



PE

GCSE (9–1) | Edexcel | 1PE0



2016 specification
first exams in 2018

Questions

Learning Grids for GCSE Edexcel PE: Paper 2

Question Grids

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Teacher's Introduction

These learning grids are a tool designed to help you deliver Edexcel GCSE PE (Paper 2). The concept is that your students are assigned a set of pages to read from their notes or a textbook, possibly for homework, and then asked to complete the relevant learning grids.

The grids are designed to ask questions in sufficient detail that your students are able to study the relevant sections and find the correct answers. Completed grids are provided so that your students' answers can be marked or checked. It may also be useful to hand these out to students during their revision to assist them with answers they cannot find.

These activities are particularly useful for weaker students, who find this method of studying of great value, particularly if they find it difficult to absorb information in class.

Advantages of using these learning grids are:

- Resulting grids contain a summary of what students need to know, that is useful for revision.
- They are an easy-to-set, yet valuable homework.
- They are a useful catch-up tool to help students who have missed a lesson.
- They can be used as a basis for cover lessons that require minimal preparation and minimal interaction from the cover teacher.
- They are an independent learning resource.

You may want to photocopy the sheets onto A3 paper, particularly for students with reading or writing difficulties.

This edition supports students using the following sources:

**Pearson Education textbook Edexcel GCSE (9–1) Physical Education Student Book
2nd Edition by Tony Scott (ISBN 9781292129884)**

and

**Hodder Education textbook Edexcel GCSE PE (9–1) Third Edition
by Sue Hartigan (ISBN 9781471866968)**

and

**Oxford University Press textbook Edexcel GCSE Physical Education
by Maarit Edy and Matthew Hunter (ISBN 9780198370215)**

ZigZag Education is not affiliated with
Hodder Education, Oxford University Press or Pearson.

Note to teachers using these learning grids with the Edexcel-endorsed textbooks: this resource follows the order of the specification, and helps students pick out the points which are most important for the study of PE at GCSE level.

August 2018

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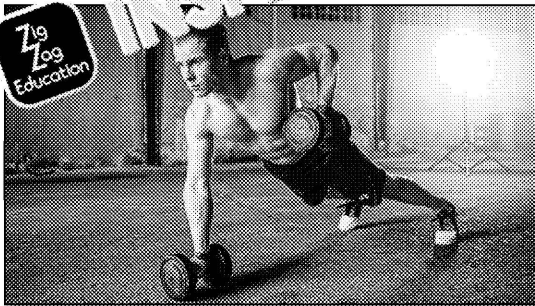
* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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Topic 1: Health, Fitness and Well-being

1.1 - Physical, Emotional and Social Health, Fitness and Well-being

Physical, Social and Emotional Health, Fitness and Well-being	Questions		
	1. Explain the 'physical health'.		
	2. Explain how improving each component of fitness through physical activity can positively influence a person's physical health. 	Fitness component	B
		Cardiovascular Endurance	
		Muscular Endurance	
		Strength	

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Questions		Answers	
Physical, Social and Emotional Health, Fitness and Well-being	<p>2. Explain how improving each component of fitness through physical activity can positively influence a person's physical health (continued).</p>	Fitness Component	Benefit
		Flexibility	
		Agility	
		Balance	
		Coordination	
		Speed	
		Power	
		Reaction time	
		Body composition	

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Physical, Social and Emotional Health, Fitness and Well-being	Questions	
	3. Define 'emotional health'	
	 4. Explain how physical activity can improve a person's emotional/psychological health.	
	5. Define 'social health'.	
	 6. Explain how joining a sports team can improve a person's social health.	
	 7. Explain how an individual who joins the gym can also gain benefits to their social health.	

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Physical, Social and Emotional Health, Fitness and Well-being	Questions		
	8. Define 'fitness'.		
	9. Define 'well-being'.		
	10. Identify the positive and negative health effects that fitness has on well-being.	Positive effects	
	11. Promotion of personal health can be achieved by a well-designed personal exercise plan. Identify the four stages of a personal exercise plan and explain the importance of each section in meeting the specific needs of the individual.	Stage	

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Physical, Social and Emotional Health, Fitness and Well-being	Questions		
	<p>12. Explain how the following lifestyle choices/factors could effect a person's health status.</p> 	Pos	
		Diet	
		Stress level	
		Work-life balance	
		Sleep	

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Physical, Social and Emotional Health, Fitness and Well-being	Questions	
	 <p>13. Describe the negative consequences of consuming alcohol on a person's health.</p>	
	 <p>14. Identify two ways smoking can impact on the well-being of an individual.</p>	

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Topic 1: Health, Fitness and Well-being

1.2 - The Consequences of a Sedentary Lifestyle


The Consequences of a Sedentary Lifestyle		Questions	
The Consequences of a Sedentary Lifestyle	1. What is a 'sedentary lifestyle'?		
	2. The consequences of leading a sedentary lifestyle are becoming overweight, overfat or obese. Define each consequence.	Overweight	
		Overfat	
		Obese	
	3. Using the examples provided, identify which ones are examples of a sedentary lifestyle.	Reading a book	
		Going to the gym	
		Sitting in a restaurant	
		Cycling to school	
	4. Identify nine long-term health consequences a person faces by living a sedentary lifestyle.	1.	
		2.	
3.			
4.			
5.			
6.			
7.			
8.			
9.			

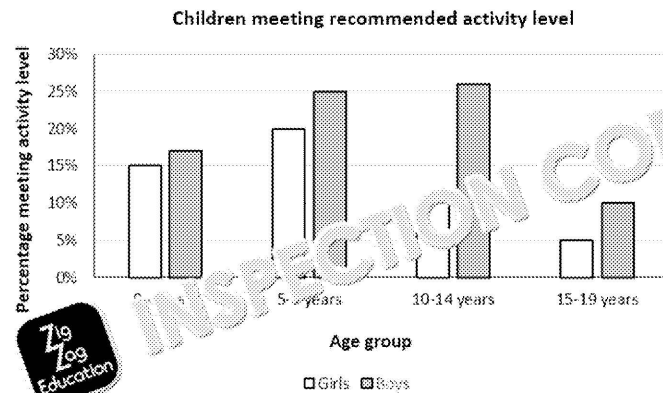
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Questions

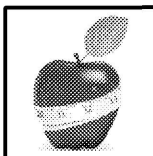
5.  are recommended by the government that children exercise for at least one hour every day. Using the graph provided below, analyse the trends in both girls' and boys' physical activity levels across different age groups.



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Topic 1: Health, Fitness and Well-being

1.3 - Energy Use, Diet, Nutrition and Hydration

Energy Use, Diet, Nutrition and Hydration	Questions	
	 1. Name the seven components that make up a healthy balanced diet.	
	2. Which three food groups are macronutrients?	
	3. To ensure a healthy balanced diet, how much carbohydrate should be consumed?	
	4. List some sources of carbohydrates.	
	 5. Why would an athlete want to consume carbohydrates before taking part in physical activity / exercise?	
	6. Describe carbohydrate loading (Carbo loading) and suggest why an endurance athlete would do this.	
	7. To ensure a healthy balanced diet, how much dietary fat should be consumed?	
	 8. List some sources of fat in the diet.	

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Questions			
Energy Use, Diet, Nutrition and Hydration	9. Why would a long-distance athlete want to consume dietary fibre before taking part in physical activity/exercise?		
	10. To ensure a healthy balanced diet, how much protein should be consumed?		
	11. List some sources of protein in the diet.		
	12. Explain the importance of protein in the diet.		
	13. Explain why it is important that a professional athlete should time their protein consumption well?		
	14. Vitamins and minerals are important to consume as part of a healthy balanced diet. For each of the vitamins and minerals provided, describe their role in allowing an individual to participate in physical activity and sport.	Vitamin/mineral	
		Calcium	
		Iron	
		Vitamin B1	
		Vitamin A	
		Vitamin D	

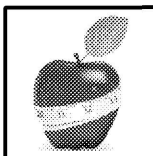
	<div> <div>Questions</div> </div>																									
<div>Energy Use, Diet, Nutrition and Hydration</div>	<div> <div>15. It is recommended that five fruits and vegetables are consumed every day as part of a healthy and balanced diet.</div> <div> <div> <div>Presley High School wanted to know how many of their teachers met their five-a-day goal. They used quantitative methods (questionnaire) which asked teachers to record their fruit and vegetable consumption.</div> <div> <div>Using the table provided below, explain what the data is showing with regards to Presley High School teachers' meeting their five-a-day goal</div> <div> <div> <div>Presley High School Teacher's 5-a-day consumption</div> <div> <table> <caption>Presley High School Teacher's 5-a-day consumption Data</caption> <tr> <th>Day of the week</th> <th>Male teachers (%)</th> <th>Female teachers (%)</th> </tr> <tr> <td>Monday</td> <td>35</td> <td>50</td> </tr> <tr> <td>Tuesday</td> <td>35</td> <td>48</td> </tr> <tr> <td>Wednesday</td> <td>35</td> <td>45</td> </tr> <tr> <td>Thursday</td> <td>35</td> <td>42</td> </tr> <tr> <td>Friday</td> <td>35</td> <td>40</td> </tr> <tr> <td>Saturday</td> <td>20</td> <td>25</td> </tr> <tr> <td>Sunday</td> <td>25</td> <td>20</td> </tr> </table> </div> </div> </div> </div> </div></div></div>	Day of the week	Male teachers (%)	Female teachers (%)	Monday	35	50	Tuesday	35	48	Wednesday	35	45	Thursday	35	42	Friday	35	40	Saturday	20	25	Sunday	25	20	
	Day of the week	Male teachers (%)	Female teachers (%)																							
	Monday	35	50																							
Tuesday	35	48																								
Wednesday	35	45																								
Thursday	35	42																								
Friday	35	40																								
Saturday	20	25																								
Sunday	25	20																								
<div> <div>16. Define 'dehydration'.</div> </div>																										
<div> <div>17. Why is consumption of water important for physical activity and health?</div> </div>																										

	Questions	
Energy Use, Diet, Nutrition and Hydration	18. Provide three strategies or tips to help a person remain hydrated. 	
	19. Name some of the symptoms a person could face if they are dehydrated.	
	20. What is dietary fibre?	
	21. Why should an athlete consume dietary fibre? 	
	22. List some good sources of dietary fibre in the diet.	

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Topic 1: Health, Fitness and Well-being

1.3 - Energy Use, Diet, Nutrition and Hydration

Optimum Weight	Questions	
	1. Define 'optimum weight'.	
	2. Describe what is meant by 'energy balance'.	
	3. Write a simple energy balance equation for maintaining the same weight.	
	4. Explain how a person's sex/gender affects their optimum weight and state how sex/gender is taken into consideration during sport and physical activity.	
	5. Explain how a person's height affects their optimum weight and state how height is taken into consideration for sports and activities such as horse racing.	

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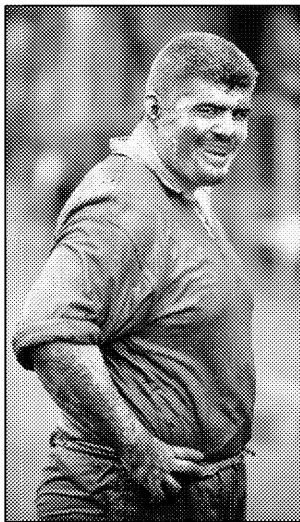


	Questions	
Optimum Weight	<p>6. Describe how bone structure affects optimum weight and then argue why high-contact and dangerous sports, such as rugby and skiing, require an athlete to have denser/stronger bones.</p>	
	<p>7. Some sports, such as boxing, require athletes to compete at different weight categories. Discuss whether muscle girth affects optimum weight.</p>	
	<p>8. Explain why optimum weight varies for each sport.</p>	

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Questions			
Optimum Weight		Athlete	
			
		High Jumper	
	<p>9. Explain how these two athletes relate to the optimal weight for their sport.</p>		
		Rugby forward	

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Topic 2: Sports Psychology

2.1 - Classification of Skills

Classification of Skills	Questions		
	1. Define a 'skill'.		
	2. Define the basic (simple) / complex continuum and describe the characteristics of basic (simple) and complex skills.	Definition:	
		Basic (simple) skills	
	3. Give two sporting examples of a basic (simple) skill and two sporting examples of a complex skill.	Basic (simple) skills	
	4. Define the low organisation / high organisation continuum and describe the characteristics of low organisation and high organisation skills.	Definition:	
		Low organisation skill	

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Questions	
Classification of Skills	<div>5. Give two sports examples of a low organisation skill and two examples of a high organisation skill.</div> <div>Low</div> <div>High</div>
	<div>6. Define the open/closed continuum and describe the characteristics of open and closed skills.</div> <div>Definition</div> <div>Open skills</div>
	<div>7. Categorise the following examples as either open or closed skills.</div> <div>High jump</div> <div>Retuning a badminton string</div> <div>Making a rugby tackle</div> <div>Javelin throw</div> <div>Making a slide tackle in football</div> <div>Archery</div>
	<div>8. Describe what is meant by 'fixed practice'.</div>
	<div>9. Describe the benefit of fixed practice.</div>

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Classification of Skills	Questions	
	10. Give an example of fixed practice.	
	11. Describe what is meant by 'variable practice'.	
	12. Name one benefit of variable practice.	
	13. Give an example of variable practice.	
	14. Using a given example, describe fixed practice.	
	Advantages	
	15. Evaluate massed practice as a method for learning a new skill.	

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Questions			
Classification of Skills	16. Which practice structure is best for athletes with break periods of rest and recovery? Give the correct answer.	Distributed practice	
		Massed practice	
	1. Give one benefit of distributed practice.		
	18. Give an example of distributed practice.		
	1. With the supporting examples provided, state the classification(s) of skill and then state which practice structure(s) would be best for learning the sporting skill. Justify your choices.	Sporting Example	Running 10 miles
		Classification of skill	
		Justification for choices	

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Questions			
Classification of Skills	<p>19. For the follow sporting examples provided, state the classification() of skill and then state what purpose structure(s) would be helpful for learning this sporting skill. Justify your choices. (Continued)</p>	Sporting example	Sprint start
		Classification of Skill	
		Justification for choices	
		Sporting example	Hockey penalty shot
		Classification of skill	
		Justification for choices	

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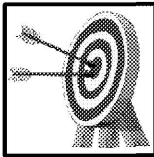
Questions			
Classification of Skills	<p>19. For the follow sporting examples provided, state the classification(s) of skill and then state which practice structure(s) would be best for learning the sporting skill. Justify your choice(s) (continued)</p>	Sporting example	Basketball three-
		Classification of skill	
		Justification for choices	

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Questions			
Classification of Skills	<p>19. For the follow sporting examples provided, state the classification of skill and then state the practice structure(s) you would use for learning the sporting skill. Justify your choices. (Continued)</p>	Sporting example	Gymnastics: pommel horse
		Classification of skill	
		Justification for choices	



Topic 2: Sports Psychology

2.2 – Goal Setting and SMART Targets

Goal Setting and SMART Targets	Instructions		
	1. In what ways does goal setting help to optimise performance?		
	2. Targets can be set using the SMART targets. Fill in the missing targets and describe each principle of SMART, used to improve performance.	Specific	
		Achievable	
		Time-bound	

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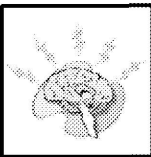
Goal Setting and SMART Targets	Questions	
	Principle	
<p>3. Give examples of how the SMART principles could be applied to a football player to optimise their performance.</p> 		
<p>4. Give examples of how the SMART principles could be applied to a tennis player to optimise their performance.</p> 	Principle	

Goal Setting and SMART Targets	Questions	
	 <p>5. Explain the importance of setting and reviewing targets in order to improve and/or optimise a performance.</p>	

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Topic 2: Sports Psychology

2.3. – Guidance and Feedback

Guidance and Feedback	Questions	
	1. Define 'manual guidance'.	
	2. When should manual guidance be used?	
	3. Give a sporting example of manual guidance.	
	4. Define 'mechanical guidance'.	
	5. Give three examples of mechanical guidance.	
	6. Name the benefits and limitations of mechanical and manual guidance.	
	Benefits	

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Guidance and Feedback	Questions	
	7. Define 'verbal guidance'.	
	8. Describe how and when verbal guidance should be given to performers of different abilities.	Beginner
	9. Define 'visual guidance'.	
	10. Give three examples of visual guidance.	
	11. Describe how effective visual guidance should be given to beginners.	

Questions			
Guidance and Feedback	 <p>12. Evaluate the use of verbal and visual guidance in sport.</p>		Advanced
		Verbal guidance	
	 <p>13. Define 'intrinsic feedback' and 'extrinsic feedback' and give a sporting example specific to each to describe each</p>	Visual guidance	
			Definition
		Intrinsic	
		Extrinsic	

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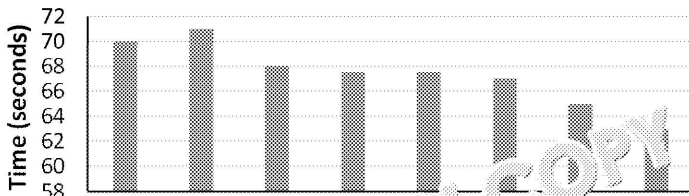
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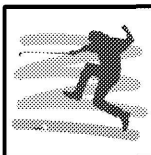


Questions	
Guidance and Feedback	14. Explain why a novice coach may not be able to provide athletes with intrinsic feedback.
	15. Give a sporting example of intrinsic feedback in rugby.
	16. Give a sporting example of extrinsic feedback.
	17. Justify why a elite athlete may seek either intrinsic or extrinsic feedback during a match.
	18. Using the examples provided, state whether they are examples of intrinsic or extrinsic feedback.
	<div>Sprinter adjusting their blocks after a race</div> <div>Long jumper lifting their hips higher for a higher jump</div> <div>A coach telling a long jumper to adjust their technique</div> <div>A basketball player adjusting their hands to shoot the ball</div> <div>The captain telling the rugby team to pass the ball</div> <div>The umpire issuing a rugby player with a yellow card</div>

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Guidance and Feedback	Questions																		
	<div><div></div><p>19. State the type of feedback the statement is describing.</p></div> <div>Feedback is given extrinsically , i.e. Not on replay with the discuss key points</div>																		
		<div>A marathon runner slow their pace down and speed to maintain</div>																	
	<div><div></div><p>20. The graph shows the times of Jessica's 100m hurdle races across an athletics season. In October, Jessica received external feedback from a professional athlete. What effect did this have on Jessica's performance for the rest of the season?</p><div><div><p>Jessica's 100m hurdle times</p><table><thead><tr><th>Month</th><th>Time (seconds)</th></tr></thead><tbody><tr><td>September</td><td>70</td></tr><tr><td>October</td><td>71</td></tr><tr><td>November</td><td>68</td></tr><tr><td>December</td><td>67</td></tr><tr><td>January</td><td>67</td></tr><tr><td>February</td><td>66</td></tr><tr><td>March</td><td>65</td></tr><tr><td>April</td><td>64</td></tr></tbody></table></div><p>Month during season</p></div></div>	Month	Time (seconds)	September	70	October	71	November	68	December	67	January	67	February	66	March	65	April	64
Month	Time (seconds)																		
September	70																		
October	71																		
November	68																		
December	67																		
January	67																		
February	66																		
March	65																		
April	64																		



Topic 2: Sports Psychology

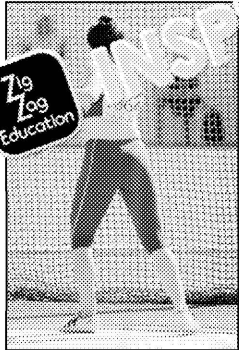
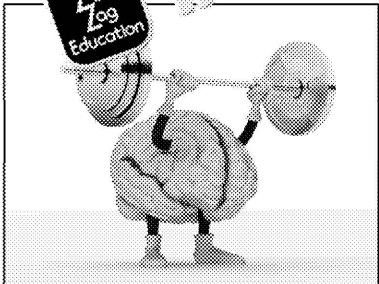
2.4 – Mental Preparation for Performance

Mental Preparation for Performance	Questions	
	1. Describe a 'psychological warm-up'.	
	2. Why would an athlete mentally prepare before an Olympic event?	
	3. Describe two examples of how an athlete mentally prepare before a sporting competition.	
	4. List two examples of what could hinder an athlete's psychological warm-up.	
	5. Define 'mental rehearsal'.	
	6. Explain how a performing athlete would use mental rehearsal before their performance.	

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	Questions	Answers
Mental Preparation for Performance	<p>7. Give an example of how a discus thrower could prepare for their event by using mental rehearsal.</p> 	
	<p>8. List the benefits of mental preparation for new athletes.</p> 	

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Topic 3: Socio-cultural Influences in Sport and Physical Activity

3.1 - Engagement Patterns of Different Social Groups in Physical Activity

Engagement Patterns of Different Social Groups in Physical Activity and Sport	Questions		
	1. What is a 'social group'?		
	2. Define 'culture'.		
	3. Describe how the following factors may affect participation of women in sport.	Attitudes	
		Role models	
		Accessibility	
		Media coverage	
		Stereotyping	
		Self-confidence	

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Engagement Patterns of Different Social Groups in Physical Activity and Sport	Questions	
	Family commitments	
	Leisure time	
	Education	
	Disposable income	

3. Describe how the following factors may affect the participation of women in sport (continued).

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Engagement Patterns of Different Social Groups in Physical Activity and Sport

Questions	
<p>4. Complete the table, describing the participation of people in different age groups, influenced by the following factors:</p>	Media coverage
	Stereotyping
	Financial commitments
	Leisure time
	Disposable income
	Physical ability

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Participation of Social Groups in Physical Activity and Sport	Questions	
	<p>5. Describe any factors that may affect participation in people of different ages.</p>	
	<p>6. Peter has a physical disability but loves playing wheelchair tennis.</p> <p>Name and describe the factors that might influence Peter's participation in sport.</p> 	
	<p>7. Explain how a person's socio-economic status influences sport and physical activity participation.</p>	

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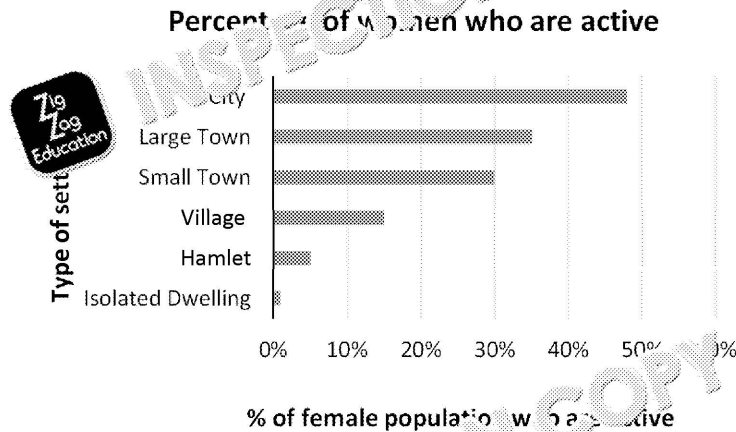
Engagement Patterns of Different Social Groups in Physical Activity and Sport	Questions	
	<p>8. Describe how the following factors may influence sport participation in people from different races, ethnic groups or religions.</p>	Attitudes
		Role models
		Accessibility
		Media coverage
		Stereotyping
		Culture
		Family commitments
		Leisure time
		Adaptability

Engagement Patterns of Different Social Groups in Physical Activity and Sport

Questions

9. The following is a bar chart demonstrating the percentages of women living in different settlement types who are physically active.

- Identify the settlement in which women are most likely to be active.
- Explain some possible reasons why women from answer a, are more likely to be active in comparison to the least active settlement.



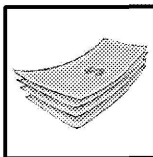
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Topic 3: Socio-cultural Influences in Sport and Physical Activity

3.2 – Commercialisation of Physical Activity and Sport

Commercialisation of Physical Activity and Sport	Questions	
	1. Define 'commercialisation'.	
	2. Define 'sponsorship'.	
	3. Define 'media'.	
	4. Define the 'golden triangle'.	
	5. Explain the relationship between sport and the media in the commercialisation of sport.	

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Commercialisation of Physical Activity and Sport	Questions	
	6. Explain the relationship between sport and sponsorship in the commercialisation of sport.	
	7. Explain the relationship between sponsorship and the media in the commercialisation of sport.	
	8. Give three examples of sponsorship a team may receive.	
	9. Describe the positive and negative effects commercialisation and the media have on the sports performers.	Positive

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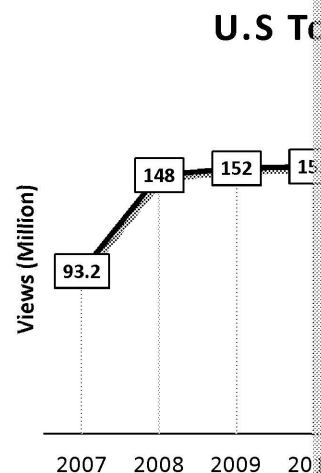
Commercialisation of Physical Activity and Sport	Questions	
	 <p>10. Describe the positive effects media and sponsorship have on audiences and spectators.</p>	
	<p>11. Describe the negative effects media and commercialisation can have on spectators.</p>	
	 <p>12. Describe the positive and negative effects media and commercialisation have on the sport.</p> 	<div>Positive</div>

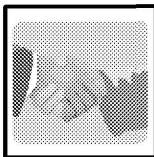
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Questions	
Commercialisation of Physical Activity and Sport	13. Describe the advantages of commercialisation and the effect on companies and athletes.
	14. What are the advantages and drawbacks of sponsorship and media to the sponsors?
	15. To the left is a graph which states the total number of US viewings for their Super Bowl from 2007–2017.
	<p>i) Analyse the graph to identify the changes in media views of the Super Bowl between 2007 and 2008.</p> <p>ii) Explain possible reasons for the increase in popularity of the Super Bowl.</p>





Topic 3: Ethical and Socio-cultural Influences in Physical Activity

3.3 - Ethical and Socio-cultural Issues in Physical Activity and Sport

Ethical and Socio-cultural Issues in Physical Activity and Sport	Questions	
	1. Define 'sportsmanship'.	
	2. Give a sporting example of sportsmanship.	
	3. Define 'gamesmanship'.	
	4. Give a sporting example of gamesmanship.	
	5. For the following sporting scenarios, identify whether gamesmanship or sportsmanship is being demonstrated.	<div>Scenarios</div> <div>A tennis player tells their opponent to challenge the umpire's call of 'out' as their opponent's shot landed in court.</div> <div>A goalkeeper on the leading side in football takes longer than usual to take a free kick, to stop the clock.</div>

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Questions	
Ethical and Socio-cultural Issues in Physical Activity and Sport	5. The following sporting scenarios identify whether gamesmanship or sportsmanship is being demonstrated (continued). A wicketkeeper 'sledges' the batsman and the batsman loses concentration and feels nervous. A footballer goes down injured but the referee doesn't blow for a foul and play continues. However, a player on the other team sees the injured player and kicks the ball out of play so they can receive treatment.
	6. Define 'deviant behaviour'.
	7. Give a sporting example of deviant behaviour.
	8. Suggest two possible reasons that may influence an elite athlete to display deviant behaviour.
	9. Identify the consequences an elite athlete may face both on and off the pitch after displaying deviant behaviour during a sporting event.

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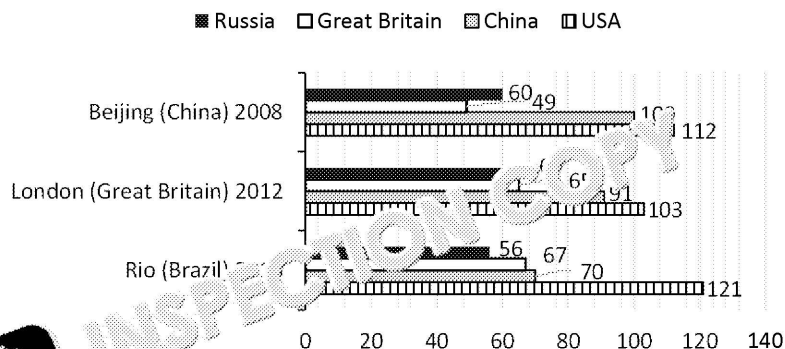
Questions

10. The two graphs below show the number of medals won by the top four countries at the last three Olympic games and the number of disqualified athletes as a result of doping of the same four countries.

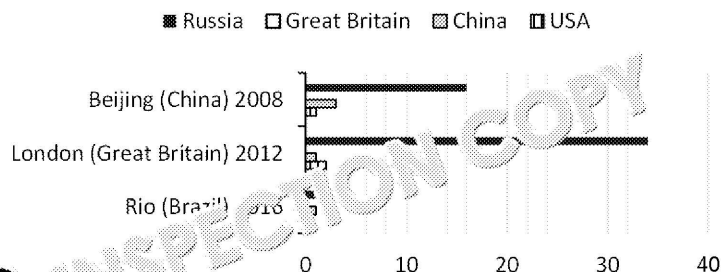
Analyse the data in both graphs to establish the trends in deviant activity, such as taking performance-enhancing drugs and cheating at Olympic games.



Total number of medals won at the last three olympics by the top four countries



Total number of athletes disqualified during games of the countries who gained the most medals



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