



# SUBJECT: Physical Education

## PE Key Stage 5 GCE Curriculum Content

	<u>Year 12</u> Component 1: Scientific Principles of Physical Education Topic 1: Applied anatomy and physiology	<u>YEAR 12</u> Component 2: Psychological and Social Principles of Physical Education Topic 3: Skill acquisition	<u>Yr 13 EXTERNAL ASSESSMENT /EXAM</u> A2 Unit 3: Preparation for Optimum Sports Performance *Unit code 6PE03	<u>Yr 13 INTERNAL ASSESSMENT/COURSE WORK</u> A2 Unit 4: The Developing Sports Performer *Unit code 6PE04 Internally assessed
<u>HT1</u>	<ul style="list-style-type: none"> <li>1.1 Muscular / Skeletal system</li> <li>Knowledge and understanding of the anatomy and physiology of the muscular and skeletal systems. Application of this understanding to physical activity and sport</li> </ul>	3.1 Coach and performer  3.2 The classification and transfer of skills	<ul style="list-style-type: none"> <li>Task 4.1 (Development Plan) requires students to plan, research, perform, record, review and evaluate a development plan for one of the roles taken Task 2.1 (Personal Performance). The development plan will be unique to the individual and will show students how to realise and progress their performance.</li> </ul>	COURSE WORK
<u>HT2</u>	<ul style="list-style-type: none"> <li>1.1 Muscular skeletal system</li> <li>Knowledge and understanding of the anatomy and physiology of the muscular and skeletal systems</li> </ul>	3.3 Learning theories  3.4 Practices	<ul style="list-style-type: none"> <li>Task 4.2 (International Study) engages students through independent research and establishes, by expanding on Task 2.2 (Local</li> </ul>	COURSEWORK

	<ul style="list-style-type: none"> <li>Application of this understanding to physical activity and sport</li> </ul>		<p>Study) and Task 2.3 (National Study)</p> <ul style="list-style-type: none"> <li>A knowledge and understanding of the opportunities and provisions for mass participation and elite development in another nation. This task is marked out of 15.</li> </ul>	
<u>HT3</u>	<ul style="list-style-type: none"> <li>1.2</li> <li>Cardio respiratory system and cardiovascular systems</li> </ul>	<p>3.5 Guidance</p> <p>3.6 Feedback</p>	<ul style="list-style-type: none"> <li>4.2: Continuation of above</li> </ul>	<p><b>3.1 Short-term preparation Short-term physiological preparation</b></p> <p><b>3.2 Long-term Preparation Long-term physiological preparation</b></p> <p>Unit description: short and long-term physiological and psychological preparations by elite athletes. They will consider the short- and long-term technical preparations required, eg selection of appropriate kit and equipment, use of training camps, types of ergonomic aids.</p>
<u>HT4</u>	<ul style="list-style-type: none"> <li>1.2 Cardiorespiratory system and cardiovascular systems</li> </ul>	3.7 Memory models	<ul style="list-style-type: none"> <li>Task 4.4 (Life Plan) requires students to write a 'life plan', the development of which requires independent research into their</li> </ul>	<p><b>Short-term psychological preparation</b></p> <p><b>Long-term psychological preparation</b></p>

			<p>opportunities for participation</p> <ul style="list-style-type: none"> <li>Students should consider different 'age stages' and how they will seek both continued and alternative sporting participation in a variety of roles. This task is marked out of 10</li> </ul>	
<u>HT5</u>	<ul style="list-style-type: none"> <li>1.4 Energy systems: fatigue and recovery</li> </ul>	<p>Topic 4: Sport psychology</p> <p>Students will have an understanding of the role that sports psychology has in facilitating optimal sporting performance of an individual athlete, sports teams and individuals in the teams. Students will understand the different psychological views, theories and perspectives, as indicated in the specification, and be able to apply this understanding by way of explanation to behaviours that ultimately affect sporting performance. Central to this topic will be the ongoing debate offering explanations between either nature or nurture or the interaction of both.</p> <p>4.1 Factors that can influence an individual in physical activities</p>	<ul style="list-style-type: none"> <li>Task 4.3 (Progressive Participation) provides further routes for a student to undertake continued participation in one chosen role and through progressive practises and organised performances to refine this performance. This task is marked out of 20</li> </ul> <p><b>MODERATION END OF MARCH</b></p>	<p><b>Short-term technical preparation</b></p> <p><b>Long-term technical preparation</b></p>
<u>HT6</u>	<ul style="list-style-type: none"> <li>1.4 Energy systems: fatigue and recovery</li> </ul>	<p>4.1 Factors that can influence an individual in</p>	<ul style="list-style-type: none"> <li>EXAM PREP</li> </ul>	<p><b>Fatigue and the recovery process</b></p>

		physical activities  <i>Additional exam preparation and work experience.</i>		<b>3.3 Managing elite performance</b>
--	--	--	--	---