AQA GCSE PHYSICAL EDUCATION Subject Overview

The Appleton School.

Review November 2023

Subject: AQA GCSE PE

Curriculum Intent (Covering Year 10 to 11)

Department Vision.

Curriculum Intent Statement for Physical Education – The Appleton School has been influenced by the core aims of the National Curriculum. The Appleton PE Departments will be developing the individuals' physical literacy, providing out of the classroom experiences alongside teaching students the lifelong benefits of exercise and helping them find their lifelong participation.

The Physical education department at The Appleton School embraces a holistic approach to developing our young people. The aim is to develop the physical social and mental well-being of students in conjunction with the delivery and implementation of a comprehensive curriculum, embedded in core values such as respect co-operation and hard work. Students are encouraged to value their own health and fitness and to experience a range of outcomes that include an increase in confidence, a sense of community and relatedness and to take pride in achievements in the classroom and on the playing fields, whether that is in competition or making improvement gains in a skill. The vision is for the students to inherit a passion for exercise and sport and to acquire the knowledge, skills and self- motivation that enable them to lead active and healthy lives in the future.

Sport is a high-profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. There is a wide range of job roles to progress into such as Physiotherapist, Nutritionist, Teacher, Activity Leader, Sports Coach, and Fitness Instructor.
GCSE PE is a linear course that allows the department to not only realise our vision for the students development but to put them in a favourable position to gain employment in the sports industry by developing a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure. In addition, it allows learns to

Applied anatomy and physiology
Movement analysis
Physical training
Sports psychology
Socio-cultural influences
Health, fitness and well-being
Use of data

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Students' Vision.

- To develop you as confident young people who accept and work hard to overcome challenges in life.
- to provide you with a key understanding of sports terminology, concepts, objectives and the nature of health and fitness in the wider world.
- to allow you to explore real life sporting issues and scenarios
- to provide you with an insight into how this subject is going to be useful in your chosen next steps in life
- to compliment your employability skills
- To prepare you for the everyday life of working in the sports industry and acquiring the tools to become lifelong participants in sport and fitness.

What are your aims linked to the curriculum (National Curriculum and Specification criteria)?

The vision and aims of the Physical education department at the Appleton School has been influenced by the Purpose and Aims of the National Curriculum (DfE 2013) and the Specifications that we follow at GCSE and OCR Cambridge National qualifications.

How is the curriculum delivered?

The GCSE PE curriculum consists of two externally assessed examination papers both marked out of 78 and are equal to 60% of the overall grade. The other 40% comes from the pupils being assessed within three sports (1 team, 1 individual and the third can be either another team or an individual activity taken off the list of activities set out by the exam board.

The timetable is split to allow theoretical learning in the classroom and also practical lessons to cover the sports required for part 2 of the course.

How is the curriculum assessed?

At the end of each topic the pupils are tested and data recorded - linked to plc

The pupils sit their exam week formal assessments with adjusted exam papers based on topics covered at the point of exam week.

The pupils assessed throughout the course on their practical areas as they rotate through the different sporting activities.

Full mock exams if appropriate for the year group e.g. Year 11 with data inputted on to SIMS and transferred into SMID to data analysis.

Assessments

Paper 1: The human body and movement in physical activity and sport

What's assessed?

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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

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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. (Written coursework)

How it's assessed

Assessed by teachers

Moderated by AQA

100 marks

40% of GCSE

Questions

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the

full context (15 marks per activity).

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

How is the curriculum enriched (through speakers/visits/clubs) to generate a love of learning?

The curriculum is enriched predominately through the application of real-life links to Sport health and fitness. The course content is heavily linked to concepts in sport that students come across in their own experiences. For example, in the sports drugs and hooliganism topics there are discussions surrounding the pros and cons and the impact these have not only on the individuals involved, but the wider community. Many of the students are engaged in sport in and outside of school and can therefore appreciate the significance and relevance of what they are learning to their own well-being.

Similarly, students learn ways to improve their own fitness in the 'principles of training' section and study how technology influences the sporting world; a topic they respond positively to because of recent developments such as VAR. In addition to real life links within the course there is a plethora of extra-curricular activities available for the students to choose from. These are opportunities for the students to put into practice many of the concepts covered on the course such as techniques to improve the various components of fitness. Teachers are on stand-by to support the students in building their knowledge and making valuable connections between theory into practice.

What skills and knowledge do students bring with them from Key Stage 3 to Year 10?

Students obviously have considerable exposure to sport and exercise in the physical education curriculum. They are introduced early to important ideas in sport health and physical education such as warm up, cool down and safety. Similarly, they learn about the different components of fitness and how this relates to improvements in performance in sport and the function of different body parts in physical activity. These central concepts are covered widely in the GCSE qualification and therefore students bring with them a healthy level of previous knowledge.

What skills and knowledge do students bring with them from Year 10 to year 11 11

The course is designed to offer support to the students as much as possible from one module to the next. For example, the muscular skeletal system linking into movement and levers/planes and axis. The understanding of the anatomy and physiology is a crucial pre-cursor to the ideas covered in the movement analysis module.

The students need to answer exam questions to demonstrate their knowledge and understanding of the work. For many the way the questions are structured and knowledge applied are new, but having a sound understanding of sentence structure, grammar and discussion skill will enable the pupils to access marks. Students can take this experience with them from year nine into year ten and eleven to produce better written and more cohesive answers.

What skills and knowledge do students bring with them from Key Stage 4 to Key Stage 5?

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3. The emphasis on the application of theoretical areas makes the BTEC level 3 qualifications in sports studies or sports science a logical progression from the GCSE. The knowledge and skills gained from this course also support students' entry into employment or other training in the sport health and fitness sector. There is a wide range of job

roles to progress into such as range of job roles to progress into such as Physiotherapist, Nutritionist, Teacher, Activity Leader, Sports Coach, and Fitness Instructor.

What will students study?

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Subject content

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and wellbeing

Why has learning been sequenced in this way?

The topics flow in this order and allows both Paper 1 and Paper 2 topics to be tackled early, particularly the larger topics of applied anatomy.

Also, topics covered in the beginning of year 1 have been embedded within Key Stage 3 lessons such as the components of fitness are covered extensively within the health related exercise unit at Key Stage 3. Also, topics such as Anatomy and Physiology are delivered during year 1 of the course to secure thor understanding of how the body moves. This content is then transferred to aid the understanding of more complex topics such as levers, planes and axes.

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Three Year Course - Only students currently in year 11 are on the 3 year course

Year 1 Content:

Term 1	Term 2	Term 3
The meaning of health and fitness: physical, mental / emotional and social health linking participation in physical activity to exercise, sport to health and well-being.	Bones and the functions of the skeleton.	Blood vessels.
	Structure of the skeletal system / functions of the skeleton.	The structure of the heart.
The consequences of a sedentary lifestyle.		The cardiac cycle and the pathway of blood – including revision of blood vessels.
	Recap on bones and functions.	Cardiac output and stroke volume.
Health and fitness recap, including the relationship between health and fitness.		
	Recap on bones and functions.	Effects of exercise – immediate, short and long term.
The components of fitness.		
Linking sports and activities to the required components of fitness.	Structure of a synovial joint.	The principles of training and overload.
	Types of freely moveable joints that allow different movements.	Types of training.
Reasons for and limitations of fitness testing.		Types of training (continued) with reference to the advantages and disadvantages of using these types for different sports.

Measuring the components of fitness and demonstrating how data is collected.	How joints differ in design to allow certain types of movement.	
		Calculating intensity.
Reasons for maintaining water balance (hydration) and further applications of the topic area.	How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints.	Considerations for preventing injury.
Energy use.		High altitude training and seasonal aspects.
	Pathway of air.	Warming up and cooling down.
Somatotypes.		
Obesity and how it may affect performance in physical activity and sport.	Gaseous exchange.	Skill and ability.
	Mechanics of breathing – including revision of gaseous exchange.	Classification of skill.
		Arousal and the Inverted-U theory.
	Interpretation of a spirometer trace.	Application of how optimal arousal has to vary in relation to the skill / stress management techniques.

Second year of 3 year course

Term 1	Term 2	Term 3
Definition of and types of goals.	Positive and negative impacts of technology.	**** COURSEWORK ****
The use of and evaluation of setting performance and outcome goals.		
The use of SMART targets to improve / optimise performance.	Engagement patterns and the factors affecting them.	Exam prep

Basic information processing model.	Commercialisation, sponsorship and the media.	
Identify examples of, and evaluate, the effectiveness of types of guidance and feedback.	Positive and negative impacts of sponsorship and the media.	
	Spectator behaviour and hooliganism, including strategies to combat hooliganism.	
Direct and indirect aggression.		
Understand the characteristics of introvert and extrovert personality types.	Conduct of performers and introduction to drugs.	
Definition of intrinsic and extrinsic motivation, as used in sporting examples.	Sporting examples of drug taking.	
Evaluation of the merits of intrinsic and extrinsic motivation in sport.	Advantages / disadvantages to the performer / the sport of taking PEDs.	

Third year of course

Term 1	Term 2	Term 3
Lever systems.	Exam Prep	
Lever systems and mechanical advantages.		
Analysis of basic movements in sporting examples – including revision of joints / muscles / bones.		
Planes and axes.		
**** COURSEWORK ****		
Exam Prep		

Two Year Course

First year

Term 1	Term 2	Term 3
The meaning of health and fitness: physical, mental / emotional and social health linking participation in physical activity to exercise, sport to health and well-being.	Structure of a synovial joint.	The principles of training and overload.
	Types of freely moveable joints that allow different movements.	Types of training.
The consequences of a sedentary lifestyle.		Types of training (continued) with reference to the advantages and disadvantages of using these types for different sports.
	How joints differ in design to allow certain types of movement.	
Health and fitness recap, including the relationship between health and fitness.		Calculating intensity.
	How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints.	Considerations for preventing injury.
The components of fitness.		High altitude training and seasonal aspects.
Linking sports and activities to the required components of fitness.	Pathway of air.	Warming up and cooling down.
Reasons for and limitations of fitness testing.	Gaseous exchange.	Skill and ability.

Measuring the components of fitness and demonstrating how data is collected.	Mechanics of breathing – including revision of gaseous exchange.	Classification of skill.
		Arousal and the Inverted-U theory.
Reasons for maintaining water balance (hydration) and further applications of the topic area.	Interpretation of a spirometer trace.	Application of how optimal arousal has to vary in relation to the skill / stress management techniques.
Energy use.		
	Blood vessels.	**** COURSEWORK ****
Somatotypes.	The structure of the heart.	
Obesity and how it may affect performance in physical activity and sport.	The cardiac cycle and the pathway of blood – including revision of blood vessels.	Definition of and types of goals.
	Cardiac output and stroke volume.	The use of and evaluation of setting performance and outcome goals.
Bones and the functions of the skeleton.		The use of SMART targets to improve / optimise performance.
Structure of the skeletal system / functions of the skeleton.	Effects of exercise – immediate, short and long term.	Basic information processing model.
Recap on bones and functions.		

Second Year

Term 1	Term 2	Term 3
**** COURSEWORK ****	Lever systems.	GCSE EXAMS
	Lever systems and mechanical advantages.	
Identify examples of, and evaluate, the effectiveness of types of guidance and feedback.	Analysis of basic movements in sporting examples – including revision of joints / muscles / bones.	
	Planes and axes.	

Direct and indirect aggression.		
Understand the characteristics of introvert and extrovert personality types.	Exam prep	
Definition of intrinsic and extrinsic motivation, as used in sporting examples.		
Evaluation of the merits of intrinsic and extrinsic motivation in sport.	Exam prep	
Positive and negative impacts of technology.		
Engagement patterns and the factors affecting them.	Exam prep	
Commercialisation, sponsorship and the media.		
Positive and negative impacts of sponsorship and the media.		
Spectator behaviour and hooliganism, including strategies to combat hooliganism.		
Conduct of performers and introduction to drugs.		
Sporting examples of drug taking.		
Advantages / disadvantages to the performer / the sport of taking PEDs.		

What cross-curricular themes have been identified?

The main cross curricular links that are present throughout this course are English and science particularly Biology. A number of written Skills are required throughout the course when answering exam questions and when completing assignment tasks. There are topic

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Areas throughout the qualification that have heavy focus also on current affairs in the world of sport exercise and health.

Some examples below:

Term 1	Nutrition with food	
Term 2	Skeletal and Respiratory with Science	
Term 3	Cardiovascular and Blood vessels with Science	

How will this be assessed to show that students have learnt and remembered what they have been taught?

At the end of each topic the pupils are tested and data recorded - linked to plc

The pupils sit their exam week formal assessments with adjusted exam papers based on topics covered at the point of exam week.

The pupils assessed throughout the course on their practical areas as they rotate through the different sporting activities.

Full mock exams if appropriate for the year group e.g. Year 11

Data from full exam weeks record on SIMS and then transferred into SMID for analysis

What will students be expected to know and remember?

For an in depth view on what the students will be expected to know and remember in regards to knowledge and skills please see the AQA GCSE scheme of work for each topic area and the specification released by the exam board.