




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.

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Topic area	Learners must:
Ethics in sport 	<ul style="list-style-type: none">• know and understand:<ul style="list-style-type: none">◦ the value of sportsmanship◦ the reasons for gamesmanship and deviance in sport.• be able to apply practical examples to these concepts.
Drugs in sport 	<ul style="list-style-type: none">• know and understand the reasons why sports performers use drugs• know the types of drugs and their effect on performance:<ul style="list-style-type: none">◦ 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:<ul style="list-style-type: none">◦ on performers◦ on sport itself.
Violence in sport 	<ul style="list-style-type: none">• know and understand the reasons for player violence• give practical examples of violence in sport.




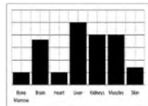

2.2 Sports psychology



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 activities and sports.

Learners will develop their knowledge 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.

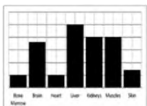
Topic area	Learners must:
Characteristics of skilful movement 	<ul style="list-style-type: none"> know the definition of motor skills understand and be able to apply examples of the characteristics of skilful movement: <ul style="list-style-type: none"> efficiency pre-determined co-ordinated fluent aesthetic.
Classification of skills 	<ul style="list-style-type: none"> know continua used in the classification of skills, including: <ul style="list-style-type: none"> 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  	<ul style="list-style-type: none"> understand and be able to apply examples of the use of goal setting: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> know mental preparation techniques and be able to apply practical examples to their use: <ul style="list-style-type: none"> imagery mental rehearsal selective attention positive thinking.

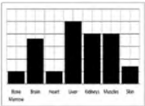

Topic area	Learners must:
Types of guidance 	<ul style="list-style-type: none"> understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: <ul style="list-style-type: none"> visual verbal manual mechanical.
Types of feedback 	<ul style="list-style-type: none"> understand types of feedback and be able to apply practical examples to their use: <ul style="list-style-type: none"> 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 sedentary 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 	<ul style="list-style-type: none"> know what is meant by health, fitness and well-being understand the different health benefits of physical activity and consequences of a sedentary lifestyle: <ul style="list-style-type: none"> physical: <ul style="list-style-type: none"> injury coronary heart disease (CHD) blood pressure bone density obesity Type 2 diabetes posture fitness emotional: <ul style="list-style-type: none"> self-esteem/confidence stress management image

Topic area	Learners must:
Health, fitness and well-being cont. 	<ul style="list-style-type: none"> ○ social: <ul style="list-style-type: none"> – 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
Diet and nutrition 	<ul style="list-style-type: none"> • know the definition of a balanced diet • know the components of a balanced diet <ul style="list-style-type: none"> ○ 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: Practical Performances (J587/04)

In Component 04, *Practical Performances*, learners are internally assessed through the NEA in performing three practical activities.

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.

Learners must perform in three practical activities:

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

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

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

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.

All the prohibited combinations are listed in the '*OCR GCSE (9–1) guide to NEA in Physical Education*'.

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.

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

2e. Content for non-exam assessment: Analysing and Evaluating Performance (J587/05)

In Component 05, *Analysing and Evaluating Performance*, learners are internally assessed through the NEA in one performance analysis task. They are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer 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.

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

2f. 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 two components that are 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 each of Components 01 and 02.

Learners are permitted to use a scientific or graphical calculator for Component 01.

Components 04 (Practical Performance) and 05 (Analysis and Evaluation of Performance) will be assessed via NEA. These components assess AO4 and are worth 30% and 10% respectively of the total GCSE (9-1). There are 60 marks available for Component 04 and 20 marks available for Component 05.

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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	<ul style="list-style-type: none">• Demonstrate and apply relevant skills and techniques in physical activity and sport.• Analyse and evaluate performance.