



GCSE Physical Education

Course code: OCR J587

Aims:

- Develop the knowledge, understanding, skills and values to maintain performance in physical activities, and understand the benefits to health, fitness, and well-being.
- Develop knowledge of how physiological and psychological factors effect performance, whilst understanding the key socio-cultural influences which can affect involvement in physical activity and sport.
- Perform effectively in three different physical activities by developing skills, techniques and tactics, strategies and/or compositional ideas. Be able to analyse and evaluate to improve sports performance.

Content:

Students will develop sports specific knowledge, linked to science, and apply them to sports performance. The course is separated into 3 components, including performance. When considering this option, students **must** be able to commit to improving their ability in 3 different sports, which may require additional work outside of lessons, for example training with a community-based club or with enrichment opportunities.

The theoretical based elements include:

Component 01: Physical factors affecting performance: applied anatomy and physiology and physical training.

Component 02: Socio-cultural issues and sports psychology: sociocultural influences upon participation in sport and physical activity; sports psychology; and the factors effecting health, fitness, and well-being.

The performance elements include:

Performance in physical education performance in three physical activities (one individual, one team and one other). Students need to analyse and evaluate their performance and action plan how they can improve. It is preferable for students to be competing in three sports, one team sport, one individual sport and one of either, if they wish to select this pathway.

Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p>Term 1: the focus will be upon the human body, how it adapts to physical activity and the physiological adaptations that occur due to diet and training.</p> <p>Term 2: the focus shifts to fitness, training and exercise physiology. Students will learn about the principals of training and training methods. We consider the structure and function of the skeletal and muscular systems, movement analysis, and the cardiovascular and respiratory systems.</p> <p>Term 3: we introduce the components of fitness and how each can be measured, which includes practical application. We also learn the principals of training and preventing injury.</p> <p>Performance in Physical Education: across the year, students will be assessed in performing a range of practical activities and learn how to analyse performance, alongside how to develop an action plan to make improvements.</p>	<p>Preparation for final written paper for component 01. There will be regular opportunities where work is assessed against the requirements of the course. This will include retrieval quizzes, short assessments and culminate in an example paper to check for knowledge and understanding.</p> <p>Students will be observed for their performance with internal moderation completed.</p> <p>Assessments for sports participated in outside of school must be confirmed by the end of Year 10.</p>



Year 11	<p>Term 1: Students develop their knowledge of socio-cultural influences that impact on participation and performance in sport, e.g. socio-cultural influences, engagement patterns, commercialisation, and ethical/socio-cultural issues in sport.</p> <p>Term 2: this term students will develop their understanding of psychological factors that can affect sports performers including the impact physical activity can have on health, fitness and well-being. Students will study the classification of skills, goal setting, mental preparation, types of guidance and feedback and diet/nutrition.</p> <p>Performance in Physical Education: students will continue to be assessed in performing a range of practical activities, focusing on their chosen sports where possible. The analysis of performance and action plan will be finalised.</p>	<p>Preparation for final written paper for all components. There will be regular opportunities where work is assessed against the requirements of the course. This will include retrieval quizzes, short assessments and culminate in an example paper to check for knowledge and understanding.</p> <p>For the performance element, students will be observed and given opportunities to perform in moderation style situations, including a final moderation of grades awarded.</p>
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Assessment: There are 2 written papers and 1 practical component to the final assessment:

Component 1: Physical factors affecting performance (30% of overall GCSE grade). The exam board sets a written exam paper with a total of 60 marks completed in one hour, sat in Year 11. Includes a range of multiple choice, short answer, and extended/synoptic answer questions.

Component 2: Socio-cultural issues and sports psychology (30% of overall GCSE grade). The exam board sets a written exam paper with a total of 60 marks completed in one hour, sat in Year 11. Includes a range of multiple choice, short answer, and extended/synoptic answer questions.

Component 3: in Physical Education (40% of overall GCSE grade). 80 marks, externally moderated in Year 11. Assessment is in one individual, one team plus one other sport. Students need to demonstrate effective performance, use of tactics and techniques, and application of the rules. Students will also demonstrate their ability to analyse and evaluate their own performance and produce an action plan outlining how they can improve in one of their activities.

Extended Learning:

Students will be expected to actively contribute to their own learning every week, including participating in their chosen performance sports. Extended learning will take many different forms such as, maintaining a practical performance diary, research tasks, retrieval tasks and preparation for answering written examination questions.

Connection to the JTFS Approach

Whole School Theme	How does PE support this?
STRIPE	Self-manager skills are used to plan and organise work in and out of school. Students will be challenged so will need to show resilience and reflection, whilst innovate and create skills are evident throughout. Team player and participator skills will be developed through participation and assessment within team and individual sports.
STEAM	Use of performance analysis software as a tool to evaluate and improve performance. There will be close links to physiology and sports science including the use of specific equipment.
Literacy	Students will learn specialist language, defined, and used regularly. Oracy will be developed through analysis of performance and there will be assessed extended/synoptic questions.
Numeracy	Students will be encouraged to accurately analyse performance data/statistics and present data including graphs and tables.
SMSC, British Values and Citizenship	Our students are respectful and reflective learners and competitors on the pitch. Sportsmanship is essential. Respect towards rules and officials will be enhanced.