>Question: present this data in the form of a line graph (SAM1, Q27.1).</p> <p>There is also more focus on analysis and evaluation of concepts.</p>			
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## Socio-cultural influences and well-being in physical activity

### Sports psychology

What's new	What's gone	What's the same	What's changed
<p>Skill and ability.</p> <p>Classifications of skill:</p> <ul style="list-style-type: none"> <li>• basic/complex</li> <li>• open/closed.</li> </ul> <p>Definitions of types of goals.</p> <p>Goal setting:</p> <ul style="list-style-type: none"> <li>• evaluate setting performance and outcome goals in sporting examples</li> <li>• use SMART targets to improve and/or optimise performance.</li> </ul> <p>Basic information processing model.</p> <p>Mental preparation</p>	<p>N/A</p>	<p>N/A</p>	<p>Arousal is studied in greater depth (see 'What's new').</p> <p>Guidance and feedback on performance are studied in greater depth:</p> <ul style="list-style-type: none"> <li>• identify examples and evaluate the effectiveness of types of guidance, with reference to beginners and elite level performers</li> <li>• identify examples and evaluate the effectiveness of types of feedback, with reference to beginners and elite level performers.</li> </ul>

- for performance:
- inverted-U theory
  - how optimal arousal levels vary according to the performed skill
  - control arousal using stress management techniques before or during a sporting performance
  - define intrinsic and extrinsic motivation (in sporting examples)
  - evaluate merits of intrinsic and extrinsic motivation in sport.

For these new topic areas to GCSE PE, students will need to apply their knowledge to sporting examples. Example: choice of sports

Question: state which sport would be most suited to an introvert (SAM2, Q02).

There is also more focus on analysis and evaluation of concepts.

Understand the characteristics of introvert and extrovert personality types and know examples of sports which suit them.

Understand the difference between direct and indirect aggression (applied to specific sporting examples).

## Socio-cultural influences

What's new	What's gone	What's the same	What's changed
<p>Ethical and socio-cultural issues in physical activity and sport:</p> <ul style="list-style-type: none"> <li>• prohibited substances</li> <li>• prohibited methods (blood doping)</li> <li>• drugs subject to certain restrictions (beta blockers)</li> <li>• which type of performers may use different types of performance enhancing drugs (PEDs) with sporting examples</li> <li>• the advantages and disadvantages of taking PEDs to the performer</li> <li>• the disadvantages to the sport/event of performers taking PEDs</li> <li>• spectator behaviour (the positive and the negative effects of spectators at events)</li> <li>• reasons why hooliganism occurs</li> <li>• strategies employed to combat hooliganism/</li> </ul>	<p>National Curriculum requirements.</p> <p>The Healthy Schools Programme and PSHE.</p> <p>Sport England.</p> <p>National Governing Bodies.</p> <p>Youth Sport Trust.</p> <p>The Dame Kelly Holmes Legacy Trust.</p> <p>Whole School Food Policy.</p> <p>Standards and requirements for a school lunch.</p> <p>Physical Activity Policy.</p> <p>Structured two hours physical activity.</p> <p>Extra-curricular opportunities for provision.</p> <p>Vulnerable individuals and groups.</p> <p>Bullying policies.</p> <p>Behaviour and reward policies.</p> <p>Confidential pastoral support</p>	<p>The types of sponsorship and the media.</p> <p>Some of this topic's content is found in earlier specifications (old Specification A and Specification B) so past resources can be used.</p>	<p>Engagement patterns of different social groups and the factors affecting participation:</p> <ul style="list-style-type: none"> <li>• emphasis on application, analysis and evaluation</li> <li>• students should make links between different factors and their relevance to different social groups.</li> </ul> <p>Positive and negative impacts of sponsorship and the media:</p> <ul style="list-style-type: none"> <li>• impact on officials, audience, sponsor, performer and the sport.</li> <li>• analyse and evaluate why impacts are positive and/or negative.</li> </ul> <p>Positive and negative impacts of technology:</p> <ul style="list-style-type: none"> <li>• examples of technological innovations for the performer, sport, official, audience and sponsor.</li> <li>• analyse and evaluate why impacts are positive and/or negative.</li> </ul>

<p>spectator behaviour.</p> <p>For these new topic areas to GCSE PE, students will need to apply their knowledge to sporting examples. There is also more focus on analysis and evaluation of concepts.</p> <p>Example: effectiveness of the strategies that can be used to combat hooliganism at football matches (SAM2, Q19).</p>	<p>systems.</p> <p>Roles – provision, choice and pathway opportunities.</p> <p>Accredited courses and qualifications.</p> <p>Cross-curricular possibilities.</p> <p>Vocational opportunities.</p> <p>Competitions.</p> <p>International sport and events.</p> <p>Administrative and management skills (double award).</p> <p>Communication and inter-personal skills (double award).</p>		<p>Conduct of performers (ethical and socio-cultural issues in physical activity and sport) must cover the following terms, as well as sporting examples of each:</p> <ul style="list-style-type: none"> <li>• etiquette</li> <li>• sportsmanship</li> <li>• gamesmanship</li> <li>• contract to compete.</li> </ul> <p>There is a greater depth to concepts of etiquette and fairness (including examples from different sports). However, you can continue to use existing resources that cover etiquette and sportsmanship.</p>
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### Health, fitness and well-being

What's new	What's gone	What's the same	What's changed
<p>N/A</p>	<p>Range of activities, including the six different groups of activities.</p> <p>The roles of the active participant.</p> <p>Environment and risk and challenge as individual differences.</p> <p>Leisure, recreation, physical recreation, outdoor recreation and lifetime/lifelong sports.</p>	<p>Somatotypes - applying your knowledge to particular sports and positions in sports.</p>	<p>Topics studied in greater depth:</p> <ul style="list-style-type: none"> <li>• linking physical activity, exercise and sport to health</li> <li>• well-being and fitness</li> <li>• how exercise can suit varying needs of different people.</li> <li>• energy use</li> <li>• nutrition: reasons for having a balanced diet, the role of</li> </ul>

	<p>Reasons for choosing different types of activities (double award).</p> <p>Appropriate choice of activity depending on age, physical maturity and fitness levels (double award).</p> <p>Awareness of the risks involved in activity and how to minimise them (double award).</p> <p>First aid and emergency arrangements (double award).</p>		<p>carbohydrates, fat, protein and vitamins/minerals.</p> <ul style="list-style-type: none"> <li>• reasons for maintaining water balance (hydration).</li> </ul> <p>Characteristics and benefits of leisure and recreation now fall under The consequence of a sedentary lifestyle topic.</p>
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## Assessment

What's new	What's gone	What's the same	What's changed
<p>Students sit two exam papers (currently they sit one).</p> <p>There is increased weighting towards external assessment.</p>	<p>Quality of written communication (QWC) no longer forms part of the mark for extended answer questions. Students are assessed on their subject knowledge only in these questions.</p>	<p>Exams will consist of a mixture of:</p> <ul style="list-style-type: none"> <li>• multiple-choice/objective test questions</li> <li>• short answer questions</li> <li>• extended answer questions.</li> </ul>	<p>The assessment weightings and objectives have changed:</p> <ul style="list-style-type: none"> <li>• theoretical content is worth 60%</li> <li>• non-exam assessment (NEA) is worth 40%.</li> </ul>

## NEA

What's new	What's gone	What's the same	What's changed
<p>Levels of response mark schemes for each activity.</p> <p>Specialist activities are included for students with a disability.</p> <ul style="list-style-type: none"> <li>• Students need to meet the disability classification requirements for the activity.</li> <li>• These activities are not available for students without a disability.</li> </ul> <p>Practical exemplar footage, with accompanying commentaries, will be provided to</p>	<p>The roles of official, leader/coach and organiser. Students are now assessed in the role of player/performer.</p> <p>Practical activities are no longer divided into six different groups. They are now classified as a team activity and/or an individual activity.</p>	<p>The structure of the assessment for each practical activity. Student skills' will be assessed in progressive drills and in the full context of the activity (full context has greater weighting).</p> <p>Adaptations can be made to the criteria of practical activities to meet the needs of students with disabilities. Adaptations depend on the individual need or disability.</p>	<p>Students are assessed in three different practical activities:</p> <ol style="list-style-type: none"> <li>1. team activity</li> <li>2. individual activity</li> <li>3. either a team or individual activity.</li> </ol> <p>There is a reduced number of assessed activities.</p> <p>The performance analysis assessment has some similarities to the current Key Process C:</p> <ol style="list-style-type: none"> <li>1. Students analyse and evaluate a performance and recognise two strengths and two weaknesses (greater weighting).</li> </ol>

support teaching (available on eAQA Teacher Online Standardisation - TOLS).

- 2. Students produce an overall action plan to bring about improvement in the weaknesses recognised.
- 3. Students don't have to analyse their own performance; it can be of another, providing it is in an activity from the list provided.

Exemplar materials, with accompanying commentaries, will be provided to support teaching (available on TOLS).