

PHYSICAL EDUCATION

GCSE



Examination Board: Edexcel
Subject Leader(s): Mrs R Mee, Mr T Capewell



Course Structure

Topics/Unit Title	Assessment	Weighting(%)
Component 1	Written examination 1 hour 45 mins	36%
Component 1	Written examination 1 hour 15 mins	24%
Component 1	Practical performance	30%
Component 1	Written coursework	10%

What does the course involve?

The course is 60% theory (i.e. many of the lessons will be classroom based) You will cover sociological, psychological, anatomical and physiological and biomechanical issues in sport. You must have a healthy appetite for learning to succeed in this course.

The practical element requires students to complete **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 of either team or individual.

Team List

Acrobatic Gymnastics
 Association Football
 Badminton
 Basketball
 Cricket
 Dance
 Figure Skating
 Handball
 Hockey
 Ice Hockey
 Lacrosse
 Netball
 Rowing
 Rugby League/Union
 Sailing
 Squash
 Table Tennis
 Tennis
 Volleyball
 Water Polo

Individual List

Amateur Boxing
 Athletics
 Badminton(Cannot be assessed with doubles)
 Canoeing
 Kayaking
 Rowing or Sculling
 Cycling
 Dance
 Diving
 Equestrian
 Figure Skating
 Golf
 Gymnastics
 Rock Climbing
 Sailing
 Skiing
 Snowboarding
 Squash
 Swimming
 Table Tennis
 Tennis
 Trampolineing
 Windsurfing

Further Study/Employment Prospects

College to study A level Physical Education or BTEC National in Sport and Health & Fitness.

University as an under-graduate researching Sport and Exercise Science.

University to study education and train as a PE Teacher / Fitness Instructor / Physiotherapy.

Skills you will develop

Your practical skills, technical and tactical.

- You will also develop your ability to analyse a performance using different types of data collection.
- Your ability to question content should improve and your understanding of the syllabus will therefore be developed.
- Your time management will need to be hot! As late work will often end up in detention!
- The ability to work independently and part of a group is key to your personal development.
- Finally you must be an independent learner. Students who struggle on this course does not exhibit the healthy appetite required to be curious about their learning and therefore do not read outside of lessons by choice.

PERFORMING ARTS

BTEC



Examination Board: Pearsons
Subject Leader(s): Mrs N Thomas



Course Structure

Unit	Topics/Unit Title	Assessment	Weighting(%)
1	Explore – Performing Arts <ul style="list-style-type: none">Getting a taste of what it is like to be a dancer	Internally assessed	30%
2	Develop – Skills & Techniques in the Performing Arts <ul style="list-style-type: none">Develop skills and techniques in the chosen discipline of dance	Internally assessed	30%
3	Apply – Performing to a Brief <ul style="list-style-type: none">Consider how practitioners adapt their skills for different contexts and put this into practice in a performance.	Externally assessed <ul style="list-style-type: none">Students work in groups of between 3 and 7 members to create a performance based on a set brief	40%

What does the course involve?

Component 1, your students will:

- explore performance styles, creative intentions and purpose
- investigate how practitioners create and influence what's performed
- discover performance roles, skills, techniques and processes.

Component 2, your students will:

- take part in workshops, classes and rehearsals
- gain physical, interpretative and rehearsal skills
- apply these skills in performance
- reflect on their progress, their performance and how they could improve.

Component 3, your students will:

- use the brief and previous learning to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.

Further Study/Employment Prospects

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve
- study of Performing Arts post-16 through the study of a technical certificate.

Skills you will develop

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the Performing Arts, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.