



# Year 11 Physical Education



## What have students at St. Crispin's been taught to understand and be able to do?

Students have been taught a wide range of topics and concepts related to sport and physical activity. Students need to be able to apply these to a range of sporting activities.

### Core Knowledge

#### Applied anatomy and physiology

The function of the skeleton and major bones.  
Joints and movements about joints.  
The function of major muscles in the body.  
How bones and muscles work together to produce movement.

#### Movement analysis

First, second and third class lever systems within sporting examples.  
Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems and analyse basic movements in sporting examples.  
Planes and axes of movement used whilst performing sporting actions.

#### The structure and function of the cardio respiratory system

The structure of the heart, describe blood vessels, cardiac cycle and the pathway of the blood, cardiac output and stroke volume in relation to exercise.  
The structure of the lungs, gaseous exchange, describe mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing, interpret a spirometry trace.  
Aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen). Use of aerobic and anaerobic exercise in practical examples of differing intensities.

### Core Skills

Students must be able to perform the 5 core skills effectively in a range of individual and team sports.

These will be performed in:

- Isolation
- Conditioned Practices
- Fully competitive situations.

Students will also need to select and apply relevant strategies and tactics in order to enhance their levels of performance against opposition.

Students will develop their observation and analysis skills as part of their written coursework. They must observe the sporting performance of elite athletes and compare it to their own drawing conclusions on their own strengths and area's to improve.

Through written work students must develop their ability to define key terms and apply them to a variety of sporting situations demonstrating analytical skills with regard to how key terms and knowledge underpin sporting performance.



What have students at St. Crispin's been taught to understand and be able to do?

## Use of data

Explain what is meant by quantitative data, use and show methods for collecting quantitative data. Present data in a variety of forms.

What is meant by qualitative data? Use and show methods for collecting qualitative data. Present data in a variety of forms.

## Physical training

The difference between health and fitness, explain relationship between health and fitness.

Components of fitness, using sports and physical activity to the required components of fitness.

Fitness testing, measure the components of fitness. Using fitness tests show how data is collected for fitness testing.

Principles of training and overload and apply the principles of training.

Types of training and identify the advantages and dis-advantages (the effects on the body) of training types linked to specific aims.

Suitable ways to prevent injury and the importance of warming up and cooling down.

Specific training techniques, high altitude training as a form of aerobic training.

Seasonal aspects of training.

## Sports Psychology

Skill and ability and skill classifications.

Definitions of types of goals and setting of performance and outcome goals in sporting examples.

SMART targets to improve and/or optimise performance.

Basic information processing model.

The effectiveness of the use of types of guidance, with reference to beginners and elite level performers.



## Year 11 Physical Education continued



What have students at St. Crispin's been taught to understand and be able to do?

### Use of data

- Arousal and relate to sporting examples
- Inverted-U theory and how this effects performance
- Direct and indirect aggression with application to specific sporting examples.
- Introvert and extrovert personality types, including examples of sports, which suit these particular personality types
- Intrinsic and extrinsic motivation and evaluate the merits of intrinsic and extrinsic motivation in sport.

### Socio-cultural influences

- Engagement patterns of different social groups and the factors affecting participation
- Commercialisation, types of sponsorship and the media and the positive and negative impacts of sponsorship and the media
- Positive and negative impacts of technology on certain sports
- Conduct of performers
- Drugs in sport-prohibited substances are linked to certain sporting events
- Spectator behaviour (the positive and the negative effects of spectators at events). The reasons why hooliganism occurs. Strategies employed to combat hooliganism/ spectator behaviour.

### Health, fitness and well-being

- Link participation in physical activity, exercise and sport to health, well-being and fitness and how exercise can suit the varying needs of different people
- The consequences of a sedentary lifestyle, the term obesity and how it may affect performance in physical activity and sport
- Three somatotypes the represent the body; endomorph, ectomorph and mesomorph
- How energy is used in the body, the reasons for having balanced diet.



# Year 11 Physical Education continued



## How has learning been assessed?

Learning is assessed through 4 assessment objectives:

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport

AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

### Assessment of Theory (60%):

- Students are assessed through 2 x 1 hour 15 minutes examinations both worth 78 marks

### Assessment of Practical (40%)

- Students are assessed in 3 sports (1 must be a team and 1 must be an individual sport)
- They are assessed in conditioned practices (core skills) and fully competitive games)
- They will also complete a piece of coursework for 1 sport on their strengths & weaknesses.

## What is coming up in the following year?

Students will have the opportunity to develop their interest in Sport in the Sixth Form through studying Physical Education A-Level or the Level 3 BTEC in Sport.