









- coordination
- flexibility
- muscular endurance
- power
- reaction time
- speed
- strength.

**Test protocols**

How to carry out the following fitness tests:

- cardiovascular endurance / stamina (Multi-Stage Fitness Test / 12-Minute Cooper Run)
- flexibility (Sit and Reach Test)
- muscular endurance (Multi-Stage Abdominal Curl Conditioning Test)
- power (Vertical Jump Test)
- speed (30-Metre Sprint Test)
- strength (1 Rep Max Test / Hand Grip Dynamometer Test)

Skill-related components of fitness:

- agility (Illinois Agility Test)
- balance: static and dynamic (Standing Stork Test – static)
- coordination (Anderson Wall Toss Coordination Test)
- reaction time (Ruler Drop Test).

**Reasons for fitness testing**

The main reasons for carrying out fitness tests, linked to:

- suitability for different physical activities
- identifying strengths and weaknesses
- monitoring improvement
- comparison to others
- informing the design of a training programme
- motivation.

**VO2 max**

Describe and explain VO2 max and its importance as a measure of cardiovascular endurance / stamina.

Factors which affect VO2 max level:

- age
- gender
- genetics
- lifestyle
- training.

			<b>Fitness End of Topic Test</b> *****
10	3B	<b>Training Principles and Methods</b>	<p><b>Principles of training and overload</b></p> <p>How to apply SPORT and FITT to a training programme.</p> <p><b>Principles of training (SPORT):</b></p> <ul style="list-style-type: none"> <li>Specificity</li> <li>Progression</li> <li>Overload</li> <li>Reversibility</li> <li>Tedium.</li> </ul> <p><b>Principles of overload (FITT):</b></p> <ul style="list-style-type: none"> <li>▪ Frequency</li> <li>▪ Intensity</li> <li>▪ Time</li> <li>▪ Type (method of training).</li> </ul> <p>Identify the dangers of overtraining.</p> <p><b>Methods of Training</b></p> <p>The reasons for using the following training methods, including a description of each type and how to achieve the training aim.</p> <p>Continuous training:</p> <ul style="list-style-type: none"> <li>▪ advantages and disadvantages</li> <li>▪ methods to use – run, swim, cycle, row</li> <li>▪ calculating a suitable intensity for aerobic gains – 60–80% of maximal heart rate</li> <li>▪ safety considerations, e.g. footwear.</li> </ul> <p>Weight training:</p> <ul style="list-style-type: none"> <li>▪ advantages and disadvantages</li> <li>▪ methods to use (isotonically) – free weights, kettle bells, resistance machines</li> <li>▪ use of one rep. max. to calculate suitable intensity</li> <li>▪ safety considerations, e.g. spotter.</li> </ul> <p>Fartlek training:</p> <ul style="list-style-type: none"> <li>▪ advantages and disadvantages</li> <li>▪ methods to use – running, cycling (variation of speed and terrain), etc.</li> <li>▪ use of Borg scale to measure intensity</li> <li>▪ safety considerations, e.g. equipment checks.</li> </ul> <p>Plyometric training:</p>

			<ul style="list-style-type: none"> <li>▪ advantages and disadvantages</li> <li>▪ links to improvement in power</li> <li>▪ methods to use, e.g. depth jumping, hurdle jumps</li> <li>▪ safety considerations, e.g. injury prevention.</li> </ul> <p>Circuit training:</p> <ul style="list-style-type: none"> <li>▪ advantages and disadvantages</li> <li>▪ stations can be assigned to improve different components of fitness</li> <li>▪ periods of work and rest that can be manipulated for different gains</li> <li>▪ safety considerations, e.g. equipment.</li> </ul> <p>High-Intensity Interval Training (HIIT):</p> <ul style="list-style-type: none"> <li>▪ advantages and disadvantages</li> <li>▪ periods of work and rest that can be manipulated for different gains</li> <li>▪ reasons for the period of rest – removal of waste products</li> <li>▪ safety considerations, e.g. risk of overexertion.</li> </ul> <p>Altitude Training</p> <ul style="list-style-type: none"> <li>▪ The reasons for carrying out altitude training:</li> <li>▪ increase in red blood cell count</li> <li>▪ advantages with link to endurance activities</li> <li>▪ disadvantages with link to difficulties in completing the training.</li> </ul> <p><b>Warm up and Cool down</b></p> <p>The physiological and psychological reasons for a warm up and cool down.</p> <p>The phases of a warm up and cool down.</p> <p>Describe a suitable warm up and cool down related to a specific physical activity:</p> <ul style="list-style-type: none"> <li>▪ warm up – pulse raiser, stretches, familiarisation / skill-related activities</li> <li>▪ cool down – gradual decrease in pulse, stretches.</li> </ul> <p><b>Training Principles and Methods End of topic test</b> *****</p>
11	1A	Health and Diet	<p><b>Health and Wellbeing</b></p> <p>The World Health Organization (WHO) defines health as ‘a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity’.</p> <p>Physical health and well-being:</p> <ul style="list-style-type: none"> <li>▪ all body systems working well</li> </ul>

- free from illness / injury / disease
- able to carry out everyday tasks.

Mental health and well-being:

- able to cope with stress
- can control emotions
- feeling good / self-esteem.

Social health and well-being:

- essential human needs are met
- friendship and support
- having value within society
- ability to mix with other people.

Definition of fitness – the ability to cope with (or meet) the demands of the environment.

**Relationship between health and fitness**

The relationship between health and fitness, including:

- decreased fitness because of ill health, e.g. ill health can lead to an inability to train (lowering fitness)
- increased fitness despite ill health, e.g. unhealthy but able to train (increasing fitness).

The need to:

- live a healthy, active lifestyle
- eat a balanced diet
- maintain a level of fitness to help maintain health.

Exercise and fitness can have positive effects on physical, mental and social health.

**Diet and energy Sources**

The function of nutrients, including carbohydrates, fats, proteins and water.

Examples of sources of these nutrients in food.

The energy balance suitable for physical activities.

- Different energy needs for performers: males compared with females, teenagers compared with children, active lifestyles compared with sedentary lifestyles.
- Unused energy is stored as fat, which could cause obesity.

Energy is derived from food sources:

- muscle cells release energy from glucose in a process called respiration
- some glucose is converted to glycogen and stored in the muscles and liver.

**Health and Diet End of topic test**

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		<p><b>Skill Acquisition and Psychology</b></p>	<p><b>Skill and Ability</b> The difference between skill and ability.</p> <p>The factors affecting variations in skill level:</p> <ul style="list-style-type: none"> <li>▪ age and maturity</li> <li>▪ culture</li> <li>▪ motivation</li> <li>▪ anxiety</li> <li>▪ arousal conditions</li> <li>▪ facilities</li> <li>▪ environment</li> <li>▪ teaching and coaching.</li> </ul> <p><b>Skilled performance</b> The characteristics of a skilled performance, including:</p> <ul style="list-style-type: none"> <li>▪ Fluent</li> <li>▪ aesthetically pleasing</li> <li>▪ consistent</li> <li>▪ accurate</li> <li>▪ goal-directed</li> <li>▪ coordinated.</li> </ul> <p><b>Skill classification continua</b> Different types of skills, including:</p> <ul style="list-style-type: none"> <li>▪ basic and complex</li> <li>▪ fine and gross</li> <li>▪ open and closed.</li> </ul> <p>Place specific physical skills on the various continua and justify these choices.</p> <p><b>Simple Information Processing Model</b> The stages of a basic information processing model:</p> <ul style="list-style-type: none"> <li>▪ input</li> <li>▪ decision-making</li> <li>▪ output</li> <li>▪ feedback.</li> </ul> <p>Identify the role of each stage. Explain the difference between short-term and long-term memory. Apply the stages of information processing to physical activities. Explain the concept of limited channel capacity / single-channel hypothesis.</p>
11	1B	<p><b>Skill Acquisition and Psychology</b></p>	<p><b>The stages of learning</b> The characteristics of a performer at each stage of learning, naming and explaining:</p> <ul style="list-style-type: none"> <li>▪ cognitive</li> <li>▪ associative</li> </ul>

- autonomous.

### **Feedback**

The different types of feedback, naming and describing:

- intrinsic
- extrinsic
- knowledge of performance
- knowledge of results.

Explain examples of how the types of feedback may be given, e.g. extrinsic feedback from a coach.

Make links between the most appropriate types of feedback and the stages of learning:

- cognitive performers make more use of extrinsic feedback / knowledge of results
- autonomous performers can use intrinsic feedback / knowledge of performance.

Explain the importance of receiving feedback.

### **Guidance**

The different types of guidance, naming and describing:

- visual
- verbal
- manual / mechanical.

Explain examples of how the types of guidance may be given, e.g. visual guidance via demonstrations.

Make links between the most appropriate types of guidance and the different stages of learning.

### **Goal Setting**

The principles of SMARTER goal setting (Specific, Measurable, Agreed, Realistic, Time-phased, Exciting, Recorded).

Apply knowledge of goal setting to suggest appropriate use of SMARTER targets in physical activities.

Using goal setting as a means to control anxiety.

### **Motivation**

The types of motivation, naming and describing:

- intrinsic
- extrinsic.

Provide examples of intrinsic and extrinsic motivation.

			<p>Explain the effect of intrinsic motivation and extrinsic motivation and how they can be used in physical activities.</p> <p><b>Arousal</b></p> <ul style="list-style-type: none"> <li>▪ The definition of arousal.</li> <li>▪ Draw and explain the Inverted-U theory (Yerkes–Dodson law).</li> <li>▪ Explain how optimal arousal varies for different skills; e.g. fine skills require lower levels of arousal than gross skills.</li> <li>▪ Apply knowledge to explain the effects of underarousal and overarousal.</li> </ul> <p><b>Anxiety</b></p> <p>The two types of anxiety, naming and describing:</p> <ul style="list-style-type: none"> <li>▪ cognitive</li> <li>▪ somatic.</li> </ul> <p>Explain the causes of anxiety in physical activities.</p> <p>The need to combine techniques to control arousal and anxiety.</p> <p>Describe appropriate relaxation techniques, including mental rehearsal, visualisation and deep breathing.</p> <p><b>Relaxation Techniques</b></p> <p>Explain how relaxation techniques control arousal, including:</p> <ul style="list-style-type: none"> <li>▪ increased concentration</li> <li>▪ controlled breathing</li> <li>▪ reduced heart rate.</li> </ul> <p><b>Personality Types</b></p> <ul style="list-style-type: none"> <li>● The terms introvert and extrovert.</li> <li>● Describe the typical characteristics of introvert and extrovert personality types.</li> <li>● Suggest physical activities usually adopted by introvert and extrovert personality types.</li> </ul> <p><b>End Of Topic Test for Skill Acquisition and Psychology</b></p>
11	2A	<p>All topics learnt thus far</p> <p><b>Social, cultural and ethical influences</b></p>	<p><b>GCSE PE MOCK EXAM (under exam conditions will take place during this half term)</b></p> <p><b>Leisure and Recreation</b></p> <p>The terms:</p> <ul style="list-style-type: none"> <li>▪ leisure time</li> <li>▪ (physical) recreation</li> <li>▪ play</li> <li>▪ sport.</li> </ul>

Identify and explain factors that influence what recreational activities people do during leisure time:

- age
- interests
- social circumstances
- family influences
- peer influences
- facilities available
- area where you live, e.g. geography / culture / tradition.

#### **Growth in Leisure activities**

The factors that influence growth in leisure activities:

- increase in leisure time
- advances in technology
- improvements in healthcare
- better health awareness
- more leisure facilities
- reduced cost of equipment
- improvements in travel methods
- wider media coverage.

#### **Sport development pyramid**

The characteristics of each level of the sports development pyramid:

- elite (highest)
- performance
- participation
- foundation (lowest).

#### **Sponsorship**

The types of sponsorship:

- financial support
- clothing / footwear / equipment
- provision of specialist facilities.

Advantages and disadvantages of sponsorship to:

- the performer or team
- the sponsor
- the sport or event
- the audience / spectators.

#### **Media**

The types of media coverage:

- television
- internet and social media
- print
- radio.

The advantages and disadvantages of media coverage to:

- the performer
- the sport or event
- the audience / spectators.

### **Global Events**

The advantages of being a host nation:

- stadia and training facilities
- home advantage
- increase in national pride
- improved tourism
- increased employment
- legacy implications
- infrastructure.

### **Professional and Amateur Performers**

The difference between being a professional and an amateur:

- traditional differences
- increased blurring between professional and amateur status
- both amateurs and professionals competing at the Olympic Games.

### **Technology**

The use of technology in sport, including:

- decision-making by officials, e.g. in tennis, football and rugby
- recording time and distance, e.g. in athletics
- enhancing performance, e.g. in cycling.

The positive and negative impact of technology on:

- officials
- performers
- the audience / spectators
- the sport or event.

The factors that affect access to physical activity:

- age
- gender
- disability
- social and cultural influences.

### **Factors affecting access and participation in physical activities**

The factors that affect participation:

- access
- discrimination
- education
- environment and climate
- family
- financial considerations
- media coverage

			<ul style="list-style-type: none"> <li>▪ role models</li> <li>▪ time and work commitments.</li> </ul> <p>Explain strategies to increase participation and overcome barriers (promotion, provision and access).</p> <p><b>Social, cultural and ethical influences End of Topic Test</b></p> <p>*****</p>
11	2B	<b>Drugs, Sportsmanship &amp; Gamesmanship, Risk and Injuries</b>	<p><b>Performance Enhancing Drugs (PEDs)</b></p> <ul style="list-style-type: none"> <li>▪ The reasons why some performers use prohibited performance-enhancing drugs, including:</li> <li>▪ to enhance performance</li> <li>▪ to keep up with the competition</li> <li>▪ fame and increased wealth.</li> </ul> <p>The types of PEDs and their effects:</p> <ul style="list-style-type: none"> <li>▪ anabolic steroids – increase muscle mass</li> <li>▪ beta blockers – reduce anxiety</li> <li>▪ stimulants – increase alertness</li> <li>▪ diuretics – weight loss.</li> </ul> <p>The role of organising bodies in preventing and reducing the use of PEDs:</p> <ul style="list-style-type: none"> <li>▪ types of testing</li> <li>▪ reasons for banning drugs.</li> </ul> <p>Suggest physical activities in which these PEDs could give an advantage.</p> <p><b>The disadvantages of PEDs, including:</b></p> <ul style="list-style-type: none"> <li>▪ health implications</li> <li>▪ financial penalty</li> <li>▪ public humiliation</li> <li>▪ disqualification or being banned</li> <li>▪ effect on other competitors.</li> </ul> <p>The negative consequences of drugs scandals.</p> <p><b>Blood Doping</b></p> <p>The reasons why some performers use blood doping.</p> <p>How blood doping is carried out.</p> <p>The effects of blood doping on performance.</p> <p>The potential side effects of blood doping.</p> <p><b>Sportsmanship and Gamesmanship</b></p> <p>The terms sportsmanship and gamesmanship, including:</p> <ul style="list-style-type: none"> <li>▪ how sportsmanship can be displayed</li> <li>▪ how gamesmanship can be displayed.</li> </ul>

		<p>Revision of Past Topics</p>	<ul style="list-style-type: none"> <li>▪ Examples of sportsmanship and gamesmanship in physical activities.</li> </ul> <p><b>Risk</b> The difference between real risk and perceived risk. Identify examples of real and perceived risks.</p> <p><b>Risk Assessment</b> Risks in different environments, including indoor sports halls, playing fields, swimming pools, artificial surfaces.</p> <p>Strategies to reduce the risk and severity of injury in physical activities:</p> <ul style="list-style-type: none"> <li>▪ protective clothing and equipment</li> <li>▪ appropriate clothing and footwear</li> <li>▪ lifting and carrying equipment safely</li> <li>▪ maintaining hydration</li> <li>▪ use of warm up and cool down</li> <li>▪ following rules</li> <li>▪ suitable level of competition.</li> </ul> <p>Potential causes of, and simple treatments for, the following minor injuries:</p> <ul style="list-style-type: none"> <li>▪ winding</li> <li>▪ simple cuts or grazes</li> <li>▪ blisters.</li> </ul> <p>Explain the causes of bruises, muscle, tendon and ligament injuries and the RICE method for treating these injuries.</p> <p><b>Drugs, Sportsmanship &amp; Gamesmanship, Risk and Injuries End of Topic Test</b> *****</p> <p><b>GCSE PE MOCK EXAM</b></p> <p>Revision</p>
11	3A	Revision of Past Topics	<p>Revision in preparation for Final Exam</p> <p><b>FINAL GCSE PE EXAMINATION</b></p>