



# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Physical Education Scheme of Learning

### Year 11 GSCE Term 4

#### Intent – Rationale

Students build on their knowledge of ethical issues and develop their application in response to examination questions. They will use planning strategies to improve their written answers, particularly in long answer questions where extended prose is required.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Socio-cultural issues - Term 3 Psychology in sport	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• A level PE studies</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
•	<ul style="list-style-type: none"> <li>• BV2</li> <li>• M</li> <li>• SO</li> <li>• C</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>• Please fill this in with your own suggestions alternatively the LRC team will provide some suggested titles/links</li> </ul>	•



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## Physical Education Scheme of Learning

### Year 11 GCSE PE Term 4

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><b>Know</b></p> <p>Know the key terms relating to player’s conduct. Know the key terms relating to ethical issues. Know which benefits might make PED’s enticing for performers. Understand the positive and negative effects of spectators at events. Know reasons for hooliganism. Know the command words and what is expected in an answer.</p> <p style="text-align: center;"><b>Apply</b></p> <p>Give sport specific examples of players conduct. Be able to explain which PED’s may be used by specific performers. Know various strategies that have been put in place to prevent and combat hooliganism. Be able to apply understanding to examination questions.</p> <p style="text-align: center;"><b>Extend</b></p> <p>Evaluate the impact of players conduct on society. Be able to identify advantages and disadvantages of PED’s. Be able to evaluate the impact taking PED’s has on the performer and the sport. Be able to justify the effectiveness of combative strategies used to prevent hooliganism. Be able to apply understanding to a range of examination questions using a selection of evaluative and justification techniques.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p><b>Language for learning</b></p> <p><b>Anabolic steroids</b> Artificially produced male hormones mimicking testosterone. They promote muscle and bone growth, and reduce recovery time. Often used by power athletes, eg sprinters.</p> <p><b>Beta blockers</b> Drugs that are used to steady nerves by controlling heart rate. They have a calming and relaxing effect.</p> <p><b>(Blood) doping</b> Defined by World Anti-Doping Agency (WADA) as the misuse of techniques and/or substances to increase one's red blood cell count.</p> <p><b>Contract to compete</b> Unwritten agreement to follow and abide by the written and unwritten rules.</p> <p><b>Diuretic drugs</b> Drugs that remove fluid from the body, elevating the rate of bodily urine excretion.</p> <p><b>Embolism</b> Blockage of a blood vessel.</p> <p><b>Erythropoietin (EPO)</b> A type of peptide hormone that increases the red blood cell count.</p> <p><b>Etiquette</b> A convention or unwritten rule in an activity. It is not an enforceable rule but it is usually observed.</p> <p><b>Gamesmanship</b></p>	<ul style="list-style-type: none"> <li>• Extended answer questions used to assess knowledge and the ability to apply it.</li> <li>• Low stakes quizzes</li> <li>• Examination questions used with mark schemes.</li> </ul>



Attempting to gain an advantage by stretching the rules to their limit, eg time wasting.

**Heart attack**

It occurs when the flow of oxygen-rich blood to a section of heart muscle suddenly becomes blocked.

**Hooliganism**

Disorderly, aggressive and often violent behaviour by spectators at sporting events.

**Home field advantage**

Gaining an advantage in a sporting event from being in familiar surroundings, with the majority of the spectators supporting you.

**Level playing field**

The same for all competitors.

**Narcotic analgesics**

Drugs that can be used to reduce the feeling of pain.

**Peptide hormones**

Drugs that stimulate the production of naturally occurring hormones (eg EPO), which increase red blood cell count/oxygen carrying capacity.

**Stimulants**

Drugs that have an effect on the central nervous system, ie they increase mental and/or physical alertness.

**Viscosity**

Thickening of the blood.

**Command words:**

- Analyse - Separate information into components and identify their characteristics.
- Apply - Put into effect in a recognised way.
- Calculate - Work out the value of something.
- Compare - Identify similarities and or differences. Complete Finish a task by adding to given information.
- Consider - Review and respond to given information.
- Define - Specify meaning.
- Describe - Set out characteristics.
- Discuss - Present key points about different ideas or strengths and weaknesses of an idea.
- Evaluate - Judge from available evidence.
- Explain - Set out purposes or reasons.
- Identify - Name or otherwise characterise.
- Illustrate - Present clarifying examples.
- Interpret - Translate information into recognisable form.
- Justify - Support a case with evidence.
- Outline - Set out main characteristics.
- Suggest - Present a possible case/solution.

State - Express clearly and briefly.



## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
<i>Conduct of performers</i>	Know the key terms relating to player's conduct	Evaluate the impact of players conduct on society	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\17 - Conduct of performers
Performance Enhancing Drugs	Know the key terms relating to ethical issues	Be able to identify advantages and disadvantages of PED's	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\18 -Performance Enhancing Drugs
Performance Enhancing Drugs	Know which benefits might make PED's enticing for performers	Be able to evaluate the impact taking PED's has on the performer and the sport	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\18 -Performance Enhancing Drugs
<i>Spectator behaviour &amp; Hooliganism</i>	Understand the <b>positive</b> and <b>negative</b> effects of spectators at events.	Know various <b>strategies</b> that have been put in place to prevent and combat hooliganism	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\19 - Spectators & Hooliganism
<i>Spectator behaviour &amp; Hooliganism</i>	Know <b>reasons</b> for hooliganism	Be able to justify the effectiveness of combative strategies used to prevent hooliganism.	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\19 - Spectators & Hooliganism
<i>Examination preparation – Skill to feedback</i>	Know the definitions of key terminology and be able to use knowledge to develop responses on sports psychology topics	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of sports psychology topics	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
<i>Examination preparation – Arousal &amp; Stress</i>	Know the definitions of key terminology and be able to use knowledge to develop responses on arousal and stress	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of arousal and stress	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
<i>Examination preparation – Personality &amp; participation</i>	Know the definitions of key terminology and be able to use knowledge to develop responses on personality and participation	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of personality and participation	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
<i>Examination preparation – commercialisation &amp; technology</i>	Know the definitions of key terminology and be able to use knowledge to develop responses on commercialisation and technology	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of commercialisation and technology	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision