



Year 11 Curriculum Overview

Rationale: The Year 11 GCSE PE curriculum is designed to further deepen students understanding of the physical factors affecting performance as well as widening the students' knowledge of psychological and sociocultural theoretical components of sports science. The year 11 programme gives further breadth to the curriculum covered in year 10 and prepares students for level 3 studies in either A level PE or BTEC Sport.

Component 1 of the GCSE programme (the physical factors that affect performance in sport) is revisited in year 11 to deepen knowledge and students begin to explore more psychological theories and sociocultural issues affecting participation and performance.

Alongside the development of theoretical knowledge, students begin to focus on the team and individual sports they will use for their final practical assessments (three activities in total) and complete their performance logs to evidence the level of competition they perform at in each of these sports.

Term	Outline	Assessment/ Teacher Feedback Opportunities	Homework and Literacy resources
Half Term 1	<p>In the first half term of year 11 students complete their 'Analysing and Evaluating Performance' (AEP) Non-Examined Assessment (NEA). This synoptic component of the course draws on the knowledge, understanding and skills a student has learnt and requires them to analyse and evaluate their own or a peer's performance in one activity before designing an action plan to improve performance.</p> <p>The AEP element of the Non-Examined Assessment (NEA) is worth 10% of the final grade for GCSE PE.</p>	<p>Students NEA is assessed internally in line with the OCR Guide to Non-Examined Assessment (https://www.ocr.org.uk/Images/234827-gcse-guide-to-non-exam-assessment.pdf). Internal assessment decisions are later externally moderated by OCR so no grades are shared with students in the Autumn term until external moderation is complete.</p>	<p>Homework: Homework this half term involves students completing research on skills in their chosen sport, drills and practices that can be used in their action plan and revision of all topics to date so that they can be applied to their NEA.</p> <p>Optional Homework: Summary of NEA task: NEA GCSE PE - YouTube</p> <p>Supporting resources for NEA: Performance analysis - GCSE Physical Education Revision - OCR - BBC Bitesize</p>

<p>Half Term 2</p>	<p>In the second half term of year 11 students complete the psychological element of the programme by studying different types of guidance and feedback that performers can receive and how this can be used to improve performance. Students then begin to turn their attention to the sociocultural influences in sport and society and they specifically develop their knowledge of engagement patterns of different social groups in physical activity and sport as well as considering the impact that commercialism has had on sport. They learn about the impact of the media and sponsorship and how this has led to the commercialisation of sport over recent years.</p>	<p>Internal assessment based on past exam questions on the psychological topics of the programme.</p> <p>Mock exam covering all content for paper 1 and some for paper 2 (psychology and sociocultural) to date.</p>	<p>Homework: Homework this half term focusses on students distilling key terminology and learning points through the use of worksheets, exam style questions and knowledge organisers.</p> <p>Optional Homework: Students can access past paper examination questions and markschemes on the OCR website to help them prepare for the mock examinations: https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/</p> <p>Guidance revision: https://www.bbc.co.uk/bitesize/guides/zymq6fr/revision/1</p> <p>Guidance revision: https://www.youtube.com/watch?v=ZQUuP6-0B0o</p> <p>Feedback revision: https://www.bbc.co.uk/bitesize/guides/zx84wxs/revision/1</p> <p>Feedback revision: https://www.youtube.com/watch?v=C9MJSisUfMA</p> <p>Engagement patterns of social groups revision: Participation in sport and influencing factors - Social groupings and participation in sport - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize</p> <p>Engagement patterns of social groups revision: https://www.youtube.com/watch?v=Y2KkjYykLg</p>
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Half Term 3	<p>Students further develop their knowledge of the sociocultural influences in sport as they learn about how sport has been effected by deviance and they develop their knowledge of violence, drugs and ethics in sport. In the spring half term students also complete their final practical assessments and hand in any video footage of off-site sports that they compete in, as well as their completed performance logs for the three sports they will submit for their final practical assessment.</p>	<p>Internal assessment based on past exam questions on the topics relating sociocultural influences in sport.</p>	<p>Homework: Homework includes creative activities such as replying to fictional athlete text messages to educate them about the use of performance enhancing drugs in sports. In the topic of violence students begin to develop their ability to complete essay style exam questions using writing frames known as structure strips. As for all topics, students use 'distilling' throughout to identify key terminology and learning points through the use of worksheets, exam style questions and knowledge organisers.</p> <p>Optional Homework: Ethics, deviance and drugs in sport: Sporting behaviour - sportsmanship - Ethical factors in sports - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize</p> <p>Ethics, deviance and drugs in sport: https://www.youtube.com/watch?v=9fRjwFDS4Ik</p>

<p>Half Term 4</p>	<p>In the latter part of the Spring term students revisit the topics of health, fitness and wellbeing where they consider the implications of a sedentary lifestyle, which allows them to reflect on their prior knowledge from the body systems in year 10. They learn about physical, emotional and social implications associated with a sedentary lifestyle and how these can be avoided with a healthy, balanced lifestyle. Students then return to look at diet and nutrition which they developed a foundation knowledge of in year 10. They learn more about the components of a balanced diet and the functions of different food groups. They also look at the importance of hydration and the impact hydration can have on sports performance.</p>	<p>Internal assessment based on past exam questions from all of paper 2.</p>	<p>Homework: This half term students focus on examination technique because they have studied all of these topics before. Students focus on analysing what exam questions are asking for through the completion of past paper examination questions.</p> <p>Optional Homework: Health and wellbeing revision: Ensuring wellbeing through fitness and exercise - Health and wellbeing in sport - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize</p> <p>Health and wellbeing revision: https://www.youtube.com/watch?v=eLWAtTMlkoc</p> <p>Health and wellbeing revision: https://www.youtube.com/watch?v=fUihO0AW2wA Sedentary Lifestyles: Physical activity levels - moderate and vigorous intensity - Sedentary lifestyles - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize</p> <p>Diet and Nutrition: Energy balance equation and question - Diet and nutrition - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize</p> <p>Diet and Nutrition: https://www.youtube.com/watch?v=dLGMYgYHMkl</p> <p>Diet and Nutrition: https://www.youtube.com/watch?v=Nd4Dr5WZcJw</p>
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<p>Half Term 5</p>	<p>By the time students reach the summer term they have covered all of the content for the programme at least once and have completed all of the Non-Examined Assessments which together are worth 40% of the overall grade.</p> <p>Students spend the remainder of the year revisiting prior learning, revising to help retain the knowledge for the terminal examination and practicing exam technique.</p>	<p>Ongoing completion of past exam questions in preparation for terminal exams.</p>	<p>Homework:</p> <p>This half term students focus on analysing what exam questions are asking for through the completion of past paper examination questions.</p> <p>Students can access past paper examination questions and markschemes on the OCR website to help them prepare for the final examinations: https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/</p> <p>Optional Homework:</p> <p>Resources to support with exam technique: Exam question terminology - command verbs and terms - Exam techniques - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize</p> <p>Sample questions and answers: Exam skills - applied anatomy and physiology practice questions - Sample exam questions - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize</p> <p>Quizlet GCSE PE resources: GCSE Physical Education Revision Quizlet</p>
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Across the year (up until final practical assessments take place in March) and alongside the above theoretical studies, students engage in a range of practical activities taken from the OCR Guide to Non-Examined Assessment (<https://www.ocr.org.uk/Images/234827-gcse-guide-to-non-exam-assessment.pdf>). The sports studied each year vary depending on the interests and characteristics of the cohort but tend to include sports such as: netball, basketball, football, rugby, table tennis, badminton, handball, and athletics. Students develop the necessary knowledge and skills to successfully participate in each activity; this knowledge will include applicable rules and regulations, tactics and strategies, team formations (where appropriate) and safety considerations. Students are assessed (in line with the guidance in the OCR Guide to Non-Examined Assessment) in all sports studied and their best three marks (including at least one team and one individual sport) are submitted as their final practical score at the end of the two year programme. The practical element of the Non-Examined Assessment (NEA) is worth 30% of the final grade.