

**Oxford Cambridge and RSA Examinations**



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**OCR GCSE IN PHYSICAL EDUCATION**

**1970**

**KEY SKILLS GUIDANCE**


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# OCR GCSE IN PHYSICAL EDUCATION (1970)

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## Introduction

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Key Skills are central to successful employment and underpin future 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 C of the specification. 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 within Physical Education.

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

This document offers detailed guidance on the Key Skills evidence that a candidate might produce during the course. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing the work for assessment as evidence of C2.1a (Contribute to a discussion about a straightforward subject) a candidate is required to:

- Make clear and relevant contributions in a way that suits their purpose and situation.
- Listen and respond appropriately to what others say.
- Help to move the discussion forward.

The Key Skills and Evidence Requirements on the following tables are quoted from Part B of the QCA Key Skills specification and, as such, are addressed to the candidate. The Opportunities for Development provide guidance for teachers about how the specification might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill.

For further information about the requirements of these units, teachers should refer to QCA's Key Skills specifications (2000 version).

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

| KEY SKILL   |   | EVIDENCE REQUIREMENTS  | OPPORTUNITIES FOR DEVELOPMENT   |
|-------------|---|--|---|
| <b>C1.1</b> | Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.                          | <ul style="list-style-type: none"> <li>• Provide information that is relevant to the subject and purpose of the discussion.</li> <li>• Speak clearly in a way that suits the situation.</li> <li>• Listen and respond appropriately to what others say.</li> </ul> | <p><b>Coursework</b></p> <p>Candidates could conduct an oral analysis of a player/partner performance with either another pupil or the teacher.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could discuss with a partner the different social reasons why a person participates in different physical activities.</p>                              |
| <b>C1.2</b> | Read and obtain information from two different types of documents about straightforward subjects, including at least one image. | <ul style="list-style-type: none"> <li>• Read relevant material.</li> <li>• Identify accurately the main points and ideas in material.</li> <li>• Use the information to suit your purpose.</li> </ul>   | <p><b>Coursework</b></p> <p>Candidates could use a map to plan an expedition.</p> <p><b>Programme of study, Unit 1</b></p> <p>Candidates could read an appropriate sporting skills text book to find out what might be causing faults in a performance technique.</p>   |
| <b>C1.3</b> | Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.      | <ul style="list-style-type: none"> <li>• Present relevant information in a form that suits your purpose.</li> <li>• Ensure text is legible</li> <li>• Make sure that spelling, punctuation and grammar are accurate so your meaning is clear.</li> </ul>           | <p><b>Programme of study, Unit 1</b></p> <p>Candidates could present a table of the Centres of Excellence and the sports which each centre provide.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could draw a lay out for a circuit training session, carefully identifying the different stations in the circuit and explaining their purpose.</p> |

| COMMUNICATION LEVEL 2 |  | GCSE PHYSICAL EDUCATION   |  |
|-----------------------|--|---|--|
| KEY SKILL             |  | EVIDENCE REQUIREMENTS   | OPPORTUNITIES FOR DEVELOPMENT  |
| <b>C2.1a</b>          | Contribute to a discussion about a straightforward subject.  | <ul style="list-style-type: none"> <li>• Make clear and relevant contributions in a way that suits your purpose and situation.</li> <li>• Listen and respond appropriately to what others say.</li> <li>• Help to move the discussion forward.</li> </ul>   | <p><b>Coursework</b></p> <p>Candidates could discuss with other team members the tactics to be used in an activity in order to beat the opposition fairly.</p> <p><b>Programme of study, Unit 3</b></p> <p>Candidates could discuss with colleagues how they would minimize the risk of potential hazards in a particular activity.</p>  |
| <b>C2.1b</b>          | Give a short talk about a straightforward subject, using an image.   | <ul style="list-style-type: none"> <li>• Speak clearly in a way that suits your subject, purpose and situation.</li> <li>• Keep to the subject and structure your talk to help listeners follow what you are saying.</li> <li>• Use an image to clearly illustrate your main points.</li> </ul>     | <p><b>Programme of study, Unit 1</b></p> <p>Candidates could give a presentation to outline the facilities available at the local sports centre for different age groups.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could give a presentation of the negative effects of smoking and alcohol on performance in a practical activity.</p>  |
| <b>C2.2</b>           | Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.        | <ul style="list-style-type: none"> <li>• Select and read relevant material.</li> <li>• Identify accurately the lines of reasoning and main points from text and images.</li> <li>• Summarise the information to suit your purpose.</li> </ul>   | <p><b>Programme of study, Unit 1</b></p> <p>Candidates could examine broad sheet and tabloid newspapers to identify the different ways they present sporting activities.</p>   |
| <b>C2.3</b>           | Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image. | <ul style="list-style-type: none"> <li>• Present relevant information in an appropriate form.</li> <li>• Use a structure and style of writing to suit your purpose.</li> <li>• Ensure text is legible and that spelling, punctuation and grammar are accurate, so your meaning is clear.</li> </ul> | <p><b>Coursework</b></p> <p>Candidates could write a comprehensive analysis of a partner's performance including his strengths, weaknesses, causes and corrections.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could write up an experiment about the effects of different levels of exercise on heart rate, describing the methods used, the results and a discussion of the results.</p> |

| APPLICATION OF NUMBER |   | LEVEL 1  | GCSE PHYSICAL EDUCATION  |
|-----------------------|---|--|--|
| KEY SKILL             |   | EVIDENCE REQUIREMENTS  | OPPORTUNITIES FOR DEVELOPMENT  |
| <b>N1.1</b>           | Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.  | <ul style="list-style-type: none"> <li>Obtain the information you need to meet the purpose of your task.</li> <li>Identify suitable calculations to get the results you need.</li> </ul>                                       | <p><b>Programme of study, Unit 2</b></p> <p>Candidates could calculate the distance they have run in the 12 minute run test.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could identify who has the fastest reaction time from a results table.</p>   |
| <b>N1.2</b>           | Carry out straightforward calculations to do with: <ol style="list-style-type: none"> <li>amounts and sizes;</li> <li>scales and proportion;</li> <li>handling statistics.</li> </ol> | <ul style="list-style-type: none"> <li>Carry out calculations to the levels of accuracy you have been given.</li> <li>Check your results make sense.</li> </ul>  | <p><b>Coursework</b></p> <p>Candidates could calculate, using Naismith's Rule the time it might take to walk over a certain distance as part of the planning for an expedition.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could calculate appropriate heart rate training zones for individual performers.</p>  |
| <b>N1.3</b>           | Interpret the results of your calculations and present your findings. You must use one chart and one diagram.   | <ul style="list-style-type: none"> <li>Choose suitable ways to present your findings.</li> <li>Present your findings clearly.</li> <li>Describe how the results of your calculations meet the purpose of your task.</li> </ul> | <p><b>Coursework</b></p> <p>Candidates could analyse the shooting ability of certain individuals in a game and count the number of shots on target and the positions from where they were taken. The results could be displayed on either a bar chart, a pie chart or other form of diagram.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could compare the results of certain fitness tests of a group of individuals against a chart of national norms. The differences could be calculated.</p> |

| APPLICATION OF NUMBER   |  | LEVEL 2  | GCSE PHYSICAL EDUCATION   |
|---|--|--|---|
| KEY SKILL   | EVIDENCE REQUIREMENTS  |  | OPPORTUNITIES FOR DEVELOPMENT   |
| You must: carry through at least one substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3 |  |  |   |
| <b>N2.1</b>   | Interpret information from two different sources, including material containing a graph.   | <ul style="list-style-type: none"> <li>Choose how to obtain the information needed to meet the purpose of your activity.</li> <li>Obtain the relevant information.</li> <li>Select appropriate methods to get the results you need.</li> </ul>               | <p><b>Programme of study, Unit 1</b></p> <p>Candidates could discover how much time each of the TV channels (media) devote to the coverage of sport and physical activities in a week by researching TV listings in the newspapers, Ceefax and Teletext.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could calculate from graphs showing the distribution of scores in various fitness tests, the highest and means scores.</p>  |
| <b>N2.2</b>   | Carry out calculations to do with: <ul style="list-style-type: none"> <li>a) amounts and sizes;</li> <li>b) scales and proportion;</li> <li>c) handling statistics;</li> <li>d) using formulae.</li> </ul> | <ul style="list-style-type: none"> <li>Carry out calculations, clearly showing your methods and levels of accuracy.</li> <li>Check your methods to identify and correct any errors, and make sure your results make sense.</li> </ul>                        | <p><b>Programme of study, Unit 1</b></p> <p>Candidates could calculate which channels showed the most sports, which sports had most coverage, best coverage. These figures could be calculated as a percentage of the overall week's coverage.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could calculate the mean, medium and mode from a group's 12 minute run test result. Also the percentages of the whole group which scored above and below the mean. The calculations could be repeated for just boys and just girls.</p> |
| <b>N2.3</b>   | Interpret the results of your calculations and present your findings. You must use at least one graph, one chart and one diagram.  | <ul style="list-style-type: none"> <li>Select effective ways to present your findings.</li> <li>Present your findings clearly and describe your methods.</li> <li>Explain how the results of your calculations meet the purpose of your activity.</li> </ul> | <p><b>Programme of study, Unit 1</b></p> <p>Candidates could produce a pie chart for one TV channel showing all the sports covered in a week as a percentage of the whole pie.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could create a bar chart showing how many students scored above and below the mean scores, clearly identifying males above and below and females above and below the mean scores.</p>   |

| INFORMATION TECHNOLOGY |  | LEVELS 1 & 2  | GCSE PHYSICAL EDUCATION  |
|------------------------|--|---|--|
| KEY SKILL              |  | EVIDENCE REQUIREMENTS   | OPPORTUNITIES FOR DEVELOPMENT  |
| <b>IT1.1</b>           | Find, explore and develop information for two different purposes.  | <ul style="list-style-type: none"> <li>• Find and select relevant information.</li> <li>• Enter and bring in information, using formats that help development.</li> <li>• Explore and develop information to meet your purpose.</li> </ul>                              | <p><b>Coursework</b></p> <p>Candidates could use a video camera in order to use the results to evaluate own performance.</p> <p>Candidates could use a stopwatch to measure sprinting speeds over 30 metres or other fitness test.</p>   |
| <b>IT1.2</b>           | Present information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers. | <ul style="list-style-type: none"> <li>• Use appropriate layouts for presenting information in a consistent way.</li> <li>• Develop the presentation so it is accurate, clear and meets your purpose.</li> <li>• Save information so it can be found easily.</li> </ul> | <p><b>Coursework</b></p> <p>Candidates could video record performance in order to analyse it in fine detail.</p> <p>Candidates could word process an Analysing Performance Task Form.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could produce a spread sheet containing information about own fitness test results.</p> |

| INFORMATION TECHNOLOGY |   | LEVELS 1 & 2   | GCSE PHYSICAL EDUCATION   |
|------------------------|---|--|---|
| KEY SKILL              |   | EVIDENCE REQUIREMENTS  | OPPORTUNITIES FOR DEVELOPMENT   |
| <b>IT2.1</b>           | Search for and select information for two different purposes.   | <ul style="list-style-type: none"> <li>Identify the information you need and suitable sources.</li> <li>Carry out effective searches.</li> <li>Select information that is relevant to your purpose.</li> </ul>   | <p><b>Coursework</b></p> <p>Candidates could watch a video demonstration of activity skills to help improve own performance. Candidates could identify the skills which need to be improved.</p> <p><b>Programme of study, Unit 1</b></p> <p>Candidates could access the Internet in order to research on women in sport.</p> <p>Candidates could use Sport Examined CD Rom to locate the positions of muscles in the body.</p> |
| <b>IT2.2</b>           | Explore and develop information, and derive new information, for two different purposes.  | <ul style="list-style-type: none"> <li>Enter and bring together information using formats that help development.</li> <li>Explore information as needed for your purpose.</li> <li>Develop information and derive new information as appropriate.</li> </ul>   | <p><b>Coursework</b></p> <p>Candidates could compare the video evidence of their own performance with that of a technically correct model in order to identify weaknesses in own performance.</p> <p><b>Programme of study, Units 1 and 2</b></p> <p>Candidates could use a heart rate monitor to record the changes in heart rate as a result of changes in activity level.</p>  |
| <b>IT2.3</b>           | Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers. | <ul style="list-style-type: none"> <li>Select and use appropriate layouts for presenting combined information in a consistent way.</li> <li>Develop the presentation to suit your purpose and the types of information.</li> <li>Ensure your work is accurate, clear and saved appropriately.</li> </ul> | <p><b>Programme of study, Unit 2</b></p> <p>Candidates could produce a 'power point' presentation on 'Diet in Sport'</p> <p>Candidates could draw together the fitness test results of a group on a spread sheet in rank order.</p> <p><b>Programme of study, Unit 3</b></p> <p>Candidates could produce a short video promoting hazard prevention of their chosen activity.</p>  |



# WORKING WITH OTHERS      LEVEL 1      GCSE PHYSICAL EDUCATION

| KEY SKILL  |  | EVIDENCE REQUIREMENTS   | OPPORTUNITIES FOR DEVELOPMENT   |
|--|--|---|---|
| <p><b>You must:</b> Provide at least two examples of meeting the standard for WO1.1, WO1.2 and WO1.3 (one example must show you can work in one-to-one situations and one example must show you can work in group situations).</p> |  |   |   |
| <b>WO1.1</b>   | Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements. | <ul style="list-style-type: none"> <li>• Check that you clearly understand the objectives you have been given for working together.</li> <li>• Identify what needs to be done to achieve these objectives and suggest ways you could help.</li> <li>• Make sure that you are clear about your responsibilities and working arrangements.</li> </ul> | <p><b>Coursework</b></p> <p>Candidates could ensure that they are clear in following the instructions about how to support a colleague in an activity situation.</p> <p>Candidates could discuss their role as a backstop (or similar position) in a game situation or their role and responsibilities during a group expedition.</p>   |
| <b>WO1.2</b>   | Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.               | <ul style="list-style-type: none"> <li>• Carry out tasks to meet your responsibilities.</li> <li>• Work safely, and accurately follow the working methods you have been given.</li> <li>• Ask for help and offer support to others, when appropriate.</li> </ul>  | <p><b>Coursework</b></p> <p>Candidates could conduct a practice with a partner that your coach or teacher has given you in order to improve a component of performance.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could perform their role as performer or tester in an experimental procedure given to them by their teacher.</p>   |
| <b>WO1.3</b>   | Identify progress and suggest ways of improving work with others to help achieve given objectives.                   | <ul style="list-style-type: none"> <li>• Identify what has gone well in working with others.</li> <li>• Report any difficulties in meeting your responsibilities and say what you did about them.</li> <li>• Suggest ways of improving work with others to help achieve the objectives.</li> </ul>  | <p><b>Coursework</b></p> <p>Candidates could evaluate their partner's performance in a given activity (e.g. badminton doubles) offering them advice on how their performances could be improved in order to benefit the pairing.</p> <p>Candidates could produce a post expedition log highlighting their experiences, including what went well, what went not so well and how any future expedition might be improved.</p> |

**WORKING WITH OTHERS****LEVEL 2****GCSE PHYSICAL EDUCATION**

| KEY SKILL   | EVIDENCE REQUIREMENTS   | OPPORTUNITIES FOR DEVELOPMENT   |
|---|---|---|
| <p><b>You must:</b> Provide at least two examples of meeting the standard for WO2.1, WO2.2 and WO2.3 (one example must show you can work in one-to-one situations and one example must show you can work in group situations).</p>  |   |   |
| <p><b>WO2.1</b></p>   | <p>Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.</p> | <ul style="list-style-type: none"> <li>• Identify the objectives of working together and what needs to be done to achieve these objectives.</li> <li>• Exchange relevant information to clarify responsibilities.</li> <li>• Confirm working arrangements with those involved.</li> </ul>   |
| <p><b>Coursework</b></p> <p>Candidates could discuss tactics in a doubles game of tennis in order to beat opponents.</p> <p>Candidates could discuss a change of tactics at half time, during an interval or at time out in their chosen activity.</p> <p><b>Programme of study, Unit 3</b></p> <p>Candidates in groups could try to identify the likely causes of injuries in a particular sports event.</p> |   |   |
| <p><b>WO2.2</b></p>   | <p>Work cooperatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.</p>          | <ul style="list-style-type: none"> <li>• Organise your own tasks so you can be effective in meeting your responsibilities.</li> <li>• Carry out tasks accurately and safely, using appropriate working methods.</li> <li>• Support cooperative ways of working, seeking advice from an appropriate person when needed.</li> </ul>                               |
| <p><b>Coursework</b></p> <p>Candidates could set up an activity situation which will allow different members to practice and identify weaknesses in performance.</p> <p><b>Programme of study, Unit 3</b></p> <p>Candidates could diagnose and treat a supposedly injured casualty in an accident scenario.</p>   |   |   |
| <p><b>WO2.3</b></p>   | <p>Exchange information on progress and agree ways of improving work with others to help achieve objectives.</p>                        | <ul style="list-style-type: none"> <li>• Provide relevant information on what has gone well and what has gone less well in working with others, including the quality of your work.</li> <li>• Listen and respond appropriately to progress reports from others.</li> <li>• Agree ways of improving work with others to help achieve the objectives.</li> </ul> |
| <p><b>Coursework</b></p> <p>Candidates could discuss the overall preparation for an expedition and ensure that the final plan is complete.</p> <p><b>Programme of study, Unit 3</b></p> <p>Candidates could consider the first aid treatment given to a casualty and suggest better/alternative ways of treatment.</p>  |   |   |

# IMPROVING OWN LEARNING AND PERFORMANCE

## LEVEL 1

## GCSE PHYSICAL EDUCATION

| KEY SKILL   |  | EVIDENCE REQUIREMENTS   | OPPORTUNITIES FOR DEVELOPMENT   |
|---|--|---|---|
| <p><b>You must:</b> Provide at least two examples of meeting the standard for LP1.1, LP1.2 and LP1.3.</p> |  |   |   |
| <p><b>LP1.1</b></p>   | <p>Confirm understanding of your short-term targets, and plan how these will be met, with the person setting them.</p>   | <ul style="list-style-type: none"> <li>• Make sure targets clearly show what you want to achieve.</li> <li>• Identify clear action points and deadlines for each target.</li> <li>• Identify how to get the support you need and the arrangements for reviewing your progress.</li> </ul>                           | <p><b>Coursework</b></p> <p>Candidates could identify certain weaknesses in their performance and as a result of discussion with their coach or teacher decide on one or two short term achievable targets which they can practice and for which they can aim.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates, in planning their six week's personal exercise programme, should be clear on their intended targets. These should be discussed with their teacher before the programme begins.</p> |
| <p><b>LP1.2</b></p>   | <p>Follow your plan, using support given by others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> <li>• Studying a straightforward subject.</li> <li>• Learning through a straightforward practical activity.</li> </ul> | <ul style="list-style-type: none"> <li>• Work through your action points to complete tasks on time.</li> <li>• Use support given by others to help you meet targets.</li> <li>• Use different ways of learning suggested by your supervisor, and make changes, when needed, to improve your performance.</li> </ul> | <p><b>Coursework</b></p> <p>Candidates could work through their practices in their chosen activity in order to improve their performance seeking advice if they feel they are not focused on their targets.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could work through their six week's personal exercise programme and seek guidance from teachers or coaches to ensure that targets are achievable.</p>  |
| <p><b>LP1.3</b></p>   | <p>Review your progress and achievements in meeting targets, with an appropriate person.</p>   | <ul style="list-style-type: none"> <li>• Say what you learned and how you learned, including what has gone well and what has gone less well.</li> <li>• Identify targets you have met and your achievements.</li> <li>• Check what you need to do to improve your performance.</li> </ul>                           | <p><b>Coursework</b></p> <p>Candidates could consider the results of practising skills for their chosen activity over a period of time and discuss the results with a coach or teacher.</p> <p><b>Programme of study, Unit 2</b></p> <p>Candidates could review their progress in the six week's personal exercise programme in the light of setting certain targets and consider how further progress might be made.</p>   |

**IMPROVING OWN LEARNING AND PERFORMANCE****LEVEL 2****GCSE PHYSICAL EDUCATION**

| KEY SKILL  |  | EVIDENCE REQUIREMENTS  | OPPORTUNITIES FOR DEVELOPMENT   |
|--|--|--|---|
| <b>You must:</b> Provide at least two examples of meeting the standard for LP2.1, LP2.2 and LP2.3. |  |  |   |
| <b>LP2.1</b>   | <p>Help set short-term targets with an appropriate person and plan how these will be met.</p>  | <ul style="list-style-type: none"> <li>• Provide accurate information to help set realistic targets for what you want to achieve.</li> <li>• Identify clear action points for each target.</li> <li>• Plan how you will use your time well to meet targets, including use of support and arrangements for reviewing your progress.</li> </ul>  | <p><b>Coursework</b></p> <p>Candidates could identify set targets in their chosen activity and discuss ways of achieving them with a coach or teacher.</p>                                      |
| <b>LP2.2</b>   | <p>Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> <li>• Studying a straightforward subject.</li> <li>• Learning through a straightforward practical activity.</li> </ul> | <ul style="list-style-type: none"> <li>• Use your action points to help manage your time well and complete tasks, revising your plan when needed.</li> <li>• Identify when you need support and use this effectively to help you meet targets.</li> <li>• Select and use different ways of learning to improve your performance, working for short periods without close supervision.</li> </ul> | <p><b>Coursework</b></p> <p>Candidates could work through a plan to improve performance and seek support from teachers and coaches to enable progress to be made.</p>                           |
| <b>LP2.3</b>   | <p>Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.</p>   | <ul style="list-style-type: none"> <li>• Identify what and how you learned, including what has gone well and what has gone less well.</li> <li>• Identify targets you have met and evidence of your achievements.</li> <li>• Identify ways to further improve your performance.</li> </ul>   | <p><b>Coursework</b></p> <p>Candidates could review progress made with their teacher or coach and consider what parts of the related programme of study has been useful in making progress.</p> |

# PROBLEM SOLVING LEVEL 1

# GCSE PHYSICAL EDUCATION

| KEY SKILL   |  | EVIDENCE REQUIREMENTS   | OPPORTUNITIES FOR DEVELOPMENT  |
|---|--|---|--|
| <p><b>You must:</b> Provide at least two examples of meeting the standard for PS1.1, PS1.2 and PS1.3.</p> |  |   |  |
| <p><b>PS1.1</b></p>   | <p>Confirm your understanding of the given problem with an appropriate person and identify two options for solving it.</p>                                   | <ul style="list-style-type: none"> <li>• Check that you are clear about the problem you have been given and how to show success in solving it.</li> <li>• Identify different ways of tackling the problem.</li> <li>• Decide, with help, which options are most likely to be successful.</li> </ul> | <p><b>Coursework</b></p> <p>Candidates could consider a particular defensive strategy in a game which does not appear to be working well and consider various options to solve the problem.</p> <p><b>Programme of study, Unit 1</b></p> <p>Candidates could explain what they understand by the term feedback as it applies to learning a skill and how different forms of feedback are useful in order to make progress.</p> |
| <p><b>PS1.2</b></p>   | <p>Plan and try out at least one option for solving the problem, using advice and support given by others.</p>   | <ul style="list-style-type: none"> <li>• Confirm with an appropriate person the option you will try for solving the problem.</li> <li>• Plan how to carry out this option.</li> <li>• Follow through your plan, making use of advice and support given by others.</li> </ul>                        | <p><b>Coursework</b></p> <p>Candidates could try out a particular alternative defensive strategies in a game situation in order to try to overcome the oppositions superiority. An example of this in Basketball might be changing from a zone type defence to a man for man type defence.</p>   |
| <p><b>PS1.3</b></p>   | <p>Check if the problem has been solved by following given methods and describe the results, including ways to improve your approach to problem solving.</p> | <ul style="list-style-type: none"> <li>• Check if the problem has been solved by accurately following the methods you have been given.</li> <li>• Describe clearly the results of tackling the problem.</li> <li>• Identify ways of improving your approach to problem solving.</li> </ul>          | <p><b>Coursework</b></p> <p>Candidates could consider the results at the end of a game and assess if a change in defensive strategy made any difference to the scoring by the opposition. For example, an analysis of the score sheet in Basketball would enable an assessment to be made of the success or failure of the change in strategy.</p>   |

# PROBLEM SOLVING LEVEL 2

# GCSE PHYSICAL EDUCATION

| KEY SKILL  |  | EVIDENCE REQUIREMENTS  | OPPORTUNITIES FOR DEVELOPMENT  |
|--|--|--|--|
| <b>You must:</b> Provide at least two examples of meeting the standard for PS2.1, PS2.2 and PS2.3. |  |  |  |
| <b>PS2.1</b>   | Identify a problem and come up with two options for solving it.  | <ul style="list-style-type: none"> <li>Identify the problem, accurately describing its main features, and how to show success in solving it.</li> <li>Come up with different ways of tackling the problem.</li> <li>Decide which options have a realistic chance of success, using help from others when appropriate.</li> </ul>   | <b>Coursework and Programme of study, Unit 3</b><br>Candidates could note the number of injuries which are occurring in a particular game situation. Having recognised the problem they could offer several solutions to prevent further injuries.   |
| <b>PS2.2</b>   | Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when needed.   | <ul style="list-style-type: none"> <li>Confirm with an appropriate person the option you will try for solving the problem, and plan how to carry it out.</li> <li>Use your plan, organising the relevant tasks and making changes to your plan when needed.</li> <li>Obtain and effectively use any support needed.</li> </ul>   | <b>Coursework and Programme of study, Unit 3</b><br>Candidates could offer one or more solutions to resolving the problem of injuries in a particular game.  |
| <b>PS2.3</b>   | Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving. | <ul style="list-style-type: none"> <li>Check if the problem has been solved by accurately applying the methods you have been given.</li> <li>Describe clearly the results, and explain the decisions you took at each stage of tackling the problem.</li> <li>Identify the strengths and weaknesses of your approach to problem solving, and describe what you would do differently if you met a similar problem.</li> </ul> | <b>Coursework and Programme of study, Unit 3</b><br>Candidates could keep a record of the types of injuries which occur in a particular game over a period of time and see if the implementation of different solutions (e.g. different types of protective clothing, changes in training procedures) has any significant effect on reducing injuries. |