

CURRICULUM OVERVIEW

Please contact your child's subject teacher or Head of Department for answers to subject related questions


SUBJECT	SHORT COURSE GCSE PE	YEAR GROUP	Y9 &10
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This course is for students who have shown an excellent attitude and ability in Physical Education in Year 7 and 8 and who have a superb commitment to sport. To gain a place on the course students must submit a short notification of interest and nominate 4 sports in which they chose to be assessed in. Students given a place on the course will receive 4 lessons per fortnight with the lessons taking place in core PE time in Year 9 and 10.

How Are Students Assessed?




Unit 1: Theory of Physical Education (40% of final grade)

Students will complete a final written examination based on the following Units:

	Lesson Content	Subject Assessment Methods	Opportunities for Home Learning
HALF TERM 1	<p>THEORY LESSONS</p> <p>Students will be introduced to the course and the organisation of their file to keep their notes in. A neat folder is essential to ensure it becomes a useful revision tool for the final exam.</p> <p>Students will go on to learn the following in theory lessons:</p> <p>Section 1.1.1</p> <ul style="list-style-type: none"> • Explain what constitutes a healthy active lifestyle • Classify the benefits of a healthy, active lifestyle as social, physical or mental <p>Describe how physical activity can:</p> <ul style="list-style-type: none"> • Increase individual wellbeing • Help the individual to feel good (Serotonin Levels) 		 <p>Hold control and click on the link above to go to the bitesize website.</p> <p>Research on Healthy Active Lifestyles eg Change 4 Life</p>

	<ul style="list-style-type: none"> • Help relieve stress, and prevent stress related illness • Increase self esteem and confidence • Contribute to good health • Contribute to enjoyment of life <p>Explain how participation in physical activity can stimulate:</p> <ul style="list-style-type: none"> • Co-operation • Competition • Physical Challenge • Aesthetic Appreciation • The development of friendships and social mixing <p>Section 1.1.2 Students will identify key influences that have an impact upon them, an others, achieving sustained involvement in physical activity, including:</p> <ul style="list-style-type: none"> • People: family, peers, role models • Image: fashion, media coverage • Cultural: age, disability, gender, race • Resources: access, availability, location, time • Health & Wellbeing: Illness, health problems • Socio-Economic: cost, perceived status of the activity <p>Explain the opportunities available to become, or remain, involved in physical activity in a range of roles (Including leadership, officiating, and volunteering) and the qualities needed to participate in physical activity in this way.</p>		
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	<p>Explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages</p> <p>SECTION 1.1.3</p> <p>Students will learn to: explain the terms:</p> <ul style="list-style-type: none">• health• fitness• exercise <p>and know how they relate to a balanced, healthy lifestyle and performance in physical activities know about the components of health-related exercise:</p> <ul style="list-style-type: none">• cardiovascular fitness• muscular strength• muscular endurance• flexibility• body composition <p>and relate each to physical activity, identifying the relative importance of each to different physical activities know about the components of skill-related fitness:</p> <ul style="list-style-type: none">• agility• balance• coordination• power• reaction time• speed <p>and relate each one to physical activity, identifying the relative importance of each one to different physical activities.</p>		
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	<p>PRACTICAL LESSONS</p> <p>In practical lessons students will learn the skills necessary to score on the practical grading criteria. Practical lessons usually start with the fitness unit of work where students learn the correct exercise technique. To be assessed in Fitness all students will complete Circuit Training Sessions and Continuous Running Sessions.</p>	<p>Students are assessed in their 2 strongest sports. Grading criteria can be found on the website as described in the next column</p>	<p>Home learning could be establishing your best 4 sports. The grading criteria for each individual sport can be viewed and printed on www.edexcel.co.uk Go onto Qualification Family – GCSE 2009 Select Physical Education When the page loads up, scroll down the page and click on controlled assessment.</p>  <p>The document should load up and look like the above. Each GCSE Sport is then listed with the grading criteria.</p>
<p>HALF TERM 2</p>	<p>SECTION 1.1.4</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> • assess personal readiness (PAR-Q) • assess fitness levels for use in an exercise programme (tests for health-related exercise: Cooper’s 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle) <p>describe, explain and apply the principles of training:</p> <ul style="list-style-type: none"> • progressive overload 		<p>BBC Bitesize revision tests Hold Control and Click on the icon below to navigate to the page</p>  <p>Edexcel website for exam practice papers Hold Control and Click on the icon below to navigate to the page</p> 

	<ul style="list-style-type: none">• specificity• individual differences/needs• rest and recovery <p>explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance</p> <p>explain the term 'reversibility', why it might occur and its impact on performance</p> <p>Explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets</p> <p>Describe the following methods of training:</p> <ul style="list-style-type: none">• Interval• Continuous• Fartlek• Circuit• Weight• Cross <p>and explain how they can improve health and fitness, by helping to develop physical and mental capacity, and their relationships with the components of fitness</p> <p>link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements</p>		
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	<p>plan and present examples from 'typical' exercise sessions to match the fitness requirements of selected physical activities or individuals</p> <p>understand the exercise session and the purpose of each component (warm-up, main activity, cool-down)</p> <p>explain the use of the principles of training within an exercise programme, showing how they may be applied in planning to improve</p> <p>health-related exercise and skill-related fitness as part of a healthy lifestyle link methods of training to aerobic and anaerobic activity</p> <p>understand what is meant by resting heart rate, working heart rate and recovery rates, plot examples on a graph and evaluate results use graphs to demonstrate and explain the use of target zones and training thresholds.</p> <p>SECTION 1.1.5</p> <p>Students will learn to:</p> <p>understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing explain the requirements of a balanced diet explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal</p>		
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	<p>health and wellbeing, and maintaining a healthy, active lifestyle</p> <p>explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.</p> <p>SECTION 1.2.1</p> <p>Students will learn to:</p> <p>describe the different body types (somatypes): endomorph, mesomorph and ectomorph and explain the effect each can have on participation and performance, including identifying activities where different body types are an advantage outline why, and how, expected and optimum weight varies according to height, gender, bone structure and muscle girth, and explain how this may affect participation, and performance, in physical activity</p> <p>explain the terms: anorexic, obese, over-fat, overweight and underweight and explain how they may impact on achieving a sustained involvement in physical activity</p> <p>explain the effects of smoking and alcohol on general health and on physical activity</p> <p>know about different categories of drugs: performance enhancing (anabolic steroids, beta blockers, diuretics, narcotic analgesics, stimulants, peptide hormones – including erythropoietin/EPO) recreational (alcohol, nicotine/smoking)</p>		
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	<p>the effects they may have on health, wellbeing and physical performance and why some performers might risk using them</p> <p>identify risks associated with participation in physical activities, and explain how to reduce these risks to better maintain wellbeing (warming-up/cooling-down, checking equipment and facilities, personal readiness/PAR-Q, balanced competition, adherence to rules, correct clothing).</p>		
<p>HALF TERM 3</p>	<p>Analysis of Performance coursework is introduced and students begin controlled assessment. There are 4 Analysis of performance questions which the students are given time to research and prepare for. At the end of this half term the students will sit with their PE teacher and answer the 4 questions in an oral exam which counts towards 12% of the students final grade.</p> <p>This aspect of the course will reinforce the students theory knowledge and link it to the practical situation.</p> <p>Students will also begin to write their Personal Exercise Programme (The final part of the GCSE PE Coursework). Students must fitness test themselves and then write a 6 week training programme before fitness testing themselves again and identifying improvements.</p> <p>In this half term students will also write up their 6 week training programme and hand in their printed Personal Exercise Programme</p>	<p>Formal exam at the end of this half term answering the 4 pre set questions</p> <p>The typed up printed Personal Exercise Programme must be handed in on the last Friday of Term.</p>	<p>The questions and accompanying Power-point presentation with marking criteria can be found on the school website using your child's log-in details and going into Home Access +.</p> <ul style="list-style-type: none"> • Home Access Plus • Shared documents folder • PE • GCSE PE 2010 • Coursework • Analysis of Performance • Student Guide and Questions <p>Help and guidance can be found on the power-point which can be accessed through the school website via:</p> <ul style="list-style-type: none"> • Home Access Plus • Shared documents folder


			<ul style="list-style-type: none"> • PE • GCSE PE 2010 • Coursework • Personal Exercise Programme • Student Guide Personal Exercise Programme
HALF TERM 4	<p>In half term 4 students will complete controlled tasks in their two chosen sports. This is during the controlled assessment window usually between the end of February and the beginning of May.</p> <p>At least one of these tasks will take place on the final day of the half term. Although this is a training day in school GCSE PE students must attend the Moderation Day.</p>	<p>Using the controlled assessment guide students should know exactly what they need to do in order to achieve to their potential in their chosen sports.</p> <p>Hold control and then click the link below. Select GCSE PE 2009 in the Qualifications finder then Physical Education. Select Controlled Assessment guide for each individual sports requirements and skills list.</p>	
			
HALF TERM 5	Revision of the full syllabus and exam question practice before the final examination.		ALL students should be attending revision sessions at either Monday Lunchtime or Wednesday evening after school
HALF TERM 6	Final Revision before the theory exam usually around the 20 th May	<p>40% of the students final grade. Marked out of 40 in the following format:</p> <ul style="list-style-type: none"> • 10 multiple choice questions • Short answer questions • Longer answer 	<p>BBC Bitseize revision tests</p> <p>Hold Control and Click on the icon below to navigate to the page</p>  <p>Edexcel website for exam practice papers</p>



Laurence Jackson School

A Specialist Sports College



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