

OCR GCSE IN PHYSICAL EDUCATION

1970

Key Features

- A clear progression route to the revised OCR GCE Physical Education specifications.
- Integrates theory and practical performance.
- Co-teachable with Physical Education (Games).
- Wide range of activities.
- Coursework 60% of assessment.
- Examples of Coursework assessment.
- Cluster moderation encourages mutual support amongst centres.
- Specification accommodates different requirements for England; for Wales; for Northern Ireland.
- One Tier of assessment only.

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 8706622; fax 0870 8706621).
- Past question papers and mark schemes, available from the Publications department (telephone 0870 8706622; fax 0870 8706621).
- OCR GCSE PE Coursework Guidance Booklet.
- A new GCSE PE 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.

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

 Citizenship

 ICT

 Key Skills

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 hr 45 mins	40%
2	Coursework	-	60%
82	<i>Coursework Carried Forward</i>	-	60%

QUESTION PAPER

The question paper is of 1 hour 45 minutes 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 20 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 60 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.

ENTRY OPTIONS

All candidates should be entered for specification 1970 with one of the following option codes.

Option Code	Title	Components
A	Physical Education	1, 2
B	Physical Education 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 or compositional techniques and to observe the rules and conventions of their **four** chosen 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 activities under applied conditions. This is assessed through oral questioning by the teacher using the Analysing Performance criteria.

Activity Areas

Games Activities

Gymnastic Activities

Dance Activities

Athletic Activities

Outdoor and Adventurous Activities

Swimming Activities

Exercise Activities

Activities

Archery, Association Football, Badminton, Basketball, Cricket, Eton Fives, Gaelic Football, Goalball, Golf, Handball, Hockey, Judo, Lacrosse, Netball, Racketball, Rounders, Rugby League, Rugby Union, Softball, Squash, Table Tennis, Tennis, Volleyball, Water Polo.

Gymnastics, Figure Skating, Rhythmic Gymnastics, Trampolining.

Educational, Folk, Historical, Theatrical, Social Dance.

Cross Country Running, Track and Field Athletics.

Canoeing, Hill Walking and Campcraft or Hostelling, Horse Riding, Orienteering, Sailing, Skiing, Wind Surfing, Rock Climbing.

Swimming, Life Saving, Personal Survival.

Exercises to Music, Step Aerobics, Cycling, Jogging, Weight Training for Fitness.

SECTION B: GENERAL INFORMATION

1 Introduction

This GCSE Physical Education specification has been written to meet the requirements and terminology of the National Curriculum Orders for Physical Education for England, Wales and Northern Ireland, and the Subject, GCSE and Common Criteria.

This specification meets the National Curriculum requirements for England, Wales and Northern Ireland. Candidates in England must choose at least two activities from the activity areas identified in the National Curriculum Orders for England. Candidates in Wales must choose at least two activities from the activity areas identified in the National Curriculum Orders for Wales. Candidates in Northern Ireland must choose at least three activities from the activity areas identified in the National Curriculum Orders for Northern Ireland.

The specification meets the National Curriculum requirements for England by enabling candidates to choose from at least two of the seven listed activity areas. Candidates from England who choose an activity from the Exercise Activity Area must also choose three activities from at least two further different activity areas.

This specification meets the National Curriculum requirements for Wales by enabling candidates to choose activities from two different activity areas.

This specification also meets the National Curriculum requirements for Northern Ireland by enabling candidates to choose four activities. These must come from at least three activity areas. Candidates who choose an activity from the Exercise Activity Area must also choose three activities from three different activity areas.

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 GCSE in Physical Education (Games) (1971) specification and the OCR GCSE (Short Course) in Physical Education (Games) (1071) specification.

1.1 RATIONALE

Physical Education is defined within this specification as the process by which candidates develop their knowledge, skill and understanding so that they can perform reflectively and with increased physical competence and confidence. At GCSE level, candidates' personal development and potential should continue to build on the skills, knowledge and understanding previously acquired at KS1, KS2 and KS3 and taught through a range of practical activities and related theory within the programme of study. The practical activities may be selected from seven different activity areas which include activity areas outlined in the National Curriculum Orders for England, Wales and Northern Ireland. By providing a wide choice of practical activities the specification aims to allow candidates to pursue their sporting interests and Centres to utilise both facilities available and staff expertise to full advantage.

This specification sets out to ensure that through their involvement in their chosen activities and the 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 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 the activities. Through their involvement candidates should be encouraged to develop critical awareness of the strengths, limitations and opportunities presented in challenging 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 also decide on roles which best suit them. These might be performer, coach, choreographer, 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 the practical activities.

Candidates should also be given 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 activities are taught as part of the programme of study and are examined in the terminal examination. The focus of the questions within the question paper will be the performer and performance in different practical activities.

This specification provides opportunities for candidates to improve their overall knowledge of and performance in a range of practical 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 qualification at the end of the course is an acknowledgement of a candidate's overall achievement in Physical Education, 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 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 by taking GCE AS/A Level in Physical Education or Vocational Certificate of Education (Vocational A Level) in Leisure and Recreation. Such pupils may wish eventually to 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 in Physical Education.

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 KS4 should normally have followed the corresponding KS3 programme of study within the National Curriculum.

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 will be provided when development work is complete.

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this specification **may not** also enter for either the GCSE in Physical Education (Games) (1971) or the GCSE (Short Course) in Physical Education (Games) (1071) specification in the same examination series with the exception that they may enter for the Entry Level Certificate in Physical Education.

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 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 activities;
- promote their understanding of the health benefits and risks associated with taking part in physical 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 or compositional techniques;
- 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 physical activity;
- the relationship between health, fitness and practical activity;
- risk assessment in physical activity.

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 h 45 mins	40%
2	Coursework	-	60%
82	<i>Coursework Carried Forward</i>	-	60%

4.3 QUESTION PAPER

The question paper is of 1 hour 45 minutes 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 20 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 60 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 assessment objectives and components 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 1970 with one of the following option codes.

Option Code	Title	Components
A	Physical Education	1, 2
B	Physical Education 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 **four** selected activities using tactics or compositional techniques 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 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 seven categories of activities. Candidates from centres in **England** are required to choose **four** activities. These activities must come from at least **two** activity areas. Candidates who choose an activity from the Exercise Activity Area must also choose **three** activities from at least **two** further different activity areas.

Candidates from centres in **Wales** are required to choose **four** activities from at least **two** different activity areas.

Candidates from centres in **Northern Ireland** are required to choose **four** activities. These must come from at least **three** activity areas. Candidates who choose an activity from the Exercise Activity Area must also choose **three** activities from **three** further different activity areas.

The list below indicates the seven activity areas and all the practical activities available for assessment for this specification:

Activity Areas	Activities
Games Activities	Archery, Association Football, Badminton, Basketball, Cricket, Eton Fives, Gaelic Football, Goalball, Golf, Handball, Hockey, Judo, Lacrosse, Netball, Racketball, Rounders, Rugby League, Rugby Union, Softball, Squash, Table Tennis, Tennis, Volleyball, Water Polo.
Gymnastic Activities	Gymnastics, Figure Skating, Rhythmic Gymnastics, Trampolining.
Dance Activities	Educational, Folk, Historical, Theatrical, Social Dance.

Athletic Activities	Cross Country Running, Track and Field Athletics.
Outdoor and Adventurous Activities	Canoeing, Hill Walking and Campcraft or Hostelling, Horse Riding, Orienteering, Sailing, Skiing, Wind Surfing, Rock Climbing.
Swimming Activities	Swimming, Life Saving, Personal Survival.
Exercise Activities	Exercises to Music, Step Aerobics, Cycling, Jogging, Weight Training for Fitness.

4.6.1 Assessment of Performance in the Activity

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

- using tactics or compositional techniques;
- observing the rules and conventions of their games activity.

Candidates are required to demonstrate the above objectives within the content and context of the activities.

The assessment criteria for practical activities will be 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 activities.

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 physical activity.

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 activities.

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 physical activity 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 programme. 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 activities.

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 physical activities.

SECTION C: SPECIFICATION CONTENT

5 Specification Content - theoretical programme of study

Unit 1: Factors Affecting Participation and Performance

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

Candidates should be taught:

- how the skeleton and joints, circulatory, respiratory and muscular systems relate to performance and participation in different physical activities;
- how these body systems affect performance in a movement or practical activity situation;
- how physical activity has certain beneficial effects on the functioning and development of the circulatory, respiratory and muscular systems;
- why skills and underlying abilities are important for successful performance, how we learn them and factors that can affect them;
- how motivation and mental preparation affect performance in practical situations including the part played by different types of motivation and goal settings;
- why people participate in physical activities and the social and other factors which affect this participation;
- the importance of exercise and activity to personal, social and mental health and well-being;
- how the range of facilities and opportunities affect participation in different physical activities.

1a: Skeleton and joints

Candidates should be able to:

- describe and explain why the four major functions of the skeleton are relevant to performance and participation in physical activity (shape and support, movement, protection, blood production). Examples from the major bones in the body should be used to highlight these roles;
- describe and explain how different types of joints affect participation and performance in physical activity by allowing specific ranges of movement (flexion, extension, rotation, abduction and adduction). Examples of ball and socket, hinge, gliding and pivot should be used. The value to performance of healthy and efficient joints should also be explained (ligament, cartilage and synovial fluid problems).

1b: Muscles

Candidates should be able to:

- describe and explain simply how muscles and their composition, function and action affect movement and performance (fast twitch for power and strength activities, slow twitch for endurance activities);
- describe and explain how activities and exercise affects the composition and efficiency of muscles. Focus on the deltoid, trapezius, pectorals, biceps, triceps, latissimus dorsi, abdominals, gluteals, quadriceps, hamstrings and gastrocnemius;
- explain how this improved muscle functioning can improve performance and participation in physical activities;
- describe and explain the role of antagonistic pairs, prime movers and synergists during a range of different physical activities. Use suitable examples from the muscles listed above;
- describe the role and function of tendons during movement.

1c: Circulatory and respiratory systems

Candidates should be able to:

- describe and explain how the circulatory and respiratory systems affect performance and participation levels (lactic acid and oxygen debt tolerance, duration of activity, recovery rate);
- describe and explain how activity and exercise develop and affect the efficiency of the circulatory and respiratory systems (stronger heart muscle, increased stroke volume and cardiac output, lower resting heart rate, more efficient gaseous exchange, increased vital capacity, tidal volume and oxygen debt tolerance);
- describe and explain the function of the different components of blood in relation to physical activity (red blood cells, white blood cells, platelets and plasma);
- describe and explain, using examples from specific physical activities, the difference between aerobic and anaerobic work and the effect that lactic acid production has on performance.

1d: Skill

Candidates should be able to:

- describe and explain how different types of feed back in practice situations improve performance (intrinsic, extrinsic, knowledge of results);
- describe and explain a range of advanced skills relating to their chosen practical 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 physical activities (speed, agility, coordination, flexibility, balance, reaction time);
- describe and explain what distinguishes the skills of a novice from a top level performer (consistency, energy, time, adaptable);

- describe and explain how skills are learned, refined and adapted to various practical 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.

1e: Motivation and mental preparation

Candidates should be able to:

- describe and explain how mental preparation affects participation and performance, (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 physical activity; (enjoyment, personal goals, rewards, certificates, badges, trophies, fame);
- describe and explain the importance of Goal Setting (SMARTER) as part of mental preparation for performance and as a means of controlling anxiety and motivating participants.

1f: Social reasons for participation

Candidates should be able to:

- recognise and explain the reasons for increased leisure time (including shorter working week, technology, early retirement, unemployment) and why people participate in physical activities including health (stress, image, illness, well-being, life expectancy) leisure (enjoyment, friendship, hobby, socialize) vocation (professional/semi-pro status, employment).

1g: School

Candidates should be able to:

- describe and explain the role of school in promoting participation in physical activity in terms of the National Curriculum requirements, examination courses, extra curricular activities and links with local sports clubs/providers.

1h: Social background

Candidates should be able to:

- describe and explain both the positive and negative effects that the following can have on participation; age, gender, access, education, family, peer-group, environment/climate, disability, the media, sponsorship, politics, tradition/culture.

1i: Local and National facilities

Candidates should be able to:

- describe and explain how the range of sporting facilities and opportunities both locally and nationally affect participation in physical activities, local authority provision, private enterprise, voluntary organisations and national authorities; appropriate examples should be used to support candidates' understanding;
- describe and explain the role that the National Centres of Excellence play in supporting the development of sporting excellence.

Unit 2: The Relationship between Health, Fitness and Practical Activity

🔑 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 to and affect performance;
- 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;
- the benefits of regular, safe exercise in relation to personal fitness and health;
- how appropriate testing procedures can be used to assess activity specific fitness components;
- 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, (cardiovascular endurance, muscular endurance, speed, strength, flexibility) and skill related fitness components (agility, balance, coordination, speed of reaction, timing) relate to good health and affect performance in a variety of physical activities, and how the importance of each differs between activities.

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 how differences in physique (somatotypes, endomorph, mesomorph, ectomorph) including height and weight will affect success in different activities; e.g. Sumo wrestler, sprinter, high jumper;
- describe and explain, using suitable examples, the effects that age, gender, and disability can have on the different fitness components;
- describe and explain how smoking, excessive alcohol, over and under eating, performance enhancing drugs (painkillers, steroids, beta blockers, stimulants, diuretics, blood doping) and stress can have on performance, health and well-being.

2c: Investigation of the effect of fitness on performance and how to assess it

Candidates should be able to:

- describe and explain how testing and measurements can be used to evaluate an individual's suitability for an 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 data 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 and if it is for health and well-being or a specific activity;
- describe and explain how the training principles can be applied to performers' training for different physical activities and performances (overload, specificity, progression, reversibility, peaking);
- describe and explain how the FITT principle (frequency, intensity, time and type) can be applied to training programmes for specific activities.

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 activities, 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 method.

2f: Training effects

Candidates should be able to:

- describe and explain the immediate short term effects of exercise on the body systems during physical activity and performance (breathing, pulse rate, circulation, muscles and sweating);
- describe and explain the long term training effects on the heart (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 Physical Activity

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

Candidates should be taught:

- how to identify potential hazards in physical activity and performance situations;
- how to reduce these risks and prevent injuries;
- how to recognise and treat simple physical activity and performance type injuries.

3a: Potential Hazards

Candidates should be able to:

- describe and explain potential hazards in a variety of different activity areas (the gymnasium, sports hall, swimming pool, playing fields, court areas and when involved in outdoor adventurous activities).

3b: Prevention of Injury

Candidates should be able to:

- describe and explain, using a variety of specific examples, various ways to minimize the risks in these areas, (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 physical activity in order to avoid minor infections such as verrucae and athletes foot.

3c: Injury Treatment

Candidates should be able to:

- describe and explain the basic signs and symptoms of, and how to treat simple performance injuries, (winding, cuts/grazes, blisters, muscle, tendon and ligament injuries, RICE, dehydration, exhaustion and concussion);
- describe and explain in which activities these injuries are most likely to be seen.

SECTION D: COURSEWORK

6 Coursework Tasks

Candidates are assessed in terms of their performance in their four chosen activities. In addition candidates are assessed on their ability to analyse performance in one of their chosen 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 activity area. Details for all practical activities will be found in the OCR GCSE Physical Education Coursework Guidance Booklet.

Candidates' performance is assessed in terms of their ability to perform effectively under applied conditions in each of their chosen four practical activities. 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 candidate's **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 at the end of 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 for different activity areas 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 v3, (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 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 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 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 layout 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.
- Identify the player/competitor/participant.
- Observe the player/competitor/participant in a role/practice/game/activity situation. In a self analysis this could be video recorded evidence.
- State the game/activity in which involved.
- State the position/role of the player/competitor/participant.
- 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 player/participant/competitor or self.
- Analyse the performance with a view to identifying and describing the weaknesses of the player/participant/competitor 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 has occurred and record it.
- Discuss with the player/participant/competitor 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 activity. Candidates are to be assessed through oral questioning by their teacher on their ability to analyse performance in one of their chosen activities. This oral questioning can take place at any convenient time during the course when the activity 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/activity?
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 weakness (skill or technique)? In what ways might you be able to help him/her/self to improve the performance? Can you suggest any practice/training methods which he/she/self might use to improve his/her performance?
4. Can you identify any skills (or techniques) which your partner/colleague/self does really well in their chosen 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. practical activities). 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 activities in physical education 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 practical activities. 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 practical 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 of an analysing performance task form 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 practical 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 performances in each of the activities 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.

Activity Area Specific Assessment Criteria

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

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

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

7.3.1 Games Activities

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

in Games Activities

- 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 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 advanced skills and techniques, tactics and teams skills and rules and regulations of their chosen games.

Association Football (Example)

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

Develop and apply advanced skills and techniques

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

Application of all the above advanced skills in a variety of game situations.

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. Attack-width, penetration, mobility, improvisation.

Principles of defence: deny space to opponents and reduce time, slow the play, pressurise the opposition and support team mates. Defence/delay, concentration, control and restraint, 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 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:

Referee and assistant referee: to enforce rules and regulations.

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.

Coach: to assist in planning training practices, tactics and strategies.

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 and prevent injury).

The importance of appropriate behaviour on and off the pitch.

Games Activity Area Criteria

Marks	Description
0 - 5	<p>Candidates should demonstrate under applied conditions:</p> <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	<p>Candidates should demonstrate under applied conditions:</p> <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	<p>Candidates should demonstrate under applied conditions:</p> <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	<p>Candidates should demonstrate under applied conditions:</p> <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	<p>Candidates should demonstrate under applied conditions:</p> <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 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.

7.3.2 Gymnastics Activities

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

in Gymnastic Activities

- to develop and apply increasing advanced techniques in specific gymnastic forms with precision and accuracy;
- to compose sequences to set criteria in specific gymnastic activities, and then to develop the quality of the sequences using more advanced compositional concepts and principles;
- the relationship of fitness to specific forms of gymnastic activity, and then to design and implement fitness and activity programmes understanding the value of gymnastic activity to personal and social fitness, health and well-being;
- to decide on the roles they take in gymnastic activities and how to be involved with them, and then to analyse and evaluate performances within specific forms of gymnastic activity, identify priorities, and take decisions which improve them.
- the role of rules and conventions in the activity.

Candidates should be taught advanced skills and techniques, teams skills and rules and regulations of their chosen activity.

Rhythmic Gymnastics (Example)

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

Develop and apply advanced skills and techniques

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

Body Movement

Steps	Springs, hops, chasse steps, polkas, pas de bas steps, and dance step patterns.
Jumps/Leaps	One or two feet take-off or landing, different body and leg shapes e.g. split leap, stag leap, side leap, turning jump.
Pivots	Turns on feet, knees, seat, spin turn on toes of one foot with different body/leg shape
Balances	On different body parts with different body shapes, balance on one foot and rise onto toes holding for 2 seconds.
Waves	Body wave or ripple movement through body, forward, backward or sideways, on feet, knees or stomach.
Bends	Back or side bend of body whilst on feet, knees or stomach, or on one foot or one knee.
Rolls & Splits	Forward, backward, sideways roll, log roll, roll over one shoulder. Passing through front or side splits (not held position) - can be linked with roll in or out.

Apparatus skills

Hoops	Rope	Ball	Ribbon
Skipping	Skipping	Bouncing	Snaking
Swinging	Swinging	Swinging	Swinging
Throwing	Throwing	Throwing	Throwing
Trapping	Rolling	Rolling	Spiralling
Ball	Rotating		

For Rhythmic Gymnastics sequence work, any Body Movement skill may be combined with an Apparatus skill, thus allowing infinite possibilities and room for creativity both within each skill and within linking movements and sequence construction.

Select and apply advanced skills and compositional ideas

Candidates should perform and show an understanding of:

- Two sequences which combine movement skills with apparatus skills.
- Movements which they have planned and created themselves.

Creating movements which require co-ordination and control, and should be performed with confidence poise and elegance. Movements should show lightness of footwork, extension of ankles and feet, jumps and leaps which show elevation and extension.

The planning process to make sure that suitable body and apparatus skills are linked together and that the linked movements from one to another are logical and smooth.

Sequences showing a variety in both dynamic and spatial elements, continuity in linking and performance, and when performed to music should interpret the rhythm and quality of the music. The sequence should cover as much floor space as possible, either on a wooden floor or with use of mats if desired. Music should be non-vocal. Performances should be between 2 minutes and 3 minutes long.

Evaluate and improve performance

Candidates should be taught:

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

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

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 performance. Know the roles and responsibilities of each performer and be able to recognise how they are being carried out

To be able to sum up at any moment within a performance and recognise the range of possible responses

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 activity

Candidates should be able:

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

Choreographer: to plan a sequence of movements as part of a group or individual performance.

Adjudicator: to assess performances and make comparisons.

Leader: to take responsibility for leading a short practice or warm up, or organising a short rhythmic gymnastic programme with various individual contributions.

Rules of the activity and safety regulations

Candidates should understand:

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

The importance of appropriate behaviour when performing.

Gymnastic Activity Area Criteria

Mark	Description
0 - 5	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to perform a number of skills, actions and agilities on the floor and use apparatus with reasonable control; the ability to compose and remember whole sequences performing them in separate parts, and move into and out of individual actions with control putting these into order within a sequence; the ability to carry out practices and ideas given to them by others in order to help them to improve their performance; the ability to work with others on exercises to help their strength and suppleness with guidance identifying the main focus of most; some understanding of the role of rules and conventions of the activity.
6 - 10	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to compose and perform a small range of easier actions and agilities from a specific gymnastic style and work with others to perform them safely and with some control; the ability to combine a number of actions into a sequence with some help and guidance and they will make use of a small number of compositional ideas to produce some variation in level and direction in their work; a clear understanding of how to develop, progress and improve their own and others' work, taking the initiative to put ideas into practice; the ability to carry out warm up and cool down activities with support and direction performing exercises safely; a basic understanding of the role of rules and conventions of the activity.
11 - 15	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to compose and perform a range of skills, actions and agilities in specific gymnastic style and perform them individually, in pairs or in groups (where appropriate) with body tension, extension and control; actions which are linked smoothly and cohesively and are incorporated into sequences that flow and are based on the selection and use of compositional ideas that meet given criteria; a clear understanding about how to develop, progress and improve their own and others' work taking the initiative to put ideas into practice; the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes; a sound understanding of the role of rules and conventions of the activity.
16 - 20	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to compose and perform a wide range of higher order actions and agilities separately and in combination. They will show flair in their performance and will link series of actions fluently into cohesive and carefully designed sequences; the ability to plan, implement and adapt their work to meet new demands, criteria and themes, showing a good awareness of performance to an audience; the ability to work effectively with others adapting ideas and actions to incorporate the level of skill that others have, and make clear and accurate judgements of the quality of their own and others' work, prioritising and taking action to develop, refine and improve it; the ability to prepare thoroughly for activity and to take into account the needs of conditioning and skills work including the need for warm up and cool down routines; a detailed understanding of the role of rules and conventions of the activity.
21 - 25	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to distinguish compose and apply advanced skills, techniques and ideas consistently, showing high standards of precision, control, fluency and originality; the ability to take the initiative and lead with groups to devise, implement and adapt a preparation programme for themselves and others leading to performance in a display or competition; the ability to develop and refine more advanced agilities, skills and actions through a carefully planned programme incorporating body conditioning and compositional development. They will perform a wide range of advanced skills, selecting from them well to suit the needs of the event and the audience. Performances will have a high level of control and flair; the ability to take a number of roles in a group and show some planning and leadership skills; a thorough understanding of the role of rules and conventions of the activity.

7.3.3 Dance Activities

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

in Dance Activities

- to develop and apply more advanced techniques in performance accurately and expressively in increasingly complex dances;
- to compose dances from different social and cultural contexts that successfully communicate artistic intention, and then develop their compositions using more advanced choreographic concepts and principles;
- to understand the relationship of fitness to choreography and performance in specific forms of dance, and then to design and implement technical and activity programmes understanding the value of different forms of dance activity to personal and social fitness, health and well-being;
- to decide on the roles they take in dance and how to be involved in it, and then to analyse and interpret dances recognising aspects of production, style and cultural and historical contexts, identify priorities and take decisions which improve them;
- the role of rules and conventions of the dance.

Candidates should be taught the following advanced skills and techniques, rules and regulations of their chosen activity.

Educational Dance (Example)

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

Develop and apply advanced skills and techniques

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

The principles	Posture/placement, alignment, co-ordination, balance, control and mobility.
The body	The use of different parts of the body in isolation and combination.
Dynamics	Speed, energy, continuity, rhythm.
Spatial	Shaping and projecting the body.
Dance combination	Exploring a range of dance ideas, styles and accompaniments.
Dance appreciation	Appreciating the meaning and significance of different types of dance.

Select and apply advanced skills and compositional ideas

Candidates should perform in Educational Dance and show an understanding of:

The technical and expressive nature of dance skills through the performance of short and complete dances. The length of the dances should be between 2 minutes 30 seconds and 3 minutes.

Elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax logical sequence).

A range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps), ideational (stories, poetry).

Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dances and those of other choreographers.

Features of movement, dancers, set, costume accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

Evaluate and improve performance

Candidates should be taught:

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

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

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 performance. Know the roles and responsibilities of each performer and be able to recognise how they are being carried out.

To be able to sum up at any moment within a performance and recognise the range of possible responses.

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 activity

Candidates should be able:

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

Choreographer: to plan a sequence of movements as part of a group or individual performance.

Adjudicator: to assess performances and make comparisons.

Leader: to take responsibility for leading a short practice or warm up, or organising a short dance programme with various individual contributions.

Rules of the activity and safety regulations

Candidates should understand:

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

The importance of appropriate behaviour when performing.

Dance Activity Area Criteria

Marks	Description
0 - 5	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to use simple compositional principles with help and they also need support in devising and presenting dances. They find dance styles challenging to perform; the ability to attempt to use appropriate terminology to comment on their own and professional dance works and attempt to support their views; the ability to identify some strengths and weaknesses in their own compositions and performances, (and they need support when researching community dance opportunities); the ability to have some sense of what they need to do to warm up and cool down; some understanding of the role of rules and conventions of the dance.
6 - 10	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> sound performance skills in a range of styles; the ability to use a variety of compositional principles to convey a range of dance ideas and work on their own and with others to devise, rehearse and present dances; the ability to describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention and reflect upon their own work and that of their peers to improve the quality of performance and compositions; the ability to plan and implement appropriate warming up and cooling down activities with support and direction, and perform exercises safely; a basic understanding of the role of rules and conventions of the dance.
11 - 15	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to compose and perform with technical competence and show sensitivity to the accompaniment and communicate the choreographic intention; the ability to employ a range of choreographic devices, structure dances into logical form and select material that has rhythmic, dynamic and spatial interest, demonstrate a sound knowledge of safe practice in dance and of movement principles underpinning specific dance techniques; the ability to critically analyse performance, choreography and aspects of production with some knowledge of social, historical and cultural contexts; the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes; a sound understanding of the role of rules and conventions of the dance.
16 - 20	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to compose and perform a wide range of technical and expressive skill separately and in combination; the ability to compose dances that effectively combine physical, formal and expressive elements to communicate the ideas; the ability to work effectively with others in adapting ideas and actions to incorporate the level of skill that others have and make clear, accurate judgements of the quality of their own and others' work, prioritising and taking action to develop, define and improve it; the ability to plan and implement warming up and cooling down activity dance exercises that effectively take in the needs of conditioning; a detailed understanding of the role of rules and conventions of the dance.
21 - 25	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to distinguish, compose and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality; the ability to show initiative and originality in composing dances and employ advanced choreographic principles and demonstrate a good understanding of choreographic form; the ability to develop and refine more advanced abilities, skills and actions through a carefully planned programme incorporating body conditioning and compositional development. They will perform a wide range of advanced skills, selecting from them well to suit the needs of the event and the audience. Performances will have a high level of control and flair; the ability to take a number of roles in a group and show some planning and leadership skills. a detailed understanding of the role of rules and conventions of dance.

7.3.4 Athletics Activities

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

in Athletics Activities

- to develop and use increasingly advanced skills and techniques in specific events with increasing power, control and technical proficiency;
- to know the rules and requirements of competition for specific events and use appropriate tactics and strategies for them, and then to develop and adapt competitive strategies to meet the needs of specific situations;
- to understand the relationship of fitness to technique and strategy in athletic activities, and then to design and implement fitness and activity programmes understanding the value of specific events to personal and social fitness, health and well-being;
- to decide on the roles they take in athletic activities and how to be involved with them, and then to analyse and evaluate performances in specific events, identifying priorities, and take decisions to improve them.
- the role of rules and conventions of the activity.

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

Track and Field Athletics (Example)

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

Developing and apply advanced skills and techniques.

Candidates should demonstrate the following advanced skills in a variety of athletic situations. Candidates must demonstrate three events, no more than two events from any group of running, jumping and throwing events.

Running Events

Sprints: 100m, 200m, 300m (Girls), 400m

Start, length and cadence of stride, pacing, running from the front, racing tactics and finish.

Distance: 800m, 1500m, 3000m

Start, length and cadence of stride, pacing, running from the front, racing tactics, maintaining form and finish.

- Hurdles:** 80m (girls), 100m, 110m, 400m, steeplechase (boys)
- Start, stride pattern for different distances, hurdles clearance – lead and trail leg, arm position, movement between and off hurdles, steeplechase clearance, foot on barrier, push off, one step into the water.
- Relays:** 4 x 100m
- Start, methods of changing baton (upsweep/down-sweep), the change over box, acceleration zone, signals/check points, running order, non-visual (100m) versus visual (400m) change, position to stand in the lane.

Jumping Events

- Long Jump:** Approach run (accurate marking), speed onto the board, reach and drive off take-off foot, lift of free leg, flight (hang, hitch kick, stride), landing, use of the arms throughout.
- Triple Jump:** Approach run (accurate marking) speed onto the board, hop, thigh parallel to the ground, ratio of the hop to other phases, active free leg, trunk upright throughout, landing.
- High Jump:** Style: Fosbury or Straddle: approach, take-off position, vertical lift, form in the air, landing.
- Pole Vault** Length and weight of the pole, grip, approach run (accurate marking), position of the foot at take-off relative to the grip of the pole, drive and lift of free leg, rock back pull and push action on the pole, bar clearance, landing.

Throwing Events

- Shot:** Grip, stance, movement across the circle, execution of the put, release, reverse, details regarding correct weights.
- Discus:** Grip, stance, preliminary swings, the 'run' across the circle, balance at the centre, active right hip (for right-hand throwers) release and recovery, details regarding correct weights.
- Javelin:** Grip, carry, run-up and withdrawal, position at release, javelin alignment throughout the angle of release, flight and recovery, details regarding correct weights.
- Hammer** Grip and stance, preliminary swings, high/low point, sit throughout the turns, accelerate the hammer, long arm, heel/toe action at turns release and recovery, flight, details regarding correct weights.

Select and apply advanced skills, tactics, strategies and team skills.

Candidates should perform in three different events, no more than two events from any group of running, jumping and throwing events and show an understanding of:

How to prepare thoroughly, both mentally and physically, before each of the events and work at an optimal level.

How to employ any tactics (if appropriate) during the event.

The correct technique throughout each of the events. Times, distances and heights will show a high level of performance.

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

Evaluate and improve performance

Candidates should be taught:

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

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

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 performance. Know the roles and responsibilities of each performer and be able to recognise how they are being carried out.

To be able to sum up at any moment within a performance and recognise the range of possible responses.

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 activity

Candidates should be able:

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

Referee or track/field judge: to enforce rules and regulations.

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

Leader: to organise practices to improve performance and lead others' through a short warm-up routine.

Official/recorder/timekeeper: to measure and/or record performance.

Assistant; to assist in a variety of ways to ensure the smooth running of a competition.

Rules of the game and safety regulations

Candidates should understand:

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

The importance of appropriate behaviour on and off the running track.

Athletic Activity Area Criteria

Marks	Description
0 - 5	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to perform the basic requirements of various events, the ability to attempt to master technical aspects of events, the ability to carry out practices and ideas given to them by others and use simple tactics in order to help to improve their performance; the ability to plan a training programme with assistance and understand the benefits of effective warm up and cool down and attempt to improve their ability by observing and copying other pupils' performance; some understanding of the role of rules and conventions of the activity.
6 - 10	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to perform with good sound technique in a limited number of athletics events, the ability to appreciate the different fitness demands in a variety of events/exercises and use basic tactics; the ability to design and implement a basic training programme for their chosen events/activities and work with others in supporting them in organizing small competitions/events; the ability to draw on ideas given to them in order to warm up and cool down safely; a basic understanding of the role of rules and conventions of the activity.
11 - 15	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to perform fluently and with confidence in at least three events (in athletics) and three different distances (in cross country running) showing the relationship between fitness, technique and strategy, the ability to adapt and modify their technique as a result of analysis of both their own and others' performance, and use tactics effectively. the ability to work independently on their training programme and monitor improvements in performance. 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 activity.
16 - 20	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to select and combine advanced techniques, adapt these to the demands of the athletic activity and modify their technique in the light of changing circumstances, and were appropriate showing speed, power and stamina, the ability to analyse and judge the effectiveness of their own and others' performance showing an understanding of the relationship between technique, fitness, tactics and quality performance, the ability to plan the ways in which their own and others' performance or training programmes may be adjusted to achieve specified performance and health outcomes. the ability to show good understanding of the need to warm up and cool down using a good range of ideas and carry them out thoroughly; a detailed understanding of the role of rules and conventions of the activity.
21 - 25	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to distinguish and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality, the ability to perform in three events (in athletics) and different distances (in cross country running) showing very good technique and consistently high standards of control and fluency, and were appropriate power, speed and stamina, the ability to draw from their understanding of tactics to outwit the opposition in competitions and adopt a leading role within a group or team, the ability to evaluate their own work and independently make adjustment to technique in response to changing circumstances, show sound leadership skills. a thorough understanding of the role of rules and conventions of the activity.

7.3.5 Outdoor Adventurous Activities

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

in Outdoor Adventurous Activities

- to develop and use an increasingly wide range of skills and use more complex techniques safely and accurately in large scale physical challenges or demanding journeys in different environments;
- to plan and use an increasingly wide range of ideas and strategies to solve problems and meet challenges in different environments with others;
- to understand the relationship between physical preparation and safety, and then design and implement preparation and activity programme understanding the value of these activities to personal and social fitness health and well-being;
- to decide on the role they take and the type of activity they prefer and how to get involved with them, and then to analyse and evaluate progress and outcomes in challenges undertaken, identify priorities and take decisions to improve efficiency and safety.
- the role of rules and conventions in the activity.

Candidates should be taught the following advance skills and techniques, group skills and rules and regulations of their chosen activity.

Hill Walking and Campcraft or Hostelling (Example)

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

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of outdoor adventurous activity situations.

Map reading	Candidates should become familiar with the scales of different maps, especially 1:25000 and 1:50000 scale OS maps, signs and symbols on different maps, relief symbols and six figure grid references.
Using a compass	Types and features of the walking compass. Differences between True North, Grid North and Magnetic North. Taking a bearing from a map (Grid Bearing) and converting to a field bearing (Magnetic Bearing).
Planning a route	Candidates will prepare route cards for a two day expedition. Divide the day's walk into 'legs'. Use Naismith's Rule to calculate the time for each 'leg'. Calculate field (Magnetic) bearings. Escape routes.

Navigating	<p>Candidates should be able to identify features in the field and on the map and set the map visually. Also be able to set the map with a compass.</p> <p>In groups of 4-6 candidates should plan and carry out a supervised 2 day expedition in an unfamiliar area.</p> <p>The group should plan to keep to the times on their route sheet. The planned route should be between 14 and 20 miles (24 and 32 kms) long.</p>
Packing and carrying a rucksack	Candidates should be aware of the benefits/designs of different rucksacks, how to pack and carry one for maximum comfort.
Planning a menu	Candidates should plan a menu for a 2 day expedition and know how to prepare the food for different meals.
Using a camping stove	Candidates should be familiar with the safe use of a camping stove.
Erecting a tent or using hostel facilities	Candidates should be familiar with the siting and erection of a tent bearing in mind the lie of the land and the prevailing wind and weather conditions. Candidates hostelling should be familiar with hostel rules, regulations and procedures.
Safety and survival	<p>Candidates should have a knowledge of basic first aid and the procedure to be used in the event of an accident. Candidates must be familiar with personal survival and safety, risk assessment and the country code.</p> <p>How to cope if the weather turns bad.</p>

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

Planning and carrying out a supervised two day expedition of between 14 and 20 miles in unfamiliar country, spending one night at a camp site or at a hostel. The expedition will take place after an initial familiarisation (practice) expedition in a similar area.

Planning route sheets, menus and equipment lists in preparation for the expedition.

Navigating as a member of a group of between 4 and 6, demonstrating the recognition of features in the field and on the map, observing the Country Code and safe practices at all times.

Carrying equipment and belongings for an unsupported two day expedition, including camping equipment, spare clothing, waterproof clothing, food, stove and first aid kit. Candidates must be familiar with the use of all items.

Tent erection as a member of a group or hostel routine.

Preparation of meals as a member of a group.

Evaluate and improve performance

Candidates should be taught:

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

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

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 performance. Know the roles and responsibilities of each performer and be able to recognise how they are being carried out.

To be able to sum up at any moment within a performance and recognise the range of possible responses.

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 activity

Candidates should be able:

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

Group leader: to select team members and make decisions before and during the expedition.

Leader: to organise practices to improve performance and lead others' through a short warm-up/preparation routine.

Member: to assist in a variety of ways to ensure the smooth running of the expedition.

Rules of the activity and safety regulations

Candidates should understand:

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

The importance of appropriate behaviour whilst out in the countryside, at campsites and hostels. Candidates should be familiar with the Country Code.

How to apply simple first aid treatment in the event of an accident.

The expedition should be carried out over a two day period, with one night spent at a camping site or at a hostel, after an initial familiarisation (practice) expedition in an area unfamiliar to the candidates but not too remote from towns or habitation. The type of terrain should present no major hazards to the candidates. Wild country areas such high ground in the Peak District or Snowdonia is considered unsuitable for this level of expedition.

Outdoor Adventurous Activity Area Criteria

Mark	Description
0 - 5	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to plan and offer solutions to simple tasks and follow others in more demanding ones and use a small range of techniques with some accuracy; the ability to read a map/guide book/respond to changing weather conditions with some accuracy in familiar conditions, but needs to secure information before moving off; the ability to carry out practices and ideas given to them by others in order to help to improve their performance; the ability 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 activity.
6 - 10	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to use a small range of specific skills with some accuracy in a familiar environment showing some precision and find their way around a short route/course; the ability to take part in a group journey and play a supporting role, contributing to the group planning; the ability to behave appropriately, describe hazards, prepare for weather conditions, follow instructions recognising strengths and weaknesses in what they are doing in order to improve efficiency; the ability to use some skills needed in outdoor and problem solving challenges, warm up and cool down safely by drawing on ideas given to them; a basic understanding of the role of rules and conventions of the activity.
11 - 15	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to plan effectively for a challenging journey in order to show good navigational and other skills in an unfamiliar environment and lead a group safely; the ability to use a range of technical skills with confidence and accuracy, and adopt specific roles within a group; the ability to analyse and evaluate the efficiency and safety of action taken and respond quickly and independently to improve performance; the ability to identify hazards and avoid them by making good use of knowledge of safe procedures, identify appropriate clothing and emergency equipment for the conditions, and warm up and cool down (if appropriate); a sound understanding of the role of rules and conventions of the activity.
16 - 20	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to undertake a journey, outdoor activity or challenge, efficiently and accurately; the ability to use a range of skills and techniques to overcome the challenge, to work closely with others taking different roles and responsibilities including leading; the ability to prepare themselves physically with a short conditioning schedule and to take sensible and safe action to improve efficiency, and adopt a leading role within a group; the ability to prepare effectively for the challenge showing understanding for the environment and potential hazards; a detailed understanding of the role of rules and conventions of the activity.
21 - 25	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> ability to consistently distinguish and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality, and varying them as the need arises; the ability to plan for, lead and complete successfully a demanding journey; the ability to plan thoroughly for the challenge taking into account potential hazards, their own and others' strengths and weaknesses and the way the conditions might change, and devise a full and effective preparation plan; the ability to take a number of roles in a group and show some sound planning and leadership skills; a thorough understanding of the role of rules and conventions of the activity.

7.3.6 Swimming Activities

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

in Swimming Activities

- to develop and use increasingly advanced skills and techniques in specific events and water based activities with increasing control and technical proficiency;
- to know the rules and requirements of specific events and use appropriate strategies for them, and then to develop and adapt strategies to meet the needs of specific situations;
- to understand the relationship of fitness to technique and strategy in swimming activities, and then to design and implement fitness and activity programmes understanding the value of specific events to personal and social fitness, health and well-being;
- to decide on the roles they take in swimming activities and how to be involved with them, and then to analyse and evaluate performances in specific events, identifying priorities, and take decisions to improve them;
- the role of rules and conventions of the activity.

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

Swimming (Example)

The skill identified below will be seen and assessed in the context of a variety of swimming activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of swimming situations:

Front crawl	Body position - flat, streamlined, head low. Leg action -should show feet and ankles relaxed, toes pointed, slight flexion at the knee in the kick, with heels just breaking the surface. Arm action - enter, catch position, pull and push phases, high elbow in the recovery. S-pull. Timing - regular arm to leg cycle, usually six beats of the legs to one arm cycle. Breathing - low breathing technique clearly showing forceful expiration into (below) water and fast inspiration without any lifting of the head. Some may prefer to use bilateral breathing techniques.
Breast stroke	Body position as flat as possible to minimise drag factor. Leg action – legs flexed to bring heels close to bottom, feet everted to produce whip-like kick outwards and then together with feet/toes extended/pointed, leg kick must be symmetrical. Arm action – reach, wrist flexed, pointed finger down, press outwards and backwards to point level with shoulders, recover hands to under the chin with elbows tucked in at this stage, reach out to glide phase. Propulsion should come from palms of hands pulling outwards and backwards. Timing – alternate arm pull then leg kick, glide. Breathing – breathe in on the pull, out into the water on the leg kick/glide.

Back crawl	Body position - flat, head in natural position, ears in the water, hips not too low (this causes drag). Leg action -swing from the hips, flexion at the knee in the upwards movement, ankles relaxed, toes pointed. Thighs should not come out of the water. Alternate leg movement. Arm action - alternate arm action, reach to extended position above head, enter water, cock wrist, pull by bending elbow and continue until the push phase, recover arm at the hip close to the body. High arm recovery. Timing - normally six leg beats to one arm cycle. Breathing - normally regular pattern of breathing, in an one arm pull and out on the other.
Butterfly	Body position - prone position, back slightly arched, arms extended, wrists flexed, legs extended, toes pointed. Leg action - undulating leg kick with legs together (dolphin kick), ankle joint relaxed, slight flexion at the knee. Arm action -reach 'over the barrel' arm action to enter water, pull backwards and downwards. Recover arms beyond the point where one can't push any more. Timing - can be one or two leg beats per arm cycle. Usually in the two leg beat movement the four counts for legs and arms are as follows: legs - pull, recovery, enter (3), glide; arms - pull, recovery, enter (3), glide. Breathing - breathe in on the arm pull and out when the face is in the water.
Starts, turns and finishes	<p>Starts for Front Crawl, Breast Stroke and Butterfly. Starting instructions. Crouch, knees bent, toes over the edge of the starting box, on the start signal swing arms forward and stretch body to enter the water in a streamlined position with head in line with the body. Dive should not be too deep in order to surface and moving into swimming action.</p> <p>Starts for Back Stroke. Grip the starting box bar or side or scum channel, place feet together and pull up on the command. On the signal swing arms over head, throw head back and project the body by pushing with legs over the water in an arched movement. Delay swimming stroke until glide phase is over and then move into swimming stroke on surfacing.</p> <p>Breast Stroke and Butterfly turns and finishes. Touch, turn and finish with two hands simultaneously on the side.</p> <p>Front Crawl and Backstroke turns. Turns may be made with the hand and by rotating and touching with the feet. Various turning methods. Finish with one or two hands on the side.</p>

Each of the swimming strokes will emphasise:

- Body position.
- Propulsion (Leg action and arm action).
- Breathing.

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

Swimming efficiently using 1, 2 or 3 different strokes (depending on ability) over distances between 20m and 100m.

Efficient methods of starting in a swimming events in order to move into the swimming style smoothly.

The application of knowledge of swimming techniques in order to achieve maximum propulsion with minimum drag, and efficient breathing.

Efficient methods of turning to enable swimmer to move into swimming stroke quicker and smoother.

The application of swimming and training knowledge to improve power and efficiency in the water.

How to evaluate the quality of their own and others' individual skills and techniques and priorities actions which lead to improvement.

Evaluate and improve performance

Candidates should be taught:

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

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

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 performance. Know the roles and responsibilities of each performer and be able to recognise how they are being carried out.

To be able to sum up at any moment within a performance and recognise the range of possible responses.

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 activity

Candidates should be able:

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

Group leader: to select team members and make decisions before and during a competition.

Leader: to organise practices to improve performance and lead others' through a short warm-up/preparation routine.

Time keeper: to provide useful feedback to swimmer on their performances.

Judge/official: to assist the organiser for example in judging turns and finishing positions or recording positions.

Member: to assist in a variety of ways to ensure the smooth running of a competition.

Rules of the activity and safety regulations

Candidates should understand:

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

The importance of appropriate behaviour whilst in a swimming pool.

How to seek help in the event of an accident and be aware of safety requirements.

Swimming Activity Area Criteria

Mark	Description
0 - 5	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to swim one stroke sustaining form and effort over more than two lengths of a 20 m swimming pool; the ability to show basic technique in a second stroke, show a small range of personal survival skills including surface diving, sculling for short periods of time and simple land based rescue techniques; the ability to recognise the need for swimming and identify some of the exercises and activities used; with guidance pick out aspects of someone else's technique; with help identify things they need to practice to improve control and power; the ability 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 activity.
6 - 10	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to swim two strokes with control of legs and arms and breathing and sustain the effort and form over 50m. the ability to perform a small range of personal survival and non-contact rescues using a small range of techniques, and recognise the need for different approaches to challenges and events, the ability to recognise different areas of fitness required in swimming; describe, with help, aspects of techniques in their own and others' technique and suggest ways of improving performance; the ability to plan with others and support them in various roles in assisting in small supervised competitions and small supervised practices; a basic understanding of the role of rules and conventions of the activity.
11 - 15	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to swim two strokes with fluency and control using the correct arm and leg actions; breathe with control, start and turn efficiently for each stroke and sustain their form over a distance of 50m to 100m; the ability to apply the principles of swimming and water skills to improve performance in swimming or personal survival or life saving; the ability to identify fitness requirements in swimming; describe, with help, aspects of techniques in their own and others' techniques selecting aspects which need improving and take the initiative to improve their own performance; the ability to carry out specific roles in a group or 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 activity.
16 - 20	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to swim with speed, power and control; co-ordinate legs, arm and breathing; show good body position in two strokes, sustaining form over longer races and events of between 50m to 100m; the ability in swimming or personal survival or life saving to effectively use a wide range of techniques and strategies, and show a high degree of confidence and competence; the ability to identify key aspects of fitness and devise preparation programmes which they monitor and adapt over time; take the initiative to analyse their own performance and put into place activities and exercises to improve their own performance; the ability to show a good understanding of the need to warm up and cool down using a good range of ideas and carry them out thoroughly; a detailed understanding of the role of rules and conventions of the activity.
21 - 25	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability consistently to distinguish, select and apply advanced skills and techniques in three strokes to suit the event or activity showing a high level of power, fluency and control throughout the event over distances of 50m to 100m; the ability to apply principles with proficiency and flair and to select and use a range of tactics and strategies to improve their own performance and to help a group or team to succeed in swimming or personal survival or life saving; the ability to devise preparation programmes including technical, compositional and physical conditioning elements; identify the critical areas of fitness for themselves and the events; analyse their own and others' performance and decide on action to improve it, and monitor progress; the ability to take a number of roles in a group or team and show some sound planning and leadership skills; a thorough understanding of the role of rules and conventions of the activity.

7.3.7 Exercise Activities

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

in Exercise Activities;

- to develop and use increasingly advanced skills and techniques in specific exercises/activities with increasing control and technical proficiency. The exercise activities within this section are **not competitive sports**.
- to know the rules and requirements of competition for specific events and use appropriate strategies for them, and then to develop and adapt competitive strategies to meet the needs of specific situations;
- to understand the relationship of fitness to technique and strategy in the exercises/activities, and then to design and implement fitness and activity programmes understanding the value of specific activities/exercises to personal and social fitness, health and well-being;
- to decide on the roles they take in the activities and how to be involved with them, and then to analyse and evaluate performances in specific activities, identifying priorities, and take decisions to improve them.
- the role of rules and conventions of the activity.

Candidates should be taught the advance skills and techniques, tactics and teams skills and rules and regulations of their chosen activity. Candidates must keep a diary to record their exercise/activity/training programme.

Weight Training (Example)

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

Apparatus/Exercises

Candidates can choose to use either fixed weight training equipment (e.g. Multigym), free standing weights (e.g. barbells) or alternative weight training machines (e.g. cycle ergometers).

Close supervision is essential at all times.

The type of exercise and training programme adopted will vary according to the type of equipment being used. Multigym type weight training equipment tends to exercise one or two specific groups of muscles (e.g. the use of pulley weights to strengthen the arms, shoulders and back muscles). Freestanding weights can enable the lifter to exercise more major muscle groups (e.g. lifting weights from the floor to above the head). Rowing machines, cycle ergometers, tread mills and step machines also enable candidates to exercise at different intensities. A combination of the above may be used.

Candidates must keep a diary to record their exercise/activity/training programme.

Develop and apply advanced skills and techniques.

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

Skills and techniques will vary from one method of training to another.

A general warm up and mobilising routine to precede weight training exercises.

The starting position to ensure that weights are lifted correctly without putting undue strain on muscles, tendons and joints.

The exercise movements including the application of forces on muscles and joints.

Arm and shoulder exercises (e.g. curls, raises, lat. pulls, pec-deck exercises).

Leg exercises (e.g. hamstring curl, quadriceps curl, cycle exercises).

Back exercises (e.g. back aching, lat.pulls, fixed rowing).

Abdominal exercises (e.g. sit ups on inclined bench).

Free Weight Exercises	Press behind neck. Back and front squat. Bent forward rowing. Bench press. Curls Crunches or sit ups, with twist.
Machine Exercises	Seated or standing press (face away from machine). Leg press or hip sled (90° bend at knee or more). Knee flexion (hamstring curl). Pull down. Bench press (raise bench if necessary to ensure handles lower to shoulder level). Hyper extension or hip extension. Crunches or sit ups with twist.

Select and apply advanced skills, tactics, strategies and team skills.

Candidates should perform all exercises identified in the learning intentions and be able to explain the reasons for doing the exercises and the muscles groups involved.

An appropriate assessment task could involve the candidate taking a group of candidates through a weight training exercise programme or the candidate demonstrating a weight training exercise routine for specific purposes.

Candidates should also show an understanding of:

How to prepare thoroughly, both mentally and physically, before each of the exercise/lifts.

The use of specific weight training to improve the strength of particular muscle groups.

How to employ any tactics (if appropriate) during the exercises/competition.

The correct technique throughout each of the exercises/lifts. High levels of performance can be judged against the number of repetitions and the weight resistance.

Keep a diary and record all exercises undertaken, repetitions and intensities.

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

Evaluate and improve performance

Candidates should be taught:

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

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

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 performance. Know the roles and responsibilities of each performer and be able to recognise how they are being carried out.

To be able to sum up at any moment within a performance and recognise the range of possible responses.

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 activity

Candidates should be able:

To adopt a variety of roles in the activity as well as participant/competitor. These roles will involve sound planning. These might well include:

Referee or judge: to enforce rules and regulations in a competition/event.

Captain: to select teams and make tactical decisions before and during a training/exercise session.

Leader: to organise practices to improve performance and lead others' through a short warm-up routine.

Official/recorder: to measure and/or record performance.

Assistant: to assist in a variety of ways to ensure the smooth running of a training/exercise session.

Rules of the activities and safety regulations

Candidates should understand:

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

The importance of appropriate behaviour whilst taking part in the activity.

The procedures and condition of the apparatus, mats, floor surface, rigs, supports and other equipment should be emphasised from the start.

The skills should be taught gradually, applying the principles of training, also taught in Unit 2 (2d) and the risks involved which are also taught in Unit 3 (3a).

Exercise Activity Area Criteria

Marks	Description
0 - 5	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to perform a number of simple rhythmical exercises and movements to music or perform lifting techniques with reasonable control or cycle or jog short distances under control; the ability to remember whole sequences performing them in separate parts, and move into and out of individual actions with control putting these into order within a sequence or perform lifting techniques, cycling, jogging safely; the ability to work on exercises to help their strength and suppleness with guidance identifying the main focus of most; the ability to make basic activity judgements about the quality of work applying some of the set criteria and are aware of areas needing improvement and be able to work on them under guidance and supervision; some understanding of the role of rules and conventions of the activity.
6 - 10	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to combine and perform a number of exercises/movements to music or perform a small range of lifting techniques or cycle or jog without distress over a demanding route safely and with control with some help and guidance; the ability to use sound principles in order to improve personal fitness; the ability to carry out warm up and cool down activities with support and direction performing exercises safely; a clear understanding of how to develop, progress and improve their own and others' work, taking the initiative to put ideas into practice; a basic understanding of the role of rules and conventions of the activity.
11 - 15	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to select from and perform a range of rhythmical exercises or movements to music or various lifting exercises/techniques, perform them individually, in pairs or in groups with body tension, extension (if applicable) and control. In cycling and jogging to show good road sense, control and be able to sustain the exercise for a lengthy period of time; the ability to perform linked exercises/movements to music smoothly and cohesively and incorporated them into sequences that flow or perform lifting exercises with sound techniques, showing good use of appropriate muscle groups; the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes; a clear understanding about how to develop, progress and improve their own and others' work taking the initiative to put ideas into practice; a sound understanding of the role of rules and conventions of the activity.
16 - 20	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to perform a wide range of rhythmical exercises/movements with good form separately and in combination (if appropriate) or a wide range of lifting movements or cycling or jogging over a challenging route with good, safe technique. In dance exercise they will show flair in their performance and will link series of actions fluently into cohesive and carefully designed sequences; the ability in dance exercise to adapt their work to meet new demands, criteria and themes, showing a good awareness of performance; in weight lifting for fitness to demonstrate an application of sound exercising principles. In cycling and jogging to show very good technique and sustained effort; the ability to prepare thoroughly for activity and to take into account the needs of conditioning and skills work; the ability to work effectively with others adapting ideas and actions to incorporate the level of skill that others have, and make clear and accurate judgements of the quality of their own and others' work, prioritising and taking action to develop, refine and improve it; a detailed understanding of the role of rules and conventions of the activity.
21 - 25	<p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability consistently to distinguish, select and apply advanced skills and techniques to suit the activity showing a high level of control, precision, fluency and originality, and if appropriate, power; the ability to develop and refine more advanced rhythmical exercises/movements in dance exercise/aerobics through a carefully planned programme incorporating body conditioning and movement development. They will perform a wide range of skills, selecting from them well to suit the needs of the event and performing them with a high level of control and flair; Weight trainers, cyclists and joggers will demonstrate a wide knowledge and ability of both technique, principles and application for the benefit of improved fitness; the ability to take the initiative and lead with groups to devise, implement and adapt a preparation programme for themselves and others leading to performance in a display or competition; the ability to take a number of roles in a group or team and show some sound planning and leadership skills. a thorough understanding of the role of rules and conventions of the activity.

Further guidance on all other 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 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	<p>Candidates should demonstrate:</p> <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	<p>Candidates should demonstrate</p> <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	<p>Candidates should demonstrate:</p> <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	<p>Candidates should demonstrate:</p> <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	<p>Candidates should demonstrate:</p> <ul style="list-style-type: none"> the ability to analyse work demonstrating an understanding of the impact skill, tactics or composition, 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, activities from different activity areas will be moderated. This will depend on the range of activities offered within the cluster of centres. The choice of which 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 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 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.	<p>In Dance and Exercise Activities candidates could use devices to create sounds and music and provide lighting and other effects to enhance their dance/movement.</p> <p>In Games Activities candidates could use videos of games analysis to develop understanding of patterns of play and individual contributions.</p> <p>In Gymnastic and Athletic Activities candidates could use digital cameras to help to analyse action and techniques.</p> <p>In Swimming and Outdoor Adventurous Activities candidates could use a variety of electronic and digital recording, measuring and timing devices to measure the effectiveness of performance.</p> <p>Candidates could use spreadsheets to analyse and interpret data.</p>

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 Section 5 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 right to roam” and its impact on farmers and their land. Candidates could discuss a variety of topical issues in order to understand better 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, umpires and judges. 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 physical activity, sport and dance. 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 practical activities. Opportunities obviously exist through sport 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 certified 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 in 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) [0-435-13000-5]
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 activities offered for assessment, candidates with disabilities will be capable of achievement in the assessment objectives. The chosen physical activities may require adaptation, subject to approval from OCR.

Where a candidate with special needs chooses an 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 8706622; fax 0870 8706621).
- Past question papers and mark schemes, available from the Publications department (telephone 0870 8706622; fax 0870 8706621).
- OCR GCSE PE Coursework Guidance Booklet.
- A new GCSE PE 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.