PE (GCSE) Assessment Levels

LEVEL		9		8+	8	8-	7+	7	7-	6+	6	6-	5+	5	5-	4+	4	4-	3+	3	3-	2+	2	2-	1+	1	1-
PERCENTAGE	100%	100%	100%	98-99	94-97	90-93	88-89	84-87	80-83	78-79	74-77	71-73	70	69	68	67	64-66	60-63	58-59	54-57	50-53	48-49	44-47	40-43	35-39	30-34	28-30
GRADE	A*			A*			A			B+	B	B-	B-	C+	C+	C	C	C-	D+	D	D-	E+	E	E-	F+	F	G
1.2.1 - Physical Activity and your Healthy Mind and Body	**Students are able to do 100% of the following:** describe the different body types (somatypes): endomorph, mesmomorph and ectomorph and explain the effect each can have on participation and performance, including identifying activities where different body types are an advantage outline why, and how, expected and optimum weight varies according to height, gender, bone structure and muscle girth, and explain how this may affect participation, and performance, in physical activity explain the terms: anorexic, obese, overfat, overweight and underweight and explain how they may impact on achieving a sustained involvement in physical activity explain the effects of smoking and alcohol on general health and on physical activity. Know about different categories of drugs:performance enhancing (anabolic steroids, beta blockers, diuretics, narcotic analgesics, stimulants, peptide hormones – including erythropoietin/EPO) recreational (alcohol, nicotine/smoking) the effects they may have on health, wellbeing and physical performance and why some performers might risk using them identify risks associated with participation in physical activities, and explain how to reduce these risks to better maintain wellbeing (warming-up/cooling-down, checking equipment and facilities, personal readiness/PAR-Q, balanced competition, adherence to rules, correct clothing).			**Students are able to do 90 to 99% of the following:** describe the different body types (somatypes): endomorph, mesmomorph and ectomorph and explain the effect each can have on participation and performance, including identifying activities where different body types are an advantage outline why, and how, expected and optimum weight varies according to height, gender, bone structure and muscle girth, and explain how this may affect participation, and performance, in physical activity explain the terms: anorexic, obese, overfat, overweight and underweight and explain how they may impact on achieving a sustained involvement in physical activity explain the effects of smoking and alcohol on general health and on physical activity. 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Healthy Active Lifestyle and your Cardiovascular System	**Students are able to do 100% of the following:** exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (increased heart rate, systolic/diastolic blood pressure, increased blood pressure) effects of regular participation in – and long-term effects of participation in – exercise and physical activity (cardiac output HR x SV = CO), decreased resting heart rate, faster recovery, increased stroke volume, increased size of heart, effects on blood pressure, healthy veins and arteries) rest (rest required for adaptation to take place, time for recovery before next exercise session) diet (effects on blood pressure and cholesterol – HDL and LDL) recreational drugs			**Students are able to do 90 to 99% of the following:** exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (increased heart rate, systolic/diastolic 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1.2.2 - A	(effects of alcohol and smoking/nicotine on blood pressure).	(effects of alcohol and smoking/nicotine on blood pressure).	(effects of alcohol and smoking/nicotine on blood pressure).	(effects of alcohol and smoking/nicotine on blood pressure).	(effects of alcohol and smoking/nicotine on blood pressure).	(effects of alcohol and smoking/nicotine on blood pressure).	(effects of alcohol and smoking/nicotine on blood pressure).	(effects of alcohol and smoking/nicotine on blood pressure).	(effects of alcohol and smoking/nicotine on blood pressure).
1.2.3 - A Healthy Active Lifestyle and your Respiratory System	**Students are able to do 100% of the following:** exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (increased breathing rate, increased depth of breathing, oxygen debt) effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased lung capacity/volume and vital capacity) recreational drugs (effect of smoking/nicotine on the alveoli-gaseous exchange).	**Students are able to do 90 to 99% of the following:** exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (increased breathing rate, increased depth of breathing, oxygen debt) effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased lung capacity/volume and vital capacity) recreational drugs (effect of smoking/nicotine on the alveoli-gaseous exchange).	**Students are able to do 100% of the following:** exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (increased breathing rate, increased depth of breathing, oxygen debt) effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased lung capacity/volume and vital capacity) recreational drugs (effect of smoking/nicotine on the alveoli-gaseous exchange).	**Students are able to do 70-79% of the following:** exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (increased breathing rate, increased depth of breathing, oxygen debt) effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased lung capacity/volume and vital capacity) recreational drugs (effect of smoking/nicotine on the alveoli-gaseous exchange).	**Students Students are able to do 68 70% of the following:** exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (increased breathing rate, increased depth of breathing, oxygen debt) effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased lung capacity/volume and vital capacity) recreational drugs (effect of smoking/nicotine on the alveoli-gaseous exchange).	**Students are able to do 60-67% of the following:** exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (increased breathing rate, increased depth of breathing, oxygen debt) effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased lung capacity/volume and vital capacity) recreational drugs (effect of smoking/nicotine on the alveoli-gaseous exchange).	**Students are able to do 50-59% of the following:** exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (increased breathing rate, increased depth of breathing, oxygen debt) effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased lung capacity/volume and vital capacity) recreational drugs (effect of smoking/nicotine on the alveoli-gaseous exchange).	**Students are able to do 40-49% of the following:** exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (increased breathing rate, increased depth of breathing, oxygen debt) effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased lung capacity/volume and vital capacity) recreational drugs (effect of smoking/nicotine on the alveoli-gaseous exchange).	**Students are able to do 28-39% of the following:** exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (increased breathing rate, increased depth of breathing, oxygen debt) effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased lung capacity/volume and vital capacity) recreational drugs (effect of smoking/nicotine on the alveoli-gaseous exchange).
1.2.4 - A Healthy Active Lifestyle and your Muscular System	**Students are able to do 100% of the following:** role of muscular system during physical activity major muscle roups that benefit from particular types of physical activity (deltoid, trapezius, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, gluteals, gastrocnemius) role of mucles in movement (antagonist and antagonist pairs) exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (isometric and isotonic contractions, responses – increased fuel/energy demands, lactic acid, muscle fatigue) effects of regular participation in – and long-term effects of participation in – exercise and physical activity (adaptations – increased strength and size/hypertrophy) the potential for injuries such as muscle strain and muscle atrophy (due to injury and inactivity), and their treatment using common techniques rest (rest required for adaptation to take place, time for recovery before next exercise session) diet (effects of protein in building and repairing muscles) performance enhancing drugs (use of steroids to aid muscle building and recovery).	**Students are able to do 90 to 99% of the following:** role of muscular system during physical activity major muscle roups that benefit from particular types of physical activity (deltoid, trapezius, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, gluteals, gastrocnemius) role of mucles in movement (antagonist and antagonist pairs) exercise and physical activity immediate and short-term effects of participation in exercise and physical activity (isometric and isotonic contractions, responses – increased fuel/energy demands, lactic acid, muscle fatigue) effects of regular participation in – and long-term effects of participation in – exercise and physical activity (adaptations – increased strength and size/hypertrophy) the potential for injuries such as 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potential for injuries such as muscle strain and muscle atrophy (due to injury and inactivity), and their treatment using common techniques rest (rest required for adaptation to take place, time for recovery before next exercise session) diet (effects of protein in building and repairing muscles) performance enhancing drugs (use of steroids to aid muscle building and recovery).
yle and your Skeletal System	**Students are able to do 100% of the following:** role of skeletal system during physical activity function of skeletal system for movement, support and protection during physical activity ranges of movement at hinge joint at elbow and knee, ball and socket joint at shoulder during physical activity (flexion, extension, rotation, abduction, adduction) exercise and physical activity effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased bone density and strength of ligaments	**Students are able to do 90 to 99% of the following:** role of skeletal system during physical activity function of skeletal system for movement, support and protection during physical activity ranges of movement at hinge joint at elbow and knee, ball and socket joint at shoulder during physical activity (flexion, extension, rotation, abduction, adduction) exercise and physical activity effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased bone density and strength of ligaments	**Students are able to do 100% of the following:** role of skeletal system during physical activity function of skeletal system for movement, support and protection during physical activity ranges of movement at hinge joint at elbow and knee, ball and socket joint at shoulder during physical activity (flexion, extension, rotation, abduction, adduction) exercise and physical activity effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased bone density and strength of ligaments	**Students are able to do 70-79% of the following:** role of skeletal system during physical activity function of skeletal system for movement, support and protection during physical activity ranges of movement at hinge joint at elbow and knee, ball and socket joint at shoulder during physical activity (flexion, extension, rotation, abduction, adduction) exercise and physical activity effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased bone density and strength of ligaments	**Students Students are able to do 68 70% of the following:** role of skeletal system during physical activity function of skeletal system for movement, support and protection during physical activity ranges of movement at hinge joint at elbow and knee, ball and socket joint at shoulder during physical activity (flexion, extension, rotation, abduction, adduction) exercise and physical activity effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased bone density and strength of ligaments	**Students are able to do 60-67% of the following:** role of skeletal system during physical activity function of skeletal system for movement, support and protection during physical activity ranges of movement at hinge joint at elbow and knee, ball and socket joint at shoulder during physical activity (flexion, extension, rotation, abduction, adduction) exercise and physical activity effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased bone density and strength of ligaments	**Students are able to do 50-59% of the following:** role of skeletal system during physical activity function of skeletal system for movement, support and protection during physical activity ranges of movement at hinge joint at elbow and knee, ball and socket joint at shoulder during physical activity (flexion, extension, rotation, abduction, adduction) exercise and physical activity effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased bone density and strength of ligaments	**Students are able to do 40-49% of the following:** role of skeletal system during physical activity function of skeletal system for movement, support and protection during physical activity ranges of movement at hinge joint at elbow and knee, ball and socket joint at shoulder during physical activity (flexion, extension, rotation, abduction, adduction) exercise and physical activity effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased bone density and strength of ligaments	**Students are able to do 28-39% of the following:** role of skeletal system during physical activity function of skeletal system for movement, support and protection during physical activity ranges of movement at hinge joint at elbow and knee, ball and socket joint at shoulder during physical activity (flexion, extension, rotation, abduction, adduction) exercise and physical activity effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased bone density and strength of ligaments

1.2.5 - A Healthy Active Lifest	density and strength of ligaments and tendons) importance of weight-bearing exercise (exercises such as walking, running, tennis and aerobics) to prevent osteoporosis the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage), and their treatment using common techniques such as RICE (rest, ice, compression, elevation) diet (effect of calcium and vitamin D on bones).	density and strength of ligaments and tendons) importance of weight-bearing exercise (exercises such as walking, running, tennis and aerobics) to prevent osteoporosis the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage), and their treatment using common techniques such as RICE (rest, ice, compression, elevation) diet (effect of calcium and vitamin D on bones).	density and strength of ligaments and tendons) importance of weight-bearing exercise (exercises such as walking, running, tennis and aerobics) to prevent osteoporosis the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage), and their treatment using common techniques such as RICE (rest, ice, compression, elevation) diet (effect of calcium and vitamin D on bones).	density and strength of ligaments and tendons) importance of weight-bearing exercise (exercises such as walking, running, tennis and aerobics) to prevent osteoporosis the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage), and their treatment using common techniques such as RICE (rest, ice, compression, elevation) diet (effect of calcium and vitamin D on bones).	density and strength of ligaments and tendons) importance of weight-bearing exercise (exercises such as walking, running, tennis and aerobics) to prevent osteoporosis the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage), and their treatment using common techniques such as RICE (rest, ice, compression, elevation) diet (effect of calcium and vitamin D on bones).	density and strength of ligaments and tendons) importance of weight-bearing exercise (exercises such as walking, running, tennis and aerobics) to prevent osteoporosis the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage), and their treatment using common techniques such as RICE (rest, ice, compression, elevation) diet (effect of calcium and vitamin D on bones).	density and strength of ligaments and tendons) importance of weight-bearing exercise (exercises such as walking, running, tennis and aerobics) to prevent osteoporosis the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage), and their treatment using common techniques such as RICE (rest, ice, compression, elevation) diet (effect of calcium and vitamin D on bones).	density and strength of ligaments and tendons) importance of weight-bearing exercise (exercises such as walking, running, tennis and aerobics) to prevent osteoporosis the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage), and their treatment using common techniques such as RICE (rest, ice, compression, elevation) diet (effect of calcium and vitamin D on bones).	density and strength of ligaments and tendons) importance of weight-bearing exercise (exercises such as walking, running, tennis and aerobics) to prevent osteoporosis the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage), and their treatment using common techniques such as RICE (rest, ice, compression, elevation) diet (effect of calcium and vitamin D on bones).	density and strength of ligaments and tendons) importance of weight-bearing exercise (exercises such as walking, running, tennis and aerobics) to prevent osteoporosis the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage), and their treatment using common techniques such as RICE (rest, ice, compression, elevation) diet (effect of calcium and vitamin D on bones).
1.1.1 - Healthy Active Lifestyles And How They Coul Benefit You	**Students are able to do 100% of the following:** Explain what constitutes a healthy, active lifestyle classify the benefits of a healthy, active lifestyle as social, physical or mental describe how physical activity can: increase individual wellbeing help the individual to feel good (serotonin levels) help relieve stress, and prevent stress-related illness increase self-esteem and confidence contribute to good health contribute to enjoyment of life explain how participation in physical activity can stimulate: cooperation,competition, physical challenge, aesthetic appreciation, the development of friendships and social mixing.	**Students are able to do 90 to 99% of the following:** Explain what constitutes a healthy, active lifestyle classify the benefits of a healthy, active lifestyle as social, physical or mental describe how physical activity can: increase individual wellbeing help the individual to feel good (serotonin levels) help relieve stress, and prevent stress-related illness increase self-esteem and confidence contribute to good health contribute to enjoyment of life explain how participation in physical activity can stimulate: cooperation,competition, physical challenge, aesthetic appreciation, the development of friendships and social mixing.	**Students are able to do 80 to 89% of the following:** Explain what constitutes a healthy, active lifestyle classify the benefits of a healthy, active lifestyle as social, physical or mental describe how physical activity can: increase individual wellbeing help the individual to feel good (serotonin levels) help relieve stress, and prevent stress-related illness increase self-esteem and confidence contribute to good health contribute to enjoyment of life explain how participation in physical activity can stimulate: cooperation,competition, physical challenge, aesthetic appreciation, the development of friendships and social mixing.	**Students are able to do 70-79% of the following:** Explain what constitutes a healthy, active lifestyle classify the benefits of a healthy, active lifestyle as social, physical or mental describe how physical activity can: increase individual wellbeing help the individual to feel good (serotonin levels) help relieve stress, and prevent stress-related illness increase self-esteem and confidence contribute to good health contribute to enjoyment of life explain how participation in physical activity can stimulate: cooperation,competition, physical challenge, aesthetic appreciation, the development of friendships and social mixing.	**Students are able to do 68-70% of the following:** Explain what constitutes a healthy, active lifestyle classify the benefits of a healthy, active lifestyle as social, physical or mental describe how physical activity can: increase individual wellbeing help the individual to feel good (serotonin levels) help relieve stress, and prevent stress-related illness increase self-esteem and confidence contribute to good health contribute to enjoyment of life explain how participation in physical activity can stimulate: cooperation,competition, physical challenge, aesthetic appreciation, the development of friendships and social mixing.	**Students are able to do 60-67% of the following:** Explain what constitutes a healthy, active lifestyle classify the benefits of a healthy, active lifestyle as social, physical or mental describe how physical activity can: increase individual wellbeing help the individual to feel good (serotonin levels) help relieve stress, and prevent stress-related illness increase self-esteem and confidence contribute to good health contribute to enjoyment of life explain how participation in physical activity can stimulate: cooperation,competition, physical challenge, aesthetic appreciation, the development of friendships and social mixing.	**Students are able to do 50-59% of the following:** Explain what constitutes a healthy, active lifestyle classify the benefits of a healthy, active lifestyle as social, physical or mental describe how physical activity can: increase individual wellbeing help the individual to feel good (serotonin levels) help relieve stress, and prevent stress-related illness increase self-esteem and confidence contribute to good health contribute to enjoyment of life explain how participation in physical activity can stimulate: cooperation,competition, physical challenge, aesthetic appreciation, the development of friendships and social mixing.	**Students are able to do 40-49% of the following:** Explain what constitutes a healthy, active lifestyle classify the benefits of a healthy, active lifestyle as social, physical or mental describe how physical activity can: increase individual wellbeing help the individual to feel good (serotonin levels) help relieve stress, and prevent stress-related illness increase self-esteem and confidence contribute to good health contribute to enjoyment of life explain how participation in physical activity can stimulate: cooperation,competition, physical challenge, aesthetic appreciation, the development of friendships and social mixing.	**Students are able to do 28-39% of the following:** Explain what constitutes a healthy, active lifestyle classify the benefits of a healthy, active lifestyle as social, physical or mental describe how physical activity can: increase individual wellbeing help the individual to feel good (serotonin levels) help relieve stress, and prevent stress-related illness increase self-esteem and confidence contribute to good health contribute to enjoyment of life explain how participation in physical activity can stimulate: cooperation,competition, physical challenge, aesthetic appreciation, the development of friendships and social mixing.
1.1.2 - Influences on Your Healthy Active Lifestyle	**Students are able to do 100% of the following:** 1. Identify key influences that have an impact on them, and others,achieving sustained involvement in physical activity, including: PEOPLE: family, peers, role models, image: fashion, media coverage - CULTURAL: age, disability, gender, race resources: access, availability, location, time. HEALTH & WELLBEING: illness, health problems.SOCIO-ECONOMIC: cost, perceived status of the activity. 2. Explain the opportunities available to become, or remain, involved in physical activity in a range of roles (including leadership, officiating and volunteering) and the qualities needed to participate in physical activity in this way. 3. Explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages. 4. Describe initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity...latest policies relating to minimum involvement in PE and sport School Sport Partnerships etc.	**Students are able to do 90 to 99% of the following:** 1. Identify key influences that have an impact on them, and others,achieving sustained involvement in physical activity, including: PEOPLE: family, peers, role models, image: fashion, media coverage - CULTURAL: age, disability, gender, race resources: access, availability, location, time. HEALTH & WELLBEING: illness, health problems.SOCIO-ECONOMIC: cost, perceived status of the activity. 2. Explain the opportunities available to become, or remain, involved in physical activity in a range of roles (including leadership, officiating and volunteering) and the qualities needed to participate in physical activity in this way. 3. Explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages. 4. Describe initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity...latest policies relating to minimum involvement in PE and sport School Sport Partnerships etc.	**Students are able to do 80 to 89% of the following:** 1. Identify key influences that have an impact on them, and others,achieving sustained involvement in physical activity, including: PEOPLE: family, peers, role models, image: fashion, media coverage - CULTURAL: age, disability, gender, race resources: access, availability, location, time. HEALTH & WELLBEING: illness, health problems.SOCIO-ECONOMIC: cost, perceived status of the activity. 2. Explain the opportunities available to become, or remain, involved in physical activity in a range of roles (including leadership, officiating and volunteering) and the qualities needed to participate in physical activity in this way. 3. Explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages. 4. Describe initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity...latest policies relating to minimum involvement in PE and sport School Sport Partnerships etc.	**Students are able to do 70-79% of the following:** 1. Identify key influences that have an impact on them, and others,achieving sustained involvement in physical activity, including: PEOPLE: family, peers, role models, image: fashion, media coverage - CULTURAL: age, disability, gender, race resources: access, availability, location, time. HEALTH & WELLBEING: illness, health problems.SOCIO-ECONOMIC: cost, perceived status of the activity. 2. Explain the opportunities available to become, or remain, involved in physical activity in a range of roles (including leadership, officiating and volunteering) and the qualities needed to participate in physical activity in this way. 3. Explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages. 4. Describe initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity...latest policies relating to minimum involvement in PE and sport School Sport Partnerships etc.	**Students are able to do 68-70% of the following:** 1. Identify key influences that have an impact on them, and others,achieving sustained involvement in physical activity, including: PEOPLE: family, peers, role models, image: fashion, media coverage - CULTURAL: age, disability, gender, race resources: access, availability, location, time. HEALTH & WELLBEING: illness, health problems.SOCIO-ECONOMIC: cost, perceived status of the activity. 2. Explain the opportunities available to become, or remain, involved in physical activity in a range of roles (including leadership, officiating and volunteering) and the qualities needed to participate in physical activity in this way. 3. Explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages. 4. Describe initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity...latest policies relating to minimum involvement in PE and sport School Sport Partnerships etc.	**Students are able to do 60-67% of the following:** 1. Identify key influences that have an impact on them, and others,achieving sustained involvement in physical activity, including: PEOPLE: family, peers, role models, image: fashion, media coverage - CULTURAL: age, disability, gender, race resources: access, availability, location, time. HEALTH & WELLBEING: illness, health problems.SOCIO-ECONOMIC: cost, perceived status of the activity. 2. Explain the opportunities available to become, or remain, involved in physical activity in a range of roles (including leadership, officiating and volunteering) and the qualities needed to participate in physical activity in this way. 3. Explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages. 4. Describe initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity...latest policies relating to minimum involvement in PE and sport School Sport Partnerships etc.	**Students are able to do 50-59% of the following:** 1. Identify key influences that have an impact on them, and others,achieving sustained involvement in physical activity, including: PEOPLE: family, peers, role models, image: fashion, media coverage - CULTURAL: age, disability, gender, race resources: access, availability, location, time. HEALTH & WELLBEING: illness, health problems.SOCIO-ECONOMIC: cost, perceived status of the activity. 2. Explain the opportunities available to become, or remain, involved in physical activity in a range of roles (including leadership, officiating and volunteering) and the qualities needed to participate in physical activity in this way. 3. Explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages. 4. Describe initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity...latest policies relating to minimum involvement in PE and sport School Sport Partnerships etc.	**Students are able to do 40-49% of the following:** 1. Identify key influences that have an impact on them, and others,achieving sustained involvement in physical activity, including: PEOPLE: family, peers, role models, image: fashion, media coverage - CULTURAL: age, disability, gender, race resources: access, availability, location, time. HEALTH & WELLBEING: illness, health problems.SOCIO-ECONOMIC: cost, perceived status of the activity. 2. Explain the opportunities available to become, or remain, involved in physical activity in a range of roles (including leadership, officiating and volunteering) and the qualities needed to participate in physical activity in this way. 3. Explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages. 4. Describe initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity...latest policies relating to minimum involvement in PE and sport School Sport Partnerships etc.	**Students are able to do 28-39% of the following:** 1. Identify key influences that have an impact on them, and others,achieving sustained involvement in physical activity, including: PEOPLE: family, peers, role models, image: fashion, media coverage - CULTURAL: age, disability, gender, race resources: access, availability, location, time. HEALTH & WELLBEING: illness, health problems.SOCIO-ECONOMIC: cost, perceived status of the activity. 2. Explain the opportunities available to become, or remain, involved in physical activity in a range of roles (including leadership, officiating and volunteering) and the qualities needed to participate in physical activity in this way. 3. Explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages. 4. Describe initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity...latest policies relating to minimum involvement in PE and sport School Sport Partnerships etc.
hy Active Lifestyle	**Students are able to do 100% of the following:** 1. Explain the terms: - health - fitness - exercise and know how they relate to a balanced, healthy lifestyle and performance in physical activities. 2. Know about the components of health-related exercise: - cardiovascular fitness	**Students are able to do 90 to 99% of the following:** 1. Explain the terms: - health - fitness - exercise and know how they relate to a balanced, healthy lifestyle and performance in physical activities. 2. Know about the components of health-related exercise: - cardiovascular fitness	**Students are able to do 80 to 89% of the following:** 1. Explain the terms: - health - fitness - exercise and know how they relate to a balanced, healthy lifestyle and performance in physical activities. 2. Know about the components of health-related exercise: - cardiovascular fitness	**Students are able to do 70-79% of the following:** 1. Explain the terms: - health - fitness - exercise and know how they relate to a balanced, healthy lifestyle and performance in physical activities. 2. Know about the components of health-related exercise: - cardiovascular fitness	**Students are able to do 68-70% of the following:** 1. Explain the terms: - health - fitness - exercise and know how they relate to a balanced, healthy lifestyle and performance in physical activities. 2. Know about the components of health-related exercise: - cardiovascular fitness	**Students are able to do 60-67% of the following:** 1. Explain the terms: - health - fitness - exercise and know how they relate to a balanced, healthy lifestyle and performance in physical activities. 2. Know about the components of health-related exercise: - cardiovascular fitness	**Students are able to do 50-59% of the following:** 1. Explain the terms: - health - fitness - exercise and know how they relate to a balanced, healthy lifestyle and performance in physical activities. 2. Know about the components of health-related exercise: - cardiovascular fitness	**Students are able to do 40-49% of the following:** 1. Explain the terms: - health - fitness - exercise and know how they relate to a balanced, healthy lifestyle and performance in physical activities. 2. Know about the components of health-related exercise: - cardiovascular fitness	**Students are able to do 28-39% of the following:** 1. Explain the terms: - health - fitness - exercise and know how they relate to a balanced, healthy lifestyle and performance in physical activities. 2. Know about the components of health-related exercise: - cardiovascular fitness

1.1.3 - Exercise and Fitness as Part of Your Healt	- cardiovascular fitness - muscular strength - muscular endurance - flexibility - body composition and relate each to physical activity, identifying the relative importance of each to different physical activities 3. Know about the components of skill-related fitness: - agility - balance - coordination - power - reaction time - speed and relate each one to physical activity, identifying the relative importance of each one to different physical activities.	- cardiovascular fitness - muscular strength - muscular endurance - flexibility - body composition and relate each to physical activity, identifying the relative importance of each to different physical activities 3. Know about the components of skill-related fitness: - agility - balance - coordination - power - reaction time - speed and relate each one to physical activity, identifying the relative importance of each one to different physical activities.	- cardiovascular fitness - muscular strength - muscular endurance - flexibility - body composition and relate each to physical activity, identifying the relative importance of each to different physical activities 3. Know about the components of skill-related fitness: - agility - balance - coordination - power - reaction time - speed and relate each one to physical activity, identifying the relative importance of each one to different physical activities.	- cardiovascular fitness - muscular strength - muscular endurance - flexibility - body composition and relate each to physical activity, identifying the relative importance of each to different physical activities 3. Know about the components of skill-related fitness: - agility - balance - coordination - power - reaction time - speed and relate each one to physical activity, identifying the relative importance of each one to different physical activities.	- cardiovascular fitness - muscular strength - muscular endurance - flexibility - body composition and relate each to physical activity, identifying the relative importance of each to different physical activities 3. Know about the components of skill-related fitness: - agility - balance - coordination - power - reaction time - speed and relate each one to physical activity, identifying the relative importance of each one to different physical activities.	- cardiovascular fitness - muscular strength - muscular endurance - flexibility - body composition and relate each to physical activity, identifying the relative importance of each to different physical activities 3. Know about the components of skill-related fitness: - agility - balance - coordination - power - reaction time - speed and relate each one to physical activity, identifying the relative importance of each one to different physical activities.	- cardiovascular fitness - muscular strength - muscular endurance - flexibility - body composition and relate each to physical activity, identifying the relative importance of each to different physical activities 3. Know about the components of skill-related fitness: - agility - balance - coordination - power - reaction time - speed and relate each one to physical activity, identifying the relative importance of each one to different physical activities.	- cardiovascular fitness - muscular strength - muscular endurance - flexibility - body composition and relate each to physical activity, identifying the relative importance of each to different physical activities 3. Know about the components of skill-related fitness: - agility - balance - coordination - power - reaction time - speed and relate each one to physical activity, identifying the relative importance of each one to different physical activities.	- cardiovascular fitness - muscular strength - muscular endurance - flexibility - body composition and relate each to physical activity, identifying the relative importance of each to different physical activities 3. Know about the components of skill-related fitness: - agility - balance - coordination - power - reaction time - speed and relate each one to physical activity, identifying the relative importance of each one to different physical activities.	- cardiovascular fitness - muscular strength - muscular endurance - flexibility - body composition and relate each to physical activity, identifying the relative importance of each to different physical activities 3. Know about the components of skill-related fitness: - agility - balance - coordination - power - reaction time - speed and relate each one to physical activity, identifying the relative importance of each one to different physical activities.
1.1.4 - Physical Activity as Part of Your Healthy Active Lifestyle	**Students are able to do 100% of the following:** 1. Assess personal readiness (PAR-Q)and assess fitness levels for use in an exercise programme 2. Tests for health-related exercise: Cooper's 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; 3. Tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle) 4. Describe, explain and apply the principles of training: - progressive overload - specificity - individual differences/needs - rest and recovery 5. Explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance. 6. Explain the term 'reversibility', why it might occur and its impact on performance. 7. Explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity 8. Describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets 9. Describe the following methods of training: - interval - continuous - Fartlek - circuit - weight - cross and explain how they can improve health and fitness, by helping todevelop physical and mental capacity, and their relationships with the components of fitness 9. Link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements.	**Students are able to do 90 to 99% of the following:** 1. Assess personal readiness (PAR-Q)and assess fitness levels for use in an exercise programme 2. Tests for health-related exercise: Cooper's 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; 3. Tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle) 4. Describe, explain and apply the principles of training: - progressive overload - specificity - individual differences/needs - rest and recovery 5. Explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance. 6. Explain the term 'reversibility', why it might occur and its impact on performance. 7. Explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity 8. Describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets 9. Describe the following methods of training: - interval - continuous - Fartlek - circuit - weight - cross and explain how they can improve health and fitness, by helping todevelop physical and mental capacity, and their relationships with the components of fitness 9. Link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements.	**Students are able to do 80 to 89% of the following:** 1. Assess personal readiness (PAR-Q)and assess fitness levels for use in an exercise programme 2. Tests for health-related exercise: Cooper's 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; 3. Tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle) 4. Describe, explain and apply the principles of training: - progressive overload - specificity - individual differences/needs - rest and recovery 5. Explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance. 6. Explain the term 'reversibility', why it might occur and its impact on performance. 7. Explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity 8. Describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets 9. Describe the following methods of training: - interval - continuous - Fartlek - circuit - weight - cross and explain how they can improve health and fitness, by helping todevelop physical and mental capacity, and their relationships with the components of fitness 9. Link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements.	**Students are able to do 70-79% of the following:** 1. Assess personal readiness (PAR-Q)and assess fitness levels for use in an exercise programme 2. Tests for health-related exercise: Cooper's 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; 3. Tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle) 4. Describe, explain and apply the principles of training: - progressive overload - specificity - individual differences/needs - rest and recovery 5. Explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance. 6. Explain the term 'reversibility', why it might occur and its impact on performance. 7. Explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity 8. Describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets 9. Describe the following methods of training: - interval - continuous - Fartlek - circuit - weight - cross and explain how they can improve health and fitness, by helping todevelop physical and mental capacity, and their relationships with the components of fitness 9. Link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements.	**Students are able to do 68-70% of the following:** 1. Assess personal readiness (PAR-Q)and assess fitness levels for use in an exercise programme 2. Tests for health-related exercise: Cooper's 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; 3. Tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle) 4. Describe, explain and apply the principles of training: - progressive overload - specificity - individual differences/needs - rest and recovery 5. Explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance. 6. Explain the term 'reversibility', why it might occur and its impact on performance. 7. Explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity 8. Describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets 9. Describe the following methods of training: - interval - continuous - Fartlek - circuit - weight - cross and explain how they can improve health and fitness, by helping todevelop physical and mental capacity, and their relationships with the components of fitness 9. Link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements.	**Students are able to do 60-67% of the following:** 1. Assess personal readiness (PAR-Q)and assess fitness levels for use in an exercise programme 2. Tests for health-related exercise: Cooper's 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; 3. Tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle) 4. Describe, explain and apply the principles of training: - progressive overload - specificity - individual differences/needs - rest and recovery 5. Explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance. 6. Explain the term 'reversibility', why it might occur and its impact on performance. 7. Explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity 8. Describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets 9. Describe the following methods of training: - interval - continuous - Fartlek - circuit - weight - cross and explain how they can improve health and fitness, by helping todevelop physical and mental capacity, and their relationships with the components of fitness 9. Link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements.	**Students are able to do 50-59% of the following:** 1. Assess personal readiness (PAR-Q)and assess fitness levels for use in an exercise programme 2. Tests for health-related exercise: Cooper's 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; 3. Tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle) 4. Describe, explain and apply the principles of training: - progressive overload - specificity - individual differences/needs - rest and recovery 5. Explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance. 6. Explain the term 'reversibility', why it might occur and its impact on performance. 7. Explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity 8. Describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets 9. Describe the following methods of training: - interval - continuous - Fartlek - circuit - weight - cross and explain how they can improve health and fitness, by helping todevelop physical and mental capacity, and their relationships with the components of fitness 9. Link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements.	**Students are able to do 40-49% of the following:** 1. Assess personal readiness (PAR-Q)and assess fitness levels for use in an exercise programme 2. Tests for health-related exercise: Cooper's 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; 3. Tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle) 4. Describe, explain and apply the principles of training: - progressive overload - specificity - individual differences/needs - rest and recovery 5. Explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance. 6. Explain the term 'reversibility', why it might occur and its impact on performance. 7. Explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity 8. Describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets 9. Describe the following methods of training: - interval - continuous - Fartlek - circuit - weight - cross and explain how they can improve health and fitness, by helping todevelop physical and mental capacity, and their relationships with the components of fitness 9. Link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements.	**Students are able to do 28-39% of the following:** 1. Assess personal readiness (PAR-Q)and assess fitness levels for use in an exercise programme 2. Tests for health-related exercise: Cooper's 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; 3. Tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle) 4. Describe, explain and apply the principles of training: - progressive overload - specificity - individual differences/needs - rest and recovery 5. Explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance. 6. Explain the term 'reversibility', why it might occur and its impact on performance. 7. Explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity 8. Describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets 9. Describe the following methods of training: - interval - continuous - Fartlek - circuit - weight - cross and explain how they can improve health and fitness, by helping todevelop physical and mental capacity, and their relationships with the components of fitness 9. Link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements.

1.1.5 - Your Personal Health and Wellbeing	**Students are able to do 100% of the following:** 1. Understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing 2. Explain the requirements of a balanced diet 3. Explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal health and wellbeing, and maintaining a healthy, active lifestyle 4. Explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.	**Students are able to do 90 to 99% of the following:** 1. Understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing 2. Explain the requirements of a balanced diet 3. Explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal health and wellbeing, and maintaining a healthy, active lifestyle 4. Explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.	**Students are able to do 80 to 89% of the following:** 1. Understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing 2. Explain the requirements of a balanced diet 3. Explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal health and wellbeing, and maintaining a healthy, active lifestyle 4. Explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.	**Students are able to do 70-79% of the following:** 1. Understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing 2. Explain the requirements of a balanced diet 3. Explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal health and wellbeing, and maintaining a healthy, active lifestyle 4. Explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.	**Students are able to do 68-70% of the following:** 1. Understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing 2. Explain the requirements of a balanced diet 3. Explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal health and wellbeing, and maintaining a healthy, active lifestyle 4. Explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.	**Students are able to do 60-67% of the following:** 1. Understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing 2. Explain the requirements of a balanced diet 3. Explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal health and wellbeing, and maintaining a healthy, active lifestyle 4. Explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.	**Students are able to do 50-59% of the following:** 1. Understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing 2. Explain the requirements of a balanced diet 3. Explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal health and wellbeing, and maintaining a healthy, active lifestyle 4. Explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.	**Students are able to do 40-49% of the following:** 1. Understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing 2. Explain the requirements of a balanced diet 3. Explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal health and wellbeing, and maintaining a healthy, active lifestyle 4. Explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.	**Students are able to do 28-39% of the following:** 1. Understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing 2. Explain the requirements of a balanced diet 3. Explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal health and wellbeing, and maintaining a healthy, active lifestyle 4. Explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.