

Pearson Edexcel GCSE

May–June 2022 Assessment Window

Syllabus
reference

1PE0

Physical Education Advance Information

You are not permitted to take this notice into the examination.
This document is valid if downloaded from the [Pearson Qualifications website](#).

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.
- This notice does **not** apply to low tariff questions.
- The format/structure of the assessments remains unchanged.
- This advance information notice details the focus of the content of the exams in the May–June 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 9 pages.

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General advice

- In addition to covering the content outline 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 notice
 - 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 options.
- 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 in the GCSE Physical Education full course.
- The information is presented in specification order and not in question order.
- Topics not included in the advance information may appear in questions worth fewer than 2 marks.

Component 1: Fitness and Body Systems

The following table summarises the subject content focus for the higher tariff questions in the May–June 2022 examination paper.

NB. Topics **not** included on the list **may** appear in questions with a lower tariff.

NB. Most topics are hierarchical, requiring underpinning knowledge from other topics, e.g., when answering questions on Topic 1.1.9 candidates will need to use knowledge acquired in Topic 1.1.5, (movement possibilities at joints), similarly with Topics 3.2.2 (fitness tests) and 3.2.1 (fitness components).

Topic 1: Applied anatomy and physiology	1.1 The structure and functions of the musculo-skeletal system	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.
		1.1.6	The role of ligaments and tendons, and their relevance to participation in physical activity and sport.
		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.
		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 flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior).
		1.1.9	Antagonistic pairs of muscles (agonist and antagonist) to create opposing movement at joints to allow 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).

	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.
	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).
	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. 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. 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. 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. 1.4.5 Long-term effects of exercise on the body systems – see 3.4.1–3.4.4



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.
	3.2 The components of fitness, benefits for sport and how fitness is measured and improved	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.
		3.2.3 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 endurance – one-minute sit-up, one-minute press-up; speed – 30 m sprint; power – vertical jump; flexibility – sit and reach.
		3.2.5 How fitness is improved – see section 3.3.1–3.3.3



	3.3 The principles of training and their application to personal exercise/training programmes	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).
		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. 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.
	3.4 The long-term effects of exercise	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.
	3.5 How to optimise training and prevent injury	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.
Topic 4: Use of data	4.1 Use of data	4.1.4 Interpret data accurately.

Component 2: Health and Performance

The following table summarises the subject content focus for the higher tariff questions in the May–June 2022 examination paper.

NB. Topics **not** included on the list **may** appear in questions with a lower tariff.

NB. Some topics are hierarchical, requiring underpinning knowledge from other topics.

Topic 1: Health, fitness and wellbeing	1.1 Physical, emotional and social health, fitness and wellbeing	1.1.1 Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce risks and how these benefits are achieved.
		1.1.2 Emotional health: how participating in physical activity and sport can improve emotional/psychological health and how these benefits are achieved.
	1.2 The consequences of a sedentary lifestyle	1.2.1 A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk of long-term health, e.g. depression, diabetes, osteoporosis, loss of muscle tone, posture, impact on components of fitness.
	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 optimise specific performances in physical activity and sport.
		1.3.2 The role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activity and sport, 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 activity and sport.

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.
	2.2 The use of goal setting and SMART targets to improve and/or optimise performance	2.2.2 Principals of SMART targets (specific, measurable, achievable, realistic, time-bound) and the value of each principal in improving and/or optimising performance.
	2.3 Guidance and feedback on performance	2.3.3 Types of feedback to optimise performance: intrinsic, extrinsic, concurrent and terminal.
Topic 3: Socio-cultural influences	3.1 Engagement patterns of different social groups in physical activity and sport	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.
	3.2 Commercialisation of 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.
	3.3 Ethical and socio-cultural issues in physical activity and sport	3.3.1 The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviant behaviour.
Topic 4 Use of data	4.1 Use data	4.1.4 Accurate interpretation of data.

END OF ADVANCE INFORMATION