

## **GCSE PE Y10 School Exam – 1 hour theory paper**

### **Topic 1.1.1: Healthy, active lifestyles and how they could benefit you**

- 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.

### **Topic 1.1.2: Influences on your healthy, active lifestyle**

- 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 and wellbeing: illness, health problems
  - socio-economic: cost, perceived status of the activity
- 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
- explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages
- describe the common purposes of initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity: increase participation in sport to improve health, with a focus on priority groups
  - retain people in sport through an effective network of clubs, sports facilities, coaches, volunteers and competition
  - create opportunities for talented performers to achieve success and their contributions to the development of healthy lifestyles.
- identify agencies involved in the provisions of opportunities for becoming, or remaining, involved in physical activity, including: Sport England
  - Youth Sport Trust
  - National governing bodies.

### **Topic 1.1.3: Exercise and fitness as part of your healthy, active lifestyle**

- explain the terms:
  - health
  - fitness
  - exerciseand know how they relate to a balanced, healthy lifestyle and performance in physical activities

- know about the components of health-related exercise: 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
  
- 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.

#### Topic 1.1.4: Physical activity as part of your healthy, active lifestyle

- assess personal readiness (PAR-Q)
  
- assess fitness levels for use in an exercise programme (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; 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)
  
- describe, explain and apply the principles of training:
  - progressive overload
  - specificity
  - individual differences/needs
  - rest and recovery
  
- 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
  
- explain the term 'reversibility', why it might occur and its impact on performance
  
- explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity
  
- describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets
  
- describe the following methods of training: interval
  - continuous
  - Fartlek
  - circuit
  - weight
  - cross
 and explain how they can improve health and fitness, by helping to develop physical and mental capacity, and their relationships with the components of fitness
  
- link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements

- plan and present examples from 'typical' exercise sessions to match the fitness requirements of selected physical activities or individuals
- understand the exercise session and the purpose of each component (warm-up, main activity, cool-down)
- explain the use of the principles of training within an exercise programme, showing how they may be applied in planning to improve health-related exercise and skill-related fitness as part of a healthy lifestyle
- link methods of training to aerobic and anaerobic activity
- understand what is meant by resting heart rate, working heart rate and recovery rates, plot examples on a graph and evaluate results
- use graphs to demonstrate and explain the use of target zones and training thresholds.