

<b>Year 11</b> <b>PE</b>			
<b>1</b> <b>Applied Anatomy and Physiology</b>	<ul style="list-style-type: none"> <li>• Recognise components and structure of each body system</li> <li>• Identify functions of each body system</li> <li>• State how each system works together to create movement</li> <li>• State effects of exercise on the body</li> </ul>	<ul style="list-style-type: none"> <li>• Understand components and structure of each body system</li> <li>• Explain functions of each body system</li> <li>• Explain how each system works together to create movement</li> <li>• Explain immediate, short-term and long-term effects of exercise on the body</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge and understanding of body systems to practical examples</li> <li>• Provide specific sporting examples of the body systems working together to create movement</li> <li>• Apply knowledge of effects of exercise to different sporting examples</li> </ul>
<b>2</b> <b>Socio-Cultural Influences</b>	<ul style="list-style-type: none"> <li>• Identify the different types of social groups</li> <li>• Define commercialisation, media, sponsorship and technology</li> <li>• Know the categories of prohibited substances, including the basic positive and negative side effects</li> <li>• Define etiquette, sportsmanship, gamesmanship and contract to compete</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the factors that contribute to engagement patters</li> <li>• Explain the relationship between sports sponsorship and the media</li> <li>• Understand which performers may decide to use PEDs</li> <li>• Explain the positive and negative influences of spectator behaviour at matches/events</li> </ul>	<ul style="list-style-type: none"> <li>• Justify the links between each factor and their relevance to engagements patters of the social groups</li> <li>• Justify the impact of sponsorship, media and technology on the performer, sport, official, spectator and sponsor</li> <li>• Justify the advantages and disadvantages for the performer/sport of taking PEDs</li> <li>• Evaluate the effectiveness of strategies used to combat hooliganism</li> </ul>
<b>3</b> <b>Movement Analysis</b>	<ul style="list-style-type: none"> <li>• To know what first, second and third class lever systems are</li> <li>• To be able to identify basic movements</li> <li>• To know 3 planes of movements and 3 axes of rotation</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how to draw linear versions of a lever</li> <li>• To describe basic movements at joints</li> <li>• To understand and explain each plane of movement and axes of rotation</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how to draw linear versions of a lever, explaining the advantage of the positions of the fulcrum, load and effort</li> <li>• To understand how each type of movement relates to a skill</li> <li>• To be able to relate each axes to a sporting example providing an explanation</li> </ul>
<b>4</b> <b>Practical Sport</b>	<ul style="list-style-type: none"> <li>• Technique shows consistency, however breaks down in challenging situations. Competence is shown in conditioned practice.</li> <li>• Effective strategies are used, sometimes producing intended outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed technique shows sustained positive outcomes. Confidence is shown in conditioned and competitive situations.</li> <li>• Complex strategies are used, often producing intended outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced techniques are used regularly and successfully in demanding situations. Conditioned and competitive situations are performed with excellence.</li> <li>• Performer shows strategic influence over the performance, almost always producing intended results/outcomes.</li> </ul>