

## CURRICULUM INTENT:

Students selecting GCSE Physical Education will look at the combination of physical performance and academic challenge that provides an exciting opportunity for students. You can perform, and then through the academic study learn how to improve your performance through application of the theory. Students will learn about a range of different contexts and the impact it has on the student's everyday lives.

Students will learn the reasons why we do things, why some people outperform others, mentally and physically. We want students to develop transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting and reacting under pressure.

This will build on student's practical knowledge and skills that were taught throughout KS3 PE. Students will also draw on their understanding of theory topics that are already looked at through the practical lessons which happen one lesson per week and are supplemented with two theory lessons per week in a classroom. Students also receive an extra hour of core PE per week with specific GCSE PE groups for students to develop their skills in line with the practical specifications focusing on skills and competitive context.

## CURRICULUM IMPLEMENTATION:

Year		Term		Content
10	3.2.3. Health and wellbeing	Autumn	1	<p><b>3.2.3. 1 Physical, emotional and social health and wellbeing</b></p> <p><b>3.2.3.2 The consequences of a sedentary lifestyle</b></p> <ul style="list-style-type: none"> <li>• The consequences of a sedentary lifestyle</li> <li>• Obesity and how it may affect performance in physical activity and sport</li> <li>• Somatotypes</li> </ul> <p><b>3.2.3.3 Energy use, diet, nutrition and hydration</b></p> <ul style="list-style-type: none"> <li>• Energy use</li> <li>• Nutrition – reasons for having balanced diet</li> <li>• Nutrition – the role of carbohydrates, fat, protein and vitamins/minerals</li> <li>• Reasons for maintaining water balance (hydration)</li> </ul> <p>The order of topics taught follows the guidance from AQA</p> <p>This topic is an introduction to the reasons and benefits of exercise and should be taught before unit 3.1.3</p> <p>This unit of work provides the students with the knowledge to link participation in physical activity, exercise and sport to health, wellbeing and fitness, and how exercise can suit the varying needs of different sports people</p> <p>End of unit 3.2.3 Assessment Students will be assessed by a one hour examination on their knowledge and understanding of the content and their ability</p>

			<p>to apply this knowledge to a range of sporting situations. This will form part of their on-going informal assessment and is not part of their final mark for this component</p> <p><b>Practical Lessons</b>  <b>Rugby Union</b>          Students can be assessed in either 15-a-side or 7-a-side (rugby sevens). They cannot be assessed in both.</p> <ol style="list-style-type: none"> <li>1. <b>Handling</b> (passing and receiving, long and short, at varying pace, push, spin, switch/scissors).</li> <li>2. <b>Tackling</b> (front, rear, side, smother, chop).</li> <li>3. <b>Maul</b> (body position, binding, retaining ball).</li> <li>4. <b>Ruck</b> (body, position, jackle, sealing off).</li> <li>5. <b>Kicking</b> (at least two types from punt/spiral, grubber, drop kick/re start, box kick, up and under, penalty/conversion) or scrummaging (binding, body position, generation of power/hooks, as appropriate to position) or lineout.</li> </ol> <p><b>Assessment</b>  <b>Part 1 – Skills (10 marks)</b>          Students are assessed on the core skills/techniques in increasingly demanding and progressive drills.  <b>Part 2 – Full context (15 marks)</b>          Students are assessed in a fully competitive Rugby Union match (15 versus 15 or 7 versus 7), demonstrating the skills appropriate to their chosen position.</p> <p><b>Netball</b></p> <ol style="list-style-type: none"> <li>1. <b>Passing and receiving</b> (chest pass, shoulder pass, one/two handed passing).</li> <li>2. <b>Dodging</b> – single/double/sprint.</li> <li>3. <b>Marking a player.</b></li> <li>4. <b>Shooting</b> (close/distance) or rebounding (attacking or defending) or marking a pass/intercepting (centre court players).</li> <li>5. <b>Footwork and movement</b> – landing on one/two feet, pivoting.</li> </ol> <p><b>Assessment</b>  <b>Part 1 – Skills (10 marks)</b>          Students should perform the core skills/techniques in increasingly demanding and progressive drills  <b>Part 2 – Full context (15 marks)</b>          Students should perform in a fully competitive netball match (7 versus 7), demonstrating the skills appropriate to their chosen position.</p>
	3.1.1 Applied anatomy and physiology	Autumn	<p>2</p> <p><b>3.1.1.1 The structure and functions of the musculoskeletal system</b></p> <ul style="list-style-type: none"> <li>• Bones</li> <li>• Structure of the skeleton</li> <li>• Functions of the skeleton</li> <li>• Muscles of the body</li> <li>• Structure of a synovial joint</li> </ul>

			<ul style="list-style-type: none"> <li>• Types of freely moveable joints</li> <li>• Movement analysis of joints</li> <li>• Antagonistic pairs of muscles</li> </ul> <p>This unit needs to be taught prior to levers and axes in order for students to have the knowledge of the bones and muscles and movement types involved in levers</p> <p><b>End of unit 3.1.1.1 Assessment</b></p> <p>Students will be assessed by a one hour examination on their knowledge and understanding of the content and their ability to apply this knowledge to a range of sporting situations. This will form part of their on-going informal assessment and is not part of their final mark for this component</p> <p><b><u>Practical Lessons</u></b></p> <p><b><u>Table tennis</u></b></p> <p>Students can be assessed in singles format or in doubles format. They cannot be assessed in both table tennis singles and in table tennis doubles.</p> <ol style="list-style-type: none"> <li><b>1. Service</b> – forehand and backhand (with and without spin as appropriate).</li> <li><b>2. Drives</b> – forehand and backhand (with and without topspin as appropriate).</li> <li><b>3. Push</b> – forehand and backhand (with and without backspin as appropriate).</li> <li><b>4. Smash</b> – forehand and backhand (with and without spin as appropriate).</li> <li><b>5. Lob</b> – forehand and backhand (with and without spin as appropriate).</li> </ol> <p><b><u>Assessment</u></b></p> <p><b>Part 1 – Skills (10 marks)</b></p> <p>Students should perform the core skills/techniques in increasingly demanding and progressive drills</p> <p><b>Part 2 – Full context (15 marks)</b></p> <p>Students should perform in a fully competitive game of table tennis (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).</p> <p><b><u>Trampolining</u></b></p> <ol style="list-style-type: none"> <li><b>1. Shapes</b> (minimum two) – straight/tuck/pike/straddle/others.</li> <li><b>2. Drops</b> (minimum two) – front/back/seat/others.</li> <li><b>3. Twists</b> (minimum two) – half/full/others.</li> <li><b>4. Twisting/rotation</b> (minimum two) – half twist to or out of front drop/half twist to or out of back drop, seat half twist to feet/seat half twist to seat (swivel hips)/front drop to seat, cat twist/ turntable/others.</li> <li><b>5. Advanced rotation</b> (minimum one) – front somersault/back somersault/hands, knees and over/ barani/others.</li> </ol> <p><b><u>Assessment</u></b></p> <p><b>Part 1 – Skills (10 marks)</b></p>
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			<p>Students should perform the core skills/techniques in increasingly demanding and progressive practices.</p> <p><b>Part 2 – Full context (15 marks)</b></p> <p>Students should perform a fully competitive 10 bounce routine. Students can choose the content of their routine but it should contain at least one example of each of the core skills</p>
3.1.2 Movement analysis	Spring	3	<p><b>3.1.2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</b></p> <ul style="list-style-type: none"> <li>• First, second and third class lever systems within sporting examples</li> <li>• Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems</li> <li>• Analysis of basic movements in sporting examples</li> </ul> <p><b>3.1.2.2 Planes and axes of movement</b></p> <ul style="list-style-type: none"> <li>• identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions</li> </ul> <p><b>End of unit 3.1.2 Assessment</b></p> <p>Students will be assessed by a one hour examination on their knowledge and understanding of the content and their ability to apply this knowledge to a range of sporting situations. This will form part of their on-going informal assessment and is not part of their final mark for this component</p> <p>This unit is placed after 3.1.3.as Knowledge of bones and functions of the skeleton as well as the different types of movement need to be taught prior to movements</p> <p><b>Practical Lessons</b></p> <p><b>Association football</b></p> <p>Students cannot be assessed in five-a-side football or futsal. Can be assessed as either:</p> <p><b>Outfield Player</b></p> <ol style="list-style-type: none"> <li>1. <b>Passing/receiving</b> – either foot.</li> <li>2. <b>Dribbling/moving with the ball</b> – either foot.</li> <li>3. <b>Shooting</b> – at goal OR wing play and crossing for attackers OR playing a through ball to attackers.</li> <li>4. <b>Heading.</b></li> <li>5. <b>Tackling, jockeying, closing down and marking.</b></li> </ol> <p><b>OR</b></p> <p>Goalkeeping</p> <ol style="list-style-type: none"> <li>1. <b>Receiving and distributing</b> – either foot/hand.</li> <li>2. <b>Kicking</b> – from hand and dead ball.</li> <li>3. <b>Shot stopping.</b></li> <li>4. <b>Taking ball at opponent's feet.</b></li> <li>5. <b>Taking crosses and punching.</b></li> </ol> <p><b>Assessment</b></p> <p><b>Part 1 – Skills (10 marks)</b></p> <p>Students should perform the core skills/techniques in increasingly demanding and progressive drills</p> <p><b>Part 2 – Full context (15 marks)</b></p>

			<p>Students should perform in a fully competitive association football match (11 versus 11), demonstrating the skills appropriate to their chosen position</p> <p><b>Dance</b> Dance can be assessed as a solo performance, a duet performance or a group performance. Students can only be assessed in dance once.</p> <ol style="list-style-type: none"> <li>1. Travel, locomotion, stepping and pathways.</li> <li>2. Balance (static and/or dynamic).</li> <li>3. Rotation, turning and weight transference.</li> <li>4. Jumps and elevations.</li> <li>5. Gestures and motifs.</li> </ol> <p>The following dance genres are permitted: ballet, ballroom, contemporary, cultural dance, folk, street and tap</p> <p><b>Assessment</b> <b>Part 1 – Skills (10 marks)</b> Students should perform the core skills/techniques in increasingly demanding and progressive practices <b>Part 2 – Full context (15 marks)</b> Students should perform a full routine in a competition/performance. This can be in a solo performance, a duet performance or a group performance and should last at least two minutes.</p>
3.1.1 Applied anatomy and physiology	Spring	4	<p><b>3.1.1.2 The structure and functions of the cardio-respiratory system</b></p> <ul style="list-style-type: none"> <li>• The pathway of air</li> <li>• Mechanics of breathing</li> <li>• Gaseous exchange</li> <li>• Blood vessels</li> <li>• Structure of the heart</li> <li>• The cardiac cycle and pathway of blood</li> <li>• Cardiac output, stroke volume and heart rate</li> </ul> <p><b>3.1.1.3 Anaerobic and aerobic exercise</b></p> <ul style="list-style-type: none"> <li>• Understanding aerobic and anaerobic respiration</li> <li>• Application in sporting situations</li> <li>• EPOC</li> <li>• Recovery</li> </ul> <p>3.1.1.4 The short and long term effects of exercise</p> <ul style="list-style-type: none"> <li>• Immediate effects of exercise</li> <li>• Short term effects of exercise</li> <li>• Long term effects of exercise</li> </ul> <p>Knowledge of the respiratory system is required prior to teaching the cardiovascular system in order to understand how the two systems link together to get oxygen into the body and distributed to the working muscles. Energy systems are then taught at the end of this unit as students will have the knowledge of the body systems that work together to distribute oxygen to produce energy.</p> <p><b>End of unit 3.1.1.1 Assessment</b> Students will be assessed by a one hour examination on their knowledge and understanding of the content and their ability</p>

			<p>to apply this knowledge to a range of sporting situations. This will form part of their on-going informal assessment and is not part of their final mark for this component</p>
3.2.1 Sports psychology	Summer	5	<p><b>3.2.1.1 Classification of skills (basic / complex, open / closed)</b></p> <ul style="list-style-type: none"> <li>• Skill and ability</li> <li>• Definitions of types of goals</li> </ul> <p><b>3.2.1.2 The use of goal setting and SMART targets to improve and/or optimise performance</b></p> <ul style="list-style-type: none"> <li>• The use and evaluation of setting performance and outcome goals in sporting examples</li> <li>• The use of SMART targets to improve and/or optimise performance</li> </ul> <p><b>3.2.1.3 Basic information processing</b></p> <ul style="list-style-type: none"> <li>• Basic information processing model</li> </ul> <p><b>3.2.1.4 Guidance and feedback on performance</b></p> <ul style="list-style-type: none"> <li>• Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers</li> <li>• Identify examples of, and evaluate, the effectiveness of the use of types of feedback, with reference to beginners and elite level performers</li> </ul> <p><b>End of unit 3.2.1 Assessment</b>  Students will be assessed by a one hour examination on their knowledge and understanding of the content and their ability to apply this knowledge to a range of sporting situations. This will form part of their on-going informal assessment and is not part of their final mark for this component  This unit is the first unit to be taught from paper 2 and enables students to add psychological content to their coursework</p> <p><b><u>Practical element</u></b>  <b><u>Athletics</u></b>  Students will cover all events in lessons and then should be assessed in two separate athletic events.  <b>Part 1 – Skills (10 marks)</b>  Students should perform the core skills/techniques in increasingly demanding and progressive drills.  <b>Part 2 – Full context (15 marks)</b>  Students should perform both events in a fully competitive meet. This should involve direct objectively measured competitors. The events can be assessed through competitive athletics at school or at club level (or higher)</p>
3.2.1 Sports psychology	Summer	6	<p><b>3.2.1.5 Mental preparation for performance</b></p> <ul style="list-style-type: none"> <li>• Arousal</li> <li>• Inverted-U theory</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</li> </ul>

	<p>3.1.3 Physical training</p>				<p>performance</p> <ul style="list-style-type: none"> <li>• Understand the difference between direct and indirect aggression with application to specific sporting examples</li> <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><b>3.1.3.1 The relationship between health and fitness and the role that exercise plays in both</b></p> <ul style="list-style-type: none"> <li>• The relationship between health and fitness</li> </ul> <p><b>3.1.3.2 The components of fitness, for sport and how fitness is measured and improved</b></p> <ul style="list-style-type: none"> <li>• The components of fitness</li> <li>• Linking sports and physical activity to the required components of fitness</li> <li>• Reasons for and limitations of fitness testing</li> <li>• Measuring the components of fitness</li> <li>• Demonstration of how data is collected for fitness testing</li> </ul> <p><b>Year 10 examination</b>  <b>A single 1hour paper</b>  <b>To include units:</b>  <b>3.2.3. Health and wellbeing</b>  <b>3.1.2 Movement analysis</b>  <b>3.1.1 Applied anatomy and physiology</b>  <b>3.2.1 Sports psychology</b>  <b>3.1.3 Physical Training (only unit 3.1.3.1)</b></p> <p><b><u>Practical element</u></b>  <b><u>Cricket</u></b>  <b>1. Batting (defensive)</b> – front and back foot.  <b>2. Batting (attacking)</b> – front and back foot (drive, pull, hook, cut, sweep).  <b>3. Bowling</b> – medium pace or fast pace or spin (line, length, variation).  <b>4. Catching in the field</b> (from close, from distance) or <b>catching as wicket keeper</b> (standing up, standing back).  <b>5. Throwing and ground fielding in the field</b> (from close, from distance) or stumping and recovery work as a wicket keeper.</p> <p><b>Assessment</b>  <b>Part 1 – Skills (10 marks)</b>          Students should perform the core skills/techniques in increasingly demanding and progressive drills  <b>Part 2 – Full context (15 marks)</b></p>
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				<p>Students should perform in a fully competitive cricket match (11 versus 11), demonstrating the skills appropriate to their chosen positions</p> <p><b>Badminton</b> Students can be assessed in singles format or in doubles format. They cannot be assessed in both badminton singles and in badminton doubles.</p> <ol style="list-style-type: none"> <li><b>Service</b> – high, low, flick (forehand or backhand).</li> <li><b>Overhead</b> – clear, drop (forehand and backhand where appropriate).</li> <li><b>Underarm</b> – clear, drive, drop (forehand and backhand where appropriate).</li> <li><b>Net play.</b></li> <li><b>Smash.</b></li> </ol> <p><b>Assessment</b> <b>Part 1 – Skills (10 marks)</b> Students should perform the core skills/techniques in increasingly demanding and progressive drills <b>Part 2 – Full context (15 marks)</b> Students should perform in a fully competitive game of badminton (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).</p>
11	3.1.3 Physical training	Autumn	1	<p><b>3.1.3.3 The principles of training and their application to personal exercise/training programmes</b></p> <ul style="list-style-type: none"> <li>The principles of training and overload</li> <li>Application of the principles of training</li> <li>Types of training</li> <li>Identification of the advantages and disadvantages (the effects on the body) of training types linked to specific aims</li> </ul> <p><b>3.1.3.4 How to optimise training and prevent injury</b></p> <ul style="list-style-type: none"> <li>Calculating intensities to optimise training effectiveness</li> <li>Considerations to prevent injury</li> <li>Specific training techniques – high altitude training as a form of aerobic training</li> <li>Seasonal aspects</li> </ul> <p><b>3.1.3.5 Effective use of warm up and cool down</b></p> <ul style="list-style-type: none"> <li>Warming up and cooling down</li> </ul> <p><b>End of unit 3.2.1 Assessment</b> Students will be assessed by a one hour examination on their knowledge and understanding of the content and their ability to apply this knowledge to a range of sporting situations. This will form part of their on-going informal assessment and is not part of their final mark for this component</p> <p>This unit forms the final unit that needs to be taught prior to the students completing their coursework and it is placed here at it is the unit that provides the largest content of the coursework.</p> <p><b>Coursework</b></p>



			<p>Analysis and evaluation of performance to bring about improvement in one activity.</p> <p><b>Practical Lessons</b></p> <p><b>Rugby Union</b> Students can be assessed in either 15-a-side or 7-a-side (rugby sevens). They cannot be assessed in both.</p> <ol style="list-style-type: none"> <li><b>Handling</b> (passing and receiving, long and short, at varying pace, push, spin, switch/scissors).</li> <li><b>Tackling</b> (front, rear, side, smother, chop).</li> <li><b>Maul</b> (body position, binding, retaining ball).</li> <li><b>Ruck</b> (body, position, jackle, sealing off).</li> <li><b>Kicking</b> (at least two types from punt/spiral, grubber, drop kick/re start, box kick, up and under, penalty/conversion) or scrummaging (binding, body position, generation of power/hooks, as appropriate to position) or lineout.</li> </ol> <p><b>Assessment</b></p> <p><b>Part 1 – Skills (10 marks)</b> Students are assessed on the core skills/techniques in increasingly demanding and progressive drills.</p> <p><b>Part 2 – Full context (15 marks)</b> Students are assessed in a fully competitive Rugby Union match (15 versus 15 or 7 versus 7), demonstrating the skills appropriate to their chosen position.</p> <p><b>Netball</b></p> <ol style="list-style-type: none"> <li><b>Passing and receiving</b> (chest pass, shoulder pass, one/two handed passing).</li> <li><b>Dodging</b> – single/double/sprint.</li> <li><b>Marking a player.</b></li> <li><b>Shooting</b> (close/distance) or rebounding (attacking or defending) or marking a pass/intercepting (centre court players).</li> <li><b>Footwork and movement</b> – landing on one/two feet, pivoting.</li> </ol> <p><b>Assessment</b></p> <p><b>Part 1 – Skills (10 marks)</b> Students should perform the core skills/techniques in increasingly demanding and progressive drills</p> <p><b>Part 2 – Full context (15 marks)</b> Students should perform in a fully competitive netball match (7 versus 7), demonstrating the skills appropriate to their chosen position.</p>
	3.2.2 Socio-cultural influences	Autumn	<p>2</p> <p><b>3.2.2.1 Engagement patterns of different social groups in physical activity and sport</b></p> <ul style="list-style-type: none"> <li>Engagement patterns of different social groups and the factors affecting participation</li> </ul> <p><b>3.2.2.2 Commercialisation of physical activity and sport</b></p> <ul style="list-style-type: none"> <li>Commercialisation</li> <li>Types of sponsorship and the media</li> </ul>

			<ul style="list-style-type: none"> <li>• Positive and negative impacts of sponsorship and the media</li> <li>• Positive and negative impacts of technology</li> </ul> <p><b><u>Practical Lessons</u></b></p> <p><b><u>Table tennis</u></b></p> <p>Students can be assessed in singles format or in doubles format. They cannot be assessed in both table tennis singles and in table tennis doubles.</p> <p><b>1. Service</b> – forehand and backhand (with and without spin as appropriate).</p> <p><b>2. Drives</b> – forehand and backhand (with and without topspin as appropriate).</p> <p><b>3. Push</b> – forehand and backhand (with and without backspin as appropriate).</p> <p><b>4. Smash</b> – forehand and backhand (with and without spin as appropriate).</p> <p><b>5. Lob</b> – forehand and backhand (with and without spin as appropriate).</p> <p><b><u>Assessment</u></b></p> <p><b>Part 1 – Skills (10 marks)</b> Students should perform the core skills/techniques in increasingly demanding and progressive drills</p> <p><b>Part 2 – Full context (15 marks)</b> Students should perform in a fully competitive game of table tennis (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).</p> <p><b><u>Trampolining</u></b></p> <p><b>1. Shapes</b> (minimum two) – straight/tuck/pike/straddle/others.</p> <p><b>2. Drops</b> (minimum two) – front/back/seat/others.</p> <p><b>3. Twists</b> (minimum two) – half/full/others.</p> <p><b>4. Twisting/rotation</b> (minimum two) – half twist to or out of front drop/half twist to or out of back drop, seat half twist to feet/seat half twist to seat (swivel hips)/front drop to seat, cat twist/ turntable/others. <b>5. Advanced rotation</b> (minimum one) – front somersault/back somersault/hands, knees and over/ barani/others.</p> <p><b><u>Assessment</u></b></p> <p><b>Part 1 – Skills (10 marks)</b> Students should perform the core skills/techniques in increasingly demanding and progressive practices.</p> <p><b>Part 2 – Full context (15 marks)</b> Students should perform a fully competitive 10 bounce routine. Students can choose the content of their routine but it should contain at least one example of each of the core skills</p>
	3.2.2 Socio-cultural influences	Spring	3

			<ul style="list-style-type: none"> <li>• Prohibited substances</li> <li>• Prohibited methods (blood doping)</li> <li>• Drugs subject to certain restrictions (beta blockers)</li> <li>• Which type of performers may use different types of performance enhancing drugs (PEDs) with sporting examples</li> <li>• The advantages and disadvantages for the performer of taking PEDs</li> <li>• The disadvantages to the sport/event of performers taking PEDs</li> <li>• Spectator behaviour (the positive and the negative effects of spectators at events)</li> <li>• Reasons why hooliganism occurs</li> </ul> <p>Strategies employed to combat hooliganism/ spectator behaviour</p> <p><b>End of unit 3.2.2 Assessment</b></p> <p>Students will be assessed by a one hour examination on their knowledge and understanding of the content and their ability to apply this knowledge to a range of sporting situations. This will form part of their on-going informal assessment and is not part of their final mark for this component</p> <p><b><u>Practical Lessons</u></b></p> <p><b><u>Association football</u></b></p> <p>Students cannot be assessed in five-a-side football or futsal. Can be assessed as either:</p> <p><b>Outfield Player</b></p> <ol style="list-style-type: none"> <li>1. <b>Passing/receiving</b> – either foot.</li> <li>2. <b>Dribbling/moving with the ball</b> – either foot.</li> <li>3. <b>Shooting</b> – at goal OR wing play and crossing for attackers OR playing a through ball to attackers.</li> <li>4. <b>Heading.</b></li> <li>5. <b>Tackling, jockeying, closing down and marking.</b></li> </ol> <p><b>OR</b></p> <p>Goalkeeping</p> <ol style="list-style-type: none"> <li>1. <b>Receiving and distributing</b> – either foot/hand.</li> <li>2. <b>Kicking</b> – from hand and dead ball.</li> <li>3. <b>Shot stopping.</b></li> <li>4. <b>Taking ball at opponent's feet.</b></li> <li>5. <b>Taking crosses and punching.</b></li> </ol> <p><b>Assessment</b></p> <p><b>Part 1 – Skills (10 marks)</b></p> <p>Students should perform the core skills/techniques in increasingly demanding and progressive drills</p> <p><b>Part 2 – Full context (15 marks)</b></p> <p>Students should perform in a fully competitive association football match (11 versus 11), demonstrating the skills appropriate to their chosen position</p> <p><b>Dance</b></p> <p>Dance can be assessed as a solo performance, a duet performance or a group performance. Students can only be assessed in dance once.</p> <ol style="list-style-type: none"> <li>1. <b>Travel, locomotion, stepping and pathways.</b></li> <li>2. <b>Balance (static and/or dynamic).</b></li> <li>3. <b>Rotation, turning and weight transference.</b></li> </ol>
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			<p><b>4. Jumps and elevations.</b></p> <p><b>5. Gestures and motifs.</b></p> <p>The following dance genres are permitted: ballet, ballroom, contemporary, cultural dance, folk, street and tap</p> <p><b>Assessment</b></p> <p><b>Part 1 – Skills (10 marks)</b></p> <p>Students should perform the core skills/techniques in increasingly demanding and progressive practices</p> <p><b>Part 2 – Full context (15 marks)</b></p> <p>Students should perform a full routine in a competition/performance. This can be in a solo performance, a duet performance or a group performance and should last at least two minutes.</p>
	Spring	4	<p>Revision for external examinations</p> <p>Practical moderation of 3 sports</p> <ol style="list-style-type: none"> <li>1. Must be an individual sport</li> <li>2. Must be a team sport</li> <li>3. Can be individual or team sport</li> </ol>
	Summer	5	Revision for external examinations
	Summer	6	

## ASSESSMENT

**Paper 1: The human body and movement in physical activity and sport****What's assessed**

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

**How it's assessed**

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

**Questions**

- Answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

**Paper 2: Socio-cultural influences and well-being in physical activity and sport****What's assessed**

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

**How it's assessed**

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

**Questions**

- Answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

**Non-exam assessment: Practical performance in physical activity and sport****What's assessed**

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

**How it's assessed**

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE

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Where can GCSE Physical Education take you?

] Physical Education is not just an excellent base for the BTEC Level 3 Sport course here at the Ecclesbourne School, it can take you much further. For those of you fascinated by the human mind, why not carry on to Psychology? For people into the why of the human race this carries you through to Sociology. This is also an excellent additional qualification for those undertaking the sciences with the intention to move through into medicine or physiotherapy routes.

Beyond sixth form the study of Physical Education can lead on to university degrees in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology, teacher training and many more. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path students choose to take.