



GCSE Physical Education	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
	Your child is not yet making the expected progress within this course.	Your child is achieving the expected progress for this point within the course.	Your child is exceeding the expected progress.
	Students working towards expected outcomes in Year 10 can:	Students working at expected in Year 10 can:	Students working beyond expected in Year 10 can:
	<p>AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>This requires students to: <i>Identify; State; Define; Describe; Label</i></p>	<p>AO1: Demonstrate knowledge and understanding</p> <p>And</p> <p>AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>This requires students to: <i>Provide examples from sports and physical activity; Explain; Calculate; Interpret</i></p>	<p>AO1 and AO2: Consistently demonstrate and apply knowledge and understanding.</p> <p>And</p> <p>AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p> <p>This requires students to: <i>Justify, Make comparison, Discuss; Evaluate; Analyse strengths and weaknesses; Suggest</i></p>
Health and Fitness			
<p>GCSE Physical Education Paper 1 Autumn (Y10)</p>	<ul style="list-style-type: none"> Define health and fitness. Identify the key components of fitness How to measure fitness Define the principles of training Define the different types of training. 	<ul style="list-style-type: none"> Understand how health and relate to each other. Apply components of fitness to different sports. How to interpret fitness test results. Apply the principles of training to improve fitness. Explore the different types of training and their benefits for specific fitness goals. 	<ul style="list-style-type: none"> Analyse how health and fitness relate to each other. Evaluate / Justify the key components of fitness for performance in a range of sports. Analyse the results of fitness tests to measure fitness and the impact on performance. Evaluate and justify the principles of training and different types of training in relation to performance.
Reasons for participation in physical activity, exercise and sport			
<p>GCSE Physical Education Paper 2 Autumn (Y10)</p>	<ul style="list-style-type: none"> Identify the reasons for participation in physical activity, exercise and sport. 	<ul style="list-style-type: none"> Explain the reasons for participation in physical activity, exercise and sport. 	<ul style="list-style-type: none"> Discuss the reasons for participation in physical activity, exercise and sport.



	<ul style="list-style-type: none"> Identify how performance in physical activity/sport can increase health, wellbeing and fitness. State the consequences of a sedentary lifestyle, obesity, Identify somatotypes and characteristics. Identify the components of a balanced diet; explain how energy is obtained from food. 	<ul style="list-style-type: none"> Explain how performance in physical activity/sport can increase health, wellbeing and fitness. Explain the consequences of a sedentary lifestyle, obesity on performance in physical activity and sport. Explain which somatotypes are most suited to certain sports. Explain the role of a balanced diet; Explain the importance of hydration. 	<ul style="list-style-type: none"> Analyse and evaluate how performance in physical activity/sport can increase health, wellbeing and fitness. Discuss the consequences of a sedentary lifestyle and obesity, in relation to performance in physical activity and sport. Discuss why somatotypes are most suited to certain sports. Discuss the importance of a balanced diet in relation to health and performance in sport
Optimising training and preventing injury			
GCSE Physical Education Paper 1 Spring (Y10)	<ul style="list-style-type: none"> Describe how to train in a safe way to help improve performance and avoid getting injured. Describe how training changes before, during, and after the sports season, and how this affects an athlete's fitness and recovery. Describe why warm-ups and cool-downs are important and what they should include. 	<ul style="list-style-type: none"> Demonstrate how to train safely and effectively and apply your knowledge and understanding to show how this helps improve performance and prevent injuries. Explain how training changes during pre-season, competition season, and post-season, and interpret how these changes affect an athlete's body and performance. Apply your knowledge and understanding to explain why warm-ups and cool-downs are important and demonstrate what they should include. 	<ul style="list-style-type: none"> Justify how training safely and effectively can help improve performance and prevent injury. Make comparisons between training in pre-season, competition season, and post-season. Discuss how and why training needs to change at each stage. Analyse the importance of warm-ups and cool-downs. Evaluate their strengths and weaknesses by looking at what makes them effective or what might be missing if not done properly.
Skill classification, goal setting and information processing			
GCSE Physical Education Paper 2 Spring (Y10)	<ul style="list-style-type: none"> Define skill and ability Classify basic skills using skills continua State the SMART principles of goal setting Draw basic information processing model. 	<ul style="list-style-type: none"> Classify more advanced skills on skills continua. Explain reasons for classification of skills on skills continua. 	<ul style="list-style-type: none"> Justify classification of skills on skills continua. Analyse an advanced skill on all skills continua. Discuss the use of SMART goal setting to optimise performance.



	<ul style="list-style-type: none"> State types of guidance, feedback and mental preparation techniques. 	<ul style="list-style-type: none"> Explain the principles of SMART goal setting to optimise performance. Apply, using examples, knowledge of the information processing model. Give examples of guidance, feedback and mental preparation techniques given to performers. 	<ul style="list-style-type: none"> Evaluate how a performer uses the information processing model to execute a skill. Evaluate the most appropriate guidance, feedback and mental preparation techniques, for a beginner and elite performer.
Musculo – skeletal system, Target Heart rates and training zones			
GCSE Physical Education Paper 1 Summer (Y10)	<ul style="list-style-type: none"> Describe how the musculo-skeletal system functions, focusing on how bones, joints, and muscles work together to create movement and support physical activity. Identify how heart rate data can show how hard the body is working during different types of exercise (using zones and maximum heart rate). Define aerobic and anaerobic exercise. Describe how the body uses oxygen during aerobic and anaerobic exercise. 	<ul style="list-style-type: none"> Apply your knowledge and understanding of the musculo-skeletal system to explain how bones, joints, and muscles work together to create movement and support the body during physical activity. Interpret heart rate data and calculate maximum and target heart rate zones to understand how hard the body is working during exercise. Explain the difference between aerobic and anaerobic exercise and demonstrate an understanding of how the body uses oxygen in each type. 	<ul style="list-style-type: none"> Analyse how bones, joints, and muscles work together to create movement and support the body during physical activity. Evaluate heart rate data to show how the body reacts to exercise. Discuss the strengths and weaknesses of using heart rate zones to measure effort. Make comparisons between aerobic and anaerobic exercise. Justify when each type is most effective in different sports or activities.
Aggression, Personality, Motivation and Participation Trends			
GCSE Physical Education Paper 2 Summer (Y10)	<ul style="list-style-type: none"> Define two types of aggression displayed in sport. Describe two personality types. Outline two types of motivation. Identify trends in data relating to participation in sport by different social groups. 	<ul style="list-style-type: none"> Give sporting examples of both types of aggression displayed in sport. Explain sporting activities most suited to different personality type Give examples of different types of motivation. Analyse data relating to participation in sport by different social groups. 	<ul style="list-style-type: none"> Evaluate the impact aggression has in optimising performance Justify why different personality types are more/less suited to different sporting activities. Evaluate the most appropriate type of motivation to bring about improvements for a beginner and elite performer. Analyse and evaluate data relating to participation in sport by different social groups.



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GCSE Physical Education Paper 1 Autumn (Y11)	<ul style="list-style-type: none"> Describe how the heart, lungs, and blood vessels work together during exercise. Identify how the cardio-respiratory system responds when you start to exercise (e.g. faster breathing and heart rate). 	<ul style="list-style-type: none"> Explain how the heart, lungs, and blood vessels work together and respond to exercise. Apply your knowledge and understanding to show how the body adapts during physical activity. Interpret changes in heart rate and breathing during exercise. 	<ul style="list-style-type: none"> Analyse how the heart, lungs, and blood vessels work together and respond during exercise. Discuss how the cardio-respiratory system helps the body cope with different levels of physical activity. Evaluate the strengths and weaknesses of the body's response to exercise — for example, how quickly heart rate recovers after activity.
Engagement Patterns and Ethical Issues			
GCSE Physical Education Paper 2 Autumn (Y11)	<ul style="list-style-type: none"> Identify social factors affecting participation in sport. State different types of performance enhancing drugs. Recall key terms of player conduct: etiquette, sportsmanship, gamesmanship and contract to compete. 	<ul style="list-style-type: none"> Explain how participation in sport is affected by different social factors. Apply different types of performance enhancing drugs to appropriate performers. Explain a wider impact of performance enhancing drugs on sport/events. Define terms of player conduct: etiquette, sportsmanship, gamesmanship and contract to compete. Identify examples of each from given scenarios. 	<ul style="list-style-type: none"> Make links between factors affecting participation and suggest solutions to overcoming barriers to participation in sport. Analyse the impact of performance enhancing drugs, weighing up the advantages and disadvantages to performers. Evaluate wider impact of performance enhancing drugs on sport/events. Discuss examples of etiquette, sportsmanship, gamesmanship, contract to compete, applied to a variety of sporting contexts.
GCSE Physical Education	<ul style="list-style-type: none"> Describe the short-term and long-term effects of exercise on the body, such as 	<ul style="list-style-type: none"> Explain the short- and long-term effects of exercise on the body and apply your knowledge to sporting examples. 	<ul style="list-style-type: none"> Analyse the short- and long-term effects of exercise on the body. Discuss how these effects help or challenge performance.



<p>Paper 1 Spring (Y11)</p>	<p>changes in heart rate, breathing, and muscle strength.</p> <ul style="list-style-type: none"> Define what a lever system is and describe how different types of levers help the body move during sport. Identify the main planes and axes of movement and describe how they are used when the body moves in different directions or rotates during physical activity. 	<ul style="list-style-type: none"> Apply your understanding of lever systems to demonstrate how the body moves using different types of levers. Demonstrate and explain how the body moves in different directions using planes and axes of movement. 	<ul style="list-style-type: none"> Make comparisons between the different types of levers in the body and evaluate how they help movement in sport. Discuss how the body moves using planes and axes and justify why understanding them is important in sports performance.
<p>Commercialisation and Spectator Behaviour</p>			
<p>GCSE Physical Education Paper 2 Spring (Y11)</p>	<ul style="list-style-type: none"> Identify and describe the golden triangle (sport, media and sponsorship). Make at least one link between the stakeholders. State types of sponsorship and give an example. Identify types of technology in sport. Describe an example of technology in sport. Define the terms home-field advantage and hooliganism. State a strategy used to combat hooliganism. 	<ul style="list-style-type: none"> Explain the relationship between the stakeholders within the golden triangle (sport, media and sponsorship). Explain an impact of the golden triangle on officials, sponsors, sport or spectators. Give examples of different types of sponsorship in sport and outline advantages to the performer. Explain the desired outcome of different types of technology in identified sport. Illustrate home-field advantage and hooliganism through application to an appropriate sporting example. Apply a strategy used to combat hooliganism to an appropriate sporting example. 	<ul style="list-style-type: none"> Evaluate the impact of the golden triangle on each stakeholder and relationships between them (sport, media and sponsorship). Evaluate the impact of the golden triangle has on officials, sponsors, sport and spectators. Analyse the impact of sponsorship on a performer, both advantages and disadvantages. Discuss the use of technology in sport, considering the perspective of the: player, sport, officials, spectators and sponsors. Analyse reasons for having spectators as sporting events. Discuss how a variety of strategies can be applied to combat hooliganism in sport and their effectiveness.

