

# HIGHFIELDS SCHOOL

OVERVIEW - SCHEME OF WORK 2021-2022



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**SUBJECT: GCSE PHYSICAL EDUCATION**

**EXAMINATION BOARD: EDEXCEL**

AUTUMN TERM - YEAR 10	SPRING TERM - YEAR 10	SUMMER TERM - YEAR 10
<p><b>Practical</b> Practical assessment will be done through Core PE and Extra-Curricular clubs.</p>	<p><b>Practical</b> Practical assessment will be done through Core PE and Extra-Curricular clubs.</p>	<p><b>Practical</b> Practical assessment will be done through Core PE and Extra-Curricular clubs.</p>
<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Physical, emotional and social health</li> <li>Lifestyle choices</li> <li>Impact of lifestyle choices</li> <li>Sedentary lifestyles and consequences</li> <li>Balanced diet and the role of nutrients</li> <li>Dietary manipulation for sport</li> <li>Optimum weight</li> <li>Functions of the skeletal system</li> <li>Classification of bones</li> <li>Structure of the skeletal system</li> </ul>	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Classification and roles of muscles. Location and roles of key voluntary muscles. Antagonistic muscles.</li> <li>Fast and slow twitch muscle fibres.</li> <li>Structure and function of the cardiovascular system. Arteries, capillaries and veins. Vascular shunting. Components of blood and their significance for physical activity.</li> <li>Respiratory system – composition of air; lung volumes. Location and roles of principal components of respiratory system. Structure and function of alveoli.</li> <li>Energy sources; aerobic and anaerobic exercise and short-term effects of exercise.</li> </ul>	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Lever system – first-, second- and third-class levers. Mechanical advantage in sport and physical activity. Movement possibilities at joints; utilisation of movement in physical activity. Joint classification and impact on movement axes. Planes and axes – generalised movement patterns.</li> <li>Goal setting – SMART targets. Classification of skills. Forms of practice – theory and practical application. Types of guidance – theory and practical application. Mental preparation for performance; Types of feedback.</li> <li>Sports psychology – use of data.</li> </ul>
<p><b>ASSESSMENT</b> End of unit exam/tests. Practical performance assessment.</p>	<p><b>ASSESSMENT</b> End of unit exam/tests. Practical performance assessment.</p>	<p><b>ASSESSMENT</b> Year 1 Mock Examination. Mock practical moderation.</p>

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**EXAMINATION BOARD: EDEXCEL**

AUTUMN TERM - YEAR 11	SPRING TERM - YEAR 11	SUMMER TERM - YEAR 11
<p><b>Practical</b> Assessment completed on Football, Netball, Trampolining, Athletics and more.</p>	<p><b>Practical</b> Assessment completed on Football, Netball, Trampolining, Athletics and more.</p>	<p><b>Practical</b> Assessment completed on Football, Netball, Trampolining, Athletics and more.</p>
<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• An introduction to using a PEP to develop fitness, health, exercise and performance</li> <li>• PARQs; warm ups and cool downs</li> <li>• Components of fitness</li> <li>• Fitness tests – theory and practice (i)</li> <li>• Fitness tests – theory and practice (ii)</li> <li>• Fitness tests – theory and practice (iii)</li> <li>• Principles of training</li> <li>• Application of principles of training to a PEP</li> <li>• Methods of training</li> <li>• Application of methods of training to a PEP</li> <li>• Long term effects of training on the musculo-skeletal system</li> <li>• Long term effects of training on the cardio-respiratory system</li> <li>• Identification and treatment of injury</li> <li>• Injury prevention in physical activity</li> <li>• Performance enhancing drugs (i)</li> <li>• Performance enhancing drugs (ii)</li> </ul>	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Factors affecting participation in physical activity (i)</li> <li>• Summary of content to be taught</li> <li>• Factors affecting participation in physical activity (ii)</li> <li>• Participation rate trends – use of data</li> <li>• Commercialisation and the media</li> <li>• Advantages and disadvantages of commercialisation (i)</li> <li>• Advantages and disadvantages of commercialisation (ii)</li> <li>• Sporting behaviours</li> <li>• Deviance in sport</li> </ul>	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Review paper 1 content</li> <li>• Review paper 2 content</li> <li>• Mock exam</li> <li>• Revision and exam technique (i)</li> <li>• Revision and exam technique (ii)</li> <li>• Revision and exam technique (iii)</li> </ul>
<p><b>ASSESSMENT</b> Component 4: Personal exercise programme NEA: internally marked and externally moderated 10% of the qualification 20 marks</p>	<p><b>ASSESSMENT</b> Component 3: Practical performance Non-Examined Assessment (NEA): internally marked and externally moderated 30% of the qualification 90 marks (30 marks per activity) three activities, one must be a team activity, one individual activity, one free choice</p>	<p><b>ASSESSMENT</b> Component 1: Fitness body systems Written examination: 1 hour and 45 mins 36% of the qualification 90 marks Component 2: Health and performance 24% of the qualification 70 marks</p>