



2025



Teach Secondary Curriculum Impact Winner '24
Education Resources Awards Winner '21, '22, '23

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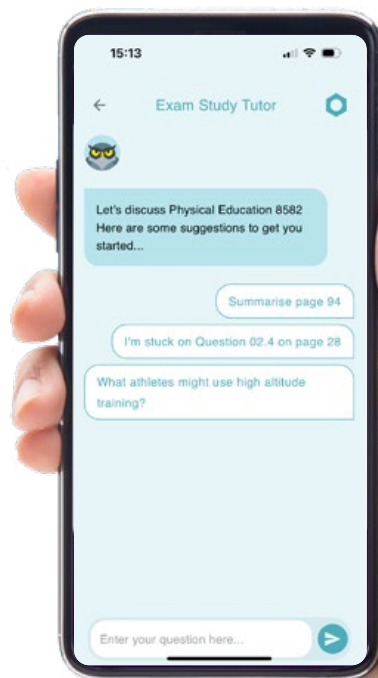
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ABOUT

Experience + science + beautiful design = better results

Absolute clarity is the aim with a new generation of revision guide. These clear study guides have been expertly compiled and edited by successful former teachers, industry experts, highly experienced examiners and a good dollop of scientific research into what makes revision most effective and more accessible.

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The judges liked the clear visual images that are fundamentally part of the learning. Complex, dry and difficult concepts are analysed in copy that can be easily memorised and is also highly enjoyable.
The Judges
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Educational Book award Winner

KEY FEATURES

1.4.2 Specification reference points to make sure you've covered everything

One page or spread for each specification point

Expertly written by subject teachers and experienced examiners

Pastel colour schemes for accessibility

Each book has hundreds of marks worth of exam-style questions with model answers and mark allocations

Full answers to all exam practice questions provided in the back of the books

Clear diagrams

Soft matte paper finish for pencil or ink notes

Beautifully designed pages, each with a unique layout to increase attention

[1] Exam-style questions with mark allocations to help you see where marks are given and why

Icons accompany theory to help memory recall using the 'dual-coding' principle

2.1.1

LEVER SYSTEMS

There are three classes of lever system in the body. Each lever system has a fulcrum, load and effort.

Fulcrums, load and effort

Levers involve a rigid bar (bone) that pivots or rotates about a fulcrum (joint) with a load applied. A lever system comprises:

A **fulcrum** or pivot around which a force is exerted. (In the body, this is a joint.)

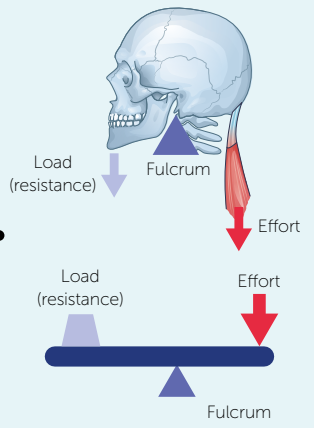
A **load** (or **resistance**) being moved. (In the body this relates to bodyweight and any additional load being carried.)

The **effort** or force required to move the load. (Muscular effort.)


First, second and third class lever systems

First class lever

First class levers have the fulcrum between the effort and the load or resistance, like a see-saw.



A football player heads a ball using a class 1 lever action in a Serie A Juventus game.



1. Complete the statement: The type of lever system working at the knee in the upward phase of a squat is an example of a _____. [1]

2. Identify the lever system that is used to go up onto the toes when pushing off the blocks in a sprint start. [1]

1. Third class lever. [1]

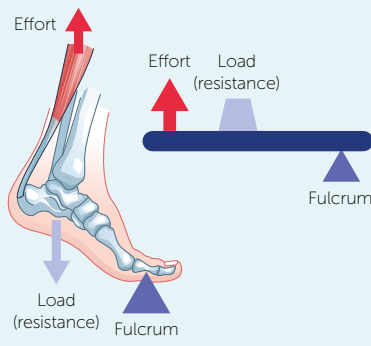
2. Second class lever. [1]

FLE 123 is a useful mnemonic to remember the lever classes. A class 1 has the **Fulcrum** (pivot) in the middle. A class 2 has the **Load** (resistance) in the middle. A class 3 has the **Effort** (force) in the middle.


... First, second and third class lever systems continued

Second class lever

Second class levers are most easily remembered as having a wheelbarrow action. The fulcrum is at one end with the effort at the opposite end. The load or resistance is anywhere in the middle.



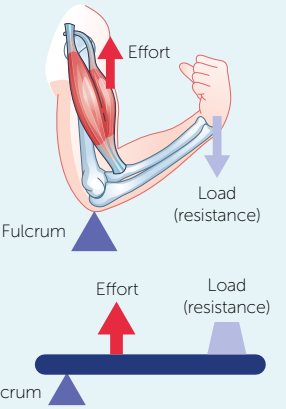
An athlete takes advantage of a class 2 lever action with plantar flexion at the ankle to leave the take off board with explosive power at a long jump event.




Think about where the muscle attaches to the bone when considering what type of lever system applies to an action.

Third class lever

A class 3 lever has the fulcrum at one end, the load at the opposite end and the effort applied in the middle.

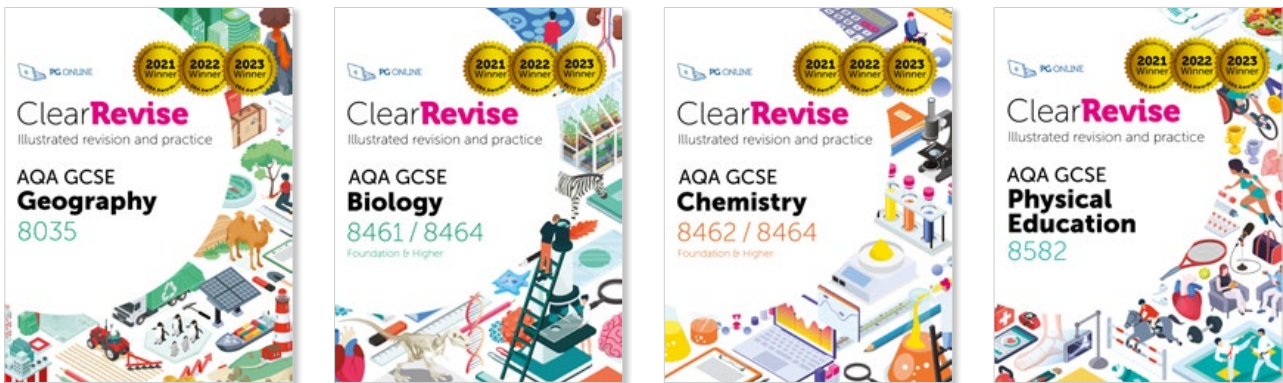


A GB rower uses his biceps to flex at the elbow in a class 3 lever action to draw the paddle through the water in the Men's Kayak Sprint 200m at the Olympic Games in Rio.



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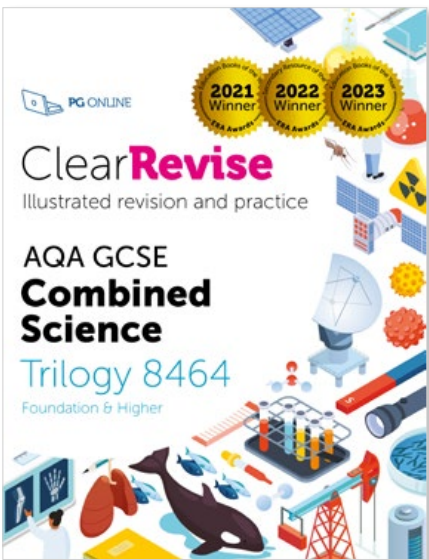
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1.2.2

STRUCTURE OF THE
CARDIOVASCULAR SYSTEM

The **heart** is an organ that pumps blood around the body using a **double circulatory** system.

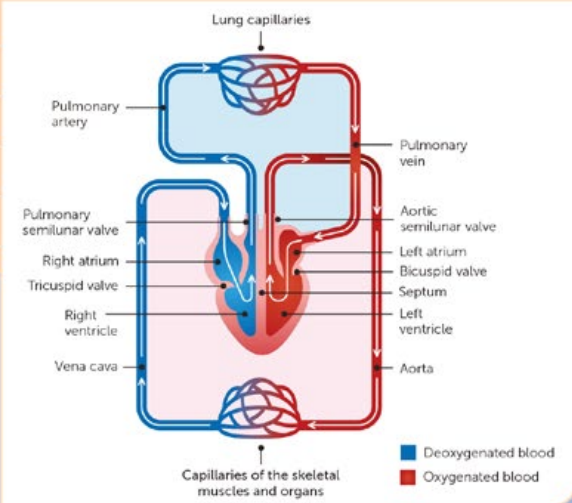
The heart

The heart has walls made of cardiac muscle with **four chambers** and four valves inside. The left and right sections are separated by the **septum** to ensure that oxygenated and deoxygenated blood do not mix.

The **right ventricle** pumps deoxygenated blood around the pulmonary loop to the lungs, where gas exchange takes place. (See **page 20**.) The **left ventricle** pumps blood around the rest of the body in the systemic loop. The **atria** collect blood as it returns to the heart and pump it into the ventricles. The atria contract just before the ventricles contract.

Oxygen-rich blood is carried away from the heart through **arteries**. Blood that has given up its oxygen to body cells is carried back to the heart through **veins** – it is deoxygenated. The blood shown as red has been oxygenated in the lungs. **Valves** between the atria and ventricles, and as the blood exits the heart, open and close with pressure, to prevent blood flowing backwards.

Double circulatory system of the heart



Edexcel GCSE Physical Education – Paper 1, Topic 1

Complete the figure to show the pathway of the blood around the heart. [5]
Starting at the right ventricle, reorder statements 2–6 to show the pathway of the blood:

- 1. Deoxygenated blood fills the right atrium
- 2. Then into the left ventricle through the bicuspid valve
- 3. Gas exchange occurs (blood is oxygenated)
- 4. It then flows into the right ventricle
- 5. Pulmonary vein transports oxygenated blood into the left atrium
- 6. The pulmonary artery then transports deoxygenated blood to the lungs
- 7. Oxygenated blood is ejected and transported to the body via the aorta.

One mark for each statement in the correct order: 1, 4, ^[1]6, ^[1]3, ^[1]5, ^[1]2, ^[1]7.



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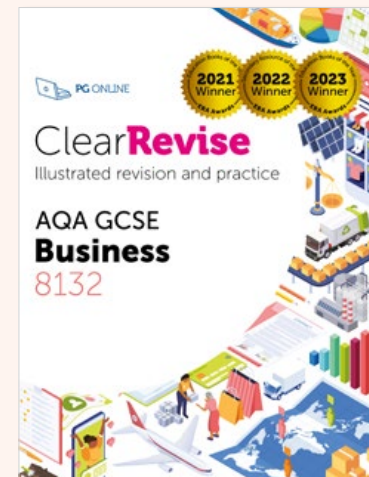
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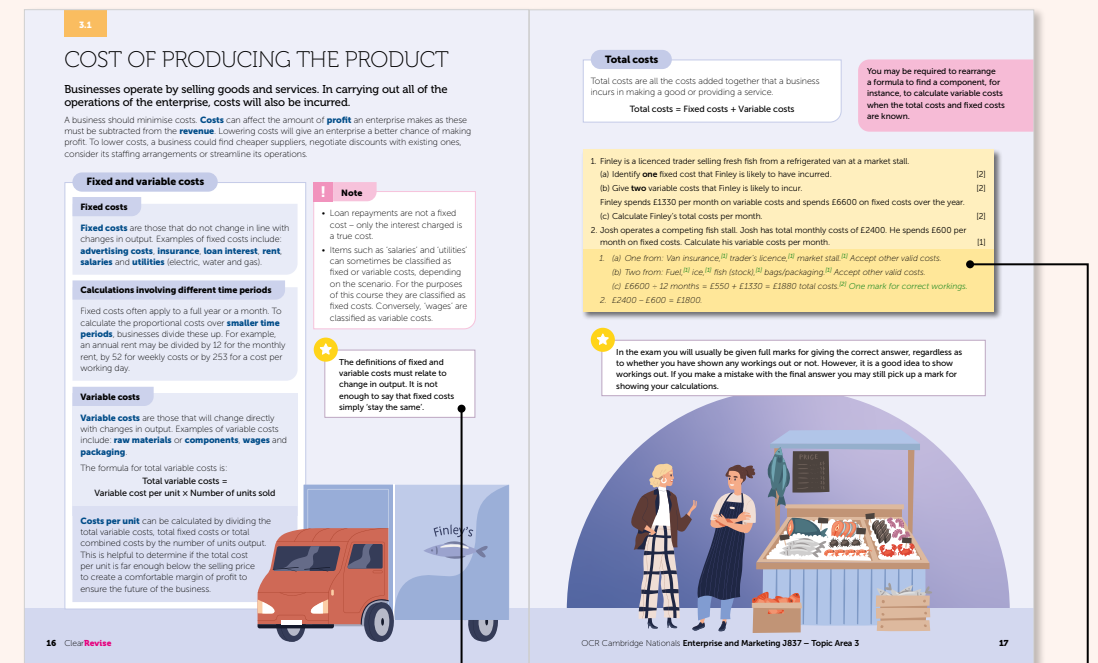
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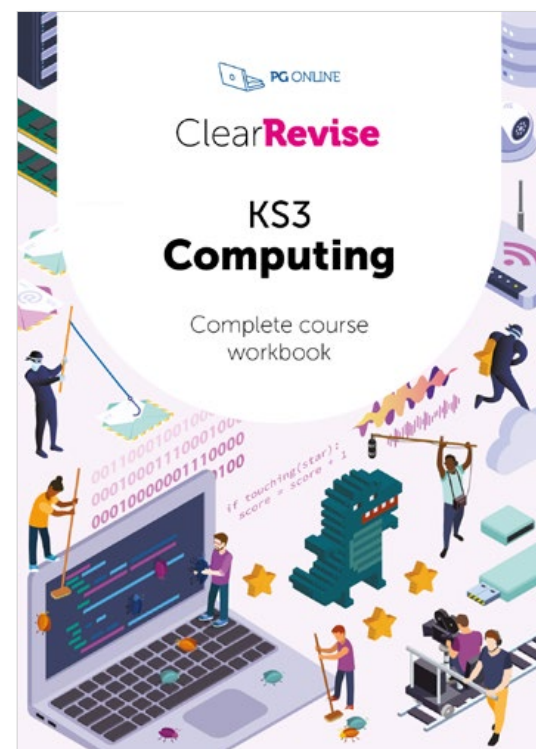
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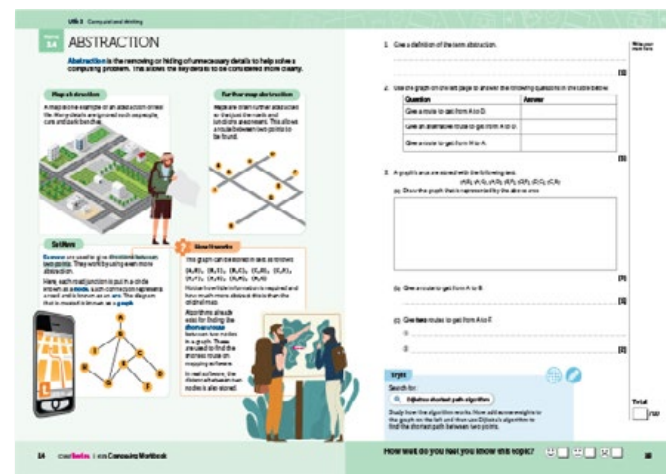
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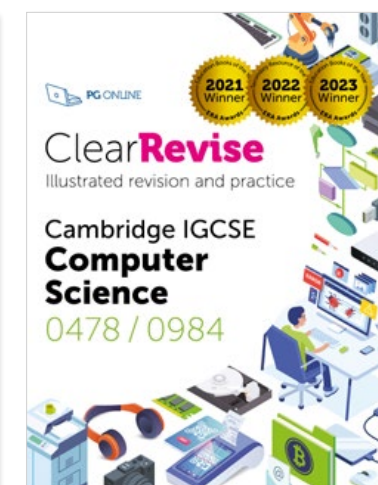
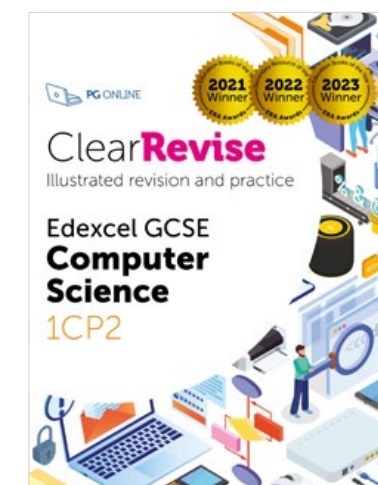
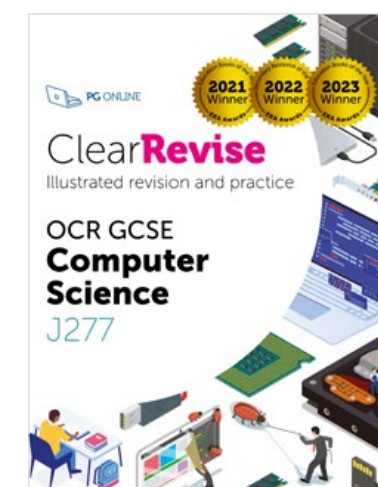
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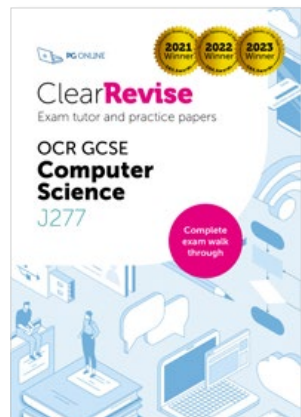
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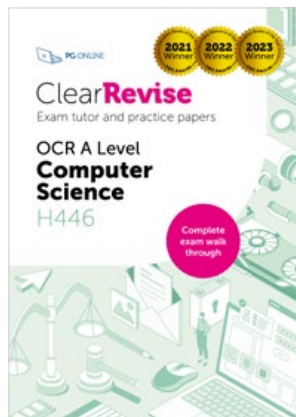
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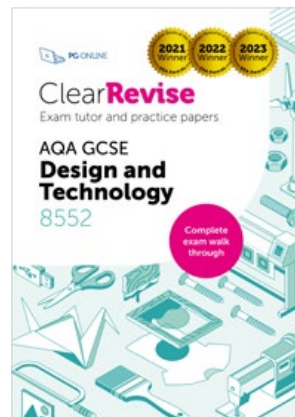
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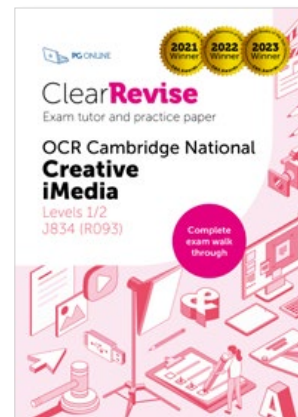
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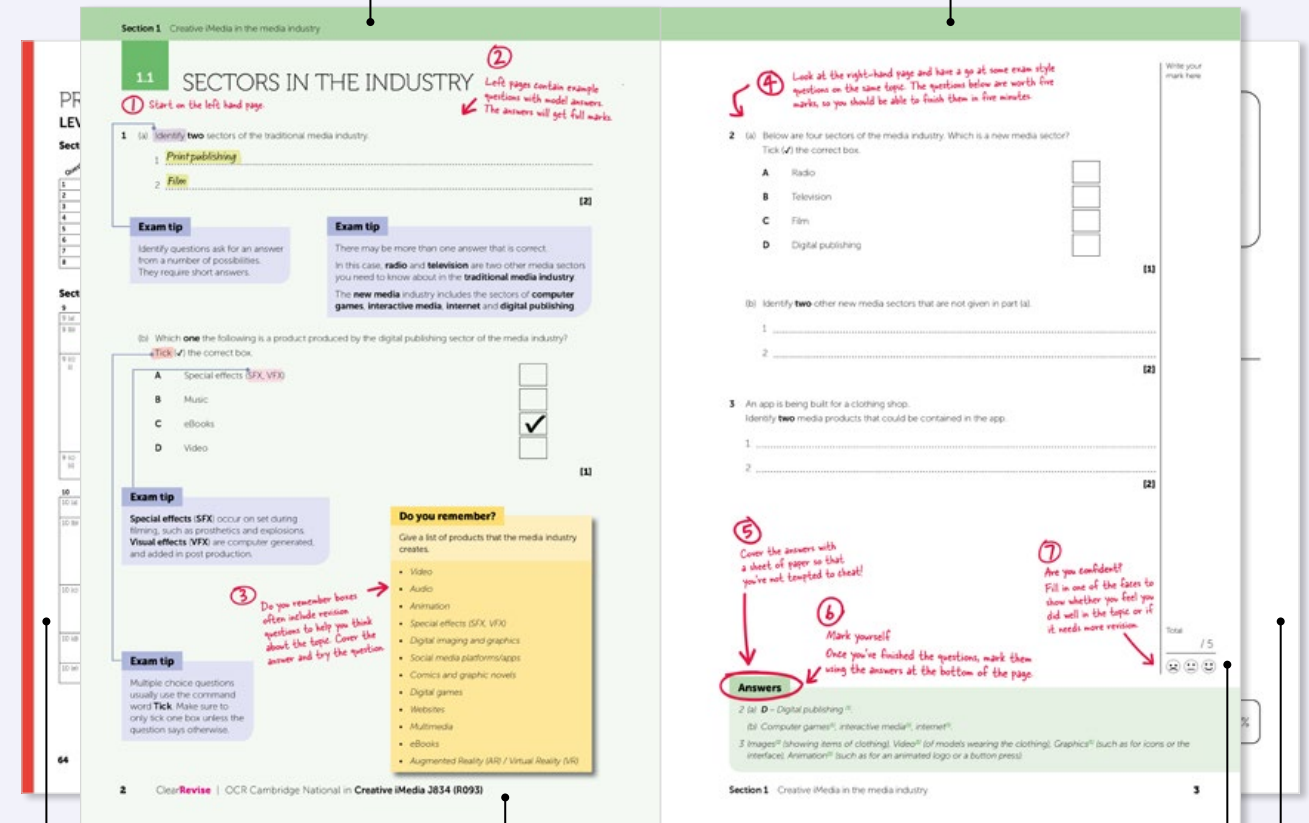
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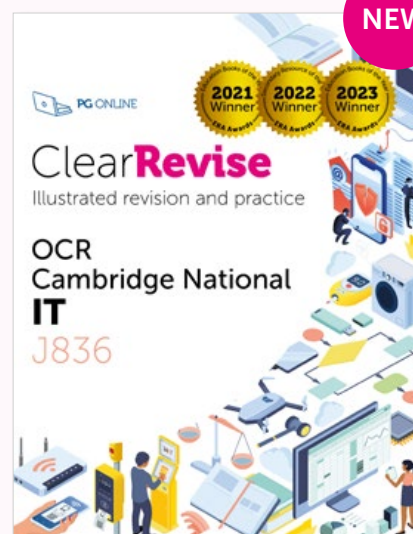
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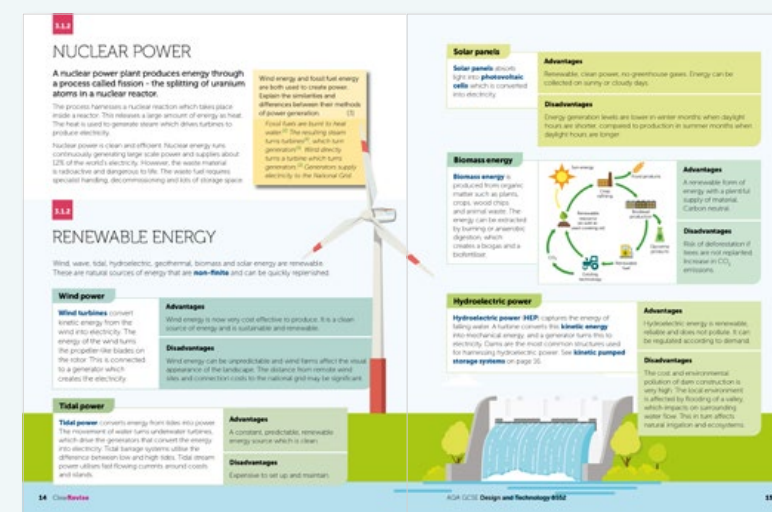
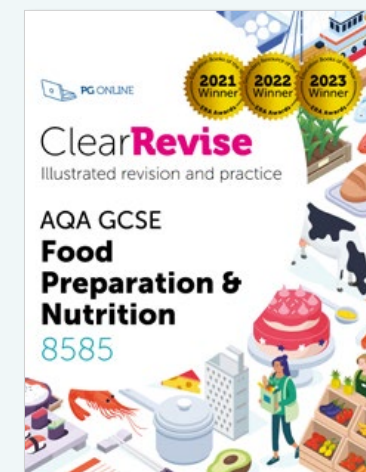
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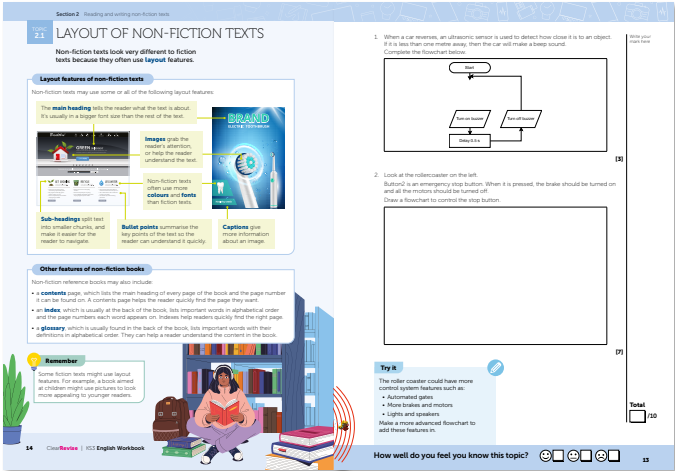
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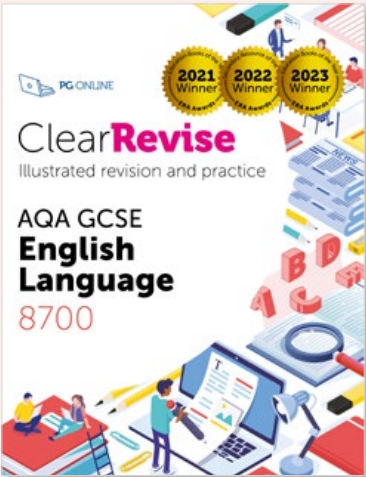


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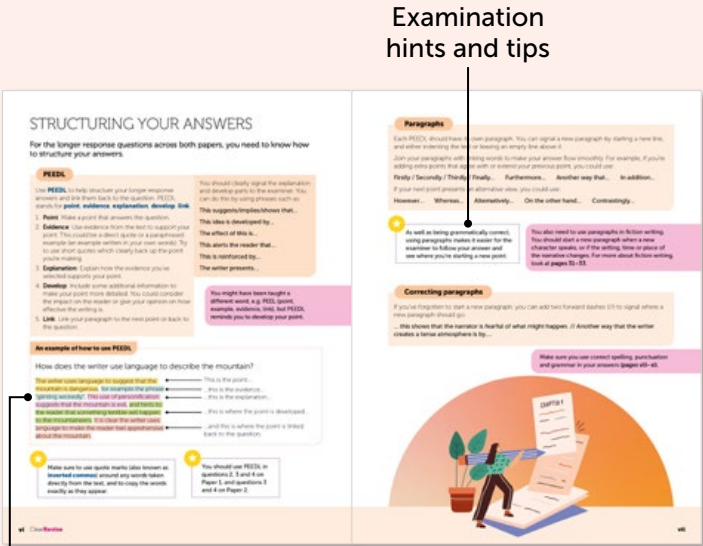
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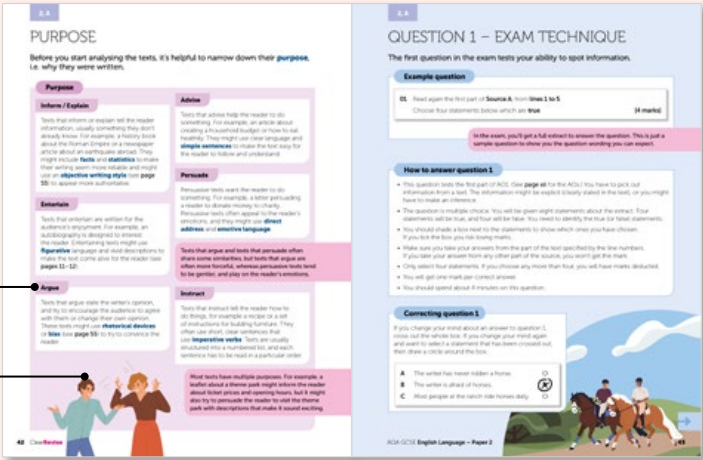
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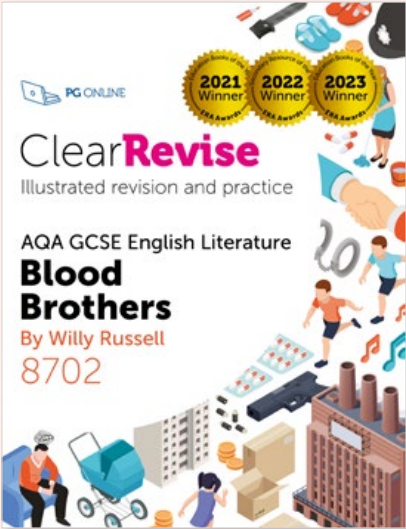
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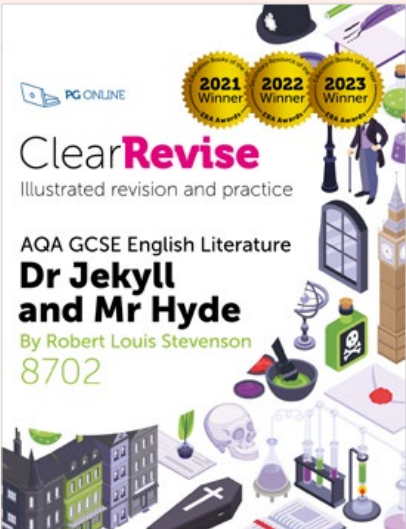
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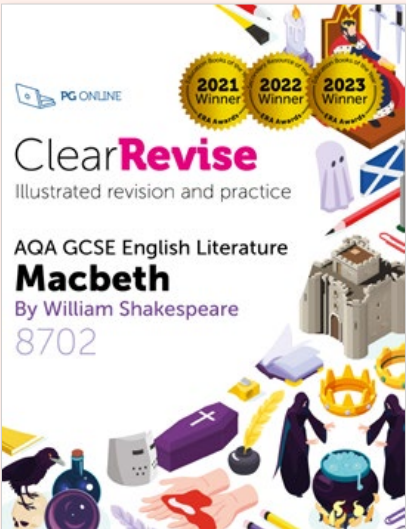
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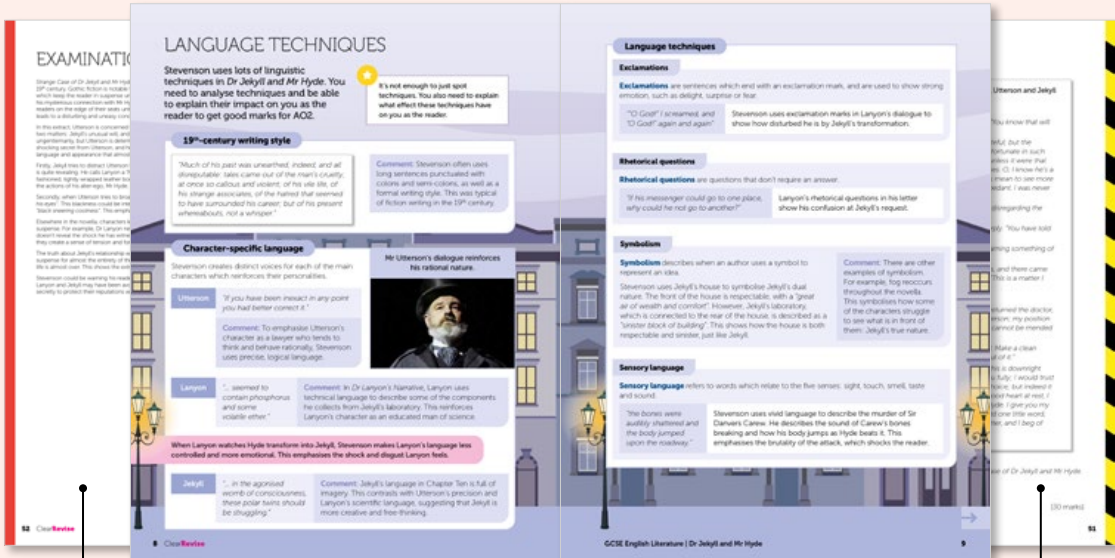


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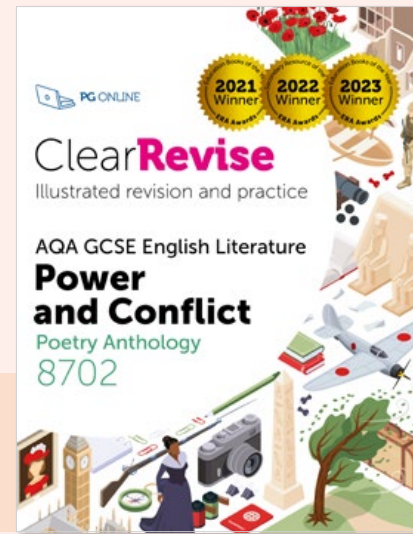
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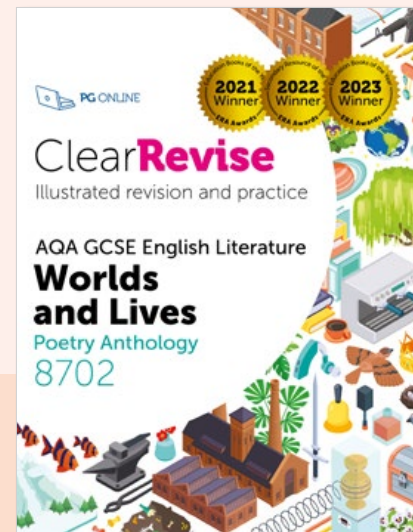
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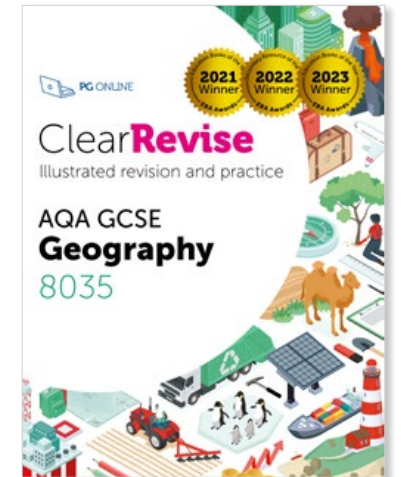
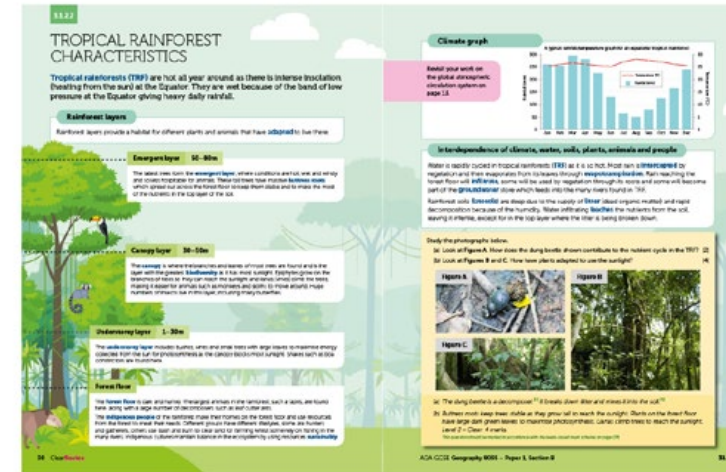


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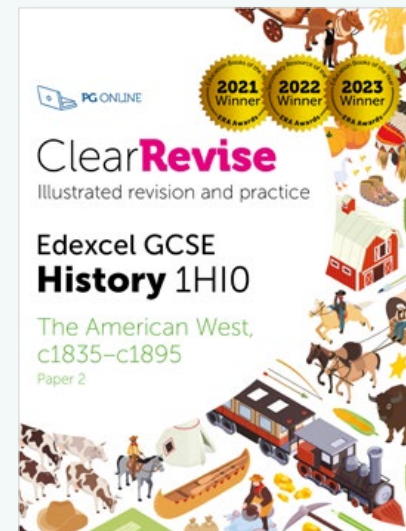
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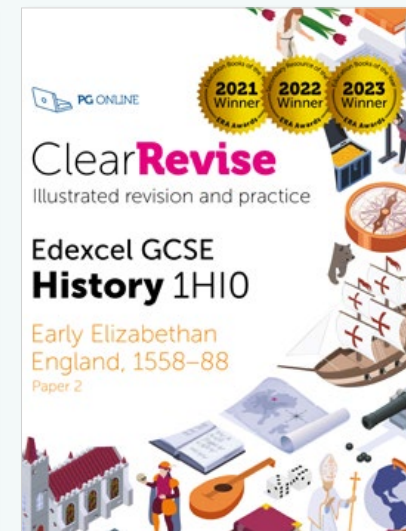
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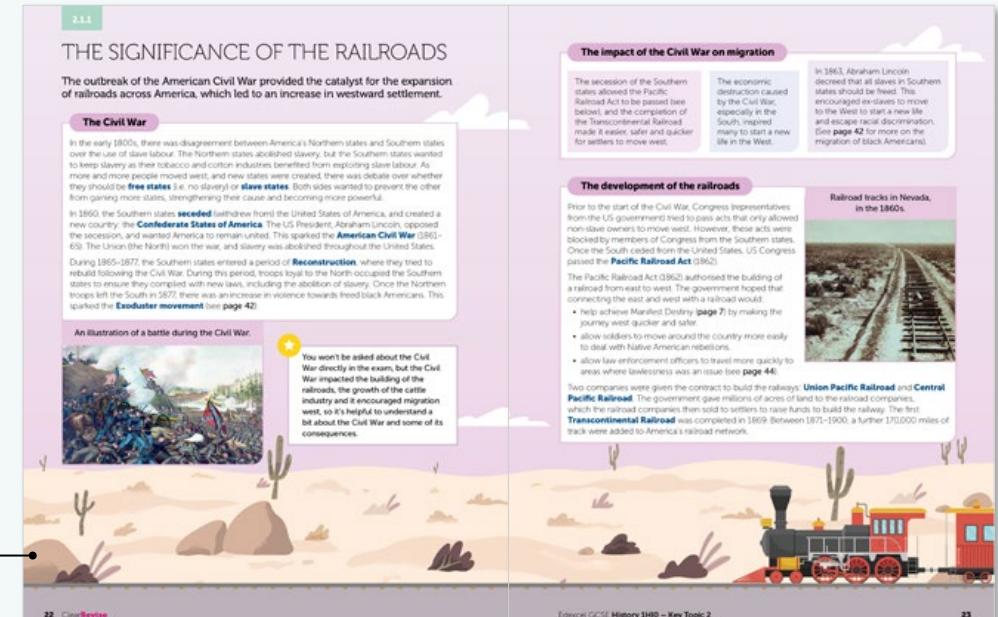
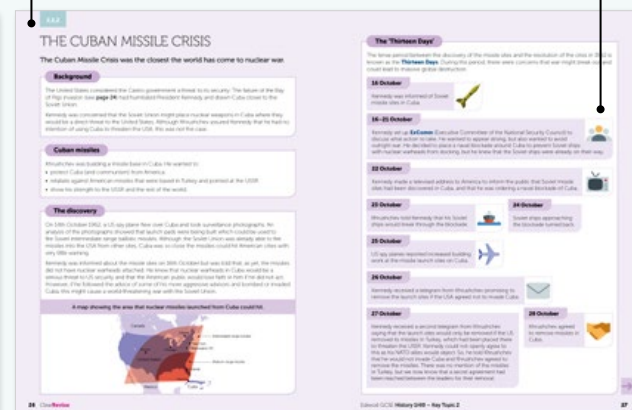
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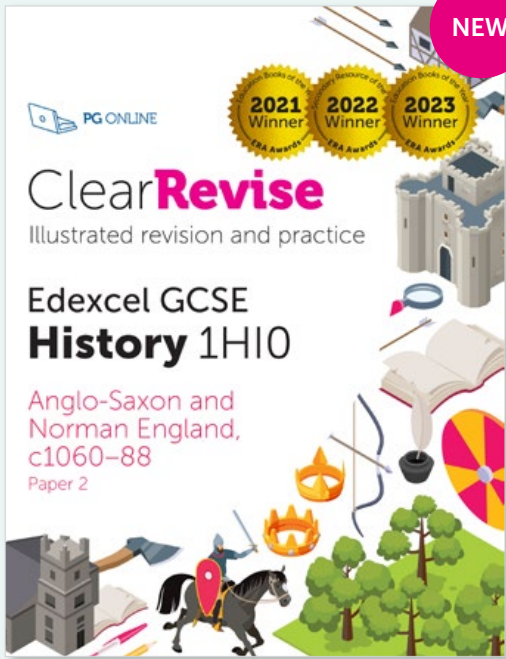
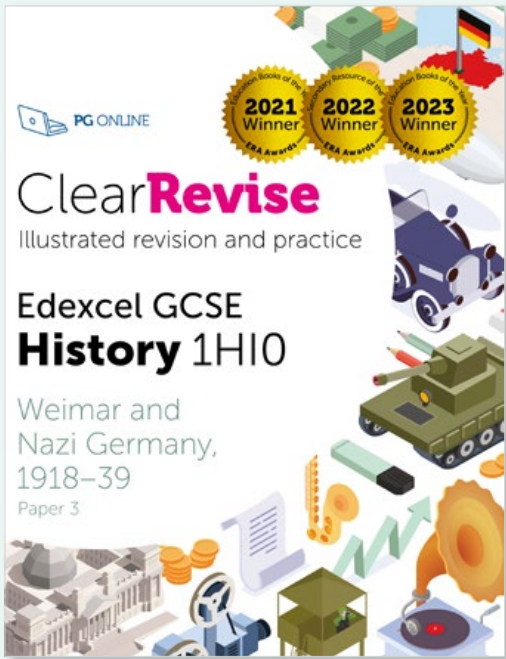


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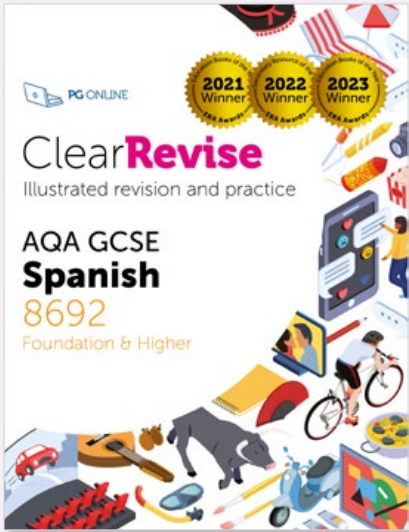
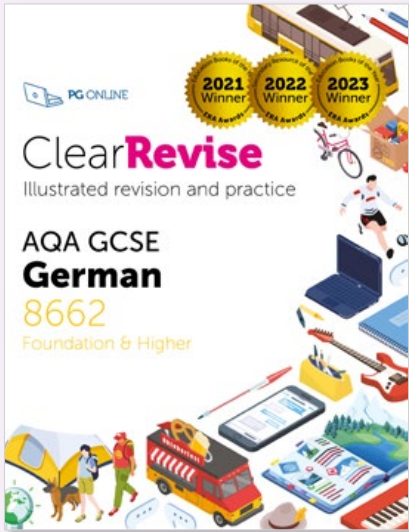
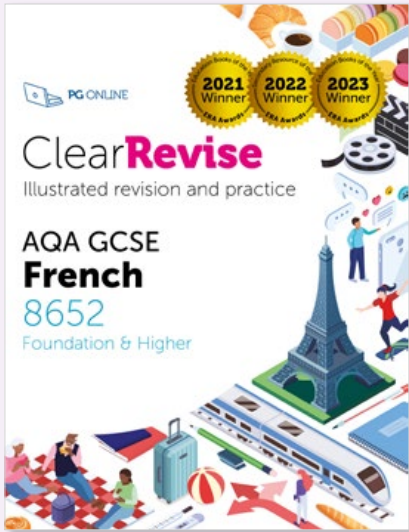


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Germans had varied views on Hitler in large numbers and many approved of his leadership.

The Nazis had a lot of support...

- They promised to restore the economy and create employment opportunities.
- Hitler continued to rise as the leader of the Nazis.
- Under Hitler, Germany was once again a great nation.
- Hitler brought stability and seemed to stop the spread of communism.

...but it was difficult to speak out

- The Gestapo, the secret police, monitored public opinion. There was no discussion in the press.
- The Gestapo caught out and punished anyone who spoke out.
- Conspicuous people who did not speak out were sent to concentration camps.
- Nazi propaganda controlled the press, radio and other mass media.
- People who spoke out were sent to concentration camps.

OPPOSITION FROM THE CHURCHES
In 1933, the German League of Churches (Lutheran) was set up. It was the first church to oppose the Nazis. It was the first church to oppose the Nazis. It was the first church to oppose the Nazis.

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The Church and royal authority

The king was the head of the Church in England. The king was the head of the Church in England. The king was the head of the Church in England.

During church services, the king would wear a crown and a sword. The king would wear a crown and a sword. The king would wear a crown and a sword.

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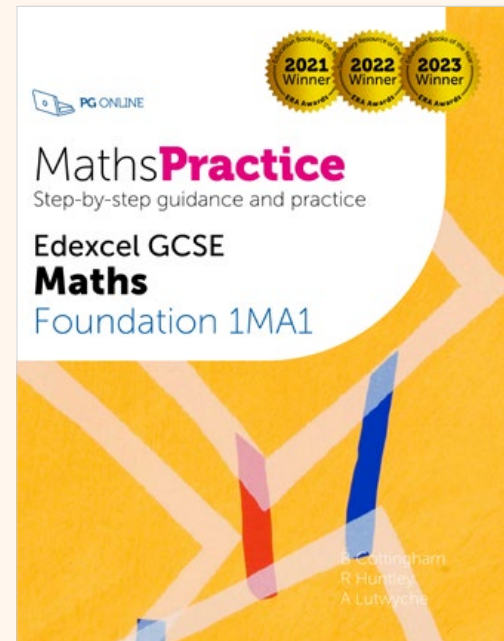
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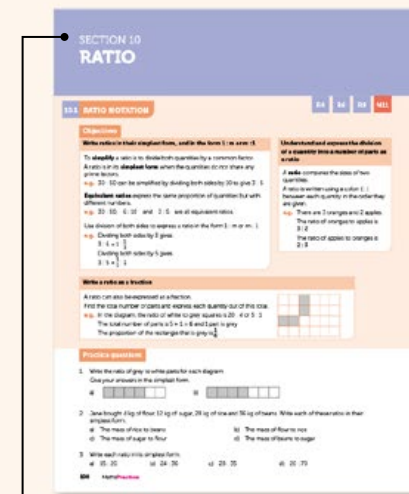
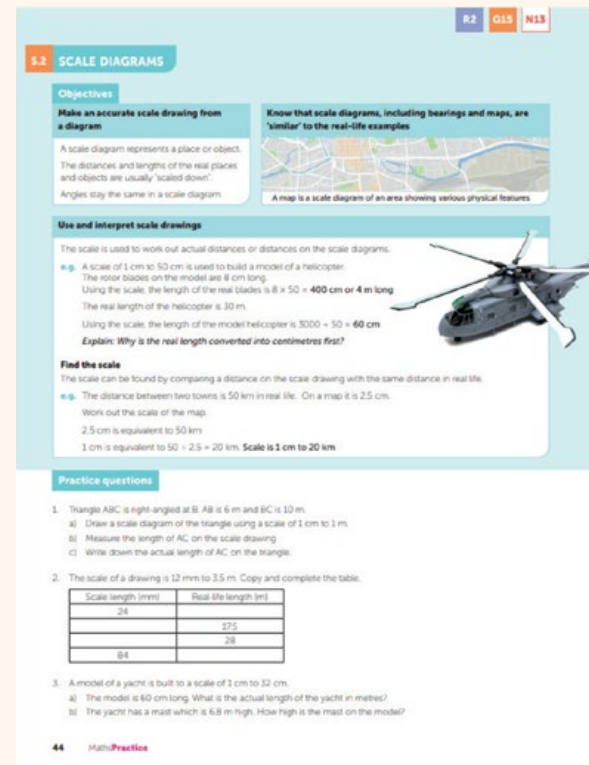
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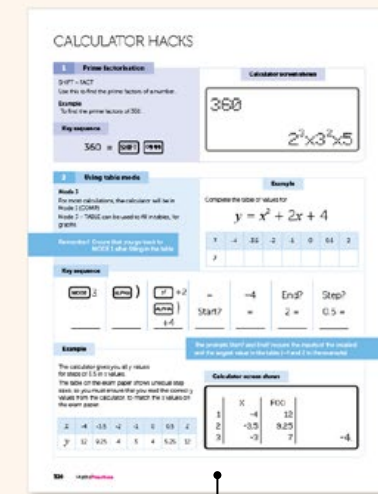
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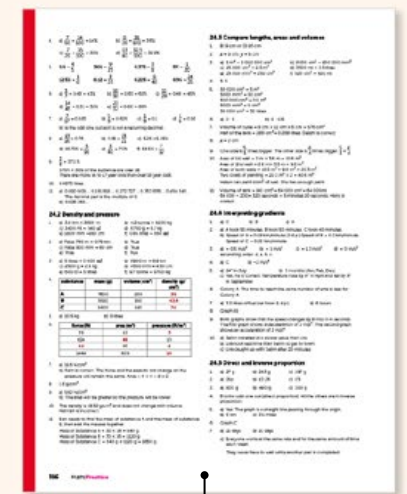
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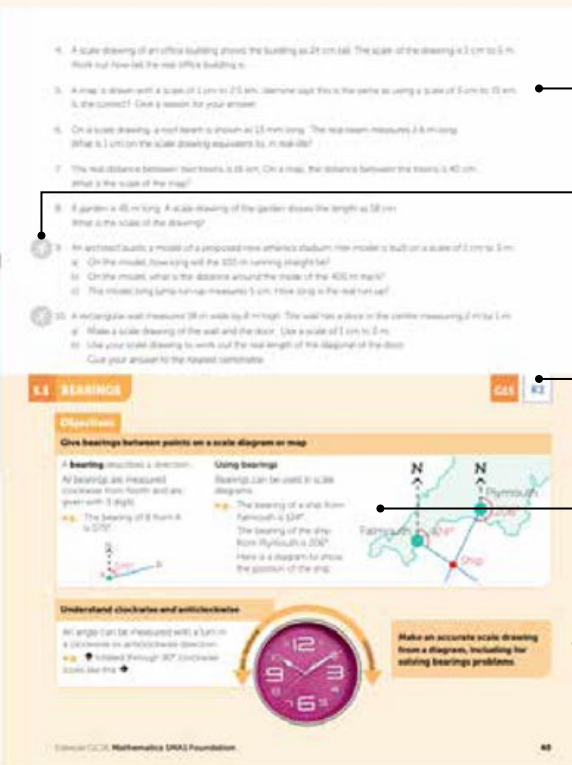
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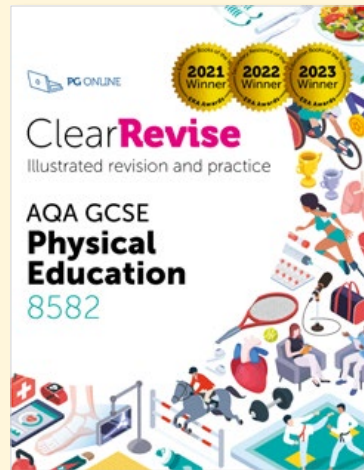
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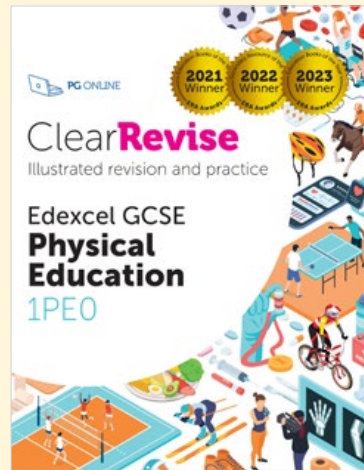
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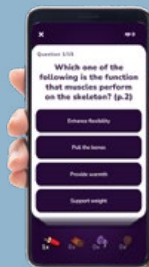
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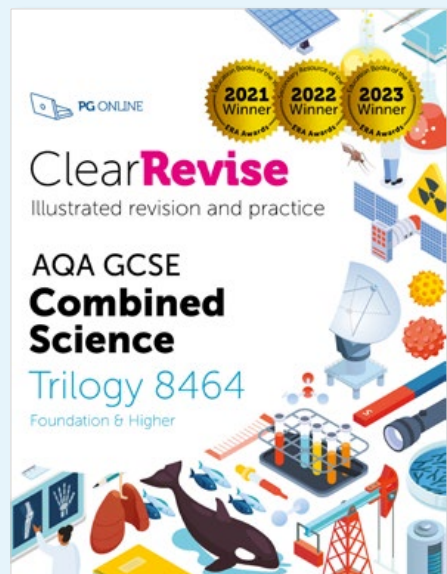
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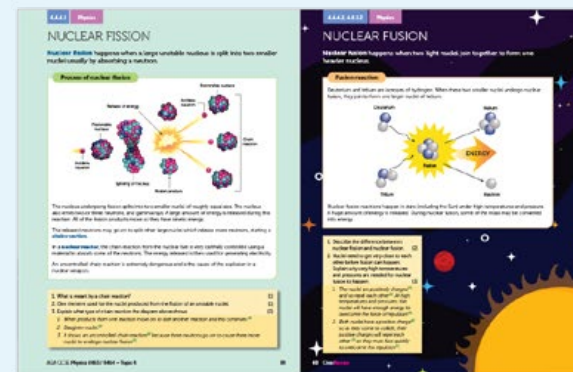
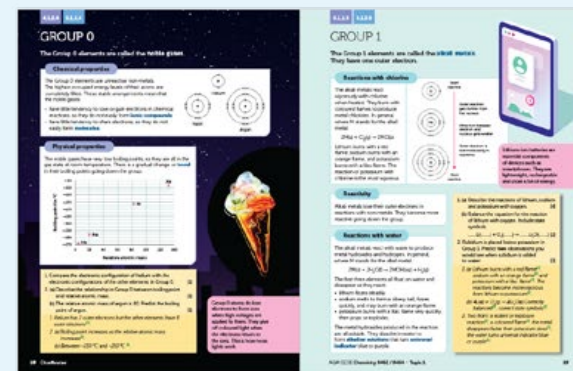
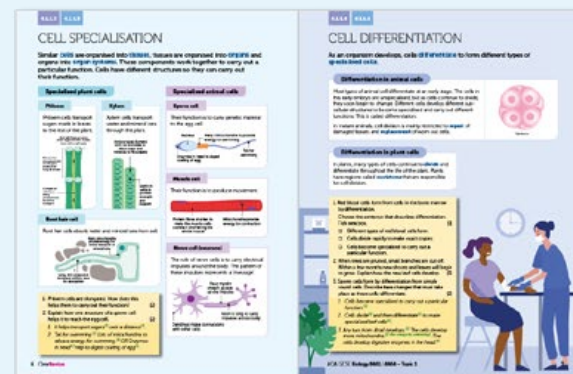
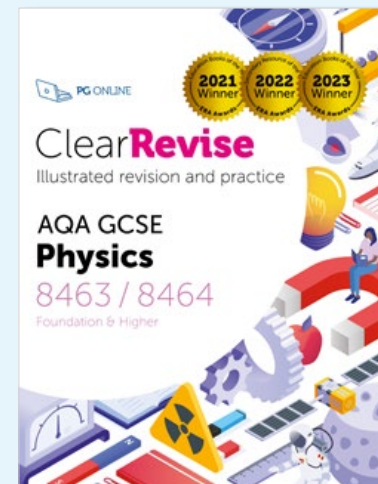
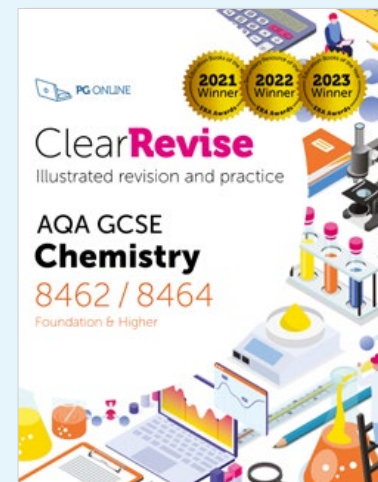
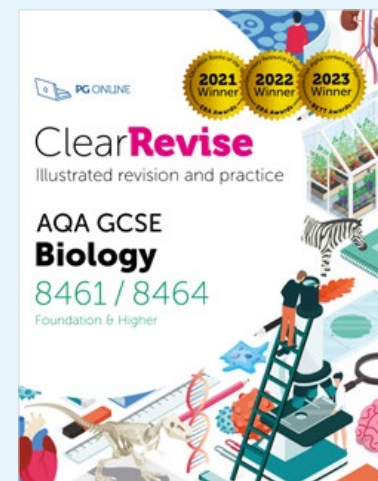
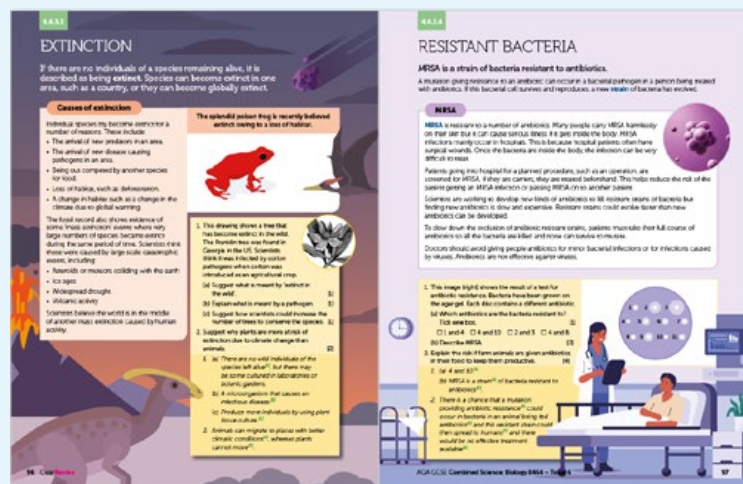
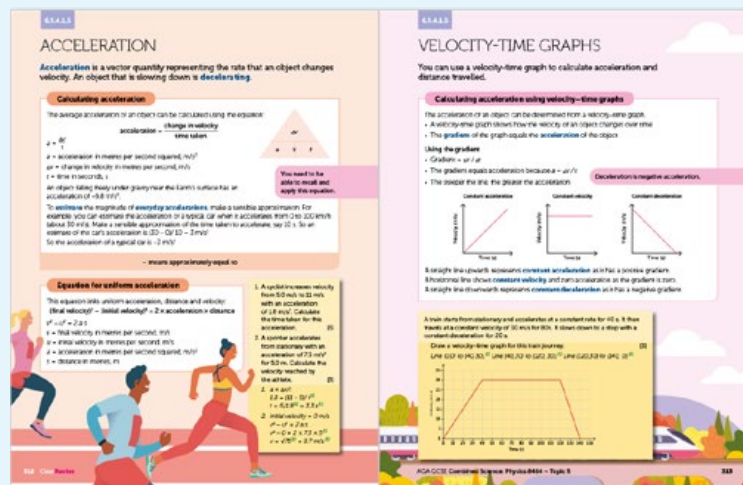


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