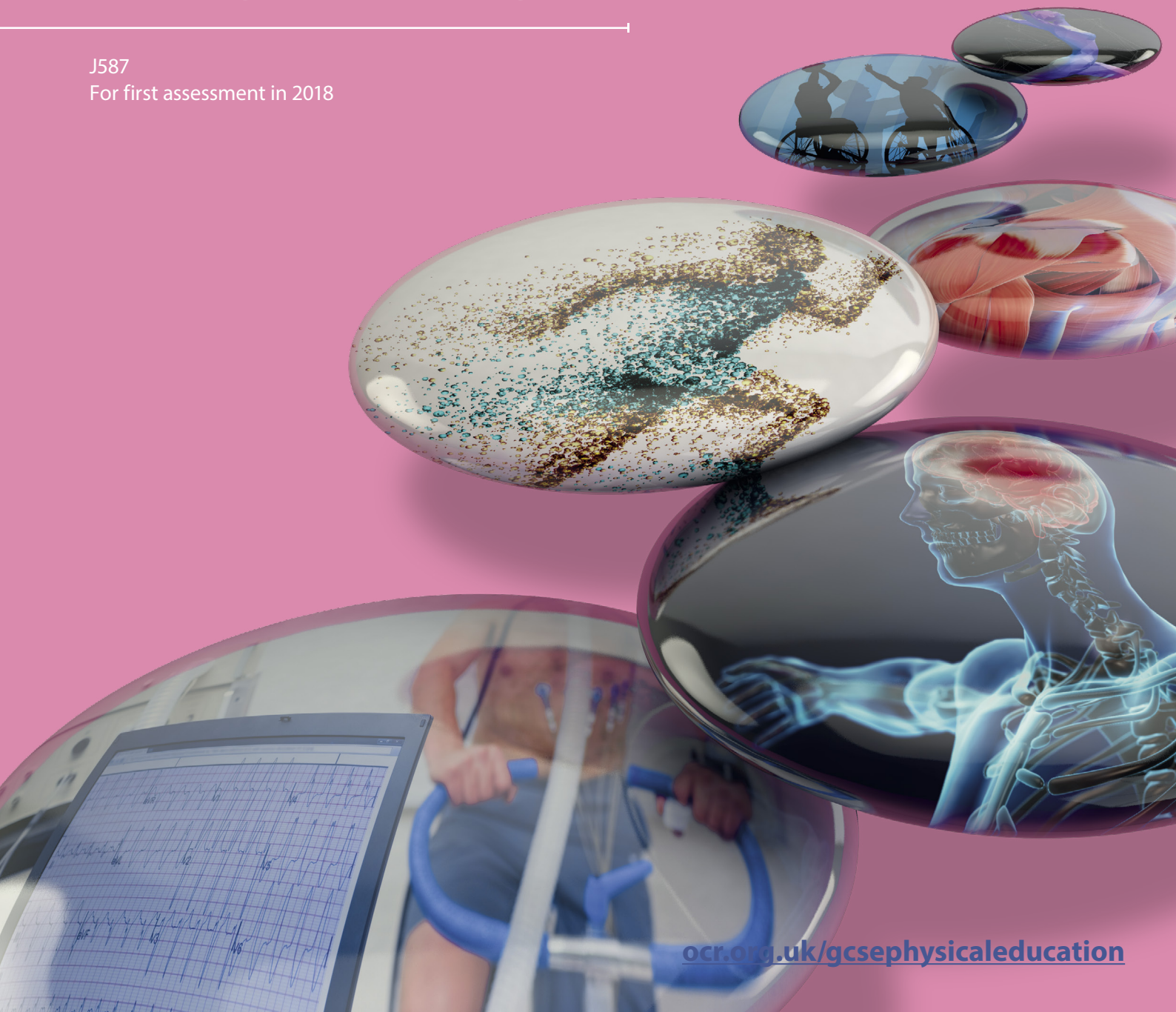
Qualification Accredited

OCR
Oxford Cambridge and RSA

GCSE (9-1)
Specification

PHYSICAL EDUCATION

J587
For first assessment in 2018



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OCR Level 1/2 GCSE (9–1) in Physical Education (J587)

Specification

Version 3: First assessment 2018

Contents

1 Why choose an OCR GCSE (9–1) in Physical Education?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new OCR GCSE (9–1) in Physical Education course has been developed in consultation with teachers, employers and Higher Education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals, Cambridge Technicals and Cambridge Progression.

Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your learners to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
    - Delivery Guides
    - Transition Guides
    - Topic Exploration Packs
    - Lesson Elements
    - …and much more.
- Access to subject specialists to support you through the transition and throughout the lifetime of the specifications.
- CPD/Training for teachers including face-to-face events to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.
- ExamCreator – our new online past papers service that enables you to build your own test papers from past OCR exam questions.

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in Physical Education is QN: 601/8442/5.

1b. Why choose an OCR GCSE (9–1) in Physical Education?

This practical and engaging course has been developed after feedback from teachers and other key stakeholders, ensuring an inclusive specification that will allow all learners to achieve their potential.

The content has been designed to allow learners to study Physical Education (PE) in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject.

The examined components will provide the knowledge and understanding which underpin the non-exam assessment (NEA). The NEA within this specification allows learners to explore a range of activities in the role of performer, including both team and individual activities. Learners will also analyse and evaluate performance in a chosen activity as part of their NEA.

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry.

This specification will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

With all topic areas of the specification being compulsory, OCR is aware of the need for comprehensive resources covering all areas. Our resourcing provision will support you fully in your teaching of this qualification.

Aims and learning outcomes

GCSE (9–1) study in physical education should be broad, coherent and practical, encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

GCSE (9–1) specifications in physical education will equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. This will require them to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

1c. What are the key features of this specification?

The key features of OCR's GCSE (9–1) in Physical Education for you and your learners are:

- a straightforward structure with clear focused content
- improved support, resources and teacher guidance
- a wide variety of practical activities to choose from in the NEA component
- learners are introduced to a wide range of topics enabling them to fully experience the subject
- learners will see 'where they fit in' with physical activity and sport and how to improve their performance
- a use of data element, enabling learners to develop their knowledge and understanding of subject specific skills
- a clear basis and a good introduction for those learners who wish to move on to AS or A Level in Physical Education.

1d. How do I find out more information?

If you are already using OCR specifications you can contact us at: www.ocr.org.uk

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: www.ocr.org.uk

If you are not yet an approved centre and would like to become one go to: www.ocr.org.uk

Want to find out more?

Ask the subject specialist:

Email: PE@ocr.org.uk

Teacher support: 01223 553998

2 The specification overview

2a. OCR's GCSE (9–1) in Physical Education (J587)

Learners must complete all components (01, 02 and 03) to be awarded the OCR GCSE (9–1) in Physical Education.

Content Overview	Assessment Overview	
Applied anatomy and physiology Physical training	Physical factors affecting performance (01) 60 marks 1 hour written paper	**30%** of total GCSE
Socio-cultural influences Sports psychology Health, fitness and well-being	Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper	**30%** of total GCSE
Practical activity assessment Evaluating and Analysing Performance (AEP)	Performance in physical education (03)* 80 marks non-exam assessment (NEA)	**40%** of total GCSE

* Indicates inclusion of synoptic assessment.

Learners who are retaking the qualification may carry forward their result for the non-exam assessment component.

2b. Content of GCSE (9–1) in Physical Education (J587)

The content of OCR's GCSE (9–1) in Physical Education is divided into three components. Each component is further sub divided into topic areas and the detailed content associated with those topics.

Component 01: Physical factors affecting performance

1.1 Applied anatomy and physiology
1.2 Physical training.

Component 02: Socio-cultural issues and sports psychology

2.1 Socio-cultural influences
2.2 Sports psychology
2.3 Health, fitness and well-being.

Component 03: Performance in physical education (NEA)

3.1 Performance of **three** activities taken from the two approved lists*.

- **one** from the 'individual' list
- **one** from the 'team' list
- **one** other from either list.

* The approved lists can be found in section 2d (page 16) and Section 2e (page 68) of the 'OCR GCSE (9–1) guide to NEA in PE'.

3.2 Analysing and Evaluating Performance (AEP), task-based NEA.

The content of this specification uses practical examples from physical activities and sports to show how theory can be applied and to reinforce understanding. Areas of the specification where this may be assessed are marked with the following symbol:

This specification contains the use of data analysis skills, which are spread across the components and topics. Areas of the specification where this may be assessed are marked with the following symbol:

2c.1. Content of Physical factors affecting performance (01)

Component 01, *Physical factors affecting performance*, introduces and explores some of the physical factors which underpin participation and performance in physical activities and sports.

Learners will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Learners will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

The study of these topics will aid learners in the development of both their own practical performance and that of others.

In many areas of this specification, it is expected that practical examples from physical activities and sports will be used to show how theoretical concepts can be applied and to reinforce understanding. Areas of the specification where this may be examined are marked with the following symbol:

Learners are required to develop knowledge and understanding of data analysis in relation to key areas of physical activities and sports.

Learners should be able to:

- demonstrate an understanding of how data are collected – both qualitative and quantitative
- present data, including graphs and tables
- analyse and evaluate data, including graphs and tables.

Areas of the specification which allow for this to be included within teaching and where it may be examined are marked with the following symbol:

1.1 Applied anatomy and physiology

Learners will develop knowledge and understanding of the basic structures and functions of body systems that are particularly important to physical activities and sports.

They will also study the short and long-term effects of exercise on these systems, and how these effects can impact on physical fitness and performance.

Learners will develop the ability to collect and use data, analyse movement and apply their knowledge and understanding, using examples from physical activity and sport.

1.1. a. The structure and function of the skeletal system

Learners will be able to name and locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection.

Learners will be able to identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports.

Topic Area	**Learners must:**
Location of major bones	• know the name and location of the following bones in the human body: - cranium - vertebrae - ribs - sternum - clavicle - scapula - pelvis - humerus - ulna - radius - carpals - metacarpals - phalanges - femur - patella - tibia - fibula - tarsals - metatarsals.
Functions of the skeleton 	• understand and be able to apply examples of how the skeleton provides or allows: - support - posture - protection - movement - blood cell production - storage of minerals.
Types of synovial joint	• know the definition of a synovial joint. • know the following hinge joints: - knee - articulating bones - femur, tibia - elbow - articulating bones - humerus, radius, ulna. • know the following ball and socket joints: - shoulder - articulating bones - humerus, scapula - hip - articulating bones - pelvis, femur.
Types of movement at hinge joints and ball and socket joints	• know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport:

Topic Area	Learners must:
	- flexion - extension. • know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport: - flexion - extension - rotation - abduction - adduction - circumduction.
Other components of joints	• know the roles of: - ligament - cartilage - tendons.

1.1. b. The structure and function of the muscular system

Learners will develop their knowledge of the location of the major muscle groups and be able to apply muscle use to examples from physical activities and sport. Learners will also develop their knowledge of the roles of muscles as agonists, antagonists, fixators and also how they operate as antagonistic pairs, again by applying to examples from physical activities and sports.

Topic Area	Learners must:
Location of major muscle groups 	• know the name and location of the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport: - deltoid - trapezius - latissimus dorsi - pectorals - biceps - triceps - abdominals - quadriceps - hamstrings - gluteals - gastrocnemius.
The roles of muscle in movement 	• know the definitions and roles of the following and be able to apply them to examples from physical activity/sport: - agonist - antagonist - fixator - antagonistic muscle action.

1.1. c. Movement analysis

Learners will develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement. Learners will become aware of the mechanical advantage provided by levers in movement.

Learners will know the three planes of movement and be able to give examples of these levers from different physical activities and sports. Frontal, transverse and longitudinal axes of rotation will be recognised by learners who will be able to apply these to examples from physical activities and sports.

Topic Area	Learners must:
Lever systems 	• know the three classes of lever and their use in physical activity and sport: – 1st class - neck – 2nd class - ankle – 3rd class - elbow. • know the definition of mechanical advantage.
Planes of movement and axes of rotation 	• know the location of the planes of movement in the body and their application to physical activity and sport: - frontal - transverse - sagittal. • know the location of the axes of rotation in the body and their application to physical activity and sport: - frontal - transverse - longitudinal.

1.1. d. The cardiovascular and respiratory systems

Learners will develop their knowledge and understanding of the structure and function of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms. Learners will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions.

Learners will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.

Topic Area	Learners must:
Structure and function of the cardiovascular system	• know the double-circulatory system (systemic and pulmonary). • know the different types of blood vessel: - arteries

Topic Area	Learners must:
	- capillaries - veins. • understand the pathway of blood through the heart: - atria - ventricles - bicuspid, tricuspid and semilunar valves - septum and major blood vessels: - aorta - pulmonary artery - vena cava - pulmonary vein. • know the definitions of: - heart rate - stroke volume - cardiac output. • know the role of red blood cells.
Structure and function of the respiratory system	• understand the pathway of air through the respiratory system: - mouth - nose - trachea - bronchi - bronchiole - alveoli. • know the role of respiratory muscles in breathing: - diaphragm - intercostals. • know the definitions of: - breathing rate - tidal volume - minute ventilation. • understand about alveoli as the site of gas exchange.
Aerobic and anaerobic exercise 	• know the definitions of: - aerobic exercise - anaerobic exercise. • be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration.

1.1. e. Effects of exercise on body systems

Learners will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical activities and sports.

Learners will be able to collect and use data in this section related to both short-term and long-term effects of exercise.

Topic Area	**Learners must:**
Short-term effects of exercise  	• understand the short-term effects of exercise on: - muscle temperature - heart rate, stroke volume, cardiac output - redistribution of blood flow during exercise - respiratory rate, tidal volume, minute ventilation - oxygen to the working muscles - lactic acid production. • be able to apply the effects to examples from physical activity/sport. • be able to collect and use data relating to short-term effects of exercise.
Long-term (training) effects of exercise  	• understand the long-term effects of exercise on: - bone density - hypertrophy of muscle - muscular strength - muscular endurance - resistance to fatigue - hypertrophy of the heart - resting heart rate and resting stroke volume - cardiac output - rate of recovery - aerobic capacity - respiratory muscles - tidal volume and minute volume during exercise - capilliarisation. • be able to apply the effects to examples from physical activity/sport. • be able to collect and use data relating to long-term effects of exercise.

1.2 Physical training

Learners will develop their knowledge and understanding of the components of fitness required for physical activities and sports and how each can be measured.

Learners will also be able to apply their knowledge of training principles to personal exercise/training programmes to improve fitness, along with the knowledge of how to optimise training and helping to prevent injury.

1.2. a. Components of fitness

Learners will develop their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility. Learners will be able to define each component and be able to apply using a range of practical examples from physical activities and sports. Learners will also develop their knowledge of suitable tests for each component.

Learners will be able to collect and use data related to the identified components of fitness.

Topic Area	**Learners must**
Components of fitness  	Know the following components of fitness: • cardiovascular endurance/stamina - know the definition of cardiovascular endurance/stamina - be able to apply practical examples where this component is particularly important in physical activity and sport - know suitable tests for this component, including: o Cooper 12 minute run/walk test o multi-stage fitness test • muscular endurance - know the definition of muscular endurance - be able to apply practical examples where this component is particularly important in physical activity and sport - know suitable tests for this component, including: o press-up test o sit-up test • speed - know the definition of speed - be able to apply practical examples where this component is particularly important in physical activity and sport - know suitable tests for this component, including: o 30m sprint test • strength - know the definition of strength - be able to apply practical examples of where this component is particularly important in physical activity and sport - know suitable tests for this component, including:

Topic Area	Learners must
	○ grip strength dynamometer test ○ 1 Repetition Maximum (RM) • power - know the definition of power - be able to apply practical examples of where this component is particularly important in physical activity and sport - know suitable tests for this component, including: ○ 'standing jump' or 'vertical jump' tests • flexibility - know the definition of flexibility - be able to apply practical examples of where this component is particularly important in physical activity and sport - know suitable tests for this component, including: ○ 'sit and reach' test • agility - know the definition of agility - be able to apply practical examples of where this component is particularly important in physical activity and sport - know suitable tests for this component, including: ○ Illinois agility test • balance - know the definition of balance - be able to apply practical examples of where this component is particularly important in physical activity and sport - know suitable tests for this component, including: ○ 'stork stand' test • co-ordination - know the definition of co-ordination - be able to apply practical examples of where this component is particularly important in physical activity and sport - know suitable tests for this component, including: ○ 'wall throw' test • reaction time - know the definition of reaction time - be able to apply practical examples of where this component is particularly important in physical activity and sport - know suitable tests for this component, including: ○ reaction time ruler test • be able to collect and use data relating to the components of fitness.

1.2. b. Applying the principles of training

Learners will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/training programmes. Learners will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training.

Learners will develop their knowledge and understanding of the key components and physical benefits of the warm up and cool down applied to physical activities and sports.

Topic Area	**Learners must:**
Principles of training 	• know the following definitions of principles of training and be able to apply them to personal exercise/training programmes: - specificity - overload - progression - reversibility.
Optimising training 	• know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes. • know different types of training, definitions and examples of: - continuous - fartlek - interval o circuit training o weight training o plyometrics o HIIT (High Intensity Interval Training).
	• understand the key components of a warm up and be able to apply examples: - pulse raising - mobility - stretching - dynamic movements - skill rehearsal. • know the physical benefits of a warm up, including effects on: - warming up muscles/preparing the body for physical activity - body temperature - heart rate - flexibility of muscles and joints - pliability of ligaments and tendons - blood flow and oxygen to muscles - the speed of muscle contraction. • understand the key components of a cool down and be able to apply examples: - low intensity exercise - stretching.

	• know the physical benefits of a cool down, including: - helps the body's transition back to a resting state - gradually lowers heart rate - gradually lowers temperature - circulates blood and oxygen - gradually reduces breathing rate - increases removal of waste products such as lactic acid - reduces the risk of muscle soreness and stiffness - aids recovery by stretching muscles.

1.3. c. Preventing injury in physical activity and training

Learners will develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings. Learners will know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition.

Topic Area	**Learners must:**
Prevention of injury 	• understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples, including: - personal protective equipment - correct clothing/footwear - appropriate level of competition - lifting and carrying equipment safely - use of warm up and cool down. • know potential hazards in a range of physical activity and sport settings and be able to apply examples, including: - sports hall - fitness centre - playing field - artificial outdoor areas - swimming pool.

2c.2. Content of Socio-cultural issues and sports psychology (02)

Learners will develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sports. Learners will also develop their knowledge and understanding of how sport impacts on society. Engagement patterns of different social groups will be understood by learners, along with strategies to promote participation with practical examples. The commercialisation of physical activities and sports will be understood, including the influences of sponsorship and the media. Learners will also develop their knowledge and understanding of ethical and socio-cultural issues in physical activities and sports.

Learners will develop their knowledge and understanding of sports psychology theories related to acquiring movement skills and optimising performance. Learners will be able to reflect on their own learning and performance of physical activities and sports skills to recognise the key psychological concepts affecting performance.

Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sports to their health, fitness and well-being. The physical, emotional and social aspects will be understood as well as the consequences of a sedentary lifestyle. Learners will also develop their knowledge and understanding of energy use along with diet, nutrition and hydration.

In many areas of the specification, it is expected that practical examples from physical activities and sports will be used to show how theory can be applied and to reinforce understanding. Areas of the specification where this may be examined are marked with the following symbol:

Learners will develop the ability to collect and use data using examples from physical activities and sports. Areas of the specification where this may be examined are marked with the following symbol:

2.1 Socio-cultural influences

Physical activities and sports play an integral part of society in the UK. In this topic, learners will develop their knowledge and understanding of the factors that continue to impact on physical activities and sports in the UK today. Learners will be introduced to engagement patterns of different social groups in physical activities and sports. Learners will develop their understanding of the influences of commercialism and the media on physical activities and sports.

The ethical and socio-cultural issues in physical activities and sports will enable learners to develop their understanding of sportsmanship, gamesmanship and deviance in sport along with being able to apply theories to practical examples from physical activities and sports.

2.1. a. Engagement patterns of different social groups in physical activities and sports

Learners will develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation, using practical examples from physical activities and sports.

Topic Area	Learners must:
Physical activity and sport in the UK  	• be familiar with current trends in participation in physical activity and sport: - using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)) - of different social groups - in different physical activities and sports.
Participation in physical activity and sport  	• understand how different factors can affect participation, including: - age - gender - ethnicity - religion/culture - family - education - time/work commitments - cost/disposable income - disability - opportunity/access - discrimination - environment/climate - media coverage - role models. • understand strategies which can be used to improve participation: - promotion - provision - access. • be able to apply examples from physical activity/sport to participation issues.

2.1. b. Commercialisation of physical activity and sport

Learners will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.

Topic Area	**Learners must:**
Commercialisation of sport 	• understand the influence of the media on the commercialisation of physical activity and sport: - different types of media ○ social ○ internet ○ TV/visual ○ newspapers/magazines. • know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle): - positive and negative effects of the media on commercialisation - be able to apply practical examples to these issues. • understand the influence of sponsorship on the commercialisation of physical activity and sport: - positive and negative effects of sponsorship on commercialisation - be able to apply practical examples to the issue of sponsorship.

2.1. c. Ethical and socio-cultural issues in physical activity and sport

Learners will develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports.

Topic Area	**Learners must:**
Ethics in sport 	• know and understand: - the value of sportsmanship - the reasons for gamesmanship and deviance in sport. • be able to apply practical examples to these concepts.
Drugs in sport 	• know and understand the reasons why sports performers use drugs • know the types of drugs and their effect on performance: - anabolic steroids - beta blockers - stimulants. • give practical examples of the use of these drugs in sport. • know and understand the impact of drug use in sport: - on performers - on sport itself.
Violence in sport 	• know and understand the reasons for player violence • give practical examples of violence in sport.

2.2 Sports psychology

Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports.

The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activites and sports. Learners will develop their knowledege and understanding of guidance and feedback that affects the learning and performance of movement skills.

Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.

Topic area	**Learners must:**
Characteristics of skilful movement 	• know the definition of motor skills • understand and be able to apply examples of the characteristics of skilful movement: - efficiency - pre-determined - co-ordinated - fluent - aesthetic.
Classification of skills 	• know continua used in the classification of skills, including: - simple to complex skills (difficulty continuum) - open to closed skills (environmental continuum). • be able to apply practical examples of skills for each continuum along with justification of their placement on both continua.
Goal setting  	• understand and be able to apply examples of the use of goal setting: - for exercise/training adherence - to motivate performers - to improve and/or optimise performance. • understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed). • be able to apply the SMART principle to improve and/or optimise performance.
Mental preparation 	• know mental preparation techniques and be able to apply practical examples to their use: - imagery - mental rehearsal - selective attention - positive thinking.
Types of guidance	• understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use:

Topic area	Learners must:
	- visual - verbal - manual - mechanical.
Types of feedback 	• understand types of feedback and be able to apply practical examples to their use: - intrinsic - extrinsic - knowledge of performance - knowledge of results - positive - negative.

2.3 Health, fitness and well-being

Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sendentary lifestyle.

Learners will develop their knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.

Topic Area	Learners must:
Health, fitness and well-being 	• know what is meant by health, fitness and well-being • understand the different health benefits of physical activity and consequences of a sedentary lifestyle: – physical: - injury - coronary heart disease (CHD) - blood pressure - bone density - obesity - Type 2 diabetes - posture - fitness. – emotional: - self-esteem/confidence - stress management - image. – social: - friendship - belonging to a group - loneliness. • be able to apply the above to different age groups. • be able to respond to data about health, fitness and well-being

Topic Area	**Learners must:**
Diet and nutrition 	• know the definition of a balanced diet • know the components of a balanced diet - carbohydrates - proteins - fats - minerals - vitamins - fibre - water and hydration. • understand the effect of diet and hydration on energy use in physical activity • be able to apply practical examples from physical activity and sport to diet and hydration.

2d. Content for non-exam assessment: Performance in physical education (03)

Learners are internally assessed through the NEA in three practical activities and one performance analysis task.

Practical performances

For the practical performances approved activities list, see sections 2d (page 16) and 2e (page 68) of the 'OCR GCSE (9–1) guide to NEA in Physical Education'.

Learners can only be assessed in the role of player/performer.

Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

This component is internally marked using the assessment criteria found in section 2b.2. (page 9) of the 'OCR GCSE (9–1) guide to NEA in Physical Education'.

Learners must complete three activities, one from the 'individual' list, one from the 'team' list, and one other from either list.

Learners may not enter marks for the same sport twice.

Learners cannot use assessments in both 'team' and 'individual' versions of the same sport towards their final marks – for example, they may not enter marks for both singles and doubles tennis.

Learners may not enter marks for variations of the same sport – so they may not complete two forms of dance or Rugby Union and Rugby Sevens and use marks for both towards their final grade.

Any learner(s) using a combination of activities within this component that is in breach of the specification requirements may have part or all of their practical marks discounted from their overall assessment.

Analysing and Evaluating Performance (AEP)

In addition to three practical activities, learners are required to demonstrate their ability to analyse and evaluate their own performance in order to:

- analyse aspects of personal performance in a practical activity
- evaluate the strengths and weaknesses of the performance
- produce an action plan which aims to improve the quality and effectiveness of the performance.

Teachers must refer to and follow the 'OCR GCSE (9–1) guide to NEA in Physical Education' for further detail on this area of assessment.

2e. Prior knowledge, learning and progression

- No prior knowledge, skills, understanding or learning of the subject is required.
- Throughout the course of study learners are encouraged to develop an awareness of the role of physical education in society and its application to many situations.
- This qualification is therefore suitable for learners intending to pursue AS or A levels, Higher Education or any career for which an understanding of the human body or human behaviour is desirable.
- This qualification provides a suitable introduction to further study in social sciences, or as part of a course of general education.

3 Assessment of GCSE (9–1) in Physical Education

3a. Forms of assessment

OCR's GCSE (9–1) in Physical Education consists of two components that are externally assessed and one component that is internally assessed by the centre and externally moderated by OCR.

Components 01 (Physical factors affecting performance) and 02 (Socio-cultural issues and sports psychology) will be assessed using a mixture of objective response and multiple choice questions, short answers and extended response items. These components assess AO1, AO2 and AO3 and are each worth 30% of the total GCSE (9–1). There are 60 marks available for Components 01 and 02.

Component 03 will be assessed via NEA, which will include both performance and performance analysis. This component assesses AO4 and is worth 40% of the total GCSE (9–1). There are 80 marks available for Component 03.

3b. Assessment objectives (AO)

There are four assessment objectives in OCR's GCSE (9–1) in Physical Education. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objectives
AO1	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
AO2	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
AO3	Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
AO4	• Demonstrate and apply relevant skills and techniques in physical activity and sport. • Analyse and evaluate performance.

AO weightings in OCR GCSE (9–1) Physical Education

The relationship between the assessment objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1) in Physical Education (J587)			
	AO1	AO2	AO3	AO4
01: Physical factors affecting performance	12.5	10	7.5	0
02: Socio-cultural issues and sports psychology	12.5	10	7.5	0
03: Performance in physical education	0	0	0	40
Total	**25%**	**20%**	**15%**	**40%**

3c. Assessment availability

There will be

- **one** examination series available each year in May/June to **all** learners.

All components must be taken in the same examination series at the end of the course.

This specification will be certificated from the June 2018 examination series onwards.

3d. Retaking the qualification

Learners can retake the qualification as many times as they wish. They retake all examined components of the qualification. Learners can choose to either retake the non-exam component or to carry forward their mark for the non-exam component by using the carry forward entry option (see Section 4a).

3e. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

3f. Non-exam assessment (NEA)

Full details for the completion and administration of the NEA for OCR's GCSE (9–1) in Physical Education can be found in the accompanying 'GCSE (9–1) Physical Education Guide to NEA'.

3g. Synoptic assessment

- Synoptic assessment is the learner's understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the GCSE (9–1) course.
- The emphasis on synoptic assessment is to encourage the understanding of Physical Education as a discipline.
- Learners are encouraged to think holistically and develop their skills of thinking as a practitioner of Physical Education.
- Synoptic assessment is included component 03.

3h. Calculating qualification results

A learner's overall qualification grade for OCR's GCSE (9–1) in Physical Education will be calculated by adding together their marks from the three components taken to give their total mark. This mark will then be compared to the qualification level grade boundaries for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about these processes, together with the deadlines, can be found in the OCR *Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website: www.ocr.org.uk

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series.

Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules and ensuring that you choose the entry option for the moderation you intend to use.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking a GCSE (9–1) in Physical Education must be entered for one of the following entry options:

Entry option		**Components**		
Entry code	**Title**	**Code**	**Title**	**Assessment type**
J587	Physical Education	01	Physical factors affecting performance	External Assessment
		02	Socio-cultural and psychological issues in physical education	External Assessment
		03	Performance in physical education	(NEA) Non-exam assessment (Moderation)
J587 C*	Physical Education (carried forward)	01	Physical factors affecting performance	External Assessment
		02	Socio-cultural and psychological issues in physical education	External Assessment
		80	Performance in physical education	(NEA) Non-exam assessment (Carried forward)

*Entry option J587 C should only be selected for learners who are retaking the qualification who want to carry forward their mark for the non-exam assessment.

4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

4d. Admin of non-exam assessment

Regulations governing arrangements for internal assessments are contained in the JCQ *Instructions for conducting coursework*.

Authentication of learner's work

Learners and centres must declare that the work is the learner's own.

Teachers must declare that the work submitted for internal assessment is the learner's own work by submitting a centre authentication form (CCS160) for each internally-assessed component. This should be sent to the moderator at the same time as the marks.

Internal standardisation

Centres must carry out internal standardisation to ensure that marks awarded by different teachers and in different activities or tasks are accurate and consistent across all learners entered for the component from that centre.

Moderation

The purpose of moderation is to bring the marking of internally assessed components in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learner's work.

The moderation for the practical element of the Physical Education NEA will be conducted via visiting moderation.

The moderation for the Performance Analysis part of the Physical Education NEA will be conducted via visiting moderation.

Centres will receive the outcome of moderation when the provisional results are issued. This will include:

Moderation Adjustments Report – Listing any scaling that has been applied to internally assessed components.

Moderator Report to Centres – A brief report by the moderator on the internal assessment of learners' work.

Full details of the visiting moderation process can be found in the *GCSE (9–1) Physical Education Guide to NEA*.

Carrying forward non-exam assessment (NEA)

Learners who are retaking the qualification can choose either to retake the non-exam assessment or to carry forward their mark for that component from the previous exam series.

If a learner decides to carry forward their mark, they must be entered in the retake series using the entry code for the carry forward option J587 C.

Learners must decide at the point of entry whether they are going to carry forward the non-exam assessment, or if they are going to retake it to count towards their result. It is not possible for a learner to retake the non-exam assessment and then choose whether the retake result or a carried forward result is used for certification.

Learners can only carry forward from one year into the following year. Where the gap between the initial qualification and the retake is more than one year, carry forward is not permitted.

A result for a non-exam assessment component can only be carried forward once.

Grade Scale

GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Learners who fail to reach the minimum standard of 1 will be Unclassified (U).

Only subjects in which grades 9 to 1 are attained will be recorded on certificates.

4e. Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- mark grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 1/2 GCSE (9–1) in Physical Education'.

4f. Post-results services

A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner's results, centres may submit an enquiry about results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

4g. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

5 Appendices

5a. Grade descriptors

Ofqual to confirm.

5b. Overlap with other qualifications

There is no significant overlap between the content of this specification and those for other GCSE qualifications.

5c. Accessibility

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments.*

The GCSE (9–1) qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

5d. Use of data requirement

Learners should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport.

Learners should be able to:

- demonstrate an understanding of how data are collected – both qualitative and quantitative
- present data (including tables and graphs)
- analyse and evaluate data.

YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

- ☐ Bookmark **ocr.org.uk/gcsephysicaleducation** for all the latest resources, information and news on GCSE (9-1) PE
- ☐ Be among the first to hear about support materials and resources as they become available – register for PE updates at **ocr.org.uk/updates**
- ☐ Find out about our professional development at **cpdhub.ocr.org.uk**
- ☐ View our range of skills guides for use across subjects and qualifications at **ocr.org.uk/skillsguides**
- ☐ Discover our new online past paper service at **ocr.org.uk/examcreator**
- ☐ Learn more about Active Results at **ocr.org.uk/activeresults**
- ☐ Join our PE social network community for teachers at **social.ocr.org.uk**

Download high-quality, exciting and innovative GCSE (9-1) Physical Education resources from ocr.org.uk/gcsephysicaleducation

Resources and support for our GCSE (9-1) PE qualification, developed through collaboration between our PE Subject Specialist, teachers and other subject experts, are available from our website. You can also contact our PE Subject Specialist who can give you specialist advice, guidance and support.

Meet the team at **ocr.org.uk/physicaleducationteam** and contact them at:
01223 553998
pe@ocr.org.uk
@OCR_PhysEd

To stay up to date with all the relevant news about our qualifications, register for email updates at **ocr.org.uk/updates**

Physical Education Community

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of PE support materials. To sign up, go to **social.ocr.org.uk**


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