

<p><u>A learner in Year 11 will know/ have studied:</u></p> <p>The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education consists of two externally-examined papers and two non-examined assessment components. Components 3 and 4 (non- examined) may be assessed at any point during the course, with marks submitted by the centre prior to moderation.</p> <p>The GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.</p>		<p><u>A learner in Year 11 will be able to:</u></p> <p>The aim of this qualification is to enable students to:</p> <ul style="list-style-type: none"> ● develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance ● understand how the physiological and psychological state affects performance in physical activity and sport ● perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas ● develop their ability to analyse and evaluate to improve performance in physical activity and sport ● understand the contribution that physical activity and sport make to health, fitness and well-being ● understand the key socio-cultural influences that can affect people’s involvement in physical activity and sport. 			
Term 1: Topic 1, Health, fitness and well-being		Term 2: Topic 2, Sport psychology		Term: Topic 3, Socio-cultural influences and Topic 4, The use of data	
1.1 Physical, emotional and social health, fitness and well-being	1.2 The consequences of a sedentary lifestyle 1.3 Energy use, diet, nutrition and hydration	2.1 Classification of skills (basic/ complex, open/closed) 2.2 The use of goal setting and SMART targets to improve and/or optimise performance	2.3 Guidance and feedback on performance 2.4 Mental preparation for performance	3.1 Engagement patterns of different social groups in physical activity and sport 3.2 Commercialisation of physical activity and sport	3.3 Ethical and socio-cultural issues in physical activity and sport 4.1 Use of data
<p>Term 1: Topic 1, Health, fitness and well-being</p> <p><u>Knowledge:</u> For this unit 1.1, emotional and social health, fitness and well-being Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved Impact of fitness on well-being: positive and negative health effects Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer) consequences of a sedentary lifestyle</p>		<p>Term 2: Topic 2, Sport psychology</p> <p><u>Knowledge:</u> 2.1.1 Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua 2.1.2 Practice structures: massed, distributed, fixed and variable 2.1.3 Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills 2.2.1 The use of goal setting to improve and/or optimise performance 2.2.2 Principles of SMART targets (specific, measurable, achievable, realistic, time-bound) and the value of each principle in improving and/or optimising performance 2.2.3 Setting and reviewing targets to improve and/or optimise performance 2.3.1 Types of guidance to optimise performance: visual, verbal, manual and mechanical</p>		<p>Term 3: Topic 3, Socio-cultural influences and Topic 4, The use of data</p> <p><u>Knowledge:</u> 3.1.1 Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity, disability 3.1.2 Interpretation and analysis of graphical representation of data associated with trends in participation rates . 3.2.1 The relationship between commercialisation, the media and physical activity and sport 3.2.2 The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator 3.2.3 Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport</p>	

<p>1.2 A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness Interpretation and analysis of graphical representation of data associated with trends in physical health issues 1.3 Energy use, diet, nutrition and hydration The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport The role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports The factors affecting optimum weight: sex, height, bone structure and muscle girth. The variation in optimum weight according to roles in specific physical activities and sports. The correct energy balance to maintain a healthy weight. Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport</p> <p><u>Skills:</u> In this topic students will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being. Questions in the examination paper may be contextualised by reference to any of the activities in the activity list (as well as gym/fitness activities) in Component 3: Practical Performance.</p> <p><u>Formative Assessment:</u> The assessment evidence will be gathered in a variety of ways through presentations, Rapid recall testing, written reports or essays, end of unit tests. End Assessment: The assessment is 50 minutes. <ul style="list-style-type: none"> • The assessment is out of 50 marks. • Students must answer all questions. • The assessment consists of multiple-choice, short-answer, and extended writing questions. • For the nine-mark extended writing question, students will be expected to draw on their knowledge and understanding in relation to the question, apply their knowledge and </p>	<p>2.3.2 Advantages and disadvantages of each type of guidance and its appropriateness in a variety of sporting contexts when used with performers of different skill levels 2.3.3 Types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal 2.3.4 Interpretation and analysis of graphical representation of data associated with feedback on performance 2.4.1 Mental preparation for performance: warm up, mental rehearsal</p> <p><u>Skills:</u> In this topic students will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity and sport. Sports psychology will be introduced, with a focus on skill development, through relevant practice, guidance and feedback, as well as knowledge that learners can then apply to their own learning in practical situations in order to improve their performance. Questions in the examination paper may be contextualised by reference to any of the activities in the activity list (as well as gym/fitness activities) in Component 3: Practical Performance.</p> <p><u>Formative Assessment:</u> The assessment evidence will be gathered in a variety of ways through presentations, Rapid recall testing, written reports or essays, end of unit tests.</p> <p><u>End Assessment:</u> The assessment is 1 hour. <ul style="list-style-type: none"> • The assessment is out of 60 marks. • Students must answer all questions. • The assessment consists of multiple-choice, short-answer, and extended writing questions. • For the nine-mark extended writing question, students will be expected to draw on their knowledge and understanding in relation to the question, apply their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of the question. • Calculators can be used in the examination. </p> <p><u>End point:</u> Students can demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. They can apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p>	<p>3.3.1 The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level 3.3.2 Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport 4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport 4.1.2 Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods 4.1.3 Present data (including tables and graphs) 4.1.4 Interpret data accurately 4.1.5 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport</p> <p><u>Skills:</u> In this topic students will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society, through the following content. In this topic students will develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport, through this content and linking it to other topics. Questions in the examination paper may be contextualised by reference to any of the activities in the activity list (as well as gym/fitness activities) in Component 3: Practical Performance.</p> <p><u>Formative Assessment:</u> The assessment evidence will be gathered in a variety of ways through presentations, Rapid recall testing, written reports or essays, end of unit tests.</p> <p><u>End Assessment:</u> The assessment is 1 hours and 15 minutes. <ul style="list-style-type: none"> • The assessment is out of 70 marks. • Students must answer all questions. • The assessment consists of multiple-choice, short-answer, and extended writing questions. • For the nine-mark extended writing questions, students will be expected to draw on their knowledge and understanding in relation to the question, apply </p>
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	<p>understanding and come to a reasoned judgement in order to answer the specific requirement of the question.</p> <ul style="list-style-type: none"> ● Calculators can be used in the examination. <p><u>End point:</u></p> <p>Students can demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. They can apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport</p>	<p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport</p>	<p>their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of the question.</p> <ul style="list-style-type: none"> ● Calculators can be used in the examination. <p><u>End point:</u></p> <p>Students can demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. They can apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport</p> <p>Demonstrate and apply relevant skills and techniques in physical activity and sport and Analyse and evaluate performance</p>
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- Consider justification for sequencing of learning and spacing/interleaving and revisiting knowledge (ABCDEF etc)
- Consider cross-curricular links. What are other subjects doing – any cross over?

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- ‘Knowledge-engaged’ school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)

- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- **Effective questioning** – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- **Differentiation** – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- **Routines** - stimulating learning environments, clear goals (so what?) (pg. 15)
- **Modelling** - language and introducing new words in context/WAGOLL (pg. 15)
- **Group activity and pair** – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- **Spaced or distributed practice** - where knowledge is rehearsed for short periods over a longer period of time is MORE effective than massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- **Interleaving** - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve retention, and research in maths is particularly promising. (pg. 16)
- **Retrieval practice** – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. It needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- **Elaboration** – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- **Dual coding** – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- **Cognitive load theory (CLT)** – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18)
- Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.