

## Year 11 PE GCSE

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn Sept- Oct HT	<b>Component 4: Personal Exercise Programme (NEA)</b>	<b>PEP – Theory and Practical</b>	<ul style="list-style-type: none"> <li>• What a PEP involves</li> <li>• How your PEP will be assessed</li> <li>• How to plan an appropriate PEP</li> <li>• How to carry out and monitor your PEP</li> <li>• How to analyse and evaluate your PEP</li> </ul> <p>Linked with Component 1: Topic 1 and Topic 3.</p>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>- Planning, constructing and participating in PEP.</li> <li>- Analysis and Evaluation phase.</li> <li>- Feedback relating to PEP assessment criteria.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Planning – Practical and theoretical knowledge and understanding (Component 1: Topic 1 and Topic 3).</li> <li>- Analysis - reflects application of knowledge from component 1. Links specifically with data analysis and interpretation.</li> <li>- Evaluation</li> </ul> <p><b>Assessment Point information (if applicable)</b></p> <ul style="list-style-type: none"> <li>- Internally marked and externally moderated.</li> </ul>
Autumn Oct- Dec	<b>Component 3: Practical</b>	<b>Athletics/Table Tennis (TBC)</b>	<ul style="list-style-type: none"> <li>• Understand what you will need to do for the practical component of the course</li> <li>• Understand what activities you can do</li> <li>• Understand how you will be assessed and marked on your practical performances</li> <li>• Understand how to prepare effectively for your performances</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>- Through practical demonstration and verbal theoretical understanding</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Individual based according to the assessment criteria.</li> <li>- Pupils will be assessed on two areas: <ol style="list-style-type: none"> <li>1. The performance of skills and techniques in isolation/unopposed situations (/10)</li> <li>2. Application of skills, techniques and decision making under pressure during a conditioned practiced and conditioned/formal/competitive situation (/25)</li> </ol> </li> </ul> <p>Total: / 35</p> <p><b>Assessment Point information (if applicable)</b></p>

				- Internally marked and externally moderated.
Spring Jan – March	<b>Mock Exam and Exam Preparation</b>	<b>Intervention: Use of data, Long Answer Questions</b>	<p><b><u>Long Answer Questions:</u></b></p> <p>AO1: <b>Demonstrate</b> knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2: <b>Apply</b> knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3: <b>Analyse and evaluate</b> the factors that underpin performance and involvement in physical activity and sport.</p> <p><b><u>Data – Interpreting Graphs:</u></b></p> <ul style="list-style-type: none"> <li>• Look at a particular aspect of what is happening as an athlete exercises</li> <li>• Be able to make a quick visual comparison, between athletes or between sports</li> <li>• Look in more detail at where changes or issues occur, by analysing what is found on the graph</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>- Identified in long answer questions through marks achieved and how pupils structure their answers.</li> <li>- Mock exam and end of unit tests</li> <li>- SPaG</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Applying knowledge and understanding in exam papers</li> </ul> <p><b>Assessment Point information (if applicable)</b></p> <ul style="list-style-type: none"> <li>- Mock exam / End of unit tests</li> </ul> <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>- Lesson and homework tasks</li> <li>- End of unit tests</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Producing graphs for PEP</li> <li>- Interpret graphs during exam</li> <li>- Understanding and analysing a variety of different graphs</li> </ul> <p><b>Assessment Point information (if applicable)</b></p> <ul style="list-style-type: none"> <li>- Mock exam / End of unit tests</li> </ul>

	<b>Component 3: Practical</b>	<b>Netball</b>	<ul style="list-style-type: none"> <li>• Understand what you will need to do for the practical component of the course</li> <li>• Understand what activities you can do</li> <li>• Understand how you will be assessed and marked on your practical performances</li> <li>• Understand how to prepare effectively for your performances</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>- Through practical demonstration and verbal theoretical understanding</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Team based according to the assessment criteria.</li> <li>- Pupils will be assessed on two areas: <ol style="list-style-type: none"> <li>1. The performance of skills and techniques in isolation/unopposed situations (/10)</li> <li>2. Application of skills, techniques and decision making under pressure during a conditioned practiced and conditioned/formal/competitive situation (/25)</li> </ol> </li> </ul> <p>Total: / 35</p> <p><b>Assessment Point information (if applicable)</b></p> <ul style="list-style-type: none"> <li>- Internally marked and externally moderated.</li> </ul>
March	<b>Preparation for Moderation Day</b>	<b>Revision and Practical Preparation</b>	<ul style="list-style-type: none"> <li>• Gather video evidence for practical performance</li> <li>• Understand what the moderation day entails.</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>- Internally moderated and externally assessed.</li> </ul> <p><b>Skills</b></p> <p>Demonstration of the skills outlined below:</p> <ul style="list-style-type: none"> <li>- Pupils will be assessed on two areas: <ol style="list-style-type: none"> <li>1. The performance of skills and techniques in isolation/unopposed situations (/10)</li> <li>2. Application of skills, techniques and decision making under pressure during a conditioned practiced and conditioned/formal/competitive situation (/25)</li> </ol> </li> </ul> <p>Total: / 35</p> <p><b>Assessment Point information (if applicable)</b></p> <ul style="list-style-type: none"> <li>- Internally marked and externally moderated.</li> </ul>

Summer	<b>Revision Sessions</b>	<b>Revision of Component 1 and Component 2</b>	<p>C1 – Fitness and Body Systems:  Topic 1 – Applied anatomy and physiology  Topic 2 – Movement analysis  Topic 3 – Physical Training</p> <p>C2 – Health and Performance:  Topic 1 – Health, fitness and well-being  Topic 2 – Sports Psychology  Topic 3 – Socio-cultural influences</p>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>- Practice papers</li> <li>- Short and long answer questions</li> <li>- Revision tasks</li> <li>- Quiz's</li> <li>- Revision techniques</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge and understanding through written, verbal and practical tasks</li> </ul> <p><b>Assessment Point information (if applicable)</b></p> <ul style="list-style-type: none"> <li>- Practice papers</li> </ul>
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