



Making Progress

GCSE PE

	1.Applied Anatomy and Physiology	2.Socio-Cultural Studies and Sports Psychology	Practical Performance	AEP (coursework)
F to W	N/A	N/A	N/A	N/A
W to I	<p>1.1.a. The structure and function of the skeletal system</p> <ul style="list-style-type: none"> know the name and location of the following bones in the human body: cranium, vertebrae, ribs, sternum, clavicle, scapula, pelvis, humerus, ulna, radius, carpals, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals, metatarsals know the following hinge joints: knee, articulating bones, femur, tibia; elbow, articulating bones, humerus, radius, ulna know the following ball and socket joints: shoulder, articulating bones, humerus, scapula, hip, articulating bones, pelvis, femur Functions of the skeleton; understand and be able to apply examples of how the skeleton provides or allows: support, posture, protection, movement, blood cell production, storage of minerals Know the definition of a synovial joint Know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport: -flexion, extension Know the types of movement at ball and socket joints and be able to apply 	<p>2.2.a. Engagement patterns of different social groups in physical activities and sports</p> <p>Physical activity and sport in the UK</p> <ul style="list-style-type: none"> be familiar with current trends in participation in physical activity and sport: <ul style="list-style-type: none"> using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS) of different social groups in different physical activities and sports understand how different factors can affect participation, including: age, gender, ethnicity, religion/culture, family, education, time/work commitments, cost/disposable income, disability, opportunity/access, discrimination, environment/climate, media coverage, role models understand strategies which can be used to improve participation: promotion, provision, access be able to apply examples from physical activity/sport to participation issues 	<p>For 1 Sport show all of the following:</p> <p>Range of skills</p> <ul style="list-style-type: none"> demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations few, if any of the advanced skills for the activity are attempted <p>Quality of Skills</p> <ul style="list-style-type: none"> core skills are performed inconsistently and with limited accuracy, control and fluency any advanced skills attempted are performed with little success <p>Physical Attributes</p> <ul style="list-style-type: none"> demonstrates limited physical fitness and psychological control during performance <p>Decision Making</p> <ul style="list-style-type: none"> rarely applies team strategies/ tactics/compositional ideas demonstrating little understanding of the activity demonstrates little awareness of the rules/regulations of the activity during performance 	<p>Evaluation</p> <ul style="list-style-type: none"> evaluates the strengths and weaknesses of their own/a peer's physical fitness, with limited accuracy, they may use appropriate tests for each component of fitness <p>Analysis</p> <ul style="list-style-type: none"> gives little or no justification in their analysis of the importance of the different components of fitness for their chosen activity <p>Overview</p> <ul style="list-style-type: none"> gives an overview of few key skills required for their chosen activity <p>Assessment</p> <ul style="list-style-type: none"> makes some attempt to assess their own strengths and weaknesses for their chosen activity <p>Action Plan</p> <p>The learner produces a very limited action plan containing:</p> <ul style="list-style-type: none"> limited identification of the skill/component of fitness being improved with very limited justification based on their analysis of performance a limited understanding of the principles of training

	<p>them to examples from physical activity/sport: flexion, extension, rotation, abduction, adduction, circumduction</p> <ul style="list-style-type: none"> • Know the roles of: ligament, cartilage, tendons 		<ul style="list-style-type: none"> • demonstrates little awareness for the safety of themselves and others • demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • rarely communicates with other player(s)/performer(s) (team activities only) 	<ul style="list-style-type: none"> • few drills and practices • limited evidence of SMART goal setting is present • overall understanding of the element chosen to improve is very limited
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