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 | Coursework Section A | Students can analyse and evaluate their own performance or the performance of another person Students are required to analyse and evaluate performance to identify two strengths and two weaknesses. With reference to recent competitive performances in the chosen activity, students should identify two strengths. 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. 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. With reference to recent competitive performances in the chosen activity, students should identify two weaknesses. 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. 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. In choosing these weaknesses, students must justify their choices, making reference to how competitive performances have been negatively affected. | | Completion of additional Section A coursework |

| | Coursework Section B | - Using appropriate theoretical content included in the specification, | Completion of additional |
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| | Coursework Section B | students should produce an overall plan of action that suggests ways to | Section B coursework |
| | | improve upon the weaknesses that they have identified as part of their | |
| | | analysis. | |
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| | | - This plan of action must include: | |
| | | • an identification of an appropriate training type to improve the | |
| | | fitness weakness | |
| | | a full description of one training session that provides an example of what could be used for the performer | |
| | | an explanation of how prolonged use of the identified training type | |
| | | could improve the fitness weakness | |
| | | \circ an identification of one other relevant part of the specification (not | |
| | | another training type) which, when applied, could bring about | |
| | | improvement in the skill/tactic/strategy/aspect of choreography | |
| | | weakness | |
| | | \circ an explanation of how the additional specification content selected | |
| | | could lead to improvement of the identified weakness. | |
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| | Nature of Termly Test | Two Checkpoints – Section A and Section B | |
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| | Paper 1 Revision | | |
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| | Components of | - Definition of the components of fitness, linking sports and physical activity | Past Paper Questions |
| | Fitness | to the required component of fitness. Understand why each component of | |
| 2 ר | | fitness may or may not be needed when performing certain physical activities and sports. | |
| erm | | Reasons for and limitations of fitness testing | |
| ΓuΓ | | Reasons for and initiations of fitness testing Measuring the components of fitness | |
| μ | | | |
| ÷ | | - Demonstration of how data is collected for fitness testing | |
| Autumn | | Demonstration of how data is collected for fitness testing | |
| Aut | | Demonstration of how data is collected for fitness testing | |
| Aut | | Demonstration of how data is collected for fitness testing Understanding of key principles of training and how they can be applied to | Past Paper Questions |
| Aut | Principles of Training | | Past Paper Questions |

| | Application of the principles to sporting examples. Understand the distinctions between the different types of training, the training purpose, training thresholds and training zones Identification of the advantages and disadvantages (the effects on the body) of training types linked to specific aims | |
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| Relationship between health and fitness and the role exercise plays | The relationship between health and fitness. Decreased fitness because of ill health, ie poor health can result in an inability to train, lowers fitness. Increased fitness despite ill health, i.e. unhealthy but able to train, increases fitness. | Past Paper Questions |
| Cardio-respiratory system | Identification of the pathway of air How gaseous exchange works and the features that assist in gaseous exchange. The structures of blood vessels, including arteries, capillaries and veins How the structure of each bloody vessel relates to the function The structure of the heart The order of the cardiac cycle and the pathway of the blood The relationship between cardiac output, stroke volume and heart rate The mechanics of breathing and the interaction of intercostal muscles, ribs and diaphragm in breathing 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 | Past Paper Questions |
| Anaerobic and aerobic exercise | Understanding the terms aerobic exercise and anaerobic exercise and their formulas The use of aerobic and anaerobic exercise in practical examples of differing intensities | Past Paper Questions |

| | Musco-skeletal System | Definition of the term EPOC and understanding that EPOC caused by anaerobic exercise during vigorous exercise and producing lactic acid The recovery process from vigorous exercise including a cool down, manipulation diet and ice baths/massage Identification of the bones at the head/neck, shoulder, chest, elbow, hip, knee and ankle 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. The muscles of the body and the role of tendons Identification of what a synovial joint is and the structures within a synovial joint to prevent injury Types of freely movable joints that allow different movements and how joints differ in design to allow certain types of movement How the major muscles and muscle groups of the body work antagonistically to affect movement in physical activity at the major movable joints. | Past Paper Questions |
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| erm 1 | Nature of Termly Test Paper Two Revision Diet | Paper One Mock Exam Energy use and the average intake required for males and females dependent on age, gender, height and exercise Nutrition – reasons for having balanced diet | Past Paper Questions |
| Spring Ter | | the role of carbohydrates, fat, protein and vitamins/minerals Reasons for maintaining water balance (hydration) The definition of dehydration and what it results in The consequences of dehydration to different sporting activities. The consequences of a sedentary lifestyle | |

| | Sedentary Lifestyles | - Obesity and how it may affect performance in physical activity and sport | Past Paper Questions |
|---------------|--|---|----------------------|
| | | 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. | |
| | Mental Preparation Practical Moderation Prep | Define arousal and appropriately place the inverted U in a graph with appropriate labels How optimal arousal levels vary according to the skill being performed in a physical activity or sport How arousal can be controlled using stress management techniques before or during a sporting performance Understand the difference between direct and indirect aggression with application to specific sporting examples | Past Paper Questions |
| | Nature of Termly Test | Paper Two Mock Exam | |
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| Spring Term 2 | Personality | Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types Definition of intrinsic and extrinsic motivation, as used in sporting examples Evaluation of the merits of intrinsic and extrinsic motivation in sport | Past Paper Questions |
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| Information Processing Model | The role of each stage (input, decision making, output and feedback) of the model. Apply the basic information processing model to skills from sporting examples | Past Paper Questions |
|---------------------------------|---|----------------------|
| Goal Setting | Definition of skills and ability Difference between performance goals and outcome goals using appropriate performance/outcome target for sporting examples | Past Paper Questions |
| Goal Setting | | |

| | Exam Preparation | - Revision lessons before public examinations | - |
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