

## GCE Physical Education

OCR Advanced Subsidiary GCE in Physical Education H154

OCR Advanced GCE in Physical Education H554

version 3 – September 2013  
**specification**

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Vertical black lines indicate a significant change to the previous printed version.

# 1 About these Qualifications

This booklet contains OCR's Advanced Subsidiary GCE and Advanced GCE specifications in Physical Education for teaching from September 2013.

The focus of these specifications is on participation and performance in physical activity as part of a balanced, active and healthy lifestyle.

The main components of a balanced, active and healthy lifestyle are:

- physical activity;
- diet/energy balance;
- work/life balance;
- mental health;
- abstinence from smoking;
- adherence to recommended levels of alcohol consumption;
- sexual health awareness.

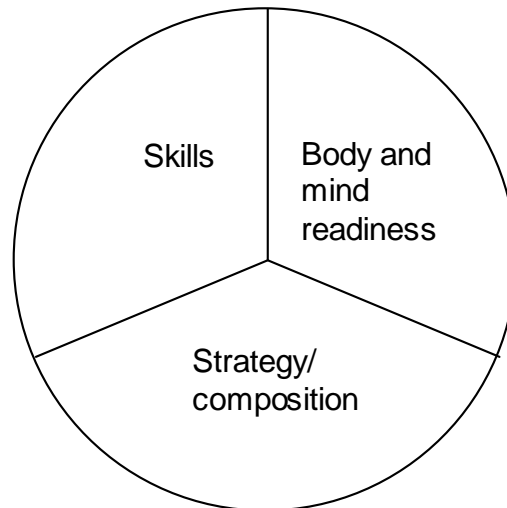
Physical activity is an essential and integral component of a balanced, active and healthy lifestyle. As such, physical activity has an impact on many of the other components just as the other components have an impact upon participation and performance in physical activity. Not all of these other components, however, directly influence participation and performance in physical activity. Candidates will be made aware of the effects of those that do.

For the purpose of these specifications, the term physical activity will encompass activities undertaken in Physical Education, sport, physical recreation, outdoor education/recreation and exercise. It will not include those activities deemed to be part of daily living, ie lifestyle activities.

These specifications enable candidates to achieve the Physical Education subject criteria aims by:

- increasing their physical competence;
- developing their involvement and effectiveness in physical activity;
- enabling them to become informed and discerning decision-makers in relation to their and others' involvement in physical activity.

The specifications require candidates to apply the knowledge acquired in Units 1 and 3 to their chosen practical activities. This contextualises their understanding and improves their own and others' performance. This knowledge also informs their appreciation of the relationship that exists between the three components of performance (see Fig. 1) and enables progressive development in the effectiveness and efficiency of their performance.



**Fig. 1**

Candidates will experience a variety of roles associated with physical activity; performer, leader/coach and official. Experience in a variety of roles will develop their appreciation of each of these participation pathways.

The specifications are designed to increase candidates' knowledge and awareness of the opportunities for participation and progression in physical activities and will enable candidates to become informed and discerning decision-makers in respect of their participation and performance in physical activity.

This will be achieved by raising candidates' awareness of, and their ability to critically evaluate:

- key factors influencing involvement in physical activity;
- the impact that contemporary products have on young people's involvement in physical activity;
- the impact that consumer focused influences have on young people's involvement in physical activity.

The specifications are similarly designed to allow candidates to develop an understanding and appreciation of the factors that enable both them and others to be physically active as part of a balanced, active and healthy lifestyle. The factors studied will include physiological, psychological and socio-cultural aspects that have an impact on participation and performance in physical activities.

Each of the practical activities offered to candidates in these specifications should be carried out in accordance with the recommendations in *Safe Practice in Physical Education and School Sport* (BAALPE, 2004).

The activities can place candidates in physically demanding situations. Centres should ensure that candidates are medically capable of coping with these situations. Where doubt exists, medical advice should be sought. Centres should also satisfy themselves that candidates are not suffering from any medical condition that would be affected by strenuous exercise.

## 1.1 The Two-Unit AS

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The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, ie. between GCSE and Advanced GCE.

From September 2013 the AS GCE is made up of **two** mandatory units: Unit G451: *An introduction to Physical Education*, which is externally assessed, and Unit G452: *Acquiring, developing and evaluating practical skills in Physical Education*, which is externally set, internally assessed and externally moderated. Together they form 50% of the corresponding four unit Advanced GCE.

## 1.2 The Four-Unit Advanced GCE

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From September 2013 the Advanced GCE is made up of **two** mandatory units at AS and **two** further units at A2: Unit G453: *Principles and concepts across different areas of Physical Education*, which is externally assessed, and Unit G454: *The improvement of effective performance and the critical evaluation of practical activities in Physical Education*, which is externally set, internally assessed and externally moderated.

## 1.3 Qualification Titles and Levels

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These qualifications are shown on a certificate as:

- OCR Advanced Subsidiary GCE in Physical Education.
- OCR Advanced GCE in Physical Education.

Both qualifications are Level 3 in the National Qualifications Framework (NQF).

## 1.4 Aims

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1. These specifications will encourage candidates to become increasingly physically competent by:
  - developing the skills and techniques they require to perform effectively in physical activities;
  - applying and adapting a wide range of skills and techniques effectively in different types of physical activity;
  - developing and applying their skills in different roles, such as performer, leader/coach and official within physical activities;
  - applying their skills in different contexts within a physical activity.
2. These specifications will enable candidates to maintain and develop their involvement and effectiveness in physical activity through:
  - developing their knowledge and understanding of factors that enable them and others to be physically active:
    - as part of a balanced lifestyle, and
    - as part of a lifelong involvement in an active and healthy lifestyle;
  - developing their knowledge and understanding of the relationship between skill, strategy/composition and body and mind readiness so as to ensure that both their own and other's performance is both effective and efficient in roles such as performer, leader/coach and official.
3. These specifications will enable candidates to be informed and discerning decision-makers who understand how to be involved in physical activity through helping them to:
  - understand how they and others make the most of the opportunities and pathways available to be involved in physical activity;
  - understand and critically evaluate how contemporary products and consumer-focused influences related to physical activity affect and inform young people's decisions about being involved in a range of physical activities;
  - understand and critically evaluate current key influences that might limit or encourage young people's involvement in physical activity.

## 1.5 Prior Learning/Attainment

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Candidates would normally be expected to have successfully completed a GCSE in Physical Education but this would not exclude candidates who had not done so. However, the specifications have been designed to provide progression by building on the knowledge, understanding and skills set out in the National Curriculum Key Stage 4.



## 2 Summary of Content

### 2.1 AS Units

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#### Unit G451: *An introduction to Physical Education*

##### **Anatomy and Physiology (Section A)**

- The skeletal and muscular systems
- Motion and movement
- The cardiovascular and respiratory systems in relation to the performance of physical activity

##### **Acquiring Movement Skills (Section B)**

- Classification of motor skills and abilities
- The development of motor skills
- Information processing
- Motor control of skills in physical activity
- Learning skills in physical activity

##### **Socio-Cultural Studies relating to participation in physical activity (Section C)**

- Physical activity
- Sport and culture
- Contemporary sporting issues

#### Unit G452: *Acquiring, developing and evaluating practical skills in Physical Education*

- Performance
  - Evaluating and planning for the improvement of performance
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## 2.2 A2 Units

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Unit G453: *Principles and concepts across different areas of Physical Education*

### **Section A: Socio-Cultural Options**

#### **Historical Studies (Option A1)**

- Popular recreation in pre-industrial Britain
- Rational recreation in post-industrial Britain
- 19<sup>th</sup>-century public schools and their impact on the development of physical activities and young people
- The developmental stages of athleticism in 19<sup>th</sup>-century public schools
- Case Studies
- Drill, physical training and Physical Education in state schools

#### **Comparative Studies (Option A2)**

- The United Kingdom (UK)
- The United States of America (USA)
- Australia

### **Section B: Scientific Options**

#### **Sports Psychology (Option B1)**

- Individual aspects of performance
- Group dynamics of performance and audience effects
- Mental preparation for physical activity

#### **Biomechanics (Option B2)**

- Linear motion in physical activity
- Force physical activity
- Fluid mechanics physical activity
- Stability and angular motion physical activity
- A critical evaluation of performance in selected physical activities

#### **Exercise and Sport Physiology (Option B3)**

- Energy
  - Health components of physical fitness
  - Application of the principles of training
  - Performance enhancement
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Unit G454: *The improvement of effective performance and the critical evaluation of practical activities in Physical Education*

**Practical Skills**

- Performance
  - Evaluation, appreciation and the improvement of performance
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# 3 Unit Content

## 3.1 AS Unit G451: *An introduction to Physical Education*

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### Section A

#### Anatomy and Physiology

*This section focuses on the impact of physical activity on the systems of the body and on young people's participation and performance in physical activity as part of a balanced, active and healthy lifestyle.*

*Candidates will develop their knowledge and understanding of anatomical and physiological factors affecting body and mind readiness. This will lead to an improvement in the effectiveness and efficiency of their performance in roles such as performer, leader/coach and official.*

*The application of the knowledge gained will enable candidates to evaluate lifestyle choices critically in relation to their impact on body systems and lifelong participation in physical activity.*

#### The skeletal and muscular systems

A general overview of the skeletal system is required and should include reference to the functions of the skeleton, the axial and appendicular skeleton and types of bone and cartilage.

Joints: movements;  
muscles

Candidates should be able to demonstrate knowledge and understanding of the:

- wrist: flexion and extension; wrist flexors and extensors;
- radio-ulnar: pronation and supination; pronator teres and supinator muscle;
- elbow: flexion and extension; biceps brachii and triceps brachii;
- shoulder: abduction, adduction, flexion, extension, rotation, horizontal flexion, horizontal extension, circumduction; deltoid, latissimus dorsi, pectoralis major, subscapularis, infraspinatus, teres major and teres minor; trapezius; the role of the rotator cuff muscles, supraspinatus infraspinatus, teres minor and subscapularis;
- spine (cartilaginous, gliding and pivot): flexion, extension, lateral flexion; rectus abdominus, external and internal oblique and the erector spinal group; sacrospinalis (the role of the transverse abdominus and multifidus in relation to core stability);
- hip: abduction, adduction, flexion, extension, rotation iliopsoas, gluteus maximus, medius and minimus, adductor longus, brevis and magnus;

	<ul style="list-style-type: none"> <li>• knee: flexion and extension; biceps femoris, semi-membranosus, semi-tendinosus, rectus femoris, vastus lateralis, vastus intermedius and vastus medialis;</li> <li>• ankle: dorsi flexion, plantar flexion; tibialis anterior, soleus and gastrocnemius.</li> </ul>
The role of muscular contraction	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• explain concentric, eccentric and isometric contraction.</li> </ul>
Movement analysis of physical activity	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• carry out a movement analysis making reference to joint type, the type of movement produced, the agonist and antagonist muscle (or muscles) in action and the type of muscle contraction taking place.</li> </ul>
Muscle fibre types in relation to choice of physical activity	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• describe the structure and function of the different muscle fibre types (slow oxidative, fast oxidative glycolytic and fast glycolytic) in relation to different types of physical activity;</li> <li>• explain how an individual's mix of muscle fibre type might influence their reasons for choosing to take part in a particular type of physical activity.</li> </ul>
Warm up/cool-down	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• analyse the effect of a warm up and cool-down on skeletal muscle tissue in relation to the quality of performance of physical activity.</li> </ul>
Impact of different types of physical activity on the skeletal and muscular systems	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• evaluate critically the impact of different types of physical activity (contact sports, high impact sports and activities involving repetitive actions) on the skeletal and muscular systems (osteoporosis, osteoarthritis, growth plate, joint stability, posture and alignment) with reference to lifelong involvement in an active lifestyle.</li> </ul>
<b>Motion and movement</b>	
Basic concepts of Biomechanics	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• define Newton's Laws of Motion;</li> <li>• describe the types of motion produced (linear, angular or general);</li> <li>• describe the effect of size of force, direction of the force and the position of application of force on a body;</li> <li>• define centre of mass;</li> <li>• explain the effect of changes in the position of the centre of mass and the area of support when applied to practical techniques;</li> <li>• carry out a practical analysis of typical physical actions.</li> </ul>

The cardiovascular and respiratory systems in relation to the performance of physical activity and sustained involvement in an active and healthy lifestyle

Content assumes prior knowledge of the structure and function of the cardiovascular and respiratory systems.

Response of the cardiovascular system to physical activity

Candidates should be able to:

- describe the link between the cardiac cycle (diastole and systole) and the conduction system of the heart;
- describe the relationship between stroke volume, heart rate and cardiac output and resting values for each;
- explain the changes that take place to stroke volume, heart rate and cardiac output during different intensities of physical activity;
- explain the regulation of heart rate during physical activity (to include neural, hormonal and intrinsic factors);
- describe the distribution of cardiac output at rest and during exercise (the vascular shunt mechanism);
- explain the role of the vasomotor centre and the involvement of arterioles and pre-capillary sphincters;
- explain how carbon dioxide and oxygen are carried within the vascular system; how effective transportation of carbon dioxide and oxygen within the vascular system aids participation in physical activity; how smoking affects the transportation of oxygen;
- define blood pressure and identify resting values;
- explain the changes that occur during physical activity and hypertension;
- explain how venous return is maintained; the effects that a warm-up and cool-down period has on the cardiovascular system; how venous return affects the quality of performance;
- evaluate critically the impact of different types of physical activity on the cardiovascular system (coronary heart disease (CHD); arteriosclerosis, atherosclerosis, angina, heart attack) with reference to lifelong involvement in an active lifestyle.

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The response of the respiratory system to physical activity

Candidates should be able to:

- describe the mechanics of breathing at rest and the respiratory muscles involved (including the diaphragm and external intercostal muscles);
  - explain the changes in the mechanics of breathing during physical activity including reference to additional muscles involved (sternocleidomastoid and pectoralis minor) and the active nature of expiration (internal intercostals and abdominal muscles);
  - explain how changes in the mechanics of breathing during physical activity are regulated by the respiratory centre (both neural and chemical control) to take into account the demands of different intensities of physical activity;
  - describe the process of gaseous exchange that takes place between the alveoli and the blood and between the blood and the tissue cells. (An awareness of partial pressure is required but candidates will not be expected to provide specific respiratory pressures.);
  - explain the changes in gaseous exchange that take place between the alveoli and the blood and between the blood and the tissue cells (increased diffusion gradient and accelerated dissociation of oxy-haemoglobin) as a direct result of participation in physical activity;
  - explain the effect of altitude on the respiratory system and how it influences the performance of different intensities of physical activity;
  - evaluate critically the impact of different types of physical activity on the respiratory system with reference to lifelong involvement in an active lifestyle (to include an awareness of asthma and smoking).
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## Section B

### Acquiring Movement Skills

*This section focuses on the acquisition of movement skills that have an impact on young people's participation and performance in physical activity as part of a balanced, active and healthy lifestyle.*

*Candidates will develop their knowledge and understanding of the relationship between skill, strategy/composition and body and mind readiness so as to improve the effectiveness and efficiency of performance. This section includes coverage of practice conditions and their effect on performance as well as the underlying information processing needed for effective and efficient performance.*

*The knowledge and understanding gained in the development and motor control of skills will enable candidates to develop their ability to perform in roles such as performer, leader/coach and official.*

*The application of the knowledge gained will enable candidates to evaluate critically methods of acquiring and developing movement skills.*

#### Classification of motor skills and abilities (developing an awareness of factors affecting involvement in physical activity)

Classification of motor skills	<p>Candidates should be able to position and justify examples of movement skills on the following continua:</p> <ul style="list-style-type: none"> <li>• muscular involvement (gross – fine);</li> <li>• environmental influence (open – closed);</li> <li>• continuity (discrete – serial – continuous);</li> <li>• pacing (externally paced – self paced);</li> <li>• difficulty (simple – complex);</li> <li>• organisation (low – high).</li> </ul>
The application of classification to the organisation and determination of practice	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• describe methods of manipulating skills (part and whole practice; progressive part and whole-part-whole) to facilitate learning and improve performance;</li> <li>• evaluate critically these methods and their effectiveness in the learning of movement skills.</li> </ul>
Classification of abilities relating to movement skills	<p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• characteristics of ability (innate, underlying and enduring traits);</li> <li>• gross motor abilities with examples;</li> <li>• psychomotor abilities with examples.</li> </ul>



## The development of motor skills and the use of different practice methods to ensure effective involvement in physical activity

Phases/stages of movement skill learning that affect participation and performance in physical activity

Candidates should be able to:

- identify characteristics of the phases of learning (Fitts and Posner)
  - cognitive;
  - associative;
  - autonomous.
- apply these phases of learning to practical activities.

Types of guidance and their impact on effective performance and participation in a balanced, active and healthy lifestyle

Candidates should be able to:

- describe types of guidance used in different phases of learning to improve performance: (visual – early phase; verbal – later phases; manual and mechanical – developing kinaesthetic awareness and knowledge of safety issues);
- evaluate critically these different types of guidance.

Practice methods and their impact on effective and efficient performance of movement skills

Candidates should be able to:

- describe methods of physical practice (massed; distributed; fixed; varied);
- explain the role of mental practice and rehearsal vs. physical practice and rehearsal;
- explain the appropriate use of practice methods to maximise effectiveness (for different ability levels and for different activities; classification of skills; schema theory);
- evaluate critically different types of practice methods and their application to the performance of movement skills.

## Information processing during the performance of skills in physical activity

Models of information processing and effectiveness in the learning and performance of movement skills

Candidates should be able to:

- describe Welford's model (display; sensory information; sense organs; perceptual mechanism; effector mechanism; response and feedback);
- describe Whiting's model (display; receptor systems; perceptual mechanism; translatory mechanisms; output, feedback);
- apply these models to the learning and performance of physical activities.

Memory and its role in developing movement skills

Candidates should be able to:

- describe the Multi-store model of the memory process; short-term sensory store (STSS); short-term memory (STM) and long-term memory (LTM); interaction of memory with the perceptual process (selective attention);
- describe strategies to improve both short-term memory storage (chunking) and long-term memory storage;
- apply the memory process to the learning and performance of physical activities.

Reaction time and developing effective performance in physical activity

Candidates should be able to:

- define reaction time, movement time, response time;
- describe the impact of reaction time on performance;
- explain factors affecting response time in practical activities;
- demonstrate knowledge and understanding and the application of theories relating to reaction time (the psychological refractory period; single channel hypothesis; choice reaction time (Hick's Law) and the role of anticipation).

#### Motor control of skills and its impact on developing effectiveness in physical activity

Motor and executive programmes and their impact on the learning of movement skills

Candidates should be able to:

- describe the nature of, and give examples of, programmes stored in the long-term memory;
- explain the links to open loop control and the autonomous phase of learning.

Types of motor control and their impact on movement skill acquisition and competence in physical activity

Candidates should be able to:

- describe open loop control; closed loop control;
- explain the role of open loop and closed loop control in the performance of motor skills;
- evaluate critically different types of feedback to detect and correct errors.

Schema theory and its role in developing movement skills and strategies

Candidates should be able to:

- explain relationships with the motor programme;
- demonstrate knowledge and understanding of sources of information: recall schema (knowledge of initial conditions; knowledge of response specification); recognition schema (knowledge of sensory consequences; knowledge of movement outcomes);
- demonstrate knowledge and understanding of motor programmes (relevant sub-routines and possible schema identified from the candidate's physical activity experiences).

#### Learning skills in physical activity

Motivation and arousal and their impact on young people's participation, performance and aspirations in physical activity

Candidates should be able to:

- explain Drive reduction theory and its impact on a lifelong, balanced, active and healthy lifestyle;
- demonstrate knowledge and understanding of arousal as a drive affecting levels of motivation;
- explain motivation and arousal theories (Drive theory; Inverted U theory; Catastrophe theory (Jones and Hardy)) and their application to the learning and performance of movement skills;
- demonstrate knowledge and understanding of motivational strategies and their application (different ability levels; disaffected young people; encouraging participation in a balanced, active and healthy lifestyle);
- evaluate critically motivation and arousal theories and the application of motivational strategies.

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Theories relating to the learning of movement skills and the development of positive behaviours associated with a balanced, active and healthy lifestyle	Candidates should be able to discuss: <ul style="list-style-type: none"><li>• the associationalist/connectionist theory of operant conditioning (Skinner);</li><li>• the cognitive theory related to the work of Gestaltists (insight learning and ways of thinking to optimise learning);</li><li>• social/observational learning theory; the importance of significant others in the adoption of a balanced, active and healthy lifestyle;</li><li>• bandura's model (demonstration, attention, retention, motor reproduction, matching performance), and the factors that affect modelling (nature and perceived importance of model).</li></ul>
Reinforcement of movement skill learning and behaviours associated with a balanced, active and healthy lifestyle	Candidates should be able to: <ul style="list-style-type: none"><li>• discuss positive reinforcement, negative reinforcement and punishment (with examples from candidate's practical activities);</li><li>• discuss Thorndike's Laws: knowledge of methods of strengthening the stimulus-response (S-R) bond through repetition (Law of exercise); satisfaction/annoyance/emotional intensity (Law of effect); through physical and mental preparedness (Law of readiness);</li><li>• discuss appropriate use of reinforcement in skill learning and in promoting positive, healthy lifestyle behaviour.</li></ul>
Transfer of learning to develop effectiveness in physical activity	Candidates should be able to: <ul style="list-style-type: none"><li>• describe types of transfer that occur in practical performance: positive transfer; negative transfer; proactive transfer; retroactive transfer; bilateral transfer;</li><li>• demonstrate knowledge and understanding of ways of optimising the effect of positive transfer;</li><li>• demonstrate knowledge and understanding of ways of limiting the effect of negative transfer;</li><li>• evaluate critically different types of transfer and their impact on the development of movement skills;</li><li>• explain the effects of transfer of learning on schema development and the importance of variable practice.</li></ul>

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## Section C

### Socio-Cultural Studies relating to participation in physical activity

*This section focuses on physical activity as an intrinsically valuable and necessary experience in contemporary society. Candidates will develop their knowledge and understanding of the role of physical activity and its impact on young people developing a balanced, active and healthy lifestyle.*

*A knowledge and understanding of the socio-cultural factors that have an impact on regular participation and the achievement of excellence in physical activity will enable candidates to appreciate the opportunities and pathways available for involvement in physical activity.*

*The application of the knowledge gained will enable candidates to evaluate critically the socio-cultural factors that relate to lifelong participation in physical activity as part of a balanced, active and healthy lifestyle.*

#### Physical activity

Participation in physical activity	<p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• physical activity as an umbrella term (which might include physical and outdoor recreation, physical and outdoor education and/or sport);</li> <li>• the meaning of the terms: exercise; healthy/balanced lifestyles; lifetime sport/life-long physical activity;</li> <li>• the benefits of regular participation in physical activity;</li> <li>• factors contributing to increasingly sedentary lifestyles;</li> <li>• recommendations in terms of frequency, intensity and type of physical activity so as to develop, and sustain, a balanced, active and healthy lifestyle;</li> <li>• possible barriers to regular participation in physical activity by young people.</li> </ul>
Physical recreation and outdoor recreation	<p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• physical recreation (definitions; characteristics; benefits);</li> <li>• outdoor recreation as an aspect of physical recreation in the natural environment (characteristics; benefits).</li> </ul>
Physical education and outdoor education	<p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Physical Education (definitions; characteristics; benefits);</li> <li>• outdoor education as part of Physical Education in the natural (or semi-natural) environment (definitions; characteristics; benefits; adventure; risk (real vs. perceived) and safety; constraints on widespread regular participation by young people).</li> </ul>
Sport	<p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• sport (definitions; characteristics; benefits);</li> <li>• the terms: physical prowess, physical endeavour, sportsmanship, gamesmanship, deviance.</li> </ul>

Sport and culture – sport and physical activity as a reflection of the culture in which it exists

The United Kingdom (UK)

Candidates should be able to:

- demonstrate knowledge and understanding of surviving ethnic sports and games in the UK (e.g. Highland Games);
- describe the characteristics of surviving ethnic sports and reasons for continued existence and popularity (including festival; local; traditional; isolation; social; tourism; annual/occasional; retention of ethnic identity);
- explain the role of 19<sup>th</sup>-century public schools in promoting and organising sports and games;
- explain the relatively recent move from the traditional amateur approach to a more professional approach (with reference to mass participation; sporting excellence; organisation and administration; government support) in sport.

The United States of America (USA) Candidates should be able to:

- describe characteristics of the USA (young, capitalist nation; relatively large population);
- explain the nature of sport in the USA (win ethic; commercialism; vehicle for achieving 'the American Dream');
- analyse the game of American football (origins, nature of game including violence, commercialism).

Australia

Candidates should be able to:

- describe characteristics of Australia (young nation; sparsely populated; colonial influence and immigration);
- explain the nature of sport in Australia (social and cultural reasons for sport being a high status national pre-occupation);
- analyse the game of Australian rules football (origins; factors that shaped its development, including commercialism and impact of media).

Contemporary sporting issues that have an impact upon young people's aspirations and their regular participation in physical activity in the UK

Funding of physical activity

Candidates should be able to:

- demonstrate knowledge and understanding of public funding; private funding; voluntary funding (including the National Lottery).

Bodies influencing and promoting participation in physical activity as part of a balanced, active and healthy lifestyle; the promotion of health, fitness and wellbeing and/or sporting excellence:

Candidates should be able to:

- demonstrate knowledge and understanding of UK Sport;
- demonstrate knowledge and understanding of the United Kingdom Sports Institute (UKSI) and devolved National Institutes of Sport;
- demonstrate knowledge and understanding of home country organisations (Sport England, Sports Council Northern Ireland, **sportscotland**, Sports Council for Wales);
- demonstrate knowledge and understanding of current government and national governing body initiatives;
- evaluate critically initiatives that have an impact on young people's aspirations and their regular participation in physical activity in the UK.

Excellence and participation in the UK

Candidates should be able to:

- explain sports development (the sports development pyramid; continuum from mass participation to sporting excellence);
- explain opportunity, provision and esteem (with reference to both participation in physical activity and the achievement of sporting excellence);
- evaluate critically social and cultural factors that affect participation in physical activity and the achievement of sporting excellence by young people, the elderly, people with disabilities, women and ethnic minority groups;
- describe possible measures to increase participation in physical activity and achievement of sporting excellence.

Performance enhancing products

Candidates should be able to:

- explain the reasons for the use of drugs in sport;
- describe the consequences of the use of drugs in sport (with particular reference to health, wellbeing and role modelling for young people);
- describe possible solutions to the problem of the use of drugs in sport;
- explain the impact on performance(s) in sport of modern technological products (with reference to particular products and activities).

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Sport, sponsorship and the media	Candidates should be able to: <ul style="list-style-type: none"><li>• explain the roles of the media (informing; educating; entertaining; advertising);</li><li>• evaluate critically the impact of the media on sport (with particular reference to its role in promoting balanced, active and healthy lifestyles and lifelong involvement in physical activity);</li><li>• explain the relationship between sport, sponsorship and the media ('golden triangle').</li></ul>
Violence in sport	Candidates should be able to: <ul style="list-style-type: none"><li>• demonstrate knowledge and understanding of violence in sport (players and spectators);</li><li>• describe possible causes and solutions.</li></ul>
The Olympic Games	Candidates should be able to: <ul style="list-style-type: none"><li>• demonstrate knowledge and understanding of the background (vision of de Coubertin); principles; aims and philosophy of the modern Olympic movement; summer and winter format; International Olympic Committee (IOC) and British Olympic Association (BOA);</li><li>• explain the commercialisation of the Olympics: pre- and post-1984 (Los Angeles);</li><li>• describe the opportunities and implications for sport and society in the UK arising from 2012; (impact of being a host nation on sport and society; benefits and drawbacks including potential for increasing participation and promoting healthy lifestyles particularly among young people);</li><li>• explain how the Olympic Games is a vehicle for nation building, eg. China; the 'Shop Window' effect; government control and funding of sport; sport as a political tool.</li></ul>

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## 3.2 AS Unit G452: *Acquiring, developing and evaluating practical skills in Physical Education*

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This is an externally set, internally assessed and externally moderated unit.

Centres should devise programmes that enable candidates to experience activities across different activity profiles. Candidates should develop their understanding and appreciation of the various pathways to success by building on their National Curriculum and GCSE experiences. Candidates should also appreciate that assessment in any activity may include a variety of pathways to success. The concept of success underpins this unit.

The pathways to success are:

- outwitting opponents;
- accurate replication;
- exploring and communicating ideas, concepts and emotions;
- performing at maximum levels;
- identifying and solving problems;
- exercising safely and effectively.

Centres should devise programmes that enable candidates to experience and develop all aspects of their practical activities. Candidates should also experience different roles, eg different playing positions in invasion games; singles and doubles in racquet games. They should also gain experience in coaching/leading the activities so as to develop their understanding and appreciation of the coaching points of skills, and the application of tactics, associated with their chosen activities. In addition, they should experience the role of officiating so as to develop their knowledge, understanding and ability to apply the rules, regulations, conventions and codes of conduct relevant to their activities.

Activities will be set in suitably demanding contexts that show progression from National Curriculum/GCSE and that are appropriate for the ability of the candidate.

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.



The understanding of the relationship between skill, strategy/composition and fitness will be further enhanced as candidates develop and improve:

- the range, difficulty and quality of their basic and advanced skills. These will be implemented with greater consistency in terms of precision, control and fluency in situations that are both complex and demanding;
- their ability to use tactics, strategies/compositional ideas through an understanding of key principles underpinning success in the activity and their effective selection and use of advanced strategic/choreographic or organisational concepts in situations that are increasingly complex and demanding;
- their capacity to perform effectively by maintaining and developing their physical fitness and developing their knowledge and understanding of the effects of physical and mental preparation on performance as well as their ability to prepare and train mentally and physically for physical activity.

## 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

- 2. 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

- 3. Performing one chosen activity and officiating one chosen activity from two different activities together with Evaluating and Planning for the improvement of performance.

Candidates are assessed in **two** chosen activities from **two** different activity profiles.

The activity profiles are:

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.

There will be some activities where all the roles, ie performer, coach/leader and official are not available for assessment. Where this is the case the Coursework Guidelines will highlight this restriction.

Each of the practical activities offered to candidates should be carried out in accordance with the recommendations in *Safe Practice in Physical Education and School Sport* (BAALPE 2004).

## 1. PERFORMING AN ACTIVITY

Candidates are assessed in their ability to select and perform skills consistently, precisely and with control and fluency in an applied skill environment.

These acquired and developed skills are assessed in conditioned, competitive situations that generate tasks of suitable pitch and challenge. This ensures that candidates are able to select the appropriate skills while also performing them repetitively and consistently as specific movements, and adapting them to suit a variety of situations. These tasks should:

- aim to improve the candidate's performance using tasks of suitable pitch and challenge within authentic contexts;
- place emphasis on the appropriate basic and advanced acquired and developed skills and pressurise candidates by utilising features such as restricting the number of players, space and range of skills;
- identify the candidate's level of autonomy while providing the range of pitch and challenge to enable ability differentials to be displayed.

The conditioned, competitive situations should generate tasks of appropriate pitch and challenge that:

- focus on the range of basic and advanced applied and acquired skills to be assessed;
- are structured to allow candidates to develop basic tactical/choreographic/compositional awareness;
- may be conditioned, in which acquired and developed skills are assessed while applying the normal rules/regulations and codes of practice;
- enable candidates to be placed in a rank order in terms of ability.

Candidates should be able to:

- perform a range of basic and advanced acquired and developed skills in conditioned, competitive situations that generate tasks of suitable pitch and challenge;
- select and apply skills and tactics/choreographic/compositional ideas in conditioned, competitive situations thereby demonstrating their understanding of the perceptual requirements of the activity;

- demonstrate an understanding and application of the relevant rules, regulations and code of practice of the activity;
- demonstrate a knowledge and understanding of the fitness and health benefits of the activity;

## 2. COACHING /LEADING AN ACTIVITY

Candidates are assessed in coaching/leading an activity. This must differ from the activity their performance has been assessed in.

Candidates are assessed in their ability to lead safe, purposeful and enjoyable sporting and physical recreational activities while exhibiting motivation, responsibility, control and confidence. These skills, abilities and qualities are assessed in authentic contexts that generate tasks of suitable pitch and challenge thus ensuring that candidates are able to select the appropriate coaching/leading methodology while also performing repetitively and consistently, adapting and adjusting to suit a variety of situations.

The tasks generated aim to improve the candidate's coaching/leading performance and centres should use tasks of suitable pitch and challenge within authentic contexts. These tasks should place emphasis on the appropriate developed skills, abilities and qualities and challenge candidates. By working with primary school children in Top Sport/ Dragon Sport sessions, working with disabled groups or working with youth groups, suitable tasks can be generated. The tasks generated should identify the candidate's level of autonomy while providing the range of pitch and challenge to enable ability differentials to be displayed.

**Centres should ensure that when candidates work with children, all child protection procedures are adhered to.**

The authentic contexts should generate tasks of appropriate pitch and challenge that:

- Focus on the range of applied and acquired skills, abilities and qualities to be assessed;
- Enable candidates to be placed in a rank order in terms of ability;
- Be structured to allow candidates to develop their coaching/leadership skills.

Candidates should be able to:

- Deliver coaching/leading sessions which generate tasks of suitable pitch and challenge
- Demonstrate a range of basic and advanced acquired and developed skills in an authentic context which generates tasks of suitable pitch and challenge;
- Demonstrate competence in organisational skills related to the planning and delivery of sessions.
- Demonstrate appropriate communication skills.
- Demonstrate an understanding and appreciation of health and safety procedures.
- Implement risk assessment procedures.

- Demonstrate a knowledge and understanding of the fitness and health aspects of the activity.
- Evaluate sessions delivered and plan for improvement.
- Demonstrate an awareness of Child Protection issues and procedures.
- Operate the principle of inclusion in their sessions.

Candidates will keep a detailed log which should include:

- Records of their coaching/leading activities over a three month period.
- Include the formulation of a scheme of work which identifies progression and has a minimum of ten hours of session plans together with appropriate evaluations of the sessions and risk assessments.
- A personal video record of a minimum of forty minutes of coaching/leading.
- Details of health and safety issues relevant to the activity.
- Details of child protection procedures in operation for the activity
- Evidence of the candidate's appropriate first aid qualification.
- Details of the fitness and health benefits of the activity and of coaching/leading the activity.

Candidates who have followed the British Sports Trust Community Sports Leader's Award or Governing Body Level 2 Coaching qualification will have developed the skills, strategies and knowledge which form the basis of assessment in this area. However successful completion of such an award is **not** necessary as candidates must still fulfil the requirements of the OCR assessment criteria.

### 3. OFFICIATING AN ACTIVITY

Candidates are assessed in officiating an activity (this must differ from the activity their performance has been assessed in).

Candidates are assessed in their ability to officiate in safe, purposeful and enjoyable sporting and recreational activities whilst exhibiting responsibility, control and confidence. These skills, abilities and qualities are assessed in authentic contexts which generate tasks of suitable pitch and challenge thus ensuring that candidates are able to select the appropriate officiating style whilst also performing repetitively and consistently, adapting and adjusting to suit a variety of situations.

The tasks generated aim to improve the candidate's officiating performance and centres should devise their own tasks of suitable pitch and challenge within authentic contexts. These tasks should place emphasis on the appropriate developed skills, abilities and qualities and challenge candidates. By utilising opportunities with primary school sports, local junior sports, lower secondary school sports, inter form sports, inter school sports or working with youth groups suitable tasks can be generated. The tasks generated should identify the candidate's level of autonomy while providing the range of pitch and challenge to enable ability differentials to be displayed.

**Centres should ensure that when candidates work with children that all child protection procedures are adhered to.**

The authentic contexts should generate tasks of appropriate pitch and challenge that:

- focus on the range of applied and acquired skills, abilities and qualities to be assessed;
- enable candidates to be placed in a rank order in terms of ability;
- are structured to allow candidates to develop their officiating.

Candidates should be able to:

- officiate in sessions that generate tasks of suitable pitch and challenge;
- perform a range of basic and advanced acquired and developed skills in an authentic context that generates tasks of suitable pitch and challenge;
- demonstrate an applied knowledge and understanding of the rules/regulations of the activity;
- demonstrate appropriate communication skills;
- demonstrate an understanding and appreciation of health and safety procedures;
- implement risk assessment procedures;
- demonstrate an awareness of child protection issues and procedures.
- demonstrate a knowledge and understanding of the fitness and health aspects of the activity;
- evaluate sessions officiated and plan for improvement.

Candidates will keep a detailed log that:

- records their officiating activities over a three month period;
- has a minimum of four evaluations of the sessions officiated by qualified assessors;
- has evidence of risk assessments undertaken;
- has a personal video record of a minimum of forty minutes of officiating;
- details health and safety issues relevant to the activity;
- details child protection procedures in operation for the activity;
- details the fitness and health benefits of the activity and of officiating the activity.

Candidates who have followed National Governing Body Level 2 Officiating qualification will have developed the skills, strategies and knowledge which form the basis of assessment in this area. However successful completion of such an award is **not** necessary as candidates must still fulfil the requirements of the OCR assessment criteria.

### 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;

### 3.3 A2 Unit G453: *Principles and concepts across different areas of Physical Education*

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#### Introduction

This Unit has two sections; Section A: Socio-Cultural options and Section B: Scientific options.

#### Section A: Socio-Cultural options:

- Option A1 Historical Studies
- Option A2 Comparative Studies

#### Section B: Scientific options:

- Option B1 Sports Psychology
- Option B2 Biomechanics
- Option B3 Exercise and Sport Physiology

Candidates study **three** of the five possible options, at least **one** option, from Section A.

#### Section A: Socio-Cultural options

##### Option A1

##### Historical Studies

*This section focuses on the historical factors that had an impact on and continue to affect participation and improved competence in physical activity as part of a balanced, active and healthy lifestyle. Candidates will develop their knowledge, understanding and their ability to apply historical concepts that led to young people and other societal groups being physically active.*

*Candidates will develop their knowledge and understanding of the relationship between skill, strategy/composition and body and mind readiness in order to improve the effectiveness and efficiency of performance. This knowledge and understanding will be developed through the study of the objectives, content and methodological approaches to Physical Education in state schools over time.*

*The application of historical concepts will enable candidates to evaluate critically consumer focused and other key societal influences that in both the past and the present have limited or encouraged involvement in physical activity.*

*The application of the knowledge gained will enable candidates to become informed and discerning decision-makers through the understanding of how people have made the most of the opportunities and pathways to be involved in physical activities in the past, and how this influences young people today.*

## Popular recreation in pre-industrial Britain and its impact on contemporary participation and performance

### Popular recreation

Candidates should be able to:

- describe characteristics (simple/natural; occasional; local; wagering; violence/cruelty; simple unwritten rules; courtly/popular; rural; occupational);
- explain social and cultural factors that influenced the nature and development of popular recreations;
- explain how popular recreation affected the physical competence and health of participants;
- describe the varying opportunities for participation;
- explain the impact of popular recreation on contemporary participation and performance;
- make reference to case study activities

## Rational recreation in post-industrial Britain and its impact on contemporary participation and performance

Candidates should be able to contrast the post-industrial social and cultural factors relating to rational recreation with pre-industrial social and cultural factors relating to popular recreation.

### Rationalised sports and pastimes

Candidates should be able to:

- describe the characteristics of rational recreation (including respectability, regularity, regionalisation, codification, more controlled wagering) and an understanding of how these differed from the characteristics of popular recreation;
- explain how social and cultural factors influenced the nature and development of rationalised sports and pastimes with reference to:
  - the industrial revolution and associated urban and agrarian revolutions;
  - the emergence of an urban middle class;
  - changes in work conditions that improved health and affected participation;
  - increases in free time (Saturday half day and early closing movement) for industrial working class (a move towards more balanced, active and healthy lifestyles);
  - the transport revolution and the impact of the railways (increased opportunity for participation and the development and spread of sport);
  - changing views of the Church towards sport and recreation;
  - amateurism and professionalism;
  - the place and status of women in Victorian Britain; increased participation by middle-class women by the end of the 19<sup>th</sup> century.



- explain how rational recreation had an impact on the physical competence and health of participants;
- describe the varying opportunities for participation;
- explain the impact of rational recreation on contemporary participation and performance and compare participation then and now;
- make reference to case study activities.

### Nineteenth-century public schools and their impact on the development of physical activities and young people both then and now

#### 19<sup>th</sup>-century public schools

Candidates should be able to:

- describe the characteristics (fee-paying; endowed; boys; boarding; gentry; non-local; controlled by trustees; spartan);
- explain the impact of 19<sup>th</sup>-century public schools on the development of case study activities with particular reference to participation and healthy lifestyles both then and now;
- demonstrate knowledge and understanding of the Clarendon Report.

### The developmental stages of athleticism in 19<sup>th</sup>-century public schools

#### The three developmental stages of athleticism

Candidates should be able to:

- demonstrate knowledge and understanding of the three developmental stages of athleticism as a reflection of societal change and the civilising process;
- explain the evolving nature, status, organisation, technical development, social relationships and values of the schools and their sports and games through the stages;
- evaluate the influence of the three developmental stages of athleticism on the development of physical activities and young people both then and now;
- critically evaluate the impact of Public School Athleticism on participation both then and now.

#### Stage one (boy culture; bullying; brutality)

Candidates should be able to:

- explain the emergence of a sporting culture in individual schools as a result of activities brought in to schools by boys (melting pot) and the natural facilities available.

#### Stage two (Dr Arnold; social control)

Candidates should be able to:

- Explain the impact of Dr Thomas Arnold of Rugby School (1795–1842) as a reforming Headmaster (his aims, strategies, influence and impact);
- demonstrate knowledge and understanding of Muscular Christianity (definition and values).

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Stage three (the 'cult' of athleticism) Candidates should be able to demonstrate knowledge and understanding of:

- athleticism (definition and values);
- 'melting pot' influence of universities;
- the standardisation of rules;
- the role and impact of games-playing Oxbridge graduates returning to their schools;
- the influence of ex-public school boys on the spread of team games/rational recreations;
- reasons for the slower development of athleticism and regular participation in sports and games in girls' public schools (as compared with boys' public schools).

### Case studies

For each case study activity candidates should be able to, with reference to the content specific to each activity:

- analyse the activity as popular recreation;
- assess the influence of 19<sup>th</sup>-century public schools on the development of the activity;
- demonstrate knowledge and understanding of the activity as rational recreation;
- demonstrate knowledge and understanding of both participation and barriers to participation in the activity today.

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#### Bathing and swimming

- Recreation; survival; health; initial development of competitive swimming.
- Swimming in the public schools: values and status.
- Bathing in urban industrial towns (Wash and Bath House Acts; hygiene and prevailing social conditions); the organisation of amateur swimming and formation of the Amateur Swimming Association (ASA).
- Factors that have helped develop bathing and swimming in the UK and the impact of these factors on contemporary participation and performance.

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#### Athletics

- Types and nature of activities associated with community events, rural sports, festivals, commercial fairs and wakes; view of the church; pedestrianism (its nature, development and status); the emergence of athletics.
  - Athletics in public schools: hare and hounds; steeplechase; athletic sports days; values and status; influence of Exeter College, Oxford.
  - The emergence of amateur athletics and opportunities for working class participation; amateurism, professionalism and the exclusion clause.
  - Factors that have helped develop athletics in the UK and the impact of these factors on contemporary participation and performance.
-

Football	<ul style="list-style-type: none"> <li>• Mob games.</li> <li>• Football and rugby in public schools: values and status.</li> <li>• Amateurism and professionalism; broken time payments; the split between association football and rugby football; spectatorism vs. participation and the importance of the game in urban communities.</li> <li>• Factors that have helped develop football in the UK and the impact of these factors on contemporary participation and performance.</li> </ul>
Cricket	<ul style="list-style-type: none"> <li>• Significance of class on participation.</li> <li>• Cricket in public schools: values, status and organisation.</li> <li>• William Clarke XI; amateurism and professionalism.</li> <li>• Factors that have helped develop cricket in the UK and the impact of these factors on contemporary participation and performance.</li> </ul>
Tennis	<ul style="list-style-type: none"> <li>• Real tennis as an exclusive, elitist pre-industrial activity.</li> <li>• Tennis and other striking games in public schools: (fives, racquets, squash) their status and organisation.</li> <li>• Lawn tennis as a middle class invention; tennis as a social occasion and as a vehicle for the emancipation of women and their participation in sport.</li> <li>• Factors that have helped develop tennis in the UK and the impact of these factors on contemporary participation and performance.</li> </ul>

Drill, physical training and Physical Education in state schools with particular reference to its impact on participation and the promotion of healthy lifestyles both then and now

Candidates should be able to consider both the reasons for the change from one approach to the next and the effects of each change both then and now.

The 1902 Model Course	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• describe objectives; content and methodology;</li> <li>• explain reasons for implementation of the 1902 Model Course and the role of Colonel Malcolm Fox;</li> <li>• explain reasons for its rapid replacement (the need for improved health among urban, working class young people).</li> </ul>
The 1933 Syllabus	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• describe objectives; content; methodology; reputation;</li> <li>• explain reasons for the replacement of the 1933 Syllabus.</li> </ul>
The 1950s – <i>Moving and Growing and Planning the Programme</i>	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• describe objectives; content and methodology (young people as independent decision-makers who should be encouraged to solve problems);</li> <li>• explain the influence of World War II on the use of apparatus and the building of gymnasia, leading to increased involvement in, and effectiveness of, physical activity for young people.</li> </ul>

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1970s and 1980s

Candidates should be able to:

- explain the impact of industrial action on opportunity and provision for young people to participate in physical activity in state schools as part of a lifelong involvement in a balanced, active and healthy lifestyle; impact on extra curricular activities;
  - describe the aims of the National Curriculum for Physical Education;
  - evaluate critically the impact of the National Curriculum on Physical Education in state schools.
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## Option A2

### Comparative Studies

*This section focuses on the factors that affect participation and improve competence in, physical activity as part of a balanced, active and healthy lifestyle in each of the United States of America and Australia as compared to the United Kingdom.*

*Candidates will develop their knowledge, understanding and the ability to apply the concepts that have an impact on young people being physically active as part of a balanced, active and healthy lifestyle in the countries studied. This will enable candidates to make comparisons between, and judgements about, the systems, procedures, policies and practice in each of the United States of America and Australia as compared with the United Kingdom.*

*The application of the knowledge gained will enable candidates to become informed and discerning decision makers through an understanding of how young people make the most of the opportunities and pathways to participate in physical activities in the countries studied.*

*The application of the concepts studied will enable candidates to evaluate critically the consumer focused and other key sociological influences that limit or encourage involvement in physical activity in each of the United States of America and Australia as compared to the United Kingdom.*

#### The United Kingdom (UK)

##### Cultural context

Candidates should be able to demonstrate knowledge and understanding of:

- historical determinants (impact of 19<sup>th</sup>-century public schools on organisation; codification and attitudes towards sport; late 19<sup>th</sup>-century notion of amateurism and professionalism; traditions of hierarchical society, especially class system);
- geographical determinants (size; topography; climate; urbanisation; population density; transport) and their impact on opportunity in physical education and sport;
- government policy (national and local government agendas for sport);
- commercialisation of sport (sport, sponsorship and media);
- social determinants (discrimination and minority groups; opportunity, provision and esteem);
- values (democracy; teamwork; individuality; fair play; competitiveness; participation; overcoming discrimination).

Physical Education and school sport Candidates should be able to:

- describe organisation, status and ethos and inter- and intra-school sport;
- demonstrate knowledge and understanding of health, fitness and obesity levels among young people;
- outline contemporary initiatives to promote Physical Education and school sport.

Mass participation (particularly among young people)	<p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• participation rates;</li> <li>• national fitness levels;</li> <li>• strategies to promote participation and ensure lifelong involvement and healthy lifestyles.</li> </ul>
Sport and the pursuit of excellence (particularly among young people)	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• explain opportunity, provision and esteem (UK Sport; UK Sports Institute (UKSI) and the increasing commercialisation of sport).</li> <li>• Case studies of: <ul style="list-style-type: none"> <li>○ Cricket (tradition; ashes mythology; growth of commercialism and development of the game);</li> <li>○ Rugby League (high level competitions; history of professionalism; north/south divide);</li> <li>○ Rugby Union (as middle-class game; professionalism and commercialism; influence of Rugby World Cup);</li> <li>○ Association football (history as a working class game; amateurism and professionalism; contemporary popularity – spectator and media interest).</li> </ul> </li> </ul>

### The United States of America (USA)

Candidates should be able to compare the USA and the UK with reference to the content as detailed for cultural context; Physical Education and school sport; mass participation; and sport and the pursuit of excellence.

Cultural context	<ul style="list-style-type: none"> <li>• Historical determinants (isolationism; marginalisation of UK sports; promotion of 'big four' sports (American football, baseball, basketball, ice hockey); frontierism).</li> <li>• Geographical determinants (size; topography; climate; urbanisation; population density; transport) and their impact on opportunity in Physical Education and sport.</li> <li>• Government Policy (Federal, State and local government agendas for sport; decentralisation).</li> <li>• Commercialisation of sport (capitalism; sport and multi-national companies; sport, sponsorship and media).</li> <li>• Social determinants (discrimination and minority groups; opportunity, provision and esteem; stacking and centrality; 'American Dream').</li> <li>• Values ('land of opportunity'; claim of cultural pluralism and assimilation vs. social discrimination and stacking; centrality; hegemony and White Anglo-Saxon Protestant (WASP) domination in society; Lombardianism; counter culture and radical ethics applied to physical recreation and sport).</li> </ul>
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- Physical Education and school sport
- Health, fitness and obesity levels among young people; status of and attitudes towards Physical Education in schools; testing and measuring; 'curriculum crisis,' strategies to promote Physical Education.
  - Equality: Title IX (benefits, drawbacks and impact on participation); young disabled people and adapted Physical Education programmes.
  - Outdoor education: summer camps for young people (types and values; emphasis on promoting physical activity and healthy, active and balanced lifestyles); impact of environmental factors.
  - High school (inter-mural) sport (organisation; status and ethos; incentives for young participants and coaches).
  - Intra-mural school sport and its role in promoting participation in physical activity (organisation, status and ethos).
  - Outline contemporary initiatives to promote Physical Education and school sport.
- 

- Mass participation (particularly among young people)
- Participation rates.
  - National fitness levels.
  - Amateur sports clubs (lack of tradition).
  - Community participation (midnight leagues; other contemporary community initiatives).
  - Strategies to promote participation and ensure lifelong involvement and healthy lifestyles.
- 

- Sport and the pursuit of excellence
- Little League(s) (participation in competitive sport for young people).
  - Pathways to professional sport (the college system; scholarships; special admit programmes; the Pro-Draft).
  - Equality and discrimination: history of WASP domination; African Americans (discrimination and contemporary success); tokenism; stacking and centrality; the 'glass ceiling' and contemporary ethnic sport stars; opportunity, provision and esteem.
  - A case study of the 'big four' American sports with reference to origins, nature of game, impact of universities, sport as an industry, the relationship between high level sport, sponsorship and the media ('golden triangle'); and the concept of 'sport space'.
- 

Candidates should be able to evaluate critically the influence of the cultural context on:

- Physical Education and school sport;
  - mass participation (particularly among young people);
  - sport and the pursuit of excellence.
-

## Australia

Candidates should be able to compare Australia and the UK with reference to the content as detailed for cultural context; Physical Education and school sport; mass participation; and sport and the pursuit of excellence.

## Cultural context

- Historical determinants (colonial and convict settlements; historical notion of UK as 'Motherland'; significance of defeating England in contemporary sport as an expression of national pride and progress).
- Geographical determinants (size; topography; climate; urbanisation; population density; transport) and their impact on opportunity in Physical Education and sport.
- Government policy and political influence (Federal and State Government agendas for sport; decentralisation; political support for sport).
- Commercialisation of sport (capitalism; sport and multi-national companies; sport, sponsorship and media).
- Social determinants (anti-discrimination; Aboriginal, gender, disability; opportunity, provision and esteem).
- Values (legacy of 'bush culture'; Australia as social 'melting pot' and 'land of the fair go'; impact of egalitarianism; commitment to multi-culturalism).

## Physical Education and school sport

Case study of the State of Victoria:

- Fitness, skill and participation levels among young people.
- Sport Education and Physical Education Project (SEPEP); Physical Education and Sport Education (PASE); their role in increasing participation and lifelong involvement in physical activity by young people.
- Key features and functions of exemplary schools: fundamental skills programmes; sports leader programmes; state award schemes (eg. de Coubertin award) school club links; sports linkage scheme; sports person in schools project; sports search; teacher games.
- Outdoor education (impact of environmental factors; status of outdoor education in schools).
- Outline contemporary initiatives to promote Physical Education and school sport.

## Mass participation (particularly among young people)

- Participation rates.
- National fitness levels.
- Promotion by the government of regular participation in physical activity; role of Australian Sports Commission (ASC).
- 'More Active Australia' and club participation.
- Adapted games for young people.
- Strategies to promote participation and ensure lifelong involvement and healthy lifestyles.



- 
- Sport and the pursuit of excellence
- The Australian Institute of Sport (AIS) (structure and function).
  - Alternative 'pathways' into professional sport (the draft system in Australian Rules Football and Rugby League).
  - Case studies of:
    - Cricket (tradition; ashes mythology; growth of commercialism; development of game);
    - Rugby League (as an inclusive game; inter-state (State of Origin) competitions; class appeal; professionalism; tri-nations competition; geographical focus/location);
    - Rugby Union (as 'colonial' middle-class game; professionalism and commercialism; influence of Rugby World Cup);
    - Association football (history as a marginalised game; contemporary popularity);
    - Australian Rules football (cultural and ethnic diversity; appeal for both players and spectators).
  - Equality and discrimination: sport and gender (contemporary equality and status of women in high level sport); sport and people with disabilities (status; Paralympic involvement).
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Candidates should be able to evaluate critically the influence of the cultural context on:

- Physical Education and school sport;
  - mass participation (particularly among young people);
  - sport and the pursuit of excellence.
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## Section B: Scientific options

### Option B1

#### Sports Psychology

*This section focuses on the sports psychology factors, such as individual differences and group dynamics, that affect participation and improve competence in physical activity as part of a balanced, active and healthy lifestyle. Candidates will develop their knowledge and understanding of, and the ability to apply, psychological concepts such as attitudes and achievement motivation, which have an impact on young people being physically active.*

*Candidates will develop their knowledge and understanding of the relationship between skill, strategy/composition and body and mind readiness in order to improve the effectiveness and efficiency of performance. This section covers the psychological aspects of mental preparation for the performance of physical activities.*

*The application of the knowledge gained through the study of topics such as personality, leadership and social facilitation, will enable candidates to become informed and discerning decision makers through understanding how people make the most of the opportunities and pathways to be involved in physical activities.*

*The application of sports psychology concepts, such as self-confidence and goal setting, will enable candidates to evaluate critically consumer focused and other key psychological influences that limit or encourage involvement in physical activity.*

#### Individual aspects of performance that influence young people's participation and aspirations

Personality and its importance in effective performance and to following a balanced, active and healthy lifestyle

Candidates should be able to:

- demonstrate knowledge and understanding of the theories of personality: trait perspectives (the characteristics of extroversion/introversion, neuroticism/stability, Type A/Type B); social learning perspectives; interactionist approaches;
- explain the effects of personality profiling on the adoption of balanced, active and healthy lifestyles;
- evaluate critically personality profiling in sport.

Attitudes and their influence on performance and lifestyles

Candidates should be able to:

- describe and explain the nature of attitudes, inconsistencies and prejudice in sporting situations;
- explain the origins of attitudes, and their influence on performance and lifestyles (including the effects of socialisation);
- describe the components of attitudes (cognitive, affective, behavioural);
- evaluate critically attitudes (and behaviour) in sport and lifestyle choice;
- describe methods of changing attitudes from negative to positive to promote participation in physical activity and a balanced, active and healthy lifestyle;
- demonstrate knowledge and understanding of the concept of cognitive dissonance to change attitudes.

Achievement motivation and its effect on performance and on following an active and healthy lifestyle	<p>Candidates should be able to explain:</p> <ul style="list-style-type: none"> <li>• Atkinson and McClelland's theory of achievement motivation (need to achieve and need to avoid failure);</li> <li>• sport-specific achievement motivation (eg competitiveness).</li> </ul>
Attribution theory and the impact of attribution on performance and sustaining a balanced, active and healthy lifestyle	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• discuss reasons for success and failure in physical activity;</li> <li>• explain Weiner's model (locus of causality and stability dimensions);</li> <li>• justify the use of attributional retraining;</li> <li>• demonstrate knowledge and understanding of strategies for the promotion of mastery-orientation and the avoidance of learned helplessness; to raise self-esteem and to develop positive behaviours towards lifetime involvement in physical activity;</li> <li>• Evaluate critically the effects of attribution theory on performance and on sustaining a balanced, active and healthy lifestyle.</li> </ul>
Aggression and its impact upon performance and behaviour	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• describe the nature of aggression and assertion;</li> <li>• define channelled aggression;</li> <li>• explain the causes of aggressive behaviour;</li> <li>• evaluate critically theories of aggression (instinct theories; frustration-aggression hypothesis; aggressive-cue hypothesis (Berkowitz); social learning theories);</li> <li>• describe methods of eliminating aggressive tendencies of performers and explain the effects of these methods on the adoption of active and healthy lifestyles.</li> </ul>
Group dynamics of performance and audience effects that influence young people's participation, aspirations and lifestyles	
Groups and teams – their impact upon performance and the pursuit of balanced, active and healthy lifestyles	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• describe the nature of a group/team (mutual awareness, interaction, common goal);</li> <li>• demonstrate knowledge and understanding of Steiner's model of group performance (awareness of problems associated with productivity of a group/team);</li> <li>• demonstrate knowledge and understanding of motivational factors (social loafing); coordination/co-operation factors (Ringlemann effect) and explain the negative influences on behaviour that cause dysfunctional behaviour and avoidance of an active and healthy lifestyle;</li> <li>• explain the factors affecting the formation and development of a cohesive group/team;</li> <li>• explain the factors affecting participation in a group/team;</li> <li>• explain group and team effects on behaviour (related to balanced, active and healthy lifestyles).</li> </ul>

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Leadership and the role of a leader in physical activities	<p>Candidates should be able to:</p> <ul style="list-style-type: none"><li>• demonstrate knowledge and understanding of effective leadership and explain its effects on lifestyle behaviour;</li><li>• describe the characteristics of leaders (autocratic/task-oriented; democratic/social-oriented; laissez-faire);</li><li>• demonstrate knowledge and understanding of emergent and prescribed leaders;</li><li>• evaluate critically leadership theories (trait; social learning; interactionist theories);</li><li>• demonstrate knowledge and understanding of Chelladurai's multi-dimensional model of leadership and explain the effect of leadership expectations on performance and the adoption of a balanced, active and healthy lifestyle.</li></ul>
Social facilitation and inhibition – the effects of an audience and other participants on performance and lifestyle behaviours	<p>Candidates should be able to:</p> <ul style="list-style-type: none"><li>• demonstrate knowledge and understanding of the positive (facilitation) and negative (inhibition) effects (audience and co-actors) on performance, participation and lifestyle;</li><li>• demonstrate knowledge and understanding of links with levels of arousal, and the heightening of the dominant response (Zajonc);</li><li>• explain causes and effects of evaluation apprehension;</li><li>• demonstrate knowledge and understanding of strategies to combat the effects of social inhibition in practical activities (the use of selective attention and mental rehearsal) and in following a balanced, active and healthy lifestyle.</li></ul>

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The impact of mental preparation for physical activities on the effectiveness and efficiency of performance

Goal setting – impact on performance and the development and sustaining of a balanced, active and healthy lifestyle

Candidates should be able to:

- demonstrate knowledge and understanding of the importance and relevance of goal setting to sport (including participation, persistence and performance);
- explain factors affecting the setting of goals ('SMARTER' principle);
- evaluate critically the use of short/intermediate/long-term goals and process/performance/product goals to improve performance and participation in physical activity.

Self-confidence and its impact on performance, participation in physical activity and in raising self-esteem

Candidates should be able to:

- demonstrate knowledge and understanding of sports confidence (Vealey), and the concepts of trait sports confidence, competitiveness orientation, and state sports confidence;
- demonstrate knowledge and understanding of self-efficacy (Bandura) explaining the influence of performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal;
- explain the effects self-efficacy on performance and in sustaining a balanced, active and healthy lifestyle.

Attentional control and its impact on effective performance

Candidates should be able to:

- demonstrate knowledge and understanding of cue utilisation (Easterbrook) and explain the links with arousal;
- Demonstrate knowledge and understanding of attentional styles (broad/narrow, internal/external - Nideffer).

Emotional control and its impact upon performance and in sustaining a balanced, active and healthy lifestyle

Candidates should be able to:

- Demonstrate knowledge and understanding of activation and arousal and explain their relationship with personality, ability level and complexity of task;
- Demonstrate knowledge and understanding of peak flow experience and the zone of optimum functioning theory (Hanin);
- Describe the nature, and explain influences of, anxiety; state/trait distinction;
- Demonstrate knowledge and understanding of anxiety management techniques: cognitive techniques (mental rehearsal/imagery, positive self talk, thought stopping, rational/positive thinking) and somatic techniques (progressive muscular relaxation, biofeedback relaxation);
- Evaluate critically anxiety management techniques in improving performance, participation in physical activity and in sustaining a balanced, active and healthy lifestyle.

## Option B2

### Biomechanics

*This section focuses on the biomechanical factors that affect participation and improve competence in physical activity as part of a balanced, active and healthy lifestyle.*

*Candidates will develop their knowledge, understanding and the ability to apply biomechanical concepts that have an impact on young people being physically active.*

*Candidates will develop their knowledge and understanding of the relationship between skill, strategy/composition and body and mind readiness in order to improve the effectiveness and efficiency of performance. High-quality techniques are favourable in terms of the stresses and strains that are placed on the bones, muscles and soft tissues of the body and an understanding of efficient technique will therefore reduce the possibility of injury and tissue damage. This, in turn, will enable candidates to understand how to perform techniques safely, which will promote lifelong involvement in a balanced, active and healthy lifestyle.*

*The application of the knowledge gained will enable candidates to become informed and discerning decision makers through an understanding of how people make the most of the opportunities and pathways to be involved in physical activities.*

*The application of the biomechanical concepts will enable candidates to evaluate critically consumer focused and other key biomechanical influences that limit or encourage involvement in physical activity.*

#### Linear motion in physical activity

##### Newton's Laws of Motion

Candidates should be able to:

- describe, apply and give examples of Newton's 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Laws; inertia; momentum.

##### Describing linear motion

Candidates should be able to:

- demonstrate knowledge and understanding of definitions, equations, calculations and units of measurement for mass, distance, displacement, speed, velocity, acceleration.

##### Graphs of motion

Candidates should be able to:

- plot, interpret and calculate gradients from, graphs of motion (to include distance/time; speed/time; velocity/time graphs).

#### Force in physical activity

##### Introduction to force

Candidates should be able to:

- define force, identify the effects of force, carry out calculations using appropriate units of measurement.

##### Net force

Candidates should be able to:

- define, apply and give examples of balanced and unbalanced forces;
- explain the link with Newton's Laws and the influence on resulting motion (applied to performer or projectile).

Types of force	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of vertical forces (weight and reaction) including definition, origin, direction and size of force;</li> <li>• explain the relationship between the size of the vertical forces and the size of the resulting vertical motion;</li> <li>• demonstrate knowledge and understanding of horizontal forces (friction and air resistance) including definition, origin, direction and size of force;</li> <li>• explain the relationship between the size of the horizontal forces and the size of the resulting horizontal motion;</li> <li>• explain the effects of increasing and decreasing friction encountered by a performer and a rolling or bouncing ball with reference to footwear and different types of sports surfaces.</li> </ul>
Free body diagrams	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• produce simple sketches to show all the vertical and horizontal forces acting on a performer at an instant in time and explain the resulting motion (to include links with Newton's Laws, net force, balanced and unbalanced forces).</li> </ul>
Impulse	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• define impulse, carry out calculations using appropriate units of measurement;</li> <li>• explain the relationship between impulse and increasing and decreasing momentum;</li> <li>• sketch and interpret information from force/time graphs (eg vertical jump, foot plant in sprinting).</li> </ul>
<b>Fluid mechanics in physical activity</b>	
Air resistance (drag/fluid friction)	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• describe and explain factors affecting air resistance (to include velocity, cross sectional area, mass, streamlining and surface characteristics of body); swimming suits; sprinting body suits; cyclists clothing.</li> </ul>
Projectiles	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of parabolas; flight paths; forces acting during flight; resolution of these forces using parallelogram of forces to explain variations in flight path.</li> </ul>
Lift force	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• describe, explain and apply the Bernoulli principle; angle of attack; upward lift force (eg discus); downward lift force (eg speed skiers, cyclists, racing cars).</li> </ul>
Spin	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• explain how to impart spin to a projectile (eccentric force);</li> <li>• describe types of spin and explain their impact on flight path and bounce (top, back, side);</li> <li>• explain how the Magnus effect causes deviations in flight.</li> </ul>



## Stability and angular motion in physical activity

Stability	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>define centre of mass and explain variations in position related to different sporting techniques, eg Fosbury flop;</li> <li>demonstrate knowledge and understanding of line of gravity; base of support; maximising and minimising stability in relation to height of centre of mass, area of base of support, position of line of gravity and body mass.</li> </ul>
Lever systems	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the three types of lever system, their components and their application to human movement, load arm and effort arm;</li> <li>explain the advantages and disadvantages of different types of lever system;</li> <li>define turning moment of force/torque, carry out calculations using appropriate units of measurement.</li> </ul>
Rotation	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of eccentric force when applied to a performer initiating rotation;</li> <li>demonstrate knowledge and understanding of principle axes of rotation (longitudinal, transverse, frontal).</li> </ul>
Describing angular motion	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>define, formulate equations and carry out calculations using appropriate units of measurement for angular distance, angular displacement, angular speed, angular velocity and angular acceleration;</li> <li>demonstrate knowledge and understanding of analogues of Newton's Laws applied to rotating bodies.</li> </ul>
Moment of inertia	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>define and explain factors affecting moment of inertia (mass and distribution of mass from axis of rotation);</li> <li>describe the effects of increasing or decreasing the moment of inertia when rotating about the three principle axes (applied to the body as a whole, or a specific body part about a particular joint);</li> <li>describe the effect of increasing or decreasing the moment of inertia on efficiency and ease of movement.</li> </ul>
Angular momentum	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>define and formulate equations in relation to the law of conservation of angular momentum;</li> <li>explain how the rate of spin is controlled about the three principal axes of rotation;</li> <li>sketch graphs of angular motion.</li> </ul>



Critical evaluation of the quality, effectiveness and efficiency of performance in selected physical activities

Candidates should be able to evaluate performance critically in terms of quality, effectiveness and efficiency through the application of biomechanical concepts identified below:

Type of Physical Activity	Biomechanical concepts
Running (eg sprinting, endurance running, running, swerving, side stepping and dodging in team games)	Newton's Laws; describing linear motion; graphs of motion; net force; types of force; free body diagrams; impulse; air resistance; stability (sprint start); lever systems; moment of inertia.
Jumping (eg long jump, high jump, triple jump, simple jumps in trampolining and gymnastics, jumping in team games, ski jumping)	Newton's Laws; net force; types of force; free body diagrams; impulse, projectiles, lift force, stability, lever systems.
Throwing (eg shot put, javelin, discus, throwing, passing and shooting in team games)	Newton's Laws; net force, types of force; free body diagrams; impulse; air resistance; projectiles; lift force; spin; lever systems.
Hitting/Kicking (eg shots in tennis, badminton, golf, cricket, rounders, free kick or corner kicks in football, conversion in rugby)	Newton's Laws; net force; types of force; free body diagrams; impulse; air resistance; projectiles; lift force; spin; lever systems.
Rotating (eg rotation about the principle axes in gymnastics, diving, trampolining, skating, slalom skiing)	Stability; lever systems; rotation; describing angular motion, moment of inertia; angular momentum.

## Option B3

### Exercise and Sport Physiology

*This section focuses on how the body changes as a result of physical activity and how physical competence may be improved as a result of sustaining a balanced, active and healthy lifestyle.*

*Candidates will develop their knowledge and understanding of the measurement, analysis and appraisal of physical fitness and the ability to apply physiological concepts that enable young people to be physically active as part of a balanced, active and healthy lifestyle. Candidates will develop their knowledge and understanding of the relationship between skill, strategy/composition and body and mind readiness in order to improve the effectiveness and efficiency of performance.*

*The application of the physiological knowledge gained will enable candidates to evaluate critically how contemporary products and other key physiological influences limit or encourage involvement in physical activity.*

#### Energy

The following concepts should be applied to the implementation of a physical activity programme designed to achieve, and sustain, a balanced, active and healthy lifestyle:

Concepts	Candidates should be able to: <ul style="list-style-type: none"> <li>define energy (to include chemical, kinetic and potential), work and power and identify the units they are expressed in.</li> </ul>
Adenosine triphosphate (ATP)	Candidates should be able to: <ul style="list-style-type: none"> <li>explain the role of ATP; the breakdown and resynthesis of ATP; the principle of coupled reactions and exothermic and endothermic reactions.</li> </ul>
ATP re-synthesis	Candidates should be able to: <ul style="list-style-type: none"> <li>explain the three energy systems: adenosine triphosphate phosphocreatine (ATP/PC) (alactic); the lactic acid system; the aerobic system; (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);</li> <li>explain the contribution made by each energy system in relation to the duration and intensity of exercise.</li> </ul>
Energy continuum	Candidates should be able to: <ul style="list-style-type: none"> <li>identify the predominant energy system used related to the type of exercise (duration and intensity);</li> <li>explain the inter-changing between thresholds during an activity (eg 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.</li> </ul>

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The recovery process

Candidates should be able to:

- explain how the body returns to its pre-exercise state: the oxygen debt/excess post exercise oxygen consumption (EPOC); 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 carbon dioxide;
- explain the implications of the recovery process for planning physical activity sessions (eg training intensities, work/relief ratios).

Health components of physical fitness and the benefits of a sustained balanced, active and healthy lifestyle

Aerobic capacity

Candidates should be able to:

- define aerobic capacity and explain how a performer's VO<sub>2</sub> max is affected by individual physiological make-up, training, age and sex;
  - describe and apply methods of evaluating aerobic capacity (eg multi-stage fitness test, PWC170 test); candidates should assess their own VO<sub>2</sub> max, comparing their result with the aerobic demands of their chosen activities;
  - describe different types of training used to develop aerobic capacity (continuous running; repetition running; fartlek and interval training);
  - explain the use of target heart rates as an intensity guide;
  - describe the energy system and the food/chemical fuels used during aerobic work;
  - explain the physiological adaptations that take place after prolonged periods of aerobic physical activity (eg an increase in stroke volume);
  - plan a programme of aerobic training based on their own assessment of their aerobic capacity and the requirements of their activity.
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**Strength**

Candidates should be able to:

- define types of strength (to include strength endurance, maximum strength, explosive/elastic strength, static and dynamic strength);
- demonstrate knowledge and understanding of factors that affect strength (fibre type and cross sectional area of the muscle);
- describe and apply methods of evaluating each type of strength (eg grip strength dynamometer);
- describe and evaluate different types of training used to develop strength (the repetition, sets and resistance guidelines used to improve each type of strength); use of multigym, weights, plyometrics and circuit/interval training (with reference to work intensity; work duration; relief interval; number of work/relief intervals);
- describe the energy system and the food/chemical fuels used during each type of strength training;
- explain the physiological adaptations that take place after prolonged periods of physical activity (to include neural and physiological changes to skeletal muscle);
- plan a programme of strength training based on their own assessment of their strength and the strength requirements of their activity.

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**Flexibility**

Candidates should be able to:

- define flexibility (to include static and dynamic flexibility);
  - demonstrate knowledge and understanding of factors that affect flexibility (type of joint; length of surrounding connective tissue);
  - describe and apply methods of evaluating flexibility (eg sit and reach test; goniometer (angle measure));
  - describe different types of training used to develop flexibility (including static (active and passive), dynamic, ballistic and proprioceptive neuromuscular facilitation (PNF));
  - explain the physiological adaptations that take place after prolonged periods of physical activity (to include physiological changes to skeletal muscle and connective tissue);
  - plan a programme of flexibility training based on their own assessment of their flexibility and the flexibility requirements of their activity.
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**Body composition**

Candidates should be able to:

- explain what is meant by body composition;
- describe different methods of assessing body composition;
- calculate the body mass index (BMI) of an individual;
- demonstrate knowledge and understanding of basal metabolic rate (BMR) and the different energy requirements of different physical activities (use of metabolic equivalent/MET values);
- estimate their daily calorific requirements (dietary/nutritional intake) based on their BMR and average additional energy consumption;
- evaluate critically their own diet and calorie consumption;
- demonstrate knowledge and understanding of the health implications of being overweight or obese and how this affects involvement in physical activity.

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**Application of the principles of training**

Candidates should build on their knowledge of training principles (overload, progression, specificity, reversibility, moderation and variance) acquired in GCSE Physical Education by applying their knowledge to periodisation.

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**Periodisation**

Candidates should be able to:

- define periodisation; macro, meso and micro cycles;
- plan a personal health and fitness programme that will promote sustained involvement in a balanced, active and healthy lifestyle; the plan should include the principles of training.

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***Fitness testing:***

*Note that maximal testing is not always appropriate and care should always be taken to screen participants before any fitness testing, for example, use of Physical Activity Readiness Questionnaire (PARQ). It is also important to ensure that the test protocol and guidelines are strictly followed. Teachers should refer to Safe Practice in Physical Education and School Sport (BAALPE, 2004).*

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## Performance enhancement

### Ergogenic aids

Candidates should be able to:

- explain the positive and negative effects of each type of aid together with the type of performer who would benefit from its use;
  - identify the legal status of each type of aid;
  - evaluate critically the use of ergogenic aids in order to be able to make informed decisions about their use.
  - Aids considered should include:
    - use of dietary manipulation, pre-/post-competition meals/supplements and food/fluid intake during exercise;
    - use of creatine supplements and human growth hormone;
    - gene doping;
    - blood doping and recombinant erythropoietin (Rh EPO);
    - use of cooling aids to reduce core temperature and aid recovery;
    - use of training aids to increase resistance, eg pulleys; parachutes;
    - other aids can be considered and candidates should already have prior knowledge of the effects of alcohol, caffeine and anabolic steroids.
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### 3.4 A2 Unit G454: *The improvement of effective performance and the critical evaluation of practical activities in Physical Education*

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This is an externally set, internally assessed and externally moderated unit.

Centres should devise programmes that enable candidates to experience activities across different activity profiles. Candidates should develop their understanding and appreciation of the various pathways to success by building on their National Curriculum and GCSE experiences. Candidates should also appreciate that assessment in any activity may include a variety of pathways to success. The concept of success underpins this unit.

The pathways to success are:

- outwitting opponents;
- accurate replication;
- exploring and communicating ideas, concepts and emotions;
- performing at maximum levels;
- identifying and solving problems;
- exercising safely and effectively.

Centres should devise programmes that enable candidates to experience and develop all aspects of their practical activities. Candidates should also experience different roles, eg different playing positions in invasion games; singles and doubles in racquet games. They should also gain experience in coaching/leading the activities so as to develop their understanding and appreciation of the coaching points of skills and the application of tactics associated with their chosen activities. In addition, they should experience the role of officiating so as to develop their knowledge, understanding and ability to apply the rules, regulations, conventions and codes of conduct relevant to their activities.

Activities will be set in suitably demanding contexts that show progression from GCE AS Level and that are appropriate for the ability of the candidate.

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.

The understanding of the relationship between skill, strategy/composition and fitness will be further enhanced as candidates develop and improve:

- the range, difficulty and quality of their basic and advanced skills. These will be implemented with greater consistency in terms of precision, control and fluency in situations that are both complex and demanding;
- their ability to use tactics, strategies/compositional ideas through an understanding of key principles underpinning success in the activity and their effective selection and use of advanced strategic/choreographic or organisational concepts in situations that are increasingly complex and demanding;
- their capacity to perform effectively by maintaining and developing their physical fitness and developing their knowledge and understanding of the effects of physical and mental preparation on performance as well as their ability to prepare and train mentally and physically for physical activity.

### ASSESSMENT.

Candidates will be assessed in:

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

OR

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

OR

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

Candidates are assessed in **one** chosen activity. This must be one of the activities that they were assessed in at AS Level in Unit G452 *Acquiring, developing and evaluating practical skills in Physical Education*.

The activity profiles are:

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.



There will be some activities where all the roles, ie performer, coach/leader and official are not available for assessment. Where this is the case the Coursework Guidelines will highlight this restriction.

Each of the practical activities offered to candidates should be carried out in accordance with the recommendations in *Safe Practice in Physical Education and School Sport* (BAALPE 2004).

## 1. PERFORMING AN ACTIVITY

Candidates are assessed in the selection and application of skills in their chosen activity, and in their performance of this activity in an open environment (effective performance).

Candidates are assessed in their ability to perform effectively in the authentic, contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge thus ensuring that candidates are able to select the most appropriate skills while also performing them repetitively and consistently and adapting them to suit varied situations.

This authentic contextual situation should generate tasks of suitable pitch and challenge that:

- focus on the range of basic and advanced, applied and acquired skills to be assessed;
- allow candidates to demonstrate their tactical and strategic/choreographic and compositional awareness;
- enable candidates to demonstrate their knowledge and understanding of the rules, regulations and codes of conduct of the activity;
- enable candidates to display physical endeavour, creativity and sportsmanship/fair play;
- enable candidates to be placed in a rank order in terms of ability.

Candidates should be able to:

- perform a range of basic and advanced acquired and developed skills in an authentic context that generates tasks of suitable pitch and challenge;
- select and apply skills, tactics and strategies/choreographic/compositional ideas in an authentic context that generates tasks of appropriate pitch and challenge thereby demonstrating their understanding and application of the perceptual and collaborative aspects of the activity;
- demonstrate physical endeavour, creativity and sportsmanship/fair play;
- demonstrate understanding and application of the rules, regulations and codes of practice.

## 2. COACHING/LEADING AN ACTIVITY

Candidates are assessed in coaching/leading an activity.

Candidates are assessed in their ability to lead safe, purposeful and enjoyable sporting and Physical recreational activities whilst exhibiting motivation, responsibility, control and confidence. These skills, abilities and qualities are assessed in authentic contexts which generate tasks of suitable pitch and challenge thus ensuring that candidates are able to select the appropriate coaching/leading methodology whilst also performing repetitively and consistently, adapting and adjusting to suit a variety of situations.

The tasks generated aim to improve the candidate's coaching/leading performance and centres should devise their own tasks of suitable pitch and challenge within authentic contexts. These tasks should place emphasis on the appropriate developed skills, abilities and qualities and challenge candidates. The tasks generated should identify the candidate's level of autonomy whilst providing the range of pitch and challenge to enable ability differentials to be displayed.

**Centres should ensure that when candidates work with children that all child protection procedures are adhered to.**

The authentic contexts should generate tasks of appropriate pitch and challenge that:

- focus on the range of applied and acquired skills, abilities and qualities to be assessed;
- enable candidates to be placed in a rank order in terms of ability;
- are structured to allow candidates to develop their coaching/leadership skills.

Candidates should be able to:

- deliver coaching/leading sessions that generate tasks of suitable pitch and challenge;
- demonstrate a range of basic and advanced acquired and developed skills in an authentic context that generates tasks of suitable pitch and challenge;
- demonstrate competence in organisational skills related to the planning and delivery of sessions;
- demonstrate appropriate communication skills;
- demonstrate an understanding and appreciation of health and safety procedures;
- implement risk assessment procedures;
- demonstrate a knowledge and understanding of the fitness and health aspects of the activity;
- evaluate sessions delivered and plan for improvement;
- demonstrate an awareness of Child Protection issues and procedures;
- operate the principle of inclusion in their sessions.

Candidates will keep a detailed log that:

- records their coaching/leading activities over a six-month period;
- includes the formulation of a scheme of work that identifies progression and has a minimum of ten hours of session plans at this level together with appropriate evaluations of the sessions and risk assessments;
- has a personal video record of a minimum of 40 minutes of coaching/leading at this level;
- details health and safety issues relevant to the activity;
- details child protection procedures in operation for the activity;
- details evidence of the candidate's appropriate first aid qualification;
- details the fitness and health benefits of the activity and of coaching/leading the activity.

Candidates who have followed the British Sports Trust Higher Sports Leader's Award or Governing Body Level 3 Coaching qualification will have developed the skills, strategies and knowledge which form the basis of assessment in this area. However successful completion of such an award is **not** necessary as candidates must still fulfil the requirements of the OCR assessment criteria.

### 3. OFFICIATING AN ACTIVITY

Candidates are assessed in officiating an activity

Candidates are assessed in their ability to officiate in safe, purposeful and enjoyable sporting and recreational activities while exhibiting responsibility, control, confidence and, where appropriate, team work. These skills, abilities and qualities are assessed in authentic contexts that generate tasks of suitable pitch and challenge, thus ensuring that candidates are able to select the appropriate approach while also performing repetitively and consistently, adapting and adjusting to suit a variety of situations.

The tasks generated aim to improve the candidate's officiating performance and centres should devise their own tasks of suitable pitch and challenge within authentic contexts. These tasks should place emphasis on the appropriate developed skills, abilities and qualities and challenge candidates. The tasks generated should identify the candidate's level of autonomy while providing the range of pitch and challenge to enable ability differentials to be displayed.

**Centres should ensure that when candidates work with children all child protection procedures are adhered to.**

The authentic contexts should generate tasks of appropriate pitch and challenge that:

- focus on the range of applied and acquired skills, abilities and qualities to be assessed;
- enable candidates to be placed in a rank order in terms of ability;
- are structured to allow candidates to develop their officiating.

Candidates should be able to:

Officiate in sessions which generate tasks of suitable pitch and challenge enabling candidates to display a range of basic and advanced acquired and developed skills.

- perform a range of basic and advanced acquired and developed skills in an authentic context that generates tasks of suitable pitch and challenge;
- demonstrate an applied knowledge and understanding of the rules/regulations of the activity;
- demonstrate appropriate communication skills;
- demonstrate an understanding and appreciation of health and safety procedures;
- implement risk assessment procedures;
- demonstrate an awareness of child protection issues and procedures;
- demonstrate a knowledge and understanding of the fitness and health aspects of the activity;
- evaluate sessions officiated and plan for improvement.

Candidates will keep a detailed log that:

- records their officiating activities at this level over a six-month period;
- has a minimum of four evaluations of the sessions officiated by qualified assessors;
- has evidence of risk assessments undertaken;
- has a personal video record of a minimum of 40 minutes of officiating at this level;
- details health and safety issues relevant to the activity;
- details child protection procedures in operation for the activity;
- details the fitness and health benefits of the activity and of officiating the activity.

Candidates who have followed National Governing Body Level 3 Officiating qualification will have developed the skills, strategies and knowledge which form the basis of assessment in this area. However successful completion of such an award is **not** necessary as candidates must still fulfil the requirements of the OCR assessment criteria.

## Evaluation, appreciation and the improvement of performance

Candidates will observe a live performance by another candidate in their own assessed activity. They will then recommend an appropriate strategy to improve performance.

Candidates should observe a live performance and give a response with a view to:

- making 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 evaluative and appreciative comments and their strategy with the application of relevant principles and concepts from the disciplines they have studied using appropriate technical language.

Candidates should be able to give a structured response using appropriate technical language that:

- accurately identifies and describes in detail the strengths of the performance in relation to skills, tactics and strategies/compositional ideas and fitness;
- accurately identifies and describes in detail the major weaknesses of the performance in relation to skills, tactics and strategies/compositional ideas and fitness;
- identifies the areas of the performance they would prioritise for improvement
- formulates a detailed, viable action plan for one of the major faults identified. 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 areas they have studied.

## 4 Schemes of Assessment

### 4.1 AS GCE Scheme of Assessment

#### AS GCE Physical Education (H154)

##### AS Unit G451: *An introduction to Physical Education*

60% of the total AS GCE marks Externally set and assessed.

2h written paper

90 marks

This question paper has **three** sections with **one** question in each section.

Candidates are required to answer **all** parts of the question in each of Sections A, B and C to demonstrate knowledge, analysis and evaluation.

##### AS Unit G452: *Acquiring, developing and evaluating practical skills in Physical Education*

40% of the total AS GCE marks Externally set, internally assessed and externally moderated.

Practical

80 marks

Candidates are assessed in **two** chosen activities from **two** different activity profiles and in a response to a live performance.

**Assessment Criteria:** Please refer to the Coursework Guidance Booklet.

## 4.2 Advanced GCE Scheme of Assessment

### Advanced GCE Physical Education (H554)

AS Units as above, Unit G451 being 30% of the total Advanced GCE marks and Unit G452 being 20% of the Advanced GCE marks.

#### A2 Unit G453: *Principles and concepts across different areas of Physical Education*

35% of the total Advanced GCE marks

2.5h written paper

105 marks

Externally set and assessed.

This question paper has **two** sections. Candidates answer **three** questions, at least one of which must be from Section A.

#### Section A

**Option A1:** Candidates choosing Option A1 are required to answer **all** parts of the question to demonstrate knowledge, analysis and evaluation.

The final question within Option A1 is synoptic.

**Option A2:** Candidates choosing Option A2 are required to answer **all** parts of the question to demonstrate knowledge, analysis and evaluation.

The final question within Option A2 is synoptic.

#### Section B

**Option B1:** Candidates choosing Option B1 are required to answer **all** parts of the question to demonstrate knowledge, analysis and evaluation.

The final question within Option B1 is synoptic.

**Option B2:** Candidates choosing Option B2 are required to answer **all** parts of the question to demonstrate knowledge, analysis and evaluation.

The final question within Option B2 is synoptic.

**Option B3:** Candidates choosing Option B3 are required to answer **all** parts of the question to demonstrate knowledge, analysis and evaluation.

The final question within Option B3 is synoptic.

This unit is synoptic.

#### A2 Unit G454: *The improvement of effective performance and the critical evaluation of practical activities in Physical Education*

15% of the total Advanced GCE marks

Practical

60 marks

Externally set, internally assessed and externally moderated.

Candidates are assessed in **one** chosen activity and in a response to a live performance.

**Assessment criteria:** Please refer to the Coursework Guidance Booklet.

This unit is synoptic.

## 4.3 Unit Order

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The normal order in which the unit assessments could be taken is AS Units G451 and G452 in the first year of study, leading to an AS GCE award, then A2 Units G453 and G454 leading to the Advanced GCE award. However, the unit assessments may be taken in any order.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

## 4.4 Unit Options (at AS/A2)

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There are no optional units in the AS GCE specification; for AS GCE Physical Education candidates must take AS Units G451 and G452.

There are no optional units in the Advanced GCE specification; for Advanced GCE Physical Education candidates must take AS Units G451 and G452, *and* A2 Units G453 and G454.

## 4.5 Synoptic Assessment (A Level GCE)

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Synoptic assessment is included in A2 Unit G453 (Option A1 Q1(d), Option A2 Q2(d), Option B1 Q3(d), Option B2 Q4(d) and Option B3 Q5(d)) and Unit G454.

Synoptic assessment in the context of Physical Education is defined as requiring candidates to draw together the three aims of GCE A Level Physical Education (see 1.4).

## 4.6 Assessment Availability

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There is one examination series each year in June.

From 2014, both AS units and A2 units will be assessed in June only.



## 4.7 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Candidates should demonstrate knowledge and understanding of physical activity.

AO2 Candidates should demonstrate the ability to apply skills, knowledge and understanding in physical activity.

AO3 Candidates should demonstrate the ability to analyse and evaluate critically physical activity.

### AO weightings in AS GCE

Unit	% of AS GCE			Total
	AO1	AO2	AO3	
AS Unit G451: <i>An introduction to Physical Education</i>	45%	-	15%	60%
AS Unit G452: <i>Acquiring, developing and evaluating practical skills in Physical Education</i>	-	40%	-	40%
	45%	40%	15%	100%

### AO weightings in Advanced GCE

Unit	% of Advanced GCE			Total
	AO1	AO2	AO3	
AS Unit G451: <i>An introduction to Physical Education</i>	22.5%	-	7.5%	30%
AS Unit G452: <i>Acquiring, developing and evaluating practical skills in Physical Education</i>	-	20%	-	20%
A2 Unit G453: <i>Principles and concepts across different areas of Physical Education</i>	15%	-	20%	35%
A2 Unit G454: <i>The improvement of effective performance and the critical evaluation of practical activities in Physical Education</i>	-	15%	-	15%
	37.5%	35%	27.5%	100%

## 4.8 Quality of Written Communication

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*Quality of written communication* is assessed in Units G451 and G453. Credit may be restricted if communication is unclear.

Candidates will:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

Quality of written communication is awarded within:

Unit G451: *An introduction to Physical Education* in Section A Q1(e), Section B Q2(e) and Section C Q3(e).

Unit G453: *Principles and concepts across different areas of Physical Education* in Option A1 Q1(d), Option A2 Q2(d), Option B1 Q3(d), Option B2 Q4(d) and Option B3 Q5(d).

# 5 Technical Information

## 5.1 Making Unit Entries

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Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework.

**It is essential** that unit entry codes (the four-figure alpha-numeric codes given in brackets at the end of the unit title) are quoted in all correspondence with OCR. See Sections 4.1 and 4.2 for these unit entry codes.

## 5.2 Making Qualification Entries

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Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- AS GCE certification (entry code H154).
- Advanced GCE certification (entry code H554).

A candidate who has completed all the units required for the qualification, and who did not request certification at the time of entry, may enter for certification either in the same examination series (within a specified period after publication of results) or at a later series.

AS GCE certification is available from June 2014.  
Advanced GCE certification is available from June 2014.

## 5.3 Grading

All GCE units are awarded a-e. The Advanced Subsidiary GCE is awarded on the scale A-E. The Advanced GCE is awarded on the scale A-E with access to an A\*. To be awarded an A\*, candidates will need to achieve a grade A on their full A level qualification and an A\* on the aggregate of their A2 units. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as unclassified (U or u) and this is not certificated.

A Uniform Mark Scale (UMS) enables comparison of candidates' performance across units and across series and enables candidates' scores to be put on a common scale for aggregation purposes. The two-unit AS GCE has a total of 200 *uniform* marks and the four-unit Advanced GCE has a total of 400 *uniform* marks.

OCR converts each raw mark for each unit to a uniform mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In these Physical Education specifications, the four units of the Advanced GCE specification have UMS weightings of 30%/20%/35%/15% (and the two units of the AS GCE specification have UMS weightings of 60%/40%). The UMS totals are 120/80/140/60 respectively. Each unit's *raw* mark grade boundary equates to the *uniform* mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

*Uniform* marks correspond to *unit* grades as follows:

(Advanced GCE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade					
		a	b	c	d	e	u
35%	140	140-112	111-98	97-84	83-70	69-56	55-0
30%	120	120-96	95-84	83-72	71-60	59-48	47-0
20%	80	80-64	63-56	55-48	47-40	39-32	31-0
15%	60	60-48	47-42	41-36	35-30	29-24	23-0

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at *qualification* grades.

Qualification	Qualification Grade					U
	A	B	C	D	E	
AS GCE	200-160	159-140	139-120	119-100	99-80	79-0
Advanced GCE	400-320	319-280	279-240	239-200	199-160	159-0

Candidates achieving at least 320 UMS marks in their Advanced GCE, ie grade A and who also gain at least 180 UMS in their two A2 units will receive an A\* grade.

## 5.4 Result Enquiries and Appeals

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Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the OCR *Administration Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

## 5.5 Shelf-Life of Units

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Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 5.6 Unit and Qualification Re-sits

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There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

Candidates may enter for the full qualifications an unlimited number of times.

## 5.7 Guided Learning Hours

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AS GCE Physical Education requires **180** guided learning hours in total.

Advanced GCE Physical Education requires **360** guided learning hours in total.

## 5.8 Code of Practice/Subject Criteria/Common Criteria Requirements

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These specifications comply in all respects with current *GCSE, GCE, GNVQ and AEA Code of Practice* as available on the QCA website, the subject criteria for GCE Physical Education and *The Statutory Regulation of External Qualifications 2004*.

## 5.9 Arrangements for Candidates with Particular Requirements

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council. In such cases advice should be sought from OCR as early as possible during the course.

## 5.10 Prohibited Qualifications and Classification Code

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Candidates who enter for the OCR GCE specifications may not also enter for any other GCE specification with the certification title *Physical Education* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the Schools and College Achievement and Attainment Tables.

The classification code for these specifications is 7210.

## 5.11 Coursework Administration/Regulations

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### Supervision and Authentication

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As with all coursework, teachers must be able to verify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

### Submitting marks to OCR

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Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework. Coursework administration documents are sent to centres on the basis of estimated entries. Marks may be submitted to OCR either via Interchange on the computer-printed Coursework Mark Sheets (MS1) provided by OCR (sending the top copy to OCR and the second copy to their allocated moderator) or by EDI (centres using EDI are asked to print a copy of their file and sign it before sending to their allocated moderator).

**Visit Arrangement Forms should be submitted to OCR no later than 14th January.**

## Deadline for the receipt of coursework marks are:

For Unit G452, marks for all activities should be submitted to the moderator no later than 31<sup>st</sup> March with the exception to summer-only activities which can be submitted to the moderator by 15<sup>th</sup> May.

For Unit G454 all marks for all activities must be submitted to the moderator by 31<sup>st</sup> March.

For Unit G452 and Unit G454 total unit marks must be submitted to OCR no later than the 15<sup>th</sup> May.

Further guidance on the administration of coursework and associated paperwork can be found in the Teacher Support: Coursework Guidance booklet.

The awarding body must require Centres to obtain from each candidate a signed declaration that authenticates the coursework they produce as their own. For regulations governing coursework, centres should consult the OCR *Administration Guide for General Qualifications*. Further copies of the coursework administration documents are available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

## Standardisation and Moderation

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All internally-assessed coursework is marked by the teacher and internally standardised by the centre. Marks must be submitted to OCR by the agreed date, after which moderation takes place in accordance with OCR procedures.

The purpose of moderation is to ensure that the standard for the award of marks for internally-assessed coursework is the same for each centre, and that each teacher has applied the standards appropriately across the range of candidates within the centre.

## Minimum Coursework Required

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If a candidate submits no work for a unit, then the candidate should be indicated as being absent from that unit on the coursework mark sheets submitted to OCR. If a candidate completes any work at all for that unit then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

## Special Consideration for Incomplete Coursework

---

There is a minimum coursework requirement before special consideration can be given.

For AS Unit G452, candidates must have been assessed in at least one practical activity and also completed the Evaluating and Planning for Improvement task. If a candidate cannot then complete the assessment in a second activity due to injury or illness OCR will consider an application for Special Consideration.

Where a candidate has taken part in some A2 practical assessment but cannot complete this due to injury or illness some special consideration may be applicable using AS assessment outcomes and the A2 evidence collected up to that point, whilst taking into account the different levels of

demand between AS and A2 assessment. The candidate must complete the Evaluation of Performance at A2 in order to be eligible for any Special Consideration in that year of study..



## 6 Other Specification Issues

### 6.1 Overlap with other Qualifications

These specifications relate well to other Advanced GCEs in the social sciences, natural sciences and to Advanced GCEs in the vocational fields of Leisure Studies, Health and Social Care, Business Studies and Science. There is a small degree of overlap with the Advanced GCE in Leisure Studies and Advanced GCE Psychology Unit G543 Psychology of Sport and Exercise.

### 6.2 Progression from these Qualifications

The specifications provide a suitable foundation for specialist study in both Physical Education and Sports Studies in higher education and are also suitable qualifications for other areas of study. The specifications provide an excellent foundation for candidates intending to pursue careers in teaching and coaching, sports development, the leisure industry, recreational management, health, leisure and fitness and professional sport.

### 6.3 Key Skills Mapping

These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities *may* exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each unit.

Unit	C				AoN			IT			WwO			IoLP			PS		
	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
G451	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
G452	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
G453	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
G454	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## 6.4 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

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These specifications offer opportunities which can contribute to an understanding of these issues in the following topics:

- Socio-cultural studies relating to participation in physical activity (Unit G451 , Section C) which includes women in sport, deviance and discrimination in sport;
- Historical Studies (Unit G453, Option A1);
- Comparative Studies (Unit G453, Option A2) where global and specific values in Australia and the USA are compared with values the UK.

As part of institutionalised Physical Education, spiritual, moral and ethical values and attitudes are discussed as necessary, as are desirable features of physical performance, particularly in the context of young people. Some units encourage candidates to discuss the ethical and moral issues surrounding performance enhancement.

## 6.5 Sustainable Development, Health and Safety Considerations and European Developments

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Sustainable development, Health and Safety considerations and European developments form part of the section on cultural influences in the Socio-cultural section (Unit G451, Section C) and are discussed widely by candidates.

Sustainable development issues arise in the countryside where the natural environment is faced with the problem of equating recreation with conservation and the outdoor education issue. Issues also arise in the problems inherited from the past (Unit G453 Option A1); urbanisation and rational sport and global perspectives (Unit G453 Option A2).

The European dimension is covered in general terms in Unit G451, Section C within the study of the development of cultures and cultural influences, in Unit G453 Option A1 where cultural factors from the past are analysed and in Unit G453 Option A2 where the UK dimension is analysed.

Health and Safety is a key consideration within these specifications particularly in respect of candidates engaging in practical activities. Each of the practical activities offered to candidates in these specifications should be carried out in accordance with the recommendations in *Safe Practice in Physical Education and School Sport* (BAALPE, 2004).

## 6.6 Avoidance of Bias

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OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

## 6.7 Language

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These specifications and associated assessment materials are in English only.

## 6.8 Disability Discrimination Act Information Relating to these Specifications

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AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (refer to Section 5.9 of this specification).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in the future.

Some students with a physical disability may have difficulty in accessing all option routes.

# Appendix A: Performance Descriptions

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas in the award process compensating for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A Level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

# AS performance descriptions for Physical Education

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
Assessment Objectives	Candidate should demonstrate knowledge and understanding of physical activity.	Candidates should demonstrate the ability to apply skills, knowledge and understanding in physical activity.	Candidates should demonstrate the ability to analyse and evaluate critically physical activity.
AS A/B boundary Performance Descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a good knowledge and understanding of the roles of performer, leader and/or official and what constitutes effective performance in those roles</li> <li>b) show a good knowledge and understanding of what constitutes a balanced active lifestyle and how it may be achieved</li> <li>c) communicate well through the careful selection and use of appropriate technical language.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) accurately apply diverse knowledge taken from the wider context of the AS specification, supporting it well with relevant examples</li> <li>b) apply appropriate techniques and principles designed to develop an improvement in performance across different types of activity.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show good ability to analyse the effectiveness of components of performance</li> <li>b) use their skills of analysis and evaluation to identify key priorities for improving performance</li> <li>c) organise and present information, ideas, descriptions and arguments in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling.</li> </ul>
AS E/U boundary Performance Descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some knowledge and understanding of the roles of performer, leader and/or official and what constitutes effective performance in those roles</li> <li>b) show some knowledge and understanding of what constitutes a balanced active lifestyle and how it may be achieved</li> <li>c) use limited technical language with some accuracy.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) apply knowledge taken from the AS specification, supporting it with some relevant examples</li> <li>b) show some ability to apply techniques and principles designed to develop an improvement in performance.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some ability to analyse the effectiveness of components of performance</li> <li>b) use their skills of analysis and evaluation to identify some ways of improving performance</li> <li>c) organise and present information, ideas, descriptions and arguments in a reasonably logical manner, using some specialist vocabulary.</li> </ul>

## A2 performance descriptions for Physical Education

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
Assessment Objectives	Candidates should demonstrate knowledge and understanding of physical activity.	Candidates should demonstrate the ability to apply skills, knowledge and understanding in physical activity.	Candidates should demonstrate the ability to analyse and evaluate critically physical activity.
A2 A/B boundary Performance Descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a good in-depth knowledge and understanding of the roles of performer, leader and/or official and the relationships between the components of effective performance in those roles</li> <li>b) show a good in-depth knowledge and understanding of the effects of involvement in physical activity on well-being, health and fitness and how best to promote that involvement</li> <li>c) communicate well through the careful selection and wide use of appropriate technical language.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) accurately apply diverse knowledge taken from the wider context of the A2 specification, supporting it well with relevant examples</li> <li>b) show good judgement in applying appropriate techniques and principles designed to make changes and adaptations to improve the quality, effectiveness and efficiency of performance.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show good ability to analyse the effectiveness of components of performance</li> <li>b) use their skills of critical analysis and evaluation to identify key priorities for improving performance</li> <li>c) organise and present information, ideas, descriptions and arguments in a clear, informed, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling.</li> </ul>
A2 E/U boundary Performance Descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some knowledge and understanding of the roles of performer, leader and/or official and what constitutes effective performance in those roles</li> <li>b) show some knowledge and understanding of the effects of involvement in physical activity on well-being, health and fitness and make some suggestions as to how to promote that involvement</li> <li>c) use technical language with some accuracy.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) apply knowledge taken from the A2 specification, supporting it with some relevant examples</li> <li>b) show some ability to apply techniques and principles designed to develop an improvement in the quality, effectiveness and efficiency of performance.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some ability to analyse the effectiveness of components of performance</li> <li>b) use their skills of analysis and evaluation to identify some ways of improving performance</li> <li>c) organise and present information, ideas, descriptions and arguments in a reasonably logical manner, using some specialist vocabulary.</li> </ul>

# Appendix B: Coursework Guidelines for AS Unit G452: Acquiring, developing and evaluating practical skills in Physical Education

## A2 Unit G454: The improvement of effective performance and the critical evaluation of practical activities in Physical Education

### Planning

Coursework is externally set, internally assessed and externally moderated.

The philosophy of AS GCE and Advanced GCE Physical Education is that the performance of practical activities is a central and integral part of the course. Wherever possible in the delivery of the course, theory is related to practice and practice related to theory. The Advanced GCE course is intended to be taught as a whole rather than as two separate parts. This approach enables candidates to appreciate, as well as to apply, the theoretical concepts.

Physical activities make a significant contribution to the aims and objectives, serving as a source of material and facilitating and contextualising learning. The physical activities should be selected as representative of the varied physical activities available to centres and to those that candidates have experienced within the National Curriculum and/or GCSE Physical Education. The selection should be influenced by:

- relevance to the course content areas;
- interests, stages of development and abilities of candidates;
- traditions and practices in the centre and the local community;
- teaching resources and the expertise of staff;
- facilities and equipment;
- time;
- candidate numbers.

Centres may wish to make the best use of available time by combining AS and A2 candidates for some practical activities. Indeed, the range of activities available for assessment may necessitate the use of extra curricular activities and local clubs as sources of practical activities for candidates. In the case of local clubs, the centre must retain responsibility for monitoring these physical activities, their assessment and standardisation.

Centres should also devise programmes that enable candidates to experience and develop all aspects of their practical activities. They should also experience different roles e.g. different playing positions in invasion games; singles and doubles in racquet games. They should also gain experience in coaching/leading the activities so as to develop their understanding and appreciation of the coaching points of skills and the application of tactics and strategies. In addition, they should experience the role of officiating so as to develop their knowledge, understanding and application of the rules, regulations and codes of conduct relevant to the activity.

Candidates should develop an understanding of the fitness and health benefits of the activity both short and long term as well as an awareness of the opportunities for participation and progression both locally and nationally.

Centres should also implement continuous assessment, both as a means of allowing candidates to monitor their improvement, and ensuring that if injury/illness occurs, some records are available.

## **Activity Profiles**

These specifications classify physical activities into eleven activity profiles. These activity profiles are those identified in the National Curriculum with the addition of combat activities. The eleven contexts are:

### **1. Athletic activities**

The performance and refinement of a range of dynamic skills with the intention of improving personal and collective bests in relation to speed, height, distance and accuracy.

### **2. Combat activities**

Performers select, develop, apply and adapt skills, strategies and tactics with the intention of outwitting their opponent in a range of different combats.

### **3. Dance activities**

Performers use their imagination and ideas to create, perform, appreciate and develop dances with an awareness of historical and cultural contexts. The artistic intention makes use of rhythm, space and relationships, expressing and communicating ideas, moods and feelings.

### **Game activities**

Performers select, apply and adapt skills, strategies and tactics, on their own and in teams, with the intention of outwitting the opposition in a range of different game types.



The Game Activity context is sub-divided into:

**4. Invasion game activities**

**5. Net/Wall game activities**

**6. Striking/Fielding game activities**

**7. Target game activities**

**8. Gymnastic activities**

Performers devise aesthetically pleasing sequences using combinations of skills and agility which they repeat and perform with increasing control, precision and fluency.

**9. Outdoor and adventurous activities**

Performers develop, individually and in teams, the ability to analyse, plan and then respond effectively and safely to physical challenges and problems they encounter in familiar, changing and unfamiliar environments.

**10. Swimming activities and water safety**

Performers develop the confidence and ability to stay afloat and to swim unaided for sustained periods of time, selecting, adapting and refining their skills so that they can swim safely and engage in a variety of different activities in and around water.

**11. Exercise Activities**

Performers exercise safely and effectively for the benefit of health and well-being.

The practical activity assessment criteria relate to the concept of success. The assessment of any one activity may include several pathways to success. The pathways to success are:

- (a) Outwitting opponents
- (b) Accurate replication
- (c) Exploring and communicating ideas, concepts and emotions.
- (d) Performing at maximum levels.
- (e) Identifying and solving problems
- (f) Exercising safely and effectively.

Each centre will differ in its approach to the range of activities it offers and in the way it structures them. As with their theoretical studies, it is expected that candidates will supplement and enhance their curriculum time with time spent on their practical activities outside their course. Candidates are likely to build on in-depth practical activity experiences gained within Key Stage 4 and in some cases GCSE Physical Education. Centres should enable candidates to continue to experience a broad range of practical activities in order to enhance their application and appreciation of performance issues whilst also specialising in their selected activities.

In AS Unit 2 (G452) candidates follow a minimum of **two** practical activities which are chosen from **two** different activity profiles.

In A2 Unit 4 (G454) candidates follow **one** activity selected from the two activities in which they were assessed in Unit 2 (G452).

**Each of the practical activities offered to candidates should be carried out in accordance with the recommendations in *Safe Practice in Physical Education and School Sport* (BAALPE 2004).**

### Assessment

Centres must consult the Teacher Support: Coursework Guidance Booklet which contains the assessment requirements and criteria for practical activities.

In Unit 2 (G452) candidates are assessed in **two** activities from **two** different activity profiles.

In Unit 4 (G454) candidates are assessed in **one** activity selected from the two activities in which they were assessed in Unit 2 (G452).

Assessment should be continuous, not only to provide candidates with an indication of their progress, but also so that in the case of injury, there is some indication of the candidate's improvement and standard.

In Centres where a diverse range of practical activities is offered to candidates, there may well be occasions when expertise is 'bought in'. This is consistent with the desire to enable candidates, wherever feasible, to capitalise on their strengths in terms of practical activities. Candidates may be assessed in settings outside the centre by teachers/coaches other than those within the Physical Education department of the centre. The assessment of practical activities is, however, the responsibility of the teacher who must not only oversee the process, but ensure that there is robust internal standardisation across the centre's assessments of all their activities.

These activities in AS Unit 2 (G452) must be from **two** different activity profiles. At A2 candidates must develop **one** of the activities in which they have been assessed at AS, Unit 2 (G452).

For some physical activities, particularly seasonal activities it may be necessary to assess them in the summer term of the candidate's AS year (ie cricket, tennis, track and field activities).

Coursework is externally set, internally assessed and externally moderated.

## Moderation

Moderation is by means of cluster groups based as far as possible, on geographical distribution. The purpose of the process is to ensure that assessments are standardised across all centres and that every candidate is treated fairly. A sample of candidate portfolios will be also be moderated.

A sample of a centre's candidates will be identified by the Moderator and asked to attend the cluster moderation meeting. Candidates **must** be accompanied to the moderation by the teacher responsible for internal standardisation, usually the Head of the PE Department. This staff member will be fully responsible for the candidates during the moderation and will ensure their health and safety at all times. Candidates may be moderated in both the activities they have been assessed in, but may also be asked to take part in other activities to ensure viable numbers for the standardisation exercise. Cluster moderations will usually last for a day, but centres can request that, where the programme of activities permits, candidates attend for only part of the day. Candidates should be aware that moderation is part of the examination process. Candidates **must** attend moderation if requested by the moderator and they should prepare themselves appropriately for the process which may include the components evaluation and planning for improvement at AS and the evaluation, appreciation and the improvement of performance at A2. If acceptable special circumstances arise which prevent the candidate from attending the moderation session, written evidence confirming these circumstances must be made available to the moderator. Failure to attend moderation when requested to do so may result in a candidate being regarded as absent from the assessment of the unit.

**Centres are required to have video evidence of a sample of their candidates across the range of marks for each activity assessed. The video evidence should clearly identify the candidates and enable them to be linked to the assessment documentation and should demonstrate that candidates have performed the range of skills appropriate for the mark which they have been awarded.**