

# Course Content

## Paper 1: The human body and movement in physical activity and sport.

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

1hr 15mins 78 marks (30%)

## Paper 2: Socio-cultural influences and well-being in physical activity and sport.

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

1hr 15mins 78 marks (30%)

## NEA: Practical performance in physical activity and sport.

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). (30%)
- Analysis and evaluation of performance to bring about improvement in one activity. (Written or Verbal Coursework). (10%)



# GCSE

# Physical Education

AQA (8582)



# Coursework & Revision Advice

## How can parents help?

### 1. Check that your son/daughter is making full use of all the resources and support available.

- Have they sourced / printed out the revision checklists and practice exam questions for each exam paper ?
- Are they following a realistic revision timetable ?
- Are they attending after school support sessions and making full use of lesson time ?
- Are they actively asking / seeking help with work and homework ?
- Are you helping them with homework or testing their knowledge ?

### 2. Check that your son/daughter is using effective revision strategies.

It is crucial that pupils follow the advice they have been given about how to revise. Simply reading through notes is not enough. The key tips for successful revision in PE are:

- **Summarising** – Encourage your son/daughter to summarise key topics using flashcards, a Mind Map, diagram or revision poster. They could teach you about a key topic from the revision checklist or you could test them on their ability to recall key information on their flashcards.
- **Regular self-testing** – Testing tells you what you know and what you don't know and therefore where to focus further study. Recalling what you have learned causes your brain to reconsolidate the memory, which strengthens its connections to what you already know and makes it easier to recall in the future. Use the resources given by the department and test them yourself !

### Please encourage your son/daughter to:

- Regularly use the past papers and practice questions on the L drive to check their understanding of the key topics.
- Focus their revision on 'weaker' areas (these should be identified through regular self-testing).
- Ask for support from their teacher when they need it.

**Further advice and support is available on the 'Learning' section of the school website**

## Pupils filming their own performances, need to submit the following,

An **introduction section**, that clearly identifies who the pupil is and what they might be wearing during the video, including name and candidate number.

*(If the moderator is not certain of the identity of a student, the work cannot be used).*

A video of the **skills section** as a continuous clip. You may pause the filming in during "natural breaks of play", or parts where you stop one practice and move to another, as long as each drill is shown in full. All skills practices must show progression in difficulty and complexity and show an element of competitiveness to demonstrate it becoming progressively more challenging.

**You must demonstrate all skills in the syllabus somewhere in the filming.**

Skills can be combined to show them linked together. Pupils must demonstrate use of both feet or left / right sided actions.

*Eg in Football, dribbling around cones, semi passive defenders, then in a small competitive practice. The competitive practice could then be a 3v3 combining dribbling and passing.*

*Eg in Badminton, serve into a target area, then serves against an opponent, who plays a return, and this can develop into a rally combining a number of separate skills.*



Disks should be submitted like this.

The **full context competitive section** must be recorded from start to finish and **not be edited**. If a long filming is made a written timeline highlighting times and events must be submitted alongside. You should describe briefly what was done at those moments in time. Times recorded and level of competition etc can also be noted for contextual purposes, as well as other performers. If you use app based data such as "Strava" to compare performances against others, this can also be included. Natural breaks of play can be paused. Avoid clipping the ending of the recording. If the pupil is substituted, the filming can stop, or begin as they start.

## How to Video a performance.

Recordings must be made on a DVD. (DVD+R or DVD+RW), or submitted to PE department staff on a USB for the school to convert. The evidence must play back on VLC Media Player.

**Do not record on to any of the following types of disc:  
DVD-VCD, DVD-MP3, Blu-Ray, HD-DVD, CD-R, CD-RW, Mini-DVD.**

**At the start of the video, Students must state their name, centre number, candidate number, component code and chosen activity at the start.**

**Centre Number 19235 Component Code 8582/3**

Test the camera and accessories, such as microphones, by recording a small piece of video and playing it back.

The camera must be positioned to ensure that the best possible and unobstructed recording is made of the performance, as it would be seen by the marker/moderator.

Audio-visual evidence should clearly show all the assessment requirements of the performance, which should be a combination of:

- Wide-angled shots, to give an overall perspective
- Close range shots, to show aspects such as stance, posture and position

### ALSO ...



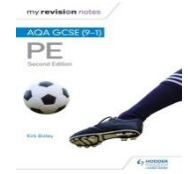




- Ensure filming does not automatically auto-focus during the performance as this can cause blurring, making assessment very difficult.
- Always film keeping the student in shot. Evidence filmed where the student disappears from shot, will not be accepted.
- Do not film the student from distance without the zoom facility being used.
- Avoid using a fixed position camera without an operator, as students may disappear off screen.

In the recording, the student must be easily identifiable. If in a team situation, they should be identified by a number or a coloured item of clothing, eg a bib.

**This should be noted at the start of the recording.**

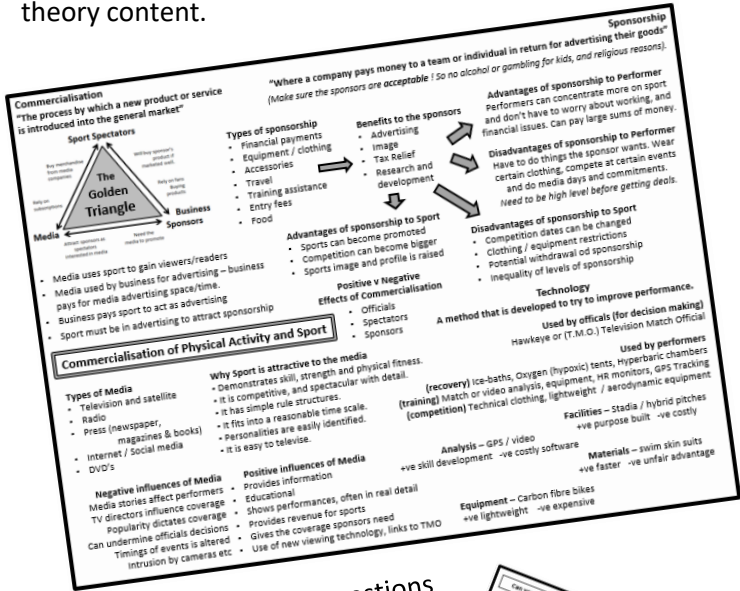
## GCSE PE

## What can I do?

Resource	Study Skill	What to do
Checklists		Your GCSE exercise books have all your work and notes from the last two years. Now is them time to go back and use them to revise and assess your strengths and weaknesses.
Revision Guide		 Read and answer the exam practice questions For the parts you don't understand yet.
Past Papers L: Drive		It is vital that you check you can answer the exam questions by doing them all and checking your answers with the mark schemes. <b>Check Specifications</b>
Mind Maps		Add notes to the mind maps to check you can explain each part in full detail.
		<a href="https://www.bbc.com/education/examspecs/zp49cwx">https://www.bbc.com/education/examspecs/zp49cwx</a> for useful revision tips and sample exam questions.
Study groups		Create a study group with friends who can support and help each other.

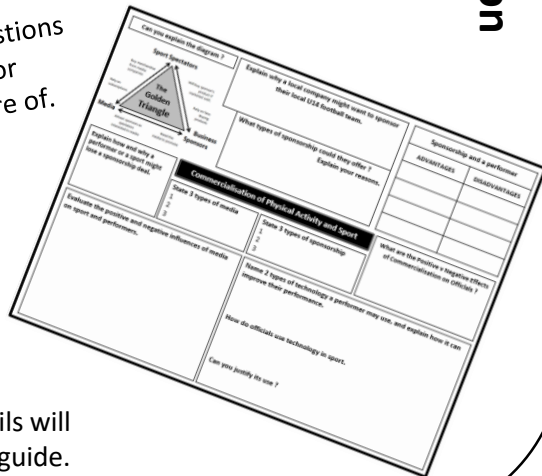
# Where can I find help in school?

- **Past Papers Questions and Mark Schemes** – These are available for each topic area on the L: Drive along with other revision tools and theory content.



Department produced revision A3 Subject "Mats" L: Drive

- **Lessons** – ask your teacher questions that arise during your revision or simply work that you are unsure of.



- **Revision Club** – This will be after school one evening a week.
- **Revision Guide** – All pupils will be issued with a revision guide.

# Command Words

..... words and phrases used in exams and other assessment tasks that tell students how they should answer the question.

- Analyse** - Separate information into components and identify their characteristics.
- Apply** - Put into effect in a recognised way.
- Calculate** - Work out the value of something.
- Compare** - Identify similarities and or differences.
- Complete** - Finish a task by adding to given information.
- Consider** - Review and respond to given information.
- Define** - Specify meaning.
- Describe** Set out characteristics.
- Discuss** - Present key points about different ideas or strengths and weaknesses of an idea.
- Evaluate** - Judge from available evidence.
- Explain** - Set out purposes or reasons.
- Identify** - Name or otherwise characterise.
- Illustrate** - Present clarifying examples.
- Interpret** - Translate information into recognisable form.
- Justify** - Support a case with evidence.
- Outline** - Set out main characteristics.
- Suggest** - Present a possible case/solution.
- State** - Express clearly and briefly.