Course Outline for OCR Advanced Subsidiary GCE in Physical Education

The course is split into two years consisting of two different modules in each year. There is also a practical module in each year that contributes to the final mark.

The modules are:

**AS Level – Year 1**

1. An Introduction to Physical Education
2. Acquiring, developing and evaluating practical skills in Physical Education

**A2 Level – Year 2**

1. Principles and concepts across different areas of Physical Education
2. The improvement of effective performance and the critical evaluation of practical activities in Physical Education

**Specification Content**

Here is a brief overview of each of the modules across the two years.

**AS Level – Unit G451**

**Section A: Anatomy and Physiology**

* Joints, Muscles and Movement – The wrist, radio – ulnar, elbow, shoulder, spine, hip, knee and the ankle. Students will learn which bones and major muscles are involved, the type and range of movement that occurs at each one, the sporting action that commonly transpires at specific joints and exercises used to improve strength and mobility. The structure and function of different muscles, including muscle fibre types and how they can influence your choice of sport and the differing ways that muscles contract.
* Warm up/Cool down – Analyse the effect of a warm up and cool down on muscle tissue in relation to quality of performance.
* The Impact of Physical Activity on the Skeletal and Muscular System – Evaluate the impact of different types of physical activity (contact sports, high impact sports and activities involving repetitive actions) on the body with reference to lifelong activity in an active lifestyle e.g osteoporosis, osteoarthritis, growth plate, joint stability, posture and alignment.
* Motion and Movement – Students will learn about the basic concepts of Biomechanics. These include Newton’s Laws of Motion, the types of motion produced, the effect of size of force, direction of force and the position and application of force on a body, centre of mass and its movements and implications in relation to sport.
* The Heart – General structure and function of the heart.
* Heart Rate – The aim for this section is for students to gain knowledge of the link between the cardiac cycle and the conduction system of the heart as well as definitions and resting values for stroke volume, heart rate and cardiac output.
* Heart Rate Response to Exercise – This unit enables learners to find out about what happens to heart rate, stroke volume and cardiac output (the cardiac shunt mechanism) during sub-maximal activity as well as the factors that regulate those changes. Explain the role of the vasomotor centre and the involvement of arterioles and pre-capillary sphincters.
* Control of Blood Supply (at both rest and during exercise) – Students will gain knowledge of how carbon dioxide and oxygen are carried within the vascular system and the effectiveness of the system during exercise. Students will describe how smoking affects the transportation of oxygen. Explain how venous return is maintained and it’s affect on performance and the effects of a warm up and cool down on the system.
* Implications for Lifelong Involvement – Evaluate critically the impact of varying physical activity on the cardiovascular system (coronary heart disease, arteriosclerosis, atherosclerosis, angina, heart attack) with reference to lifelong involvement in an active lifestyle.
* Respiration – General structure and function of the system.
* Respiration at Rest – This unit covers the mechanics of breathing with reference to the respiratory muscles involved, the diaphragm, sternocleidomastoid, pectoralis minor and external/internal intercostals. Other areas that are discussed include respiratory volumes at rest, gaseous exchange at the lungs and tissue respiration.
* Respiratory Response to Exercise – This unit includes the identification of changes in the mechanics of breathing during physical activity as well as the process of gaseous exchange between the alveoli and the blood (increased diffusion gradient and accelerated dissociation of oxy-haemoglobin) as a direct result of participation in physical activity.
* Implications for Lifelong Involvement - Evaluate critically the impact of varying physical activity on the respiratory system with reference to lifelong involvement in an active lifestyle (to include an awareness of asthma and smoking).

**Section B: Acquiring Movement Skills**

* Definition and Characteristics of Motor Skills, Perceptual Skills and Cognitive Skills – Students will learn where to place certain skills on a continua by exploring the muscular movement involved, environmental influence, continuity, pacing, difficulty and organisation. Students will also gain knowledge about part and whole practice methods to improve skills as well as their effectiveness to improve movement skills and the way guidance can influence the learner.

This unit will also challenge students about key characteristics such as innate, underlying and enduring traits. Students will learn about gross and fine motor abilities, psychomotor abilities and the progression of these motor abilities to sport-specific skills.

* Phases of Movement Skills and Types of Guidance – Students gain understanding of cognitive, associative and autonomous stages of learning and how to apply them to physical activity. Types of guidance will be applied to coaching techniques, including visual, verbal, manual and mechanical as well as intrinsic methods like kinaesthetic awareness.
* Practice Methods – Students understand how different methods of practice can influence learning. These include massed, distributed, fixed and varied. Explain the role of mental practice and rehearsal against physical practice and rehearsal.
* Information Processing during the Performance of Skills in Physical Education – The aim for this unit is to teach the students about Welford’s and Whiting’s models of information processing with reference to sensory information, response, feedback, perceptual mechanisms, output and feedback. The unit also discusses short and long term memory and the effect of selective attention.
* Reaction Time – Students will be expected to define reaction time, response time and movement time as well as the impact and factors that can affect performance. Hicks Law and the psychological refractory period will also need to be understood and applied to physical activity.

* Motor Control of Skills in Physical Education – Students will learn about motor and executive programmes and how they are logged in the long-term memory. Students will also learn about open and closed loop control as well as Schema theory. They will discover how these influence knowledge of initial conditions, knowledge of response specification, sensory consequences and movement outcomes.
* Learning Skills in Physical Education – This unit teaches students about the effects of motivation and arousal (including Drive, Inverted ‘U’ and the Catastrophe Theories) on performance, various theories on how we learn movement skills and the stages of learning that we go through. Students will also learn how effective reinforcement can influence learning, the different types of transfer that occur in practical performance and that various practice conditions can manipulate learning and therefore performance.

# Section C: Socio Cultural Studies in Physical Education

* Participation in Physical Activity – Students will learn about the different concepts involved in physical education, recreation and outdoor pursuits. The effects of regular exercise on a healthy lifestyle and possible barriers to regular activity.
* Sport and Culture – In this unit students will learn about the characteristics of traditional sports and festivals in the UK as well as the influence of 19th century public schools on modern sport. Characteristics of sport and commercialism in the USA and Australia, as epitomised in the ‘American Dream’, and sport and cultural games, American Football and Australian Rules Football, are taught in this unit.
* The Issues that Impact Young People’s Aspirations and or Regular Participation in Physical Activity – This unit teaches students the structure and function of UK Sport and National Governing Bodies. This unit also covers the problems with elitism and discrimination, financial aid through the National Lottery and sponsorship. Ethical issues such as the Lombardian ethic, violence amongst players and spectators, corruption in high-level sport and drug issues are also discussed.
* Sport and Mass Participation – Students will learn about strategies that the Government implement to raise participation levels in minority groups. The unit also covers the role of the media with reference to informing, educating, entertaining and advertising.
* The Olympic Games – The background of the modern Games including the vision of de Coubertin, the principles, aims and philosophy in both the winter and summer format. Students will also learn about the commercialism of the Olympics pre and post 1984. The impact of London 2012, including both benefits and drawbacks, the rise in healthy lifestyles among young people and how the games can advertise London using the Shop Window effect.

Module G452: Acquiring, developing and evaluating practical skills in Physical Education

* Candidates should have an understanding of the short and long term health and fitness benefits of the activity as well as an awareness of the opportunities for participation and progression both locally and nationally.
* In the roles of performing, coaching/leading and officiating, candidates should be able to explain the factors that make for an effective and efficient performance through the development of their knowledge and understanding of the relationship between skill, strategy/composition and fitness.

Assessment

* Candidates will be assessed in:
1. Performing two chosen activities from two different activity profiles and Evaluating and Planning for the improvement of performance.

OR

1. Performing one chosen activity and coaching/leading one chosen activity from two different activity profiles together with Evaluating and Planning for the improvement of performance.

OR

1. Performing one chosen activity and officiating one chosen activity from two different activity profiles together with Evaluating and Planning for the improvement of performance.

Candidates are assessed in two chosen activities from two different activity profiles:

1. Athletic activities
2. Combat activities
3. Dance activities
4. Invasion game activities
5. Net/wall game activities
6. Striking/fielding games
7. Target game activities
8. Gymnastic activities
9. Outdoor and adventurous activities
10. Swimming activities
11. Safe and effective exercise activities

**Additional Activities**

A range of additional activities have been approved in which candidates can be assessed for this coursework unit (G452). The list of additional activities together with assessment requirements and criteria can be found on OCR’s website ([www.ocr.org.uk](http://www.ocr.org.uk)).

**Evaluating and Planning for the Improvement of Performance**

Candidates will observe a live performance by another candidate in one of their own assessed performance activities. Candidates will then consider the factors that make for an effective and efficient performance in this activity. Candidates will critically evaluate:

* The quality of the acquired and developed skills;
* The success of the selection and application of skills, tactics/compositional ideas;
* The health and fitness benefits of the activity observed.

Candidates will give a detailed evaluative response using appropriate technical language, in which they will discuss:

* The strengths of the performance observed in relation to skills, tactics/compositional ideas and fitness
* The weaknesses of the performance observed in relation to skills, tactics/compositional ideas and fitness
* Areas of the performance they would prioritise for improvement
* An action plan to improve those areas of performance to include detailed coaching points and detailed progressive practices together with a timescale for the plan
* Opportunities locally and nationally for performers to participate and improve in the activity
* The health and fitness benefits of the activity observed

**A2 Level**

**Module G453: Principles and Concepts across different areas of Physical Education**

**Section A: Comparative Studies**

The United Kingdom

* Cultural Content – Students learn about the history of sport and the impact of the public school system. The notion of amateur and professionalism is also discussed. The impact of geographical determinants on the opportunities in physical education and sport. Government policies, commercialism and social determinants is learnt in this section.
* Physical Education and School Sport – Students should be able to describe the organization of inter and intra school sport as well as understanding health, obesity and fitness levels among young people.
* Mass Participation – Students gain knowledge of participation rates, national fitness levels and strategies to promote participation and ensure lifelong involvement and healthy lifestyles.
* Sport and the Pursuit of Excellence – Candidates should be able to explain opportunities, provisions and esteem to gain excellence. Case studies in cricket, rugby league, rugby union and association football are critically analysed.

The United States of America

* Cultural Content – Students learn about the history of sport and the impact of the ‘big four’ sports (American Football, Baseball, Basketball, Ice Hockey). The impact of geographical determinants on the opportunities in physical education and sport. Government policies, commercialism and social determinants are learnt in this section.
* Physical Education and School Sport – Students should be able to describe the organisation of inter and intra school sport as well as understanding health, obesity and fitness levels among young people. Equality values of school sport, including Title IX are analysed as well as outdoor education and summer camps and their benefits on a healthy, active and balanced lifestyle.
* Mass Participation – Students gain knowledge of participation rates, national fitness levels and strategies to promote participation and ensure lifelong involvement and healthy lifestyles.
* Sport and the Pursuit of Excellence – Candidates should be able to explain about the impact of Little League, the pathways to professional sport and the impact of equality and discrimination towards elite sport. Students will also critically evaluate case studies on the ‘big four’ sports including the origins, nature of the game, impact of universities, sponsorship and the media.

Australia

* Cultural Content – Students learn about the history of sport and the impact of the UK on their sporting traditions. The impact of geographical determinants on the opportunities in physical education and sport. Government policies (Federal and State agencies), commercialism and social determinants (Aboriginal, gender and disabilities) are learnt in this section.
* Physical Education and School Sport – Students analyse the State of Victoria including fitness, skills and participation levels among young people. The Sport Education and Physical Education Project (SEPEP) and the Physical Education and Sport Education (PASE) are discussed with regards to their roles in increasing participation and lifelong involvement in physical activity. This section also delves into the functions of exemplary schools, fundamental skills programmes, sports leaders programmes and school sports links. The outdoor education system is studied too.
* Mass Participation – Students gain knowledge of participation rates, national fitness levels and strategies to promote participation and ensure lifelong involvement and healthy lifestyles. The role of the Australian Sports Commission (ASC) and ‘More Active Australia’ to promote participation and ensure lifelong involvement and healthy lifestyles.
* Sport and the Pursuit of Excellence – Candidates should be able to explain about the impact of The Australia Institute of Sport and the pathways into professional sport. Case studies are critically evaluated in Cricket, Rugby League, Rugby Union, Association Football and Australian Rules and the effects of equality and discrimination on lifelong activity.

#### Section B: Sports Psychology

* Personality - Knowledge of theories of personality including: trait perspectives (including the characteristics of extroversion/introversion, neuroticism/stability, Type A/Type B); social learning perspectives; interactionist approaches. Justify the limitations of personality profiling in sport in relation to healthy lifestyles.

* Attitudes - Knowledge of the nature of attitudes, inconsistencies and prejudice in sporting situations. Understand their origins and influences (including the effects of socialisation). Identify the components of attitudes (cognitive, affective, behavioural). Identify the links between attitudes and behaviour in sporting situations. Awareness of methods of changing attitudes from negative to positive to promote a balanced, active and healthy lifestyle. This will include knowledge of the concepts of cognitive dissonance and persuasive communication.
* Motivation - Knowledge of Atkinson and McClelland’s theory of Achievement Motivation (need to achieve and need to avoid failure). Awareness of sport-specific achievement motivation (i.e. competitiveness).
* Attribution Theory - Identify reasons for success and failure. Knowledge of Weiner's model. Justify the use of attributional retraining. Awareness of strategies for the promotion of mastery orientation and the avoidance of learned helplessness. Evaluate the effects of attribution theory on performance and a balanced and active healthy lifestyle.
* Aggression - Understanding the difficulties associated with the definition of aggression as opposed to assertion. Definition of channeled aggression. Knowledge of the causes of aggressive behaviour. Knowledge of theories of aggression (in sporting situations) including instinct theories; frustration-aggression hypothesis; aggressive-cue hypothesis (Berkowitz); social learning theories. Knowledge of methods of eliminating the aggressive tendencies of performers.
* Groups and Teams - Definition of a group/team (mutual awareness, interaction, common goal). Knowledge of Steiner’s model of group performance. Awareness of problems associated with productivity of a group/team, including motivational factors (social loafing) and coordination/co-operation factors (Ringlemann Effect). Knowledge of factors affecting the formation and development of a cohesive group/team. Develop knowledge on behaviour that causes dysfunctional behaviour and avoidance of an active and healthy lifestyle. Explain the factors affecting formation and development of a team as well as the factors that affect participation in a group.
* Leadership - Understanding the importance of effective leadership. Identify characteristics of leaders, including: autocratic/task-oriented; democratic/social-oriented; laissez-faire. Knowledge of emergent and prescribed leaders. Knowledge of theories of leadership, including: trait theories; social learning theories; interactionist theories. Knowledge of Fiedler’s contingency model and Chelladurai’s multi-dimensional model of leadership. Explain how leadership can have an impact on a balanced, active and healthy lifestyle.
* Social Facilitation and Audience Effects - Knowledge of the positive (facilitation) and negative (inhibition) effects of others (including an audience and co-actors) on performance. Awareness of the links with levels of arousal, and the heightening of the dominant response (Zajonc). Knowledge of the causes and effects of evaluation apprehension (Cottrell). Awareness of the distraction effect. Awareness of the Homefield Advantage Phenomenon. The use of strategies to combat the effects of social inhibition, particularly with the use of selective attention and mental rehearsal should be applied to practical activities and justified.
* Goal Setting - Understand the importance and relevance to sport (related to anxiety management). Identify factors affecting the setting of goals (“SMARTER” principle). The candidate should set a sporting goal(s) and justify the use of short/intermediate/long term goals and process/performance/product goals to improve performance.
* Self Confidence - Understanding of sports confidence (Vealey), and the concepts of trait sports confidence, competitiveness orientation, and state sports confidence. Knowledge of self-efficacy (Bandura) and the influence of performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal. Describe how self efficacy can affect sustaining a balanced, active and healthy lifestyle.
* Concentration - Knowledge of attentional control. Awareness of cue utilisation (Easterbrook) and its links with arousal. Knowledge of attentional styles (for example, Broad/Narrow, Internal/External) (Nideffer).
* Emotional Control - Awareness of their relationship to personality, ability level and complexity of task. Knowledge of the peak flow experience, and the zone of optimum functioning theory (Hanin). Definition of anxiety including knowledge of the nature and influences of anxiety, including the state/trait distinction (Spielberger), multidimensional theory (cognitive anxiety and somatic anxiety), and sports competition anxiety. Knowledge of anxiety management to improve performance including: cognitive techniques (mental rehearsal/ imagery, positive self talk, thought stopping, rational/positive thinking) and somatic techniques (progressive muscular relaxation, biofeedback relaxation).

Section C: Exercise and Sport Physiology

* Energy Concepts - Definitions of energy, work and power and the units they are expressed in. Forms of energy to include chemical, kinetic and potential.
* ATP - The role of ATP. The breakdown and re-synthesis of ATP. The principle of coupled reactions and exothermic and endothermic reactions.
* ATP Re – synthesis - Knowledge of the three energy systems; ATP/PC (alactic) the lactic acid system and the aerobic system. Detail required to include the type of reaction (aerobic or anaerobic), the chemical or food fuel used, the specific site of the reaction, the controlling enzyme, energy yield, specific stages within a system, and the by-products produced.
* Energy Continuum - The predominant energy system used related to the type of exercise (duration and intensity), and the inter-changing between thresholds during an activity (for example, the onset of blood lactate accumulation /OBLA). The effect of level of fitness, availability of oxygen and food fuels, and enzyme control on energy system used.
* The Recovery Process - Returning the body to its pre-exercise state. The oxygen debt/excess post exercise oxygen consumption (EPOC), both the alactacid and lactacid debt components, to include the processes that occur and the duration of each component. Replenishment of myoglobin stores and fuel stores and the removal of the carbon dioxide. Implications of recovery process to be considered when planning training sessions, for example training intensities, work/relief ratios.
* Aerobic Capacity - Provide a definition of aerobic capacity and be aware of how an athlete’s VO2 max. is affected by individual physiological make-up, training, age and sex.
	1. Identify and carry out methods of evaluating aerobic capacity (for example, multi-stage fitness test, PWC170 test). A candidate should assess their own VO2 max. and match their result against the aerobic demand of their chosen activities.
	2. Identify and perform different types of training used to develop aerobic capacity - continuous running, repetition running, fartlek and interval training. Use of target heart rates as intensity guide.
	3. Identify the energy system and food/chemical fuels used during aerobic work.
	4. Identify physiological adaptations that take place after aerobic training, for example, increase in stroke volume.

Candidates should plan a programme of aerobic training based on (a) their own assessment of their aerobic capacity and (b) the requirements of their activity*.*

* Strength –
1. Provide definition of types of strength to include strength endurance, maximum strength, explosive/elastic strength, static and dynamic strength. Be aware of the factors that affect strength, for example, fibre type and cross sectional area of the muscle. Identify and carry out methods of evaluating each type of strength, for example, grip strength dynamometer.
2. Identify and perform different types of training used to develop strength. The repetition, sets and resistance guideline’s used to improve each type of strength. Use of multigym, weights, plyometrics and circuit /interval training (work intensity: work duration: relief interval: number of work/relief intervals).
3. Identify the energy system and food/chemical fuels used during each type of strength training.
4. Identify physiological adaptations that take place after training, to include neural and physiological changes to skeletal muscle.

Candidates should plan a programme of strength training based on (a) their own assessment of their strength and (b) the strength requirements of their activity.

* Flexibility –
1. Provide definition of flexibility to include static and dynamic flexibility. Be aware of the factors that affect flexibility, for example, type of joint, length of surrounding connective tissue.
2. Identify and carry out methods of evaluating flexibility, for example, sit and reach test, or goniometer (angle measure).
3. Identify and perform different types of training used to develop flexibility to including static (active and passive), ballistic and Proprioceptive neuromuscular facilitation (PNF).
4. Identify physiological adaptations that take place after training, to include physiological changes to skeletal muscle and connective tissue.

Candidates should plan a programme of flexibility training based on (a) their own assessment of their flexibility and (b) the flexibility requirements of their activity.

* Body Composition – Students need to be able to explain what is meant by body composition, the different methods of assessing body composition and the method to calculate body mass index (BMI) as an individual. Candidates should also demonstrate knowledge and understanding of basal metabolic rate (BMR) and the different energy requirements of different physical activities. They should be able to evaluate critically their own diet and calorie consumption and demonstrate knowledge and understanding of the health implications of being overweight or obese and how this affects involvement in physical activity.
* Periodisation – Candidates should be able to define periodisation (macro, meso and micro cycles) and plan a personal health and fitness programme that will promote sustained involvement in a balanced, active and healthy lifestyle including the principles of training.
* Ergogenic Aids - An ergogenic aid is any substance that enhances performance. Candidates need to be aware of current methods of performance enhancement. Candidates should know the effects of the aid being used and which athletes would benefit from its use.
* Aids should include dietary manipulation, use of creatine supplements, blood doping, gene doping, use of nasal strips plus candidates should have prior knowledge of the effects of alcohol, caffeine and anabolic steroids. Cooling aids and training aids should also be learnt.

Module G454: The Improvement of Effective Performance and the critical evaluation of practical activities in Physical Education.

* Candidates should have an understanding of the short and long term health and fitness benefits of the activity as well as an awareness of the opportunities for participation and progression both locally and nationally.
* In the roles of performing, coaching/leading and officiating, candidates should be able to explain the factors that make for an effective and efficient performance through the development of their knowledge and understanding of the relationship between skill, strategy/composition and fitness.

Assessment

* Candidates will be assessed in:
1. Performing one chosen activities from one of the activity profiles and Evaluating, Appreciation and Improvement of Performance.

OR

1. Coaching/Leading one chosen activity from one of the activity profiles and the Evaluation, Appreciation and Improvement of Performance.

OR

1. Officiating one chosen activity from one of the activity profiles and the Evaluation, Appreciation and Improvement of Performance.

Candidates are assessed in two chosen activities from two different activity profiles:

1. Athletic activities

2. Combat activities

3. Dance activities

4. Invasion game activities

5. Net/wall game activities

6. Striking/fielding games

7. Target game activities

8. Gymnastic activities

9. Outdoor and adventurous activities

10. Swimming activities

11. Safe and effective exercise activities

**Additional Activities**

A range of additional activities have been approved in which candidates can be assessed for this coursework unit (G452). The list of additional activities together with assessment requirements and criteria can be found on OCR’s website ([www.ocr.org.uk](http://www.ocr.org.uk)).

**Evaluation, Appreciation and the Improvement of Performance**

Candidates will observe a live performance by another candidate in one of their own assessed performance activities. Candidates will then consider the factors that make for an effective and efficient performance in this activity. Candidates will critically evaluate:

* Make evaluative and appreciative comments so as to judge the quality of performance using appropriate technical language
* Prioritising the areas for improvement
* Describing in detail an appropriate strategy to improve the performance
* Supporting their evaluation and appreciative comments and their strategy with the application of relevant principles and concept from the disciplines they have studies using appropriate technical language.

Candidates will give a structured response using appropriate technical language that:

* Accurately identifies and describes in details the strengths of the performance in relation to skills, tactics and strategies/compositional ideas and fitness
* Accurately identifies and describes in details the weaknesses of the performance in relation to skills, tactics and strategies/compositional ideas and fitness
* Identify the areas of the performance they would prioritise for improvement
* Formulates a detailed, viable action plan for one of the major faults identifies. This action plan should have detailed coaching points, detailed progressive practices together with a timescale for the plan
* Justifies both their evaluative comments and their action plan with the appropriate application of relevant knowledge and concepts from the physiological, psychological and socio-cultural area they have studied.

**Course Expectations**

Our expectations of you –

1. To turn up on time and in a positive, working frame of mind
2. To contribute and work in lesson to the best of your ability
3. To fulfill your TMG or higher
4. To dress smartly at all times
5. To complete homework and coursework to the best of your ability
6. To complete three hours minimum of homework, background reading and or private study per week
7. To meet homework and coursework deadlines
8. To be responsible for own high standards of learning in relation to bringing appropriate equipment and resources
9. Students should conduct themselves impeccably with their teachers and peers.

Dress – The college dress code applies to all theory lessons and should be upheld throughout the year. During practical activities, full sports kit must be worn. This should include:

* A sports specific t-shirt (a sports jumper is allowed in the colder months)
* Tracksuit bottoms or shorts
* White socks
* A clean, sport specific pair of trainers
* No jewellery

Behaviour – Sanctions will be used to promote future positive behaviour.

Attendance and Punctuality – The course is structured on the assumption that all lessons are attended. If the student is unable to attend a lesson for a valid reason, they should find out the work that was covered from a teacher or their peers and catch up. A student’s absence is not a valid excuse for a lack of homework or coursework. If any student fails to meet the attendance regulations, apart from exceptional cases (i.e. prolonged illness), they could face being evicted from the course. For those students who are unable to attend lessons for a valid reason, please inform the course leader or the teacher whose lesson you will be missing as soon as possible.

Punctuality is also vitally important. Students are expected to be in lessons on time and ready to work. Any student failing to do so, will be punished accordingly.

Equipment – There is a need for the following in each of your theory lessons, and if advised your practical lessons:

* Pens (of varying colours)
* Pencils
* Rulers
* Exercise book
* Text book

**Physical Education Students Study Skills**

Throughout your course you will need and have the opportunity to develop your key skills. Whether in practical or theoretical lessons, students will be required to demonstrate the following skills:

* Problem solving
* Group and peer assessment
* Time management
* Self evaluation
* Research skills
* Skimming, scanning and summerising key points
* Independent learning
* Cross – referencing
* Attributing information and ongoing evaluation
* Communication
* Working with others

**Assessment**

##### Units of Assessment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| UNIT | LEVEL | UNIT TITLE | DURATION | WEIGHTINGAS/A2% |
| G451 | AS | An Introduction to Physical Education | 2 hours  | 60%/30% |
| G452 | AS | Acquiring, developing and evaluating practical skills in Physical Education | - | 40%/20% |
| G453 | A2 | Principles and concepts across different areas of Physical Education | 2 hour30 mins | 35% |
| G454 | A2 | The improvement of effective performance and the critical evaluation of practical activities in Physical Education | - | 15% |

**Physical Education Teachers -**

**Responsibilities**

Mr Ashdown – 2nd i/c of Physical Education

Module G451 – Section A and Section B (Anatomy and Physiology and Acquiring Movement Skills)

Module G452 – Acquiring, developing and evaluating practical skills in Physical Education

Module G453 – Section B1 (Sports Psychology) and Section B3 (Exercise and Sport Physiology)

Module G454 - The Improvement of Effective Performance and the critical evaluation of practical activities in Physical Education

Mr Robinson – Physical Education Teacher and Assistant Head Teacher

Module G451 – Section A and Section C (Anatomy and Physiology and Socio Cultural Studies)

Module G453 – Section A2 (Comparative Studies) and Section B3 (Exercise and Sport Physiology)

**AS Performance Descriptors**

**A2 Performance Descriptors**

**Resources**

Students will be given one text book for the corresponding year which they must bring to every lesson, as well as look after and return at the end of the course/module in the same condition as it was received. **Any damage will be paid for by the student**. Students will also receive an exercise book for each module, which again they must look after and bring to every lesson. Worksheets will be distributed throughout the year and these must be stuck into the exercise book at the earliest opportunity.

Recommended or given texts include:

Advanced PE for OCR AS: Student Book – Ireland et al.

Advanced PE for OCR A2: Student Book – Ireland et al.

Revise AS PE for OCR

Revise A2 PE for OCR

Sport and PE: A Complete Guide to AS Level Study – Wesson et al.

Sport and PE: A Complete Guide to A2 Level Study – Wesson et al.

Complete A – Z Physical Education (Complete A – Z) – James et al.

<http://www.educationforum.co.uk/PE/PEHome.htm>

<http://www.ocr.org.uk>

http://[www.sportscoachuk.org](http://www.sportscoachuk.org)

<http://www.s-cool.co.uk>

http://www.pe4u.co.uk/