

## PE Curriculum Information Year 11 GCSE

### Autumn Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<b>P2 Theory: Socio-cultural influences</b>	What are the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society?	<b>Engagement patterns</b> Engagement patterns of different social groups and the factors affecting participation.	<p><b>Knowledge and Understanding</b> Apply knowledge and understanding in different questions:</p> <p>AO1 - Identify, state, label, define, complete. AO2 - apply, using a sporting example, explain. AO3 - Discuss, justify, evaluate.</p> <p><i>Long Answer Questions:</i></p> <p>AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p> <p><b>Skills</b> Demonstration of knowledge and understanding through classwork, homework tasks and end of unit tests; define key terminology; applying to a variety of sporting examples; explaining reasons why; analysis and interpretation of data.</p> <p><b>Assessment</b> Through classwork and homework; end of unit tests; timed long answer questions.</p>
<b>P2 Theory: Commercialisation</b>	How have sport and physical activity become commercialised?	<b>Commercialisation of physical activity and sport</b> Commercialisation; types of sponsorship and the media; positive and negative impacts of sponsorship and the media; positive and negative impacts of technology.	
<b>P2 Theory: Ethical issues</b>	What are the ethical and socio-cultural issues in physical activity and sport?	<b>Ethical and socio-cultural issues</b> Conduct of performers; prohibited substances; prohibited methods; drugs subject to certain restrictions; which type of performers may use different types of performance enhancing drugs (PEDs) with sporting examples; the advantages and disadvantages for the performer of taking PEDs; the disadvantages to the sport/event of performers taking PEDs; spectator behaviour (the positive and the negative effects of spectators at events); reasons why hooliganism occurs; strategies employed to combat hooliganism/ spectator behaviour.	
<b>P2 Theory: Physical, mental and social wellbeing</b>	What are the benefits of participating in physical activity and sport to health, fitness and wellbeing?	<b>Physical, emotional and social health, fitness and wellbeing</b> Linking participation in physical activity, exercise and sport to health, wellbeing and fitness, and how exercise can suit the varying needs of different people.	

		<p><b>The consequences of a sedentary lifestyle</b> The consequences of a sedentary lifestyle; Obesity and how it may affect performance in physical activity and sport; somatotypes.</p> <p><b>Energy use, diet, nutrition and hydration</b> Energy use; nutrition – reasons for having a balanced diet; nutrition – the role of carbohydrates, fat, protein and vitamins/minerals; reasons for maintaining water balance (hydration).</p>	
<p><b>Practical: Basketball</b></p>	<p>Can I perform the basic skills of Basketball?</p> <p>Where should I shoot from? How do I shoot from different distances?</p> <p>What position best suits my attributes and the way I play the game?</p>	<p>Dribbling, chest pass, bounce pass, shoulder pass, overhead pass</p> <p>Set shot; jump shot</p> <p>Power forward, small forward, point guard, shooting guard, centre.</p>	<p>Students are assessed on their:</p> <p><b>Knowledge &amp; Understanding</b> Understanding of the responsibilities of their chosen position, and ability to demonstrate them during games.</p> <p>Ability to identify where improvements can be made in their own and others performances.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p><b>Skills</b> Performance of various passes and shooting techniques.</p> <p><b>Assessment</b> Assessment is at the end of the term. It is filmed to create a video for AQA moderation in the Spring term.</p>

## Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<p><b>NEA: Coursework</b></p>	<p>How can I improve mine or another's performance through analysis and evaluation?</p>	<p>Drawing on all theory content taught:</p> <p>Choose a performance to analyse and evaluate in any AQA sport.</p> <p><b>Analyse</b> it in relation to the components of fitness and skills - both strengths and weaknesses.</p> <p><b>Evaluate</b> it by designing a training programme to address the component of fitness weakness; linking the skill weakness to an area of theory content which may bring about improvement; discussing advantages and disadvantages of both.</p>	<p>This piece of work will draw together everything students have studied on this course, and give them the opportunity to demonstrate their knowledge and understanding in relation to a sport of their choice.</p> <p>This coursework is assessed at the end of the half term, using the AQA marking criteria.</p> <p>This work is marked internally and moderated externally.</p>
<p><b>Practical: Netball</b></p>	<p>How can I show the skills I can perform in progressively challenging situations?</p> <p>What is my preferred position?</p>	<p>Chest/bounce passes, stationary, with sprint drive and controlled footwork, shoulder and overhead passes..</p> <p>Pass and move drills (1 feeder and 2 feeder) demonstrating range of passes and controlled footwork.</p> <p>Dodging (4 and 6 person) demonstrating 2 stages of defence, creating space and sprint drive.</p> <p>Shooting from various distances and angles (GS/GA); blocking shots (GK/GD)</p> <p>Students select their own preferred position to specialise in, based on their experience of the game thus far.</p>	<p>Students are assessed on their:</p> <p><b>Knowledge and understanding</b> Leading small group, 4 part warm ups.</p> <p>Ability to read what is happening in a game, and respond appropriately according to their position.</p> <p>Ability to identify where improvements can be made in others and their own performance.</p> <p>Understanding the importance of set piece strategies, and their application in game situations.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p><b>Skills</b> Performance of chest, bounce, shoulder and overhard pass</p>

	<p>What are the specific roles and responsibilities of my position? How can I be more effective during a game?</p>	<p>Players they are looking to link up with; areas of the court in which they should focus their gameplay; what happens if they are not where they should be during a game.</p>	<p>at the appropriate time, with accuracy and appropriate power.          Ability to shoot from various positions in the D (GS and GA only).</p> <p>Ability to sprint drive towards the ball ahead of defender; running footwork to gain territory and enhance attacking options</p> <p>Effective marking of the player, and ball.</p> <p>Dodge, double dodge and feint to create space.</p> <p><b>Assessment</b>          Assessment is at towards the end of term, culminating in exam board moderation. It is based on student performance of the skills they have learned, and their ability to apply these skills to game play (Full context).</p>
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### Spring / Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<p><b>Theory: Exam preparation / Revision</b></p>	<p>What areas of the course need to be revisited?            Which type of questions might we see on the paper?</p>	<p><b>Paper 1</b>            Anatomy and physiology            Movement Analysis            Physical Training</p> <p><b>Paper 2</b>            Sport Psychology            Commercialisation            Ethical issues            Physical, mental and social wellbeing</p>	<p>Demonstrating knowledge and understanding across a range of question types.</p> <p>Assessment through written and verbal answers.</p> <p>Timed long answer questions.</p> <p>Timed exam papers.</p>