



## Year 11 GCSE Physical Education

**Note that 3 out of every 5 GCSE PE lessons are theory lessons. The practical sports will include the following sports, Netball, Table Tennis, Athletics, Basketball, Handball and Football**

### Theory Overview

2 lessons per cycle/fortnight Minimum of 1 homework per cycle				
Term	Topic and approximate duration	Key learning areas  Students should be able to:	Required Reading	Homework Options Students will be guided by the class teacher as to which level to complete (according to target level)
Autumn Term 1	<b>Coursework Section A</b>	<ul style="list-style-type: none"> <li>- Students can analyse and evaluate their own performance or the performance of another person</li> <li>- Students are required to analyse and evaluate performance to identify two strengths and two weaknesses.</li> <li>- With reference to recent competitive performances in the chosen activity, students should identify two strengths.</li> <li>- One strength should be a fitness component (relevant to their chosen activity). Reference should be made to an appropriately relevant and developed fitness component, justifying how it has benefited performance.</li> <li>- One strength should be a specific skill/technique (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate), which has been used when performing their chosen activity.</li> <li>- With reference to recent competitive performances in the chosen activity, students should identify two weaknesses.</li> <li>- One weakness should be a fitness component (relevant to their chosen activity) where improvement is needed. Reference should be made to an appropriately relevant and developed fitness component, justifying how it has negatively affected performance.</li> <li>- One weakness should be a specific skill (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate) where improvement is needed.</li> <li>- In choosing these weaknesses, students must justify their choices, making reference to how competitive performances have been negatively affected.</li> </ul>		Completion of additional Section A coursework



	<p><b>Relationship between health and fitness and the role exercise plays</b></p>	<ul style="list-style-type: none"> <li>- Application of the principles to sporting examples.</li> <li>- Understand the distinctions between the different types of training, the training purpose, training thresholds and training zones</li> <li>- Identification of the advantages and disadvantages (the effects on the body) of training types linked to specific aims</li>   <li>- The relationship between health and fitness.</li> <li>- Decreased fitness because of ill health, ie poor health can result in an inability to train, lowers fitness.</li> <li>- Increased fitness despite ill health, i.e. unhealthy but able to train, increases fitness.</li> </ul>		<p>Past Paper Questions</p>
	<p><b>Cardio-respiratory system</b></p>	<ul style="list-style-type: none"> <li>- Identification of the pathway of air</li> <li>- How gaseous exchange works and the features that assist in gaseous exchange.</li> <li>- The structures of blood vessels, including arteries, capillaries and veins</li> <li>- How the structure of each bloody vessel relates to the function</li> <li>- The structure of the heart</li> <li>- The order of the cardiac cycle and the pathway of the blood</li> <li>- The relationship between cardiac output, stroke volume and heart rate</li> <li>- The mechanics of breathing and the interaction of intercostal muscles, ribs and diaphragm in breathing</li> <li>- Identification of tidal volume, expiratory reserve volume, inspiratory reserve volume and residual volume on a spirometer trace; and how these may change from rest to exercise</li> </ul>		<p>Past Paper Questions</p>
	<p><b>Anaerobic and aerobic exercise</b></p>	<ul style="list-style-type: none"> <li>- Understanding the terms aerobic exercise and anaerobic exercise and their formulas</li> <li>- The use of aerobic and anaerobic exercise in practical examples of differing intensities</li> </ul>		<p>Past Paper Questions</p>

	<b>Musco-skeletal System</b>	<ul style="list-style-type: none"> <li>- Definition of the term EPOC and understanding that EPOC caused by anaerobic exercise during vigorous exercise and producing lactic acid</li> <li>- The recovery process from vigorous exercise including a cool down, manipulation diet and ice baths/massage</li> <li>- Identification of the bones at the head/neck, shoulder, chest, elbow, hip, knee and ankle</li> <li>- The structure of the skeleton and how the skeletal system provides a framework for movement in conjunction with the muscular system: The functions of the skeleton and how they should be applied to performance in physical activity.</li> <li>- The muscles of the body and the role of tendons</li> <li>- Identification of what a synovial joint is and the structures within a synovial joint to prevent injury</li> <li>- Types of freely movable joints that allow different movements and how joints differ in design to allow certain types of movement</li> <li>- How the major muscles and muscle groups of the body work antagonistically to affect movement in physical activity at the major movable joints.</li> </ul>		Past Paper Questions
	<b>Nature of Termly Test</b>	<b>Paper One Mock Exam</b>		
<b>Spring Term 1</b>	<b>Paper Two Revision</b>  <b>Diet</b>	<ul style="list-style-type: none"> <li>- Energy use and the average intake required for males and females dependent on age, gender, height and exercise Nutrition – reasons for having balanced diet</li> <li>- the role of carbohydrates, fat, protein and vitamins/minerals</li> <li>- Reasons for maintaining water balance (hydration)</li> <li>- The definition of dehydration and what it results in</li> <li>- The consequences of dehydration to different sporting activities.</li> <li>- The consequences of a sedentary lifestyle</li> </ul>		Past Paper Questions

	<p><b>Sedentary Lifestyles</b></p> <p><b>Mental Preparation</b></p> <p><b>Practical Moderation Prep</b></p>	<ul style="list-style-type: none"> <li>- Obesity and how it may affect performance in physical activity and sport</li> <li>Definitions of the following body types: • endomorph • mesomorph • ectomorph. Students should be taught to identify the most suitable body type for particular sports (or positions within a sport) and justify their choice.</li> <li>- Define arousal and appropriately place the inverted U in a graph with appropriate labels</li> <li>- How optimal arousal levels vary according to the skill being performed in a physical activity or sport</li> <li>- How arousal can be controlled using stress management techniques before or during a sporting performance</li> <li>- Understand the difference between direct and indirect aggression with application to specific sporting examples</li> <li>-</li> </ul>		<p>Past Paper Questions</p> <p>Past Paper Questions</p>
	<p><b>Nature of Termly Test</b></p>	<p><b>Paper Two Mock Exam</b></p>		
<p><b>Spring Term 2</b></p>	<p><b>Personality</b></p>	<ul style="list-style-type: none"> <li>- Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types</li> <li>- Definition of intrinsic and extrinsic motivation, as used in sporting examples</li> <li>- Evaluation of the merits of intrinsic and extrinsic motivation in sport</li> </ul>		<p>Past Paper Questions</p>

	<p><b>Information Processing Model</b></p>	<ul style="list-style-type: none"> <li>- The role of each stage (input, decision making, output and feedback) of the model.</li> <li>- Apply the basic information processing model to skills from sporting examples</li> </ul>		<p>Past Paper Questions</p>
	<p><b>Goal Setting</b></p>	<ul style="list-style-type: none"> <li>- Definition of skills and ability</li> <li>- Difference between performance goals and outcome goals using appropriate performance/outcome target for sporting examples</li> <li>-</li> </ul>		<p>Past Paper Questions</p>

<b>Summer Term 1</b>	<b>Exam Preparation</b>	- Revision lessons before public examinations		-
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