

**OCR GCSE (SHORT COURSE) IN PHYSICAL EDUCATION (GAMES)
(1071)**

Key Features

- Emphasis on Games (Invasion; Net/Wall; Striking/Fielding/Target).
- Emphasises effective and safe performance in games.
- Co-teachable with Physical Education (Games).
- Physical Education also available.
- Coursework 60% of assessment (assessment in two games)
- Examples of Coursework assessment.
- One Tier of assessment only.
- Cluster moderation encourages mutual support amongst Centres.

Support and In-Service Training for Teachers


- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- OCR GCSE PE Coursework Guidance Booklet.
- A new GCSE Physical Education video showing performance in a range of practical activities.
- Cluster coursework moderation.
- Individual feedback to each Centre on the moderation of internally assessed work.
- A report on the examination, compiled by senior examining personnel after each examination session.

CONTENTS


SECTION A: SPECIFICATION SUMMARY	5
SECTION B: GENERAL INFORMATION	7
1 Introduction	7
1.1 Rationale	7
1.2 Certification Title	9
1.3 Level of Qualification	9
1.4 Recommended Prior Learning	10
1.5 Progression	10
1.6 Overlap with other Qualifications	10
1.7 Restrictions on Candidate Entries	11
1.8 Code of Practice Requirements	11
1.9 Status in Wales and Northern Ireland	11
2 Specification Aims	12
3 Assessment Objectives	12
4 Scheme of Assessment	13
4.1 Tiers	13
4.2 Components	13
4.3 Question Paper	13
4.4 Weighting of Assessment Objectives	13
4.5 Entry Options	14
4.6 Internal Assessment (Coursework)	14
4.7 Assessment of Written Communication and ICT	15
4.8 Differentiation	16
4.9 Awarding of Grades	16
4.10 Grade Descriptions	16

SECTION C: SPECIFICATION CONTENT	19
5 Specification Content	19
SECTION D: COURSEWORK	23
6 Coursework Tasks	23
6.1 Teaching Assessment of Practical Activities	23
6.2 Exemplar Practical Activity	24
6.3 Analysing Performance Task	26
7 Regulations for Internal Assessment	29
7.1 Supervision and Authentication of Practical Activities	29
7.2 Production and Presentation of Internally Assessed Work	29
7.3 Content and Marking Criteria for Practical Activities	29
7.4 Assessment of Analysing Performance	41
7.5 Moderation	43
7.6 Minimum Requirements for Internally Assessed Work	43
SECTION E: FURTHER INFORMATION	45
8 Opportunities for Teaching	45
8.1 ICT	45
8.2 Citizenship	45
8.3 Spiritual, Moral, Ethical, Social and Cultural Issues	46
8.4 Health, Safety and Environmental Issues	47
8.5 The European Dimension	47
9 Key Skills	48
10 Reading List	49
11 Arrangements for Candidates with Special Needs	50
12 Support and In-service Training for Teachers	50

Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 ICT

 Key Skills

OCR GCSE (SHORT COURSE) IN PHYSICAL EDUCATION (GAMES) (1071)

SECTION A: SPECIFICATION SUMMARY

TIERS

The scheme of assessment consists of one question paper and coursework. The full range of grades (G to A*) is available.

COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1	1 hour	40%
2	Coursework	-	60%
82	<i>Coursework Carried Forward</i>	-	60%

QUESTION PAPER

The question paper consists of short answer and structured questions on each of the three units of the programme of study. The aim within the question paper is to have questions which enable candidates to show their knowledge and understanding, apply theoretical knowledge to practical situations and to recall facts.

The question paper will be externally marked.

ENTRY OPTIONS

All candidates should be entered for specification 1071 with one of the following option codes.

Option Code	Title	Components
A	Physical Education: Games (Short Course)	1, 2
B	Physical Education: Games (Short Course) with Coursework Carried Forward	1, 82

Option B is available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

INTERNAL ASSESSMENT

Candidates are internally assessed through coursework where they are required to demonstrate effective performance, the use of tactics, techniques and to observe the rules and conventions of their **two** chosen games activities under applied conditions. Assessment is carried out by the teacher using activity area specific criteria. Candidates are also required to demonstrate their ability to analyse performance in **one** of their chosen games under applied conditions. This is assessed through oral questioning by the teacher using the Analysing Performance criteria.

Games Activity Areas	Games Activities
Invasion Games	Association Football, Basketball, Gaelic Football, Goalball, Hockey, Judo, Lacrosse, Netball, Rugby League, Rugby Union, Water Polo.
Net/Wall Games	Badminton, Eton Fives, Handball, Racketball, Squash, Table Tennis, Tennis, Volleyball.
Striking/Fielding/Target Games	Archery, Cricket, Golf, Rounders, Softball.

SECTION B: GENERAL INFORMATION

1 Introduction

This specification provides candidates with an opportunity to study both the practical and theoretical aspects of games. It is also designed to foster enjoyment in games activities. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance in games.

This specification is constructed in line with the terminology of the National Curriculum Orders for Physical Education for England, Wales and Northern Ireland. The National Curriculum requirements for Wales can be met through this specification by assessment of two games activities. The National Curriculum requirements for England and Northern Ireland are only met in part by this specification. In order to meet the National Curriculum requirements for England a candidate will need to follow another activity other than a games activity from the activity areas identified in the National Curriculum for England. In order to meet the National Curriculum requirements for Northern Ireland, as well as following two games activities, candidates would need to follow a third non-games activity from the activity areas listed in the National Curriculum for Northern Ireland. In order to ensure that candidates meet the National Curriculum requirements Centres should consult the relevant National Curriculum Orders.

Candidates who follow the course would normally have completed Key Stage 3 (KS3) of the National Curriculum in Physical Education. However, candidates who, for whatever reason, have not completed KS3, would not be excluded from following the course, nor would candidates with special needs who show an interest and an aptitude to follow the course be excluded (see Section 11). All candidates should have equal access to the full range of experiences which are offered within the course.

This specification is co-teachable with both the OCR Physical Education (1970) specification and the OCR Physical Education (Games) (1971) specification.

1.1 RATIONALE

Games are different from other groups of physical activities in that the games player wins by out-thinking his opponent(s), dominating territory and scoring in some way. In games activities an individual or a team of players will attempt to score as many goals/points as is required in order to beat their opponent(s). In achieving this objective the performer(s) will be required to select, use and adapt appropriate skills, tactics and strategies in order to outwit their opponent(s). Given the popularity of games activities during Key Stage 1 (KS1), Key Stage 2 (KS2) and Key Stage 3 (KS3), it is not surprising that there is a continued interest and enthusiasm for a range of games activities for many candidates at Key Stage 4 and beyond.

Games activities are seen as an important part of Physical Education and a distinct area of activity and study in itself. As such it provides candidates with an opportunity to develop their knowledge, skill and understanding so that they can perform reflectively and with increased physical competence and confidence. This specification seeks to enable candidates to build on the skills, knowledge and understanding previously acquired at KS1, KS2 and KS3 and through the theory related to the programme of study. This specification offers candidates the choice of activities from three different games activity areas. The choice of activities within the games activity area of Invasion Games, Net/Wall Games and Striking/Fielding/Target Games ensures that candidates have to acquire very different skills in each.

This specification sets out to ensure that through their involvement in their chosen games activities and programme of study candidates acquire confidence, self esteem, respect for themselves and others, along with an understanding of the rules and conventions of their chosen games activities. Also, the programme of study at this level provides candidates with the opportunity to become informed and competent performers with an awareness of both the benefits of participation and the risks associated with games activities. Through their involvement candidates should be encouraged to develop critical awareness of the strengths, limitations and opportunities presented in challenging game situations. Candidates should also be given opportunities to work in pairs and groups and to develop positive attitudes and understanding towards different cultural groups. Candidates should decide on roles which best suit them. These might be performer, team captain, referee, umpire, coach, leader or official. They should also learn to appreciate the personal, social and mental factors that affect participation and performance and be able to demonstrate their relationships by answering questions in the examination and through their involvement in practical games activities.

This specification provides opportunities for candidates to improve their overall knowledge and performance in two games activities and to appreciate the necessity for sound understanding of the principles, practices and training which underpin improved performance, better health and well-being. In order to achieve this aim the specification content should be taught as an integrated whole. In this way candidates should see the inter-relationship between theory and practice.

The specification also provides candidates with the opportunities to assess and monitor performance in a variety of ways, reflect on their strengths and weaknesses and develop the skills necessary to make changes and refine performance. During the course candidates will be required to analyse performance through observation, assessment and recording in order to improve its quality and effectiveness. Their knowledge and understanding of the factors which affect participation and performance, the relationship between health, fitness and performance, and risk assessment in practical activity are taught as part of the programme of study and are examined in a terminal examination.

The theoretical content on which the examination is based is broadly similar to OCR's Physical Education specification (1970) and the Physical Education (Games) (1971) specification but contains only half the subject material. However, candidates will be expected to draw their answers in the examination from their in depth study of the way in which the specification material applies only to games activities. Although the practical performance will be marked using the same criteria as the Physical Education specification, in the Games specification candidates are assessed on their performance in two games activities chosen from two of the following groups: Invasion Games, Net/wall Games and Striking/fielding/target Games. Candidates are also expected to analyse performance in one of their chosen games.

As the specification has distinct characteristics it may have special appeal to certain Centres. These could be:

- Where Centres have limited facilities, restricting the options for activities largely to games or Centres with specialist facilities.
- Centres where staff expertise is predominantly games based.
- Centres where candidates show both an interest and an aptitude for games, as distinct to other non-games activities.
- Centres which have traditional or other reasons why they prefer a specialist games biased short course specification as an alternative course to either a GCSE Physical Education course or a GCSE Physical Education: Games full course.
- Centres which have previously offered a GCSE (Short course) in Physical Education (Games), will quite naturally wish to continue to build on the experiences gained and continue to offer a similar course.

Alternatively, some Centres may wish to run two or more courses, allowing candidates to choose either Physical Education (1970), Physical Education (Games) (1971) or (Short Course) Physical Education (Games) (1071).

The qualification at the end of the course is an acknowledgement of a candidate's overall achievement in (Short Course) Physical Education (Games), normally at the end of KS4. The course provides a sound foundation for those candidates who may wish to enter certain vocational positions where a knowledge of Physical Education (Games) may be seen as an advantage. Positions exist within the sport and leisure industry for such personnel. Alternatively, candidates may wish to continue with their studies in Physical Education at GCE AS/A Level in Physical Education or a Vocational Certificate of Education (Vocational A Level) in Leisure and Recreation. Such candidates may wish to eventually enter one of the many areas of the sport and leisure industry, the teaching or coaching professions.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE (Short Course) in Physical Education (Games).

1.3 LEVEL OF QUALIFICATION

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

1.4 RECOMMENDED PRIOR LEARNING

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding KS3 programme of study within the National Curriculum.

This specification seeks to build on the knowledge skills and understanding taught at KS3 which requires candidates to:

- play competitive invasion, net and striking/fielding games using techniques that suit the games.
- use the principles of attack and defence when planning and implementing complex team strategies.
- respond to changing situations in the game.

Candidates entering this course should have achieved a general educational level equivalent to Level 3 in the Revised National Curriculum Orders for Physical Education, or a distinction at Entry Level within the National Qualifications Framework.

1.5 PROGRESSION

GCSE qualifications are general qualifications which enable candidates either to progress directly to employment, or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate Level. Candidates who are awarded mainly grades C to A* at GCSE would be well prepared for study at Advanced Level within the National Qualifications Framework.

1.6 OVERLAP WITH OTHER QUALIFICATIONS

This specification relates well to other GCSEs in Social Science and Science and to some GNVQ units, particularly in the vocational field of Leisure and Tourism (Units 7, 8 and 9) at Foundation Level.

Vocational GCSEs will be introduced in 2002. Further details of overlap with GNVQ units will be provided once development work is complete.

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this specification cannot also enter for either the GCSE in Physical Education (1970) or the GCSE in Physical Education (Games) (1971) in the same examination series.

Candidates who enter for this GCSE **may** however also enter for any GNVQ specification in the same examination series. They may also enter for any NVQ qualification.

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 GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 7210.

1.8 CODE OF PRACTICE REQUIREMENTS

This specification will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation in English only.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

2 Specification Aims

This specification gives candidates opportunities to:

- develop and apply their knowledge, skills and understanding of physical education through selected practical games activities;
- develop their knowledge and understanding of the different factors that affect participation and performance and demonstrate their relationship;
- understand the role of rules and conventions in selected games activities;
- promote their understanding of the health benefits and risks associated with taking part in games activity;
- develop the skills necessary to analyse and improve performance;
- support their personal and social development through adopting different roles in selected activities when working with others.

3 Assessment Objectives

Candidates will be required to demonstrate the following assessment objectives within both the content and context of the activities selected.

Candidates are required to:

Assessment Objective 1

perform effectively under applied conditions in their selected activities:

- using tactics and strategies;
- observing the rules and conventions of their activities.

Assessment Objective 2

analyse performance:

- to determine its strengths and weaknesses;
- to improve its quality and effectiveness.

Assessment Objective 3

show knowledge and understanding of:

- the factors affecting participation and performance in games;
- the relationship between health, fitness and games;
- risk assessment in games.

4 Scheme of Assessment

4.1 TIERS

The scheme of assessment consists of one tier covering the whole of the ability range, grades G to A*. Candidates achieving less than the minimum mark for grade G will be ungraded.

4.2 COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1	1 hour	40%
2	Coursework	-	60%
82	<i>Coursework Carried Forward</i>	-	60%

4.3 QUESTION PAPER

The question paper is of 1 hour duration and consists of Section A and Section B.

Section A consists of short answer questions and structured questions covering the three units of the programme of study. The questions will show an incline of difficulty. There will be 14 marks for the questions in this section.

Section B consists of three questions, each question covering one of the three units of the programme of study. Each question will be structured and show an incline of difficulty. There will be a total of 36 marks for this section.

The aim of the question paper is to enable candidates to show their knowledge and understanding, apply theoretical knowledge to practical situations and to recall facts.

4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between components and assessment objectives of the scheme of assessment is shown in the following grid:

	Objective 1	Objective 2	Objective 3	Total
Paper 1	-	-	40	40
Coursework	50	10	-	60
Overall	50	10	40	100

4.5 ENTRY OPTIONS

All candidates should be entered for specification 1071 with one of the following option codes.

Option Code	Title	Components
A	Physical Education (Games) (Short Course)	1, 2
B	Physical Education (Games) (Short Course) with Coursework Carried Forward	1, 82

Option B is available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

4.6 INTERNAL ASSESSMENT (COURSEWORK)

Candidates' coursework is assessed in terms of their ability to perform effectively under applied conditions in their two selected games activities using tactics and strategies, and observing the rules and conventions of the activities. They are also assessed in terms of their ability to analyse performance in one of their chosen games activities in such a way that they can determine strengths and weaknesses and as a result of practice and training show how the quality and effectiveness of performance can be improved. Candidates are required to complete an analysis of performance task as a means of recording their observations, analysis and conclusions.

Coursework comprises three games activity areas: Invasion Games, Net/Wall Games and Striking/Fielding/Target Games.

Candidates are required to choose **two** games from different games activity areas. This does not meet the National Curriculum requirement in England or Northern Ireland but could meet the National Curriculum requirements for Wales.

The list below indicates all the games activities available for assessment for this specification:

Games Activity Areas	Games Activities
Invasion Games	Association Football, Basketball, Gaelic Football, Goalball, Hockey, Judo, Lacrosse, Netball, Rugby League, Rugby Union, Water Polo.
Net/Wall Games	Badminton, Eton Fives, Handball, Racketball, Squash, Table Tennis, Tennis, Volleyball.
Striking/Fielding/Target Games	Archery, Cricket, Golf, Rounders, Softball.

4.6.1 Assessment of Performance in the Games Activity

For the purpose of assessment candidates are required to perform effectively under applied conditions in their selected games activities:

- using tactics and strategies;
- observing the rules and conventions of their games activity.

Candidates will be required to demonstrate the above objectives within the content and context of the games activities.

The assessment criteria for practical activities will be games activity area specific rather than individual activity specific (see Section 7.3).

4.6.2 Assessment of Analysing Performance

For the purpose of assessment candidates are required to demonstrate their ability to analyse performance in order to:

- determine its strengths and weaknesses;
- improve its quality and effectiveness.

Candidates will be required to demonstrate the above objectives within the content and context of the games activity.

Candidates are assessed on their ability to analyse performance in one of their chosen activities. Assessment is carried out through oral questioning by the teacher. Examples of the types of questions are included in Section 6.3.

In addition candidates are required to complete an analysing performance task. An outline of the areas to cover is included in Section 6.3.

4.7 ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

Candidates are expected to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

Candidates are required to demonstrate written communication skills in the question paper.

Candidates are also encouraged to use Information and Communication Technology (ICT) skills to:

- find information from a variety of sources, selecting and synthesising the information to meet their need;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
- exchange and share information, both directly and through electronic media;
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

4.8 DIFFERENTIATION

In the question paper differentiation is achieved by outcome and by the use of structured questions, each of which incorporates an incline of difficulty. The questions are designed to allow candidates to demonstrate their ability to apply knowledge and understanding and to recall facts.

Differentiation in coursework is by outcome.

4.9 AWARDING OF GRADES

The written paper has a total weighting of 40 % and the internal coursework assessment a weighting of 60%.

A candidate's marks for each of the components taken will be combined in the appropriate weightings to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

4.10 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Section 5 and 6; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade F

Candidates demonstrate their ability to select and apply a small range of appropriate skills, techniques and ideas in their activities, with some precision, control and fluency. They make decisions about how they will plan and approach their performance. They begin to vary these in response to changing situations.

Candidates analyse their own and others' performance and can identify major strengths and weaknesses. They make some modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance.

Candidates identify some of the factors affecting performance and participation in games.

They explain how the body reacts during different types of exercise, and identify some activities and exercises suitable for preparing and recovering from specific activities. They identify and explain some of the benefits of regular, safe exercise and activity on their performance and health.

They recognise some of the risks involved in different games.

Grade C

Candidates demonstrate their ability to select and apply an increased range of appropriate skills, techniques and ideas in their activities, with greater refinement, precision, control and fluency.

They make and adapt decisions about how they will plan and approach their performance in response to new or changing situations.

Candidates analyse and comment on their own and others' performance showing an understanding of the factors that affect the quality and effectiveness of performance. They plan ways to improve their own and others' performance.

Candidates identify major factors that affect performance and participation in games and show some understanding of how these different factors relate to each other.

They take increasing responsibility for the planning and execution of safe exercises. They understand the principles behind planning their own activity and exercise programmes. They explain some of the long term effects of exercise and activity on physical, mental and social health.

They identify potential risks involved in different games.

Grade A

Candidates demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in their activities, with considerable refinement, precision, control and fluency. They make effective decisions about how they will plan and approach their performance in response to new or changing situations.

Candidates analyse and evaluate their own and others' work demonstrating an understanding of the impact skills, tactics or composition, and fitness have on the quality and effectiveness of performance. They identify priorities for improvement and plan appropriate, progressive practices. They understand how to monitor and evaluate progress towards targets.

Candidates have a good understanding of factors affecting performance and participation and the relationship between them.

They have a good understanding of the principles behind and benefits of regular, safe exercise and its impact on performance, fitness and health. They explain the advantages to themselves and others of following active and healthy lifestyles.

They identify and explain potential risks related to games.

SECTION C: SPECIFICATION CONTENT

5 Specification Content – theoretical programme of study

Unit 1: Factors Affecting Participation and Performance in Games

 C1.2, C1.3, C2.1b, C2.2, N2.1, N2.2, N2.3, IT2.1, IT2.2, PS1.1,

Candidates should be taught:

- why skills and underlying abilities are important for successful performance in games, how we learn them and factors that can affect them;
- how motivation and mental preparation can affect performance in games, including the part that different types of motivation and goal setting plays in this process.

1a: Skill

Candidates should be able to:


- describe and explain how different types of feed back in practice situations improve performance in games (intrinsic, extrinsic, knowledge of results);
- describe and explain a range of advanced skills relating to their chosen games activities and distinguish between those which are open and closed;
- describe and explain the importance of basic abilities in promoting more advanced skills for participation in games activities (speed, agility, coordination, flexibility, balance, reaction time);
- describe and explain what distinguishes the skills of a novice from a top level performer in games (consistency, energy, time, adaptable);
- describe and explain how skills are learned, refined and adapted to various games activities (practice, copying, trial and error, role models);
- explain through the use of a simple information processing model how we learn physical skills, and the importance of feedback in evaluating, analysing and planning for improvement in performance in games.

1b: Motivation and mental preparation

Candidates should be able to:

- describe and explain how mental preparation affects participation and performance in games (relaxation, mental rehearsal, focusing);
- define motivation linking it to the idea of being aroused, distinguish between intrinsic and extrinsic motivating factors, and where both can be effectively used in games activities; (enjoyment, personal goals, rewards, certificates, badges, trophies, fame).

Unit 2: The Relationship Between Health, Fitness and Games

 C1.1, C1.3, C2.1b, C2.3, N1.1, N1.2, N1.3, N2.1, N2.2, N2.3, IT1.2, IT2.2, IT2.3, WO1.2, LP1.1

Candidates should be taught

- how preparation, training and fitness relate and affect performance in games;
- what is meant by good health and fitness and what factors can affect them;
- how training principles and methods can be used to improve performance in games;
- the benefits of regular, safe exercise in relation to personal fitness and health for games;
- how appropriate testing procedures can be used to assess different fitness component;
- how different body systems respond to exercise in the short and long term;
- how to monitor and develop their own training, exercise and activity programme.

2a: Components of fitness

Candidates should be able to:

- describe and explain how the different components of fitness e.g. cardiovascular endurance, muscular endurance, speed, strength, flexibility and skill related fitness components e.g. agility, balance, coordination, speed of reaction, timing, relate to good health and affect performance in a variety of games activities, and how the importance of each differs between games.

2b: Factors affecting fitness

Candidates should be able to:

- describe and explain the role that a healthy diet plays in good health and fitness; include the function of the seven essential components e.g. carbohydrates, protein, fats, minerals, vitamins, fibre, water;
- describe and explain, using suitable examples, the effects that age, gender, and disability can have on the different fitness components.

2c: Investigation of the effects of fitness on performance and how to assess fitness for games

Candidates should be able to:

- describe and explain how testing can be used to evaluate an individual's suitability for a games activity and identify their strengths and weaknesses, (the multistage fitness test and the 12 minute run for cardiovascular endurance, sprint tests for speed and the sit and reach for flexibility: press up/sit up test for muscular endurance, agility run test, stork stand test for balance). Carry out analysis of test and performance results.

2d: Fitness training principles

Candidates should be able to:

- use training principles to plan, implement and monitor a six week personal exercise programme, considering the individual to be trained, the specific fitness component(s) required and the importance of warm up and cool down. Candidates should be clear about the purpose of the personal exercise programme whether it is for health and well-being or a games activity;
- describe and explain how the training principles can be applied to performers training for different games activities e.g. overload, specificity, progression, reversibility, peaking.

2e: Training methods

Candidates should be able to:

- describe and explain, with examples, how the different training methods can be used to prepare for exercise and specific games; circuit training, fartlek training, interval training, weight training (isometric and isotonic), continuous training and flexibility training (active and passive); candidates should consider the advantages and disadvantages of each type, and how they prepare themselves for exercise.

2f: Training effects

Candidates should be able to:

- describe and explain the immediate short term effects of exercise on the body systems during games activity and performance e.g. breathing, pulse rate, circulation, muscles and sweating;
- describe and explain the long term training effects on the heart e.g. heart rate, stroke volume and cardiac output, circulatory system, breathing, body composition, muscles, rate of recovery and general well being.

Unit 3: Risk Assessment in Games

 C2.1a, IT2.3, WO2.1, WO2.2, PS2.1, PS2.2, PS2.3

Candidates should be taught:

- how to identify potential hazards in games activities and performance situations;
- how to reduce these risks and prevent injuries.

3a: Potential Hazards

Candidates should be able to:

- describe and explain potential hazards in a variety of different games activity areas e.g. the gymnasium, sports hall, swimming pool, playing fields.

3b: Prevention of Injury

Candidates should be able to:

- describe and explain, using a variety of specific games examples, various ways to minimise the risks in these areas e.g. by application of the correct clothing/footwear, personal protective equipment, rules/laws/codes, knowledge of appropriate safety procedures, lifting/carrying/placing equipment, correct techniques, appropriate level of competition relative to age, sex and size, and warm up/cool down;
- explain the importance of good personal hygiene to games in order to avoid minor infections such as verrucae and athletes foot.

SECTION D: COURSEWORK

6 Coursework Tasks

Candidates are assessed in terms of their performance in their **two** chosen games activities. In addition candidates are assessed on their ability to analyse performance in **one** of their chosen games activities.

6.1 TEACHING AND ASSESSMENT OF PRACTICAL ACTIVITIES

Through the teaching of their chosen practical activities and the related programme of study, candidates should learn to develop and apply their knowledge, skill and understanding of physical education. They should develop their knowledge and understanding of different factors which affect participation and performance and be able to demonstrate their relationship. They should understand the role of rules and conventions and the health benefits and the risks associated with participating in physical activities. They should also be taught the skills necessary to analyse performance and be able to suggest ways in which performance might be improved during practical activity lessons. In doing so, candidates should be encouraged to apply the theoretical knowledge from the programme of study to practical situations. Also within the context of the activities candidates should be given opportunities to support their personal and social development through adopting different roles, such as leader, team captain, official, organiser, assistant etc.

The practical activity coursework content which should be taught can be found within Section 7.3 Content and Marking Criteria for Practical Activities. These are listed under the following sub headings:

- Develop and apply advanced skills and techniques.
- Select and apply advanced tactics, strategies and team skills.
- Evaluate and improve performance.
- Roles in the game/activity.
- Rules of the game/activity and safety regulations.

An example of one activity is given for each games activity area. Details for all practical activities will be found in the OCR GCSE PE Coursework Guidance Booklet.

Candidates' performance are assessed in terms of their ability to perform effectively under applied conditions in each of their chosen two games. Examples of applied conditions for an activity (Basketball) are found in Section 6.2.

The activity area specific performance criteria to be applied when carrying out assessment contains descriptors at each mark range which require candidates to:

- select and apply advanced skills and techniques;
- select and apply tactics, strategies and team skills;
- evaluate and improve performance;
- adopt different roles in the activity/game;
- understand and observe the rules of the activity/game and safety regulations.

The activity area specific performance criteria show five levels of marks from 0 to 25, with 5 marks available per level. When carrying out an assessment of candidates' performance teachers should refer firstly to the first two descriptors (bullet points) at each mark range. These two descriptors refer to the selection and application of advanced skills, tactics, strategies and team skills and establish the candidates' **effective performance** within a particular mark range. The final mark awarded to a candidate within this mark range will be determined by how well the candidate meets the other three descriptors at that mark range. A candidate who meets all the descriptors at a particular mark range is likely to receive a final mark at the top of the mark range, whereas a candidate who meets the first two descriptors for effective performance, but fails to meet the other descriptors is likely to receive a final mark towards the bottom end of that mark range.

Candidates are also assessed in terms of their ability to analyse and improve performance in one of their chosen activities in such a way that they can determine strengths and weaknesses and as a result of practice and training show how the quality and effectiveness of performance can be improved. Candidates are required to complete an analysis of performance task as a means of recording their observations, analysis, progress and conclusions. The analysing performance criteria can be found in Section 7.4.

Centres that have more than one group of candidates following the same activity must carry out an internal standardisation of marks in order to ensure that the marks are accurate and give a single order of merit. Marks for different activities also need to be standardised.

6.2 EXEMPLAR PRACTICAL ACTIVITY

Example of Applied Conditions in an Activity

Candidates are required, as part of their assessment, to perform effectively under applied conditions. The following are examples of tasks which could be used for this purpose in any invasion game. Further examples of applied conditions are available in the OCR GCSE PE Coursework Guidance Booklet.

Games (Example) Basketball

Task 1

Purpose:

Selecting and applying advanced skills, tactics, strategies and team skills in a game situation.

1. To demonstrate in attack the ability to control the ball, pass and move into space, whilst trying to retain possession within the group, in an attacking role.
2. To draw defenders in order to create space for colleagues to exploit.
3. To exploit defenders' weaknesses through individual skills such as feint and drive, dummy passing and team skills such as setting up post play.
4. To demonstrate in defence a particular type of team defence.

Rules: 3 v 3, (1 referee).

The game can be played as a full court game or as half court game.

In a half court game attackers start in possession and try to make six passes without losing possession after which time they attempt to score. If the defending team wins possession the game stops and is restarted with the attacking team once again in possession at the half way line. After six attempts the roles of both teams change. The team scoring the most baskets in six attempts is judged to be the winner.

In a full court game the game is played under normal rules in a full size game.

Extensions and variations:

Vary the number of passes and/or type of pass.

Score with particular hand or particular way.

Nominate a particular player to score.

Vary the number of players on either team.

Task 2

Purpose

Selecting and applying advanced skills, tactics, strategies and team skills in a game situation.

1. To demonstrate successful and effective attacking strategies including selection and application of skills related to keeping possession and scoring.
2. To demonstrate appropriate defensive strategies.

Rules: 3 v 3, 4 v 4 or 5 v 5 (1 referee)

The game is played on half a basketball court under normal basketball rules.

The game lasts for 3 to 4 minutes during which time the attacking team must score as many baskets as possible.

The game starts with the attacking team in possession at the half way line.

After each basket, infringement or interception the ball is handed back to the attacking team at the half way line.

Points:

- 1 point for a basket from outside a marked area.
- 2 points for scoring in a particular way or from a particular position.
- 1 point for losing possession.

Extensions and variations:

Must attempt to score after 4 passes.

Two nominated players to defend particular area.

Nominate the type of score (basket) to be scored.

Bonus point if a team manages to score inside a particular area in a set time.

Bonus point for scoring within a set number of passes.

6.3 ANALYSING PERFORMANCE TASK

Candidates will be required to complete an analysing performance task for one of their chosen activities which will take the form of an observational/written task. The purpose of the analysing performance task is to ensure that candidates have secured evidence that they have both evaluated and secured improvement in performance. To achieve this they will be required to apply the skills of analysis in a practical situation and also to apply the theory acquired through the programme of study.

The task should be either an analysis of performance of a colleague/partner in their chosen activity or a self-analysis of performance in a chosen activity. It is recommended that the task should extend over a period of 6 weeks and the length of written work should amount to between 3 and 4 sides of A4 paper.

The instructions and lay out for the analysing performance task are:

Task Instructions

Candidates should be issued with the following instructions and asked to set out their analysing performance task in the order set out below.

- Choose a member of a school team/activity group or state if a self-analysis of a particular games activity.
- Identify the player.
- Observe the player in a role/practice/game situation. In a self-analysis this could be video recorded evidence.
- State the games activity in which involved.
- State the position/role of the player.
- Identify the important skills/techniques needed for a participant in his/her position/role.
- Observe the player/competitor/participant in an activity situation. In a self-analysis this is likely to involve viewing video recorded evidence.
- Analyse the performance with a view to identifying and describing in detail the strengths of the games player or self.
- Analyse the performance with a view to identifying and describing the weaknesses of the games player or self.
- Suggest ways in which any strengths or weaknesses might be improved or corrected.
- Suggest what training method(s) or practice session might be used to improve performance. Draw on knowledge of training methods and practices from the programme of study and used through the teaching of the practical activities.
- Identify some of the factors which affect performance in both positive and negative ways.
- After a period of 6 weeks' practice assess how much improvement to performance has occurred and record it.
- Discuss with the games player your findings and record his/her views/reactions. In the case of a self-analysis the candidate must discuss his/her conclusions with a teacher /coach and note their views/reactions.

Candidates' analysing performance task forms should be retained by the teacher in support of the marks awarded to candidates for analysing performance and be available to be seen at the time of the Centre moderation.

Analysing Performance. Examples of Oral Questions.

Candidates are free to choose to carry out either a self-analysis of performance or an analysis of a colleague/partner in a chosen games activity. Candidates are to be assessed through oral questioning by their teacher on their ability to analyse performance in one of their chosen games activities. This oral questioning can take place at any convenient time during the course when the game has been taught and the pupil has completed the analysing performance task. Marks are awarded using the Analysing Performance Criteria in Section 7.4.

Examples of questions which might be asked by teachers.

1. Can you describe in simple terms what your partner/colleague/self is trying to achieve in this (identified) aspect of the game?
2. Can you suggest any obvious weaknesses in how your partner/colleague/self performs? Describe what these are.
3. Why do you think he/she/self has this weakness? What is causing it? What do you suggest he/she/self might do to improve his/her/self weakness (skill or technique)? In what ways might you be able to help him/her/self to improve their performance? Can you suggest any practice/training methods which he/she/self might use to improve his/her/self performance?
4. Can you identify any skills (or techniques) which your partner/colleague/self does really well in their chosen games activity? Describe why you think he/she/self does them well. How do you think your partner/colleague/self might refine these skills/techniques even further?

7 Regulations for Internal Assessment

7.1 SUPERVISION AND AUTHENTICATION OF PRACTICAL ACTIVITIES

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed (e.g. coursework). The degree of teacher guidance given to candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks.
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism.
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

The Games activities place candidates in physically demanding situations. Centres should ensure that candidates are medically capable of coping with this. Where doubts exist medical advice should be sought.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre e.g. off-site games. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

Each of the games activities offered by candidates should be carried out in accordance with the recommendations in 'Safe Practice in Physical Education' (BAALPE Current Edition).

7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates are required to retain written evidence of their analysing performance task. An example is provided in the OCR GCSE PE Coursework Guidance Booklet.

7.3 CONTENT AND MARKING CRITERIA FOR PRACTICAL ACTIVITIES

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 performance.

In Centres where a diverse range of practical activities is offered to candidates, there may well be occasions when expertise is 'brought 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 games activities is, however, the responsibility of the Head of Physical Education who must not only oversee the

process, but ensure that there is internal standardisation across all activities assessed and all the staff involved in the assessment.

Centres are advised to video record a sample of candidates' practical performance in each of the games offered by the Centre demonstrating high, middle and low levels of performance. This will ensure that in the event of a candidate injury/illness or a remoderation, a record of the level of performance exists.

Remote Centres and Centres with a small entry may be asked to provide video recorded evidence of candidates' performances. In such cases OCR will provide guidance on what form the video evidence should take.

7.3.1 Activity Area Specific Assessment Criteria

Candidates' performance in each of their chosen practical activities is assessed by teachers using the activity area specific assessment criteria.

The following sets out in broad terms what needs to be taught in the games activity area. In addition one example of an activity has been provided from each of the games activity areas to show in more detail what needs to be taught for that activity. This is followed by the games activity area assessment criteria.



C1.1, C2.2a, C2.3, N1.3, IT1.1, IT1.2, IT2.1, IT2.2, WP1.1, WO1.2, WO2.1, WO2.2, PS1.1, PS1.2, PS1.3, PS2.1, PS2.2, PS2.3, LP1.1, LP1.2, LP1.3, LP2.1, LP2.2, LP2.3

7.3.2 Games Activities

Through the teaching of the practical activities candidates should be taught:

- to develop and apply increasingly advanced skills and techniques in specific games with consistency and control;
- to select and apply more advanced strategies and tactics in specific games, and then to develop the effectiveness of play by using increasingly advanced and varied strategic concepts and principles to meet changing situations in games;
- to understand the relationship of fitness to skills and strategies in specific games, and then to design and implement fitness and activity programmes understanding the value of games to personal and social fitness, health and well-being;
- to recognise the relationship between the components of the programme of study and the games activities;
- to decide on the roles they take in games activities and how to be involved with them, and then to analyse and evaluate performances within specific games, identifying priorities, and take decisions which improve them;
- the role of rules and conventions in the games.

Candidates should be taught the skills and techniques, tactics and teams skills and rules and regulations of their chosen games.

Examples of different Games

The following games are offered as examples from within the different games activity areas;

Invasion Games (Association Football),

Net/Wall Games (Badminton),

Striking/Fielding/Target Games (Rounders).

The essential skills and techniques of the different games are listed below. These should be taught in isolation, in small practices and small game situations. Once the skills are established the techniques need to be refined. Tactics and team skills need to be taught in practice, small game and large game situations. Discussion of results will provide useful feedback to candidates. Candidates should be encouraged to lead practices in order to experiment with different tactics and strategies.

Candidates will be expected to demonstrate more than one role in addition to performing, in each of their chosen game activities. The role could be positional in the game or that of official or coach.

7.3.3 Example of an Invasion Game (Association Football)

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques.

Candidates should demonstrate the following advanced skills in a variety of game situations.

Passing, with either foot, short and long, angles of pass, ground, chip, volley, in a variety of different ways e.g. inside of the foot, outside of the foot, whilst moving at different speed and all with weighting, precision and control. The importance of ball retention, pass selection, getting free.

Controlling the ball with different parts of the foot, the thigh, the chest and the head, controlling and turning, screening, getting in line.

Dribbling the ball in a variety of different ways at varying speeds, changing direction, feinting and dribbling, body swerve, dribbling to beat opponent/marker, screening.

Heading to control the ball, in attack and defence, as a pass.

Shooting with instep, inside and outside of the foot, with swerve, with either foot, penalty kicks.

Tackling with either foot, in front, to the side, sliding, to win possession, closing down, jockeying, intercepting.

Goalkeeping: catching in a variety of ways and different heights, palming and punching the ball, blocking, diving, narrowing the angle, dealing with crosses, kicking the ball out of hands and from a dead ball, throwing the ball, organising the defence.

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack: keep possession, make progression, create and use space, speed up play and support team mates. Apply the principles of attack-width, penetration, and show mobility and improvisation.

Principles of defence: denying space to opponents and reducing time, slowing the play, pressurising the opposition and supporting team mates. Apply the principle of defence/delay, and show concentration, control and restraint and balance.

How to apply different systems/formations of play in different situations; e.g. 4:4:2, 4:3:3, 4:2:4 defensive formations, sweeper defensive formation, wing back system, one to one and zonal marking, defending in depth, advantages and disadvantages of different systems.

How to apply set plays in attack and defence from dead ball situations, e.g. starts, re-starts, corner kicks, throw-ins, free kicks near to goal (direct and indirect), defensive walls. Positions as they vary in different parts of the field.

How to apply other ploys/tactics. These might include overlapping play, diagonal running, cross-over plays, tactical use of off-side, blind side running.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught:

To adapt to changing game plans, tactics and strategies in response to changing situations and conditions in the game.

To apply different training and practice procedures in order to improve fitness and skill for specific roles in the game.

To understand the need for warm up and cool down procedures in preparation for participation in the game.

To make and take decisions which lead to more efficient and effective performance.

To recognise and describe variation in performances.

To be able to recognise and explain the contribution that they and other individuals make to a game. Know the roles and responsibilities of each player and be able to recognise how they are being carried out.

To be able to sum up at any moment within a game and recognise the range of possible responses. Often called 'reading' the game.

To be able to recognise an individual contribution and how effective it was.

To appreciate the safety requirements in order to minimise the risk of injury.

Roles in the game

Candidates should be able:

To adopt a variety of roles in the game as well as player. These roles will involve sound planning. These might well include:

Referee and assistant referee: to enforce rules and regulations, and keep the score.

Coach: to assist in planning training and practice sessions, and devising tactics and strategies.

Captain: to select teams and make tactical decisions before and during a game.

Leader: to organise practices to improve play and lead others through a short practice session.

Rules of the game and safety regulations

Candidates should understand;

The role of rules and conventions in the game (prevent cheating, encourage fair play, maintain safety, prevent injury).

The importance of appropriate behaviour on and off the pitch.

7.3.4 Example of a Net/Wall Game (Badminton)

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations.

Strokes/shots	Serves, clears, drop shots, smashes, drives, net shots.
Forehand and backhand	Under the following technical headings; grip, preparation for the serve or shot, stance, body position, balance, hitting action including footwork and arm action, flight of shuttle, selection of shot, direction of shot, follow through, recovery.
Singles play	Basic positioning, movement around the court, tactics during serves and rallies, serving strategies, receiving and returning the serve, shot selection, variety of shots in play, attacking space, attacking opponent's weak side, holding the T position.
Doubles play	Basic positioning for men's and women's doubles, and mixed doubles, tactics adopted during serves and rallies, serving strategies, receiving and returning the serve, shot selection, variety of shots in play, attacking space, attacking opponents' weak player or weak side, holding position.

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in singles and doubles games.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack in singles and doubles: correct positioning, showing awareness of T position, showing balance and movement around the court, making appropriate shot selection, attacking spaces on the court around opponent(s), varying the speed of play, varying the shots, changing the direction of attack to keep opponent(s) guessing, attacking opponent(s) weak side, showing mobility and improvisation.

Principles of defence in singles and doubles: denying space to opponent(s) and reducing time, varying the speed of play, pressurising the opposition, in doubles supporting team mate and knowing positions and movement about court, attacking shots, holding T position in singles, showing concentration, maintaining control and restraint, balance and mobility.

How to apply different systems/formations of play in different situations; e.g. in serving and receiving serve in singles and doubles, to keep the opposition guessing.

How to apply other ploys/tactics. These might include disguising serves and shots, switching positions in singles and doubles to outwit opponents.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught:

To adapt to changing game plans, tactics and strategies in response to changing situations and conditions in the game.

To apply different training and practice procedures in order to improve fitness and skill for specific roles in the game.

To understand the need for warm up and cool down procedures in preparation for participation in the game.

To make and take decisions which lead to more efficient and effective performance.

To recognise and describe variations in performances.

To be able to recognise and explain the contribution that they and other individuals make to a game. Know the roles and responsibilities of each player and be able to recognise how they are being carried out.

To be able to sum up at any moment within a game and recognise the range of possible responses. Often called 'reading' the game.

To be able to recognise an individual contribution and how effective it was.

To appreciate the safety requirements in order to minimise the risk of injury.

Roles in the game

Candidates should be able:

To adopt a variety of roles in the game as well as player. These roles will involve sound planning. These might well include:

Umpire and line judge: to enforce rules and regulations, and keep the score.

Coach: to assist in planning training and practice sessions, and devising tactics and strategies.

Captain: to select teams and make tactical decisions before and during a game.

Leader: to organise practices to improve play and lead others through a short practice session

Rules of the game and safety regulations

Candidates should understand;

The role of rules and conventions in the game (prevent cheating, encourage fair play, maintain safety, prevent injury).

The importance of appropriate behaviour on and off the court.

7.3.5 Example of a Striking/Fielding/Target Game (Rounders)

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations.

Batting	Grip, stance, back lift, bat swing, striking action, angle of strike and direction strike. The batsman should try to show very good balance and anticipation in striking the ball.
	Striking the ball with regularity and few misses.
	Striking to the outfield and to identified areas of the field with accuracy and consistency.

Running round the bases	<p>Running between the posts, calling. Batsman should try to show good anticipation in following the right track around the posts, touch each one in turn and call clear instructions to colleagues when running between posts.</p> <p>Candidates should show speed, agility and anticipation when running round the posts.</p>
Bowling	<p>Bowler should try to make a measured approach to bowl from the bowling square. Delivery should show a smooth underarm pendulum action. Accuracy should be in terms of height, line and length, the speed and to the correct side of the batsman.</p> <p>Bowling action should show consistency and accuracy with very few 'no balls' called.</p>
Fielding	<p>Catching using various methods appropriate to the flight and speed of the ball, left and right handed as well as with both hands. Throwing overarm and underarm over various distances with consistency and accuracy. Stopping the ball using the long barrier method to both sides; chasing, picking up and returning to a post at speed and with accuracy. Backing up.</p> <p>Catching should show considerable dexterity and consistency over short (near field positions) and long (outfield positions) with very few miss-catches.</p> <p>Throwing should be both accurate and consistent with candidates able to show short underarm and overarm throws from near positions and long, overarm throws from the outfield to reach bases without a bounce.</p>

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in game when batting and fielding.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack when batting: observation of field settings and changes to field settings, shot selection, striking the ball to spaces in the outfield, being alert to opportunities to run between bases, supporting team members by calling to help runners, varying the speed of play, varying the shots, changing the direction of attack to keep opponents' guessing, attacking opponent's weak side, showing mobility and improvisation.

Principles of defence when fielding: setting field places according to whether a batsman is right handed or left handed, adjusting field settings to counter batting strengths and tactics, backing up team mates when fielding, pressurising the opposition, showing balance, mobility and concentration.

How to apply different systems/formations of play in different situations; e.g. changing the field settings when fielding to keep the opposition guessing or striking to different parts of the outfield when batting.

How to apply other ploys/tactics. These might include varying the speed of delivery to outwit opponents.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be able to taught:

To adapt to changing game plans, tactics and strategies in response to changing situations and conditions in the game.

To apply different training and practice procedures in order to improve fitness and skill for specific roles in the game.

To understand the need for warm up and cool down procedures in preparation for participation in the game.

To make and take decisions which lead to more efficient and effective performance.

To recognise and describe variations in performance.

To be able to recognise and explain the contribution that they and other individuals make to a game. Know the roles and responsibilities of each player and be able to recognise how they are being carried out.

To be able to sum up at any moment within a game and recognise the range of possible responses. Often called 'reading' the game.

To be able to recognise and explain the worth of individual contributions and how effective it was.

To appreciate the safety requirements in order to minimise the risk of injury.

Roles in the game

Candidates should be able:

To adopt a variety of roles in the game as well as player. These roles will involve sound planning. These might well include:

Referee and officials: to enforce rules and regulations, and keep the score.

Coach: to assist in planning training and practice sessions, and devising tactics and strategies.

Captain: to select teams and make tactical decisions before and during a game.

Leader: to organise practices to improve play and lead others through a short practice session.

Rules of the game and safety regulations

Candidates should understand:

The role of rules and conventions in the game (prevent cheating, encourage fair play, maintain safety, prevent injury).

The importance of appropriate behaviour on and off the pitch.

Games Activity Area Criteria

Marks	Description
0 – 5	Candidates should demonstrate under applied conditions: <ul style="list-style-type: none"> • the ability to use a small range of techniques with some accuracy in an uneven sided game where there is more space, • the ability to show set responses in games played, varying them only occasionally, • the ability to carry out practices and ideas given to them by others in order to help to improve their play. • a willingness to co-operate with others and participate in the activity in specific roles in which they are comfortable, • some understanding of the role of rules and conventions of the game.
6 - 10	Candidates should demonstrate under applied conditions: <ul style="list-style-type: none"> • the ability to use a small range of specific techniques in the game, showing some precision when they have time and space, • to play in a supporting role in planned starts and re-starts, and contribute to group planning, • warm up and cool down safely by drawing on ideas given to them, • the ability to plan with others and support them in organising small tournaments and leading short practices. • a basic understanding of the role of rules and conventions of the game.
11 - 15	Candidates should demonstrate under applied conditions: <ul style="list-style-type: none"> • the ability to play games selecting and applying a sound range of specific techniques consistently and effectively with reasonable speed and precision, • the ability to apply the principles of attack and defence, recognising patterns of play and say how they need to be adapted to increase the chances of success, • the ability to plan and lead short sessions with others showing a sound understanding of what is needed in the game to be played. • the ability to carry out specific roles in a team effectively and show how to warm up and cool down effectively using own ideas, • a sound understanding of the role of rules and conventions of the game.
16 - 20	Candidates should demonstrate under applied conditions: <ul style="list-style-type: none"> • the ability to select a wide range of more advanced techniques applying them efficiently and effectively in games played with speed and precision, • the ability to plan, implement and adapt tactics, form simple game plans in a range of situations and games, and make a significant contribution to team effectiveness in a variety of roles, • the ability to lead others in setting up practices and adjusting tactics to improve the quality of play and show a good understanding of the need to warm up and cool down using a good range of ideas and carry them out thoroughly, • the ability to be involved in specific roles within the game, assess performances and take decisions to improve performance, • a detailed understanding of the role of rules and conventions of the game.
21 - 25	Candidates should demonstrate under applied conditions: <ul style="list-style-type: none"> • the ability to consistently distinguish and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality, • the ability to make a major contribution to team play in competitive games playing in various positions, demonstrating a range of advanced skills and techniques/tactics and adapt game plans as games develop and situations change. The skills will show a high standard of precision, control, fluency and originality. • the ability to read the game well and make good decisions to affect it, to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement, • the ability to take a number of roles in a team and show some sound planning and leadership skills. • a thorough understanding of the role of rules and conventions of the game.

Further guidance on all other games activities offered within the specification is available in the OCR GCSE PE Coursework Guidance Booklet.

7.4 ASSESSMENT OF ANALYSING PERFORMANCE

In order to enable candidates to carry out the task of analysing performance teachers will ensure that candidates are taught the necessary skills. Through the teaching of the practical activities and the programme of study they should be taught the skills which will enable them to identify performances which are skilful and those which are not. They should recognise weaknesses in performance and be able to suggest ways in which they might be improved using appropriate training or practice methods, which will lead to improvement.

Candidates' ability to analyse performance is assessed according to set criteria.

For the purpose of assessment candidates will be required to analyse performance in order:

- to determine strengths and weaknesses in the performance.
- to suggest ways in which the quality and effectiveness of the performance might be improved.

Candidates are required to demonstrate their ability to analyse performance within the content and context of their chosen activity.

Candidates are required to give an oral response to teachers' questions in order for their ability to analyse performance in their chosen activity to be assessed. Examples of the type of questions which might be asked are found in Section 6.3. In addition candidates will provide written evidence in support of their analysis of performance in the form of an analysing performance task, details of which are found in Section 6.3.

Candidates' ability to analyse performance in response to oral questioning is assessed against the Analysing Performance Criteria. Teachers are required to assess each pupil individually in terms of their oral responses to questions.

Analysing Performance Criteria

Marks	Description
0 - 2	Candidates should demonstrate: <ul style="list-style-type: none"> • the ability to analyse performance and identify major strengths and weaknesses. • the ability to make some modifications and refinements to skills and techniques in order to improve the effectiveness and quality of performance.
3 - 4	Candidates should demonstrate <ul style="list-style-type: none"> • the ability to analyse and briefly comment on performance showing an understanding of some of the factors that affect the quality and effectiveness of performance. • the ability to make modifications and refinements to skills and techniques in order to improve the effectiveness and quality of performance
5 - 6	Candidates should demonstrate: <ul style="list-style-type: none"> • the ability to make some evaluations of performance showing an understanding of some of the factors that affect the quality and effectiveness of performance. • the ability to plan ways to improve own and others' performance.
7 - 8	Candidates should demonstrate: <ul style="list-style-type: none"> • the ability to analyse and comment on performance showing an understanding of the factors that affect the quality and effectiveness of performance. • the ability to plan ways to improve own and others' performance. • some understanding of ways of monitoring and evaluating progress.
9 - 10	Candidates should demonstrate: <ul style="list-style-type: none"> • the ability to analyse work demonstrating an understanding of the impact skill, tactics and fitness have on the quality and effectiveness of performance. • the ability to identify priorities for and identify principles of practice to improve performance. • an understanding of how to monitor and evaluate progress towards targets.

7.5 MODERATION

Centres are required to submit provisional entries by mid-October in the year prior to examination. Provisional entry information is used as a basis for allocating coursework moderators to Centres. All Centres are required to complete and submit the final assessment marks for all practical activities by the 31st March in the year of the examination.

Moderation is by means of cluster groups based on geographical distribution. A sample of a Centre's candidates will be identified by the Moderator and asked to attend a cluster meeting. The moderation will normally take place in April or May of the year of the examination.

At the moderation a range of games from different games activity areas will be moderated. This will depend on the range of activities offered within the cluster of Centres. The choice of which games activities to moderate will be determined by the Moderator.

Video recorded evidence or documentary evidence must be provided for candidates who have taken part in off-site assessed games activities. This evidence must be available to the Moderator at the moderation.

Candidates should be aware that moderation is part of the examination process and that they should prepare themselves adequately. Candidates attending moderation are required to show written evidence of their analysing performance task. An example is provided in the OCR GCSE PE Coursework Guidance Booklet.

Each Centre is required to standardise assessment across different games activities which have been taught by different members of staff to ensure that all candidates are fairly assessed. Usually the Head of Department will be responsible for ensuring that all assessments are standardised and accurate, particularly where more than one teacher has been involved in the assessment.

7.6 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

There should be clear evidence that work has been attempted and some work produced.



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

SECTION E: FURTHER INFORMATION

8 Opportunities for Teaching

8.1 ICT


In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Physical Education.

This section offers guidance on opportunities for using ICT during the course. These opportunities are also indicated within the coursework by a  symbol. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills. Where such opportunities do contribute, they are identified by the use of the  symbol.

ICT Application/Development	Opportunities for Using ICT During the Course
Finding things out from a variety of sources, selecting and synthesising the information to meet needs.	In Games Activities candidates could use videos of games analysis to develop understanding of patterns of play and individual contributions. Candidates could use spreadsheets to analyse and interpret data.

8.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Sections 5 and 7 by a  symbol.

Citizenship Programme of Study	Opportunities For Teaching Citizenship Issues During The Course
Develop knowledge and understanding of rights and responsibilities.	Candidates could discuss their rights and responsibilities in school, as a sportsperson and in society. Candidates could discuss equal opportunities in sport.
Promote the skills of inquiry and communication of topical political and other issues.	Candidates could discuss environmental issues in certain practical activities as part of the theory content. For example, the recent trend to use school playing fields for building land. Candidates could discuss a variety of topical issues in order to better understand the impact they have on society. These could, for example, include drugs, alcohol and smoking.
Encourage the skills of participation and responsible action in life of educational establishments and/or community.	Candidates could take part in school and community based activities, show a willingness and commitment to evaluate such activities critically. For example, fair play and sportsmanship. Candidates could show personal and group responsibilities in their attitude to themselves and others.

8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

Physical Education provides opportunities to promote:

- spiritual development, through helping candidates gain a sense of achievement and develop positive attitudes towards themselves. This is achieved through the teaching of the coursework.
- moral development, through helping candidates gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions and accept authority and support referees and umpires. This is achieved through the teaching of the coursework.
- social development, through helping candidates develop social skills in activities involving cooperation and collaboration, responsibility, personal commitment, loyalty and teamwork, and considering the social importance of games activities. This is achieved through the teaching of the coursework.
- cultural development, through helping candidates experience and understand the significance of activities from their own cultures, recognise how activities and public performance gives a sense of cultural identity, and consider how sport can transcend cultural boundaries. This is achieved through the teaching of the coursework.

8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, candidates should be taught:

- about hazards, risks and risk control;
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- to use information to assess the immediate and cumulative risks;
- to manage their environment to ensure the health and safety of themselves and others;
- to explain the steps they take to control risks.

These can be taught within the coursework and are taught within the programme of study, Unit 3, Risk Assessment in Physical Activity.

8.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

Sport and physical education has a European and global dimension and candidates should be encouraged to discuss aspects of this dimension, if relevant, when considering their involvement in games activities. Opportunities obviously exist through games for the interaction of candidates from different social and cultural backgrounds. This process should be encouraged and will help to cement relationships and friendships.

9 Key Skills

Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content.

Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a 'key symbol' in Section 5. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓	✓	✓	✓	✓	✓
Level 2	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

10 Reading List

The following list of suggested titles is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the book for the specification. The list details the texts available at the time of the preparation of the specification (May 2000). The possibility exists that more up to date texts which have been prepared for the revised GCSE specifications may become available.

Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

BEASHEL, P & TAYLOR, J	Sport Examined.	Macmillan Education Ltd. (1996) [0-333-35435-4]
BEASHEL, P & TAYLOR, J	The World of Sport Examined.	Thomas Nelson & Sons Ltd. (1997) [0-17-438719-9]
BIZLEY, K	Examining Physical Education.	Heinemann (1996) [0-43-550653-6]
ESHUYS, J, GUEST, V, & LAWRENCE, J	Fundamentals of Health and Physical Education	(1990) [0-435-130005]
FOUNTAIN, S & GEE, L	PE to 16.	Oxford University Press (1996) [0-19-913380-8]
GALLAGHER, R, FOUNTAIN, S & GEE, L	Physical Education through diagrams.	Oxford University Press (1997) [0-19-913399-9]
HAWKEY, R	Sports Science.	Hodder and Stoughton (1991) [0-34-052523-1]
HODGSON, B	Sport and Physical Education, A complete guide to GCSE.	Hodder and Stoughton (1998) [0-34-070490-X]
NEATE, D	PE Essentials.	Feltham Press (1996) [0-95-207432-X]

11 Arrangements for Candidates with Special Needs

It is expected that no candidate will be prevented from participating in activities on the grounds of disability as long as the specification requirements are met.

It is anticipated that within the range of games activities offered for assessment, candidates with disabilities will be capable of achievement in the assessment objectives. The chosen games activities may require adaptation subject to approval from OCR.

Where a candidate with special needs chooses a games activity which needs adaptation to meet the activity requirements, steps must be taken to ensure that they are not penalised or provided with an unfair advantage. In such instances, and before beginning to teach the course, Centres must inform OCR in writing indicating the nature of the candidate's disability and suggesting ways in which the activity might be adapted. The matter will then be considered by OCR and the Principal Moderator.

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 *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (telephone 01223 552505) as early as possible during the course.

12 Support and In-service Training for Teachers

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- OCR GCSE PE Coursework Guidance Booklet.
- A new GCSE Physical Education video showing performance in a range of practical activities.
- Cluster coursework moderation.
- Individual feedback to each Centre on the moderation of internally assessed work.
- A report on the examination, compiled by senior examining personnel after each examination