



Year 11 GCSE Physical Education

Curriculum Leader: Mrs Claire Pharaoh

Exam Board: OCR

The PE Department have high expectations and aspirations for all of their students. Our aim is that every student at The Gilberd School will commit to fulfilling their potential through a broad spectrum of skills alongside knowledge and understanding of the importance of a healthy, active and balanced lifestyle. Our students will foster resilience and creativity experiencing different areas of activity through which we aim to empower students to show integrity, make wise choices, meet challenges, exhibit positive behaviours and demonstrate compassion by showing respect for others and developing interpersonal skills. We believe that positive participation in physical education will leave students with the ambition to succeed in all aspects of their school life and beyond and ultimately facilitate lifelong participation in physical activity and sport.

We offer a wide range of sports and activities through our extra-curricular programme which is available to all students, throughout the year, on a competitive and social basis. Those wishing to compete have the opportunity to represent the school at local, regional and national events in various different activities.

Topics to be covered in Year 11

	Term 1	Term 2	Term 3
Topics to be covered	AEP NEA first draft and first submission Mock preparation Mock theory exam Mock exam practicals followed by final grading	Mock exam review Teacher led revision based off class results +/- areas Practical exam moderation March/April	Theory exam preparation No Practical after practical exams have taken place
Key Vocabulary	Agonist, Antagonist, Antagonistic Muscle Action, Articulating bones, Axes of Rotation, Extension, Flexion, Fixator, Frontal axis of rotation, Frontal plane, Levers, Ligament, Longitudinal axis of rotation, Sagittal plane, Transverse axis of rotation, Abduction, Adduction, Articulating bones, Cartilage, Circumduction, Capillarisation, breathing rate, blood vessels, Aerobic, anaerobic, pathway, trachea, bronchi, bronchiole, alveoli, diaphragm, intercostals, minute ventilation, tidal volume, muscle temperature, heart rate, stroke volume, cardiac output, lactic acid, Agility, Balance, Cardiovascular Endurance, Co-ordination, Training, FITT, Fitness, Flexibility, Heart rate, Overload, Power, Reaction Time, Reversibility, Specificity, SMART, Speed, Strength, Circuit Training, Continuous Training, Fartlek HITT, Interval Training, Plyometric, Warm up, Rate of recovery, Cool down, Closed skills, Intrinsic, Extrinsic, Mechanical, Visual, Verbal, Manual, Imagery, Selective Attention, Positive Thinking, Mental preparation, efficiency, pre-determined, co-ordinated, aesthetic, fluent, knowledge of results, knowledge of performance, Closed skills, Complex skill, Open skill, Simple skill, Skilful movement, Skill continua, Factors affecting participation, key trends on participation, promotion, provision, access, Feedback, Intrinsic, Extrinsic, Mechanical, Visual, Verbal, Manual, Imagery, Selective Attention, Positive Thinking, Mental preparation, Efficiency, pre-determined, co-ordinated, aesthetic, fluent, knowledge of results, knowledge of performance, National Governing Bodies, Department of Culture, media and sport, age, gender, ethnicity, religion, culture, family, education, time, cost, disability, opportunity, discrimination, media, environment, role models, promotion, provision and access. Social Media, internet, TV, newspaper, commercialisation, sponsorship, Sportsmanship, gamesmanship, anabolic steroids, beta blockers, stimulants, player violence		
Skills to be developed	- Looking at these topics in general but also interleaving work not covered for the longest period of time during this term; from year 9 term 1, 2 & 3. - Demonstrate the ability to find SIS or sport links and BUG questions. - Model answer work. - Own revision.	- Sporting examples of each of the topics happening in real life. - Developing this for the impacts so we link to the explain and analyse command words, LA to be able to state the +/-. - Own revision. - Guided revision book created and shared with students to support exam question confidence.	Preparation for exam - Developing exam strategies; ⇒ BUG: Box command word Underline key concept Glance at the marks ⇒ Use empty spaces, do not leave blanks—have a go! ⇒ Data questions—what AND why - Developing extended answer questions/exam technique; ⇒ Command words: AO1— Define, describe, list, identify, state = simple, to the point answers AO2— using SIS: (Specific In Sport) Relate to sport AO3— Analyse, evaluate, explain, discuss, compare, justify = go into more detail, develop your statements

	Term 1	Term 2	Term 3
Opportunities for revisiting previous learning	When revisiting previous learning and assessing it will be key to have two split grades, which then combine. So students can see their grade for the topic covered and the previous topics this will then highlight strengths and areas for development. Interleaved questions from all topics covered. Grade for just the new topic and for the previous topics to be shown so two marks given by teacher.		
When will formal assessment of progress take place?	Year 11: Prep for Christmas Mocks	Year 11: Prep for actual exam through reviewing mark schemes, previous questions and revision	Summer exam series
Lesson Structure	5 lessons per fortnight - 1 practical (until practical exams are complete – these then convert to theory), 4 Theory • Rooming provision will be allocated to Theory by CPH • Regular liaison with other GCSE teaching staff to ensure the parity/consistency across all GCSE groups in year group • CORE PE lessons – activities on offer will include most common activities to be submitted by GCSE students. They will have the opportunity to join ANY of the 6 groups to develop practical skill and to boost Competitive Log entries. Selection of activity for the block will be decided by GCSE PE teacher		

Note regarding Practical:

Practical lessons will happen once a week. A variety of team and individual sports will be covered. GCSE lessons will focus on skill development and application to the game situation in order to access as higher grade band as possible. Students will need to complete a Competitive Log from the start of year 9 and will need to complete for **ALL SPORTS** covered, inside of school and outside of school. These will be reduced in year 11 when there is a clearer picture of the sports that will be put forward as the final activities to be assessed. Opportunities will be provided (where possible) during CORE PE lessons for those that do not compete outside of school, in order to complete Competitive Logs will be completed

Activities that students have had success in in previous years are listed below – this is a guide and not a set list.

INDIVIDUAL SPORTS	TEAM SPORTS
Badminton Singles Table Tennis Singles Rock Climbing* Athletics** Dance	Netball (girls and boys)*** Football (girls and boys) Handball Dance Basketball Rugby

*Time will need to be agreed with NBA in order for this provision to be made. Attendance to GCSE Climbing club is **vital**.

**If the student does not compete outside of school, attendance to CSP District Sports is required, plus results from sports days. Power of 10 recording accepted.

***Boys will need access to games during CORE lessons from year 10. Inter/Intra school competitions will need to be provided where possible.

All activities below are deemed to be “off-site” activities, therefore filmed evidence is required.

Filming of GCSE PE Activities (Taken from OCR GCSE PE Guidelines).

Amateur boxing
Blind cricket
Boccia
Canoeing
Cycling
Diving
Equestrian

Goal ball
Golf
Kayaking
Polybat
Powerchair football
Rock climbing
Rowing

Sculling
Skiing
Snowboarding
Swimming
Table cricket
Wheelchair basketball
Wheelchair rugby

Please ensure that all videos are compliant with the following instructions;

- Videos must be compatible with VLC media player, preferably on DVD or USB
- The video will need to be one full complete video – please do not submit multiple snippets.
- Students must introduce themselves using full name and candidate number – where possible please encourage the wearing of the green GCSE polo shirt.
- Students need to demonstrate ALL CORE skills in isolation followed by any Advanced Skills again in isolation – **please ensure they are of the BEST effort, do not include repeated errors.**
- Competitive situations – filmed evidence of competing in the event must be provided. Again, students must be clearly identified and if there are others in the video, commentary on them and their performance is required.
- Students will need to clearly state what level of competition they are performing in, what times or distances or scores are gained in the video. If knowledge of results (i.e. a performance sheet) are received, please also include a shot of this in the video.
- Film in good light and avoid the colour yellow as this colour does not show up well on the screen.

Year 11 Useful Resources

Website Links

OCR (GCSE) - <https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

GCSE PE Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/ztrcg82>

GCSE PE Revision - <https://www.teachpe.com/>

BBC Sports Academy - <http://news.bbc.co.uk/sport1/hi/academy/default.stm>

Sports coach and PE resource - <http://www.brianmac.co.uk/index.htm>

Help with skills and drills - <http://www.sportplan.net/>

Numerous other resources and revision resources can be found on the Gilberd School Intranet and the VLE.

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as it typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Homework will be set on a Monday week A and due in fortnightly to the final lesson on a Week B.

Contact Information

If you would like to contact the PE Department please email: pe@gilberd.com.

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