GCSE Physical Education

Exam Board: AQA

Specification: 8582

Physical Education GCSE 8582 Specification

Contact details:

Mr L Hedges – lhedges@bournemouth-school.org

Year 10

Autumn 1 and Autumn 2 – Training

Students are expected to complete the following…	**Students are challenged to complete the following…**
• You provide clear and basic definitions of health and fitness, with a basic understanding of their differences. • You define each component of fitness with a basic understanding. • You identify the fitness tests and explain basic protocols for testing each component. • You list a few basic benefits and limitations of fitness testing. • You identify and define the SPORT principles. • You link methods of training to specific components (e.g., interval training for cardiovascular endurance). • You accurately calculate aerobic and anaerobic zones using standard formulas. • You list common injury prevention methods (e.g., warming up, stretching). • You define the three stages of the season and provide basic examples. • You demonstrate an understanding of how to present data, typically through bar charts or graphs.	• You give a comprehensive explanation that includes physical, mental, and social dimensions for health, and discusses fitness in relation to different types of fitness (aerobic, muscular, etc.), with nuanced understanding of the differences. • You provide detailed definitions of all components, including examples and a deeper understanding of how they interact with one another in different sporting contexts. • You provide detailed protocols for each fitness test, including necessary equipment, how results are recorded, and how each test evaluates specific components of fitness. • You evaluate benefits and limitations with specific examples, discussing both short-term and long-term implications of fitness testing. • You define each principle in detail, with clear examples of how each principle can be applied to various sports or training programs. • You provide an in-depth analysis of how various methods target multiple components of fitness simultaneously, with examples of how to tailor training for different outcomes. • You explain the physiological basis for each zone, provides examples of training benefits at each zone, and tailor calculations to an individual's fitness level. • You provide a comprehensive explanation of injury prevention strategies, including proper form, progressive overload, and rest, with examples. • You describe each season in-depth, with examples of how training should be adjusted for peak performance, recovery, and preparation for the next cycle. • You show expertise in presenting data clearly and accurately, using the most effective chart or graph for the given data type (e.g., time series, comparisons).
Assessment Methods	
• Do Now Tasks • Mini whiteboard tasks • Formative assessment – questioning • End of unit assessment	

EAD: Monday 16th November 2026

Spring 1 and Spring 2 – Sports Psychology

Students are expected to complete the following…	Students are challenged to complete the following…
• You correctly categorize skills along the four continuums with basic examples. • You define performance goals (goals based on improving skill or technique) and outcome goals (goals based on achieving a specific result or victory). • You apply SMART principles to a few basic sporting examples. • You apply the model to basic sporting examples, describing how the model works in a general context. • You identify and explain each type of guidance with basic examples. • You identify the different types of feedback and provide basic explanations for each. • You describe the basic Inverted U theory and how arousal affects performance. • You provide simple definitions for direct aggression (physical behavior) and indirect aggression (hostile acts intended to harm someone emotionally or mentally). • You recognise the link between personality traits and performance in sports. • You identify the advantages and disadvantages of intrinsic and extrinsic motivation.	• You provide a detailed analysis of skills on each continuum, with nuanced examples from a variety of sports to illustrate how the classification works in practice. • You expand on the definitions, providing examples from various sports, and elaborate on the purpose and use of each goal type in different contexts (individual vs. team sports). • You demonstrate the ability to set detailed and personalized SMART goals for different sports and athletes, incorporating realistic and measurable timeframes, outcomes, and progress checkpoints. • You demonstrate a deep understanding of the model by applying it to a range of complex sporting scenarios, explaining how athletes process information, make decisions, and respond in real-time. • You evaluate the effectiveness of each type of guidance in different training or competitive contexts, discussing their benefits, drawbacks, and appropriate usage for specific sports or skills. • You critically evaluate the types of feedback in different sporting contexts, exploring when and why different types of feedback are most effective for enhancing performance and learning. • You explain in detail the Inverted U graph, linking specific arousal levels to different types of performance (e.g., fine motor skills requiring low arousal and gross motor skills needing higher arousal) with examples from various sports. • You explain the nuances of both terms, providing detailed examples from a variety of sports and how aggression can be managed or encouraged in certain situations. • You explore in-depth how introversion vs. extroversion, openness, and other personality traits influence performance in specific sports and athletic roles, providing examples of athletes who display these traits. • You critically evaluate when intrinsic and extrinsic motivation are most effective in different sports, analysing how both forms of motivation can be strategically used to enhance training, focus, and performance.
Assessment Methods	
• Do Now Tasks • Mini whiteboard tasks • Formative assessment – questioning • End of unit assessment	

EAD: Monday 8th February 2027

Summer 1 – Paper 1 Mock Exam

Students are expected to complete the following…	Students are challenged to complete the following…
• You understand the basic functions of the skeletal and muscular systems and can recall key structures with some accuracy. • You can identify major bones and muscles and describe their roles in movement. • You can identify the basic types of levers, planes, and axes and describe their general purpose in movement. • You show a developing understanding of how the body moves in different directions. • You understand the basic structure and function of the heart, lungs, and circulatory system. • You can describe simple changes that occur during exercise, such as increases in breathing and heart rate. • You can describe key short-term and long-term effects of exercise on the body's systems. • You show a basic understanding of how training improves fitness. • You can identify components of fitness and outline the principles of training. • You can give simple examples of how training can improve fitness levels. • You can interpret basic data such as heart rate, graphs, or tables with reasonable accuracy.	• You can confidently apply your knowledge of the skeletal and muscular systems to explain how movement is produced in different sporting situations. • You show strong understanding of how bones, muscles, and joints work together and use this accurately in exam answers. • You apply your understanding of levers, planes, and axes to sporting actions with accuracy and detail. • You clearly explain how different types of movement occur and why certain lever systems benefit performance. • You confidently explain how the cardiovascular and respiratory systems respond to exercise and apply this to performance. • You can link concepts such as oxygen transport, heart rate, and breathing rate to different sporting demands. • You clearly explain the effects of exercise and apply them to specific training scenarios or sporting examples. • You show strong understanding of how training adaptations improve performance. • You confidently apply the principles of training to design or explain effective training programmes. • You show understanding of how different types of training relate to specific sports or performance goals. • You can analyse data confidently and use it to explain performance or training decisions.
Assessment Methods	
• Do Now Tasks • Mini whiteboard tasks • Formative assessment – questioning • Y10 Mock – Paper 1 exam	

EAD: Monday 19th April 2027

Summer 2 – Written NEA + Engagement Patterns

Students are expected to know the following…	Students are challenged to complete the following…
• You clearly identify a fitness component relevant to the chosen activity (e.g., cardiovascular endurance) and provide a basic explanation of how it has contributed to their performance in recent competitive performances. • You identify a relevant skill or technique (e.g., dribbling) and explain how it has benefited your performance in a clear and straightforward way, referencing specific moments in the game. • You clearly identify a fitness component (e.g., muscular endurance) as a weakness, providing a basic explanation of how it negatively affected performance. • You identify a skill, technique, or tactic/strategy (e.g., passing accuracy) that needs improvement, with a basic explanation of how this weakness affected performance. • You identify a relevant training type (e.g., resistance training) to address the fitness weakness. You describe a basic training session and explain how it can help improve the weakness over time. • You identify a relevant part of the specification (e.g., mental rehearsal) to improve the skill/technique weakness, offering a basic explanation of how it can lead to improvement. • You provide a simple explanation of how consistent use of the identified training type can improve the fitness weakness over time. • You provide a basic explanation of how an additional part of the specification (e.g., visualization) can improve the identified weakness. • You identify the basic factors and explain their impact on engagement patterns with simple examples, showcasing an understanding of how these factors can either encourage or limit participation.	• You provide a detailed explanation of the fitness component (e.g., cardiovascular endurance), linking specific examples from recent competitive performances where this component directly benefited their performance. • You provide a thorough analysis of a skill or technique (e.g., dribbling), with specific examples from recent competitive performances where the skill was executed well and contributed to their success. • You identify and analyse a specific fitness component (e.g., muscular endurance), explaining how this weakness directly led to negative outcomes in competitive performances. • You provide a detailed and insightful analysis of a skill, technique, or tactic/strategy (e.g., passing accuracy), explaining how it negatively impacted performance in specific competitive situations. • You provide a well-researched and detailed explanation of a specific training type (e.g., resistance training) to address the identified fitness weakness, explaining how it will lead to long-term improvements. You link the training type to the specific needs of the weakness and justifies its selection with clear reasoning. • You identify and justify the selection of a relevant specification area (e.g., mental rehearsal or cognitive learning techniques) to improve the identified weakness. • You provide a well-thought-out explanation that links the identified training type to the long-term benefits for the fitness weakness. You connect theory to practice, showing how prolonged use will enhance performance and sustain improvements in a realistic and achievable way. • You provide a detailed and justified explanation of how a specific element from the specification (e.g., mental rehearsal, visualization, or cognitive learning techniques) can improve the identified weakness. • You demonstrate a deeper analysis with comprehensive, detailed examples. You connect these factors to broader societal issues and trends, providing a nuanced understanding of how they impact sports participation across different groups, and how barriers can be overcome.
Assessment Methods	
• Do Now Tasks • Mini whiteboard tasks • Formative assessment – questioning • Completed written NEA	

EAD: July 2027