

# Key Stage 4 Options

**GCSE Physical Education**



# Course outline (OCR)

## 60% Theory component

Two written theory exams, taken in summer of year 11.

## 10% Written coursework component

Analysis task linked to one practical activity.

## 30% Practical component

Three practical activities which are used for your mark (one team, one individual and one choice).

Internally assessed and filmed for evidence.

Grades moderated at end of course by an external moderator.



# Theory component (60%)

Usually two lessons a week, although flexible depending on unit being taught.

Sometimes delivered through practical sessions when appropriate eg. Fitness suite lessons for training content.

Assessed through two written exams at end of year 11.

Ongoing assessments to check progress as in any other subject.





# Theory component (60%)

## Paper 1

### PHYSICAL FACTORS AFFECTING PERFORMANCE

- Skeletal and muscular systems.
- Cardiovascular and respiratory systems.
- Lever systems and planes/axes.
- Aerobic and anaerobic energy pathways.
- Short and long term effects of exercise.
- Warm up and cool down theory.
- Components of fitness and testing.
- Training: principles and types of training.
- Risk assessment and prevention of injury.



# Theory component (60%)

## Paper 2

### SOCIO-CULTURAL ISSUES & SPORTS PSYCHOLOGY

- Sporting participation trends in the UK.
- Reasons for participation and barriers.
- Goal setting and SMART targets.
- Sport in the media (commercialization).
- Skill classification, guidance and feedback.
- Mental preparation.
- Drugs in sport.
- Health and wellbeing.
- Diet and nutrition.





# Written coursework component (10%)

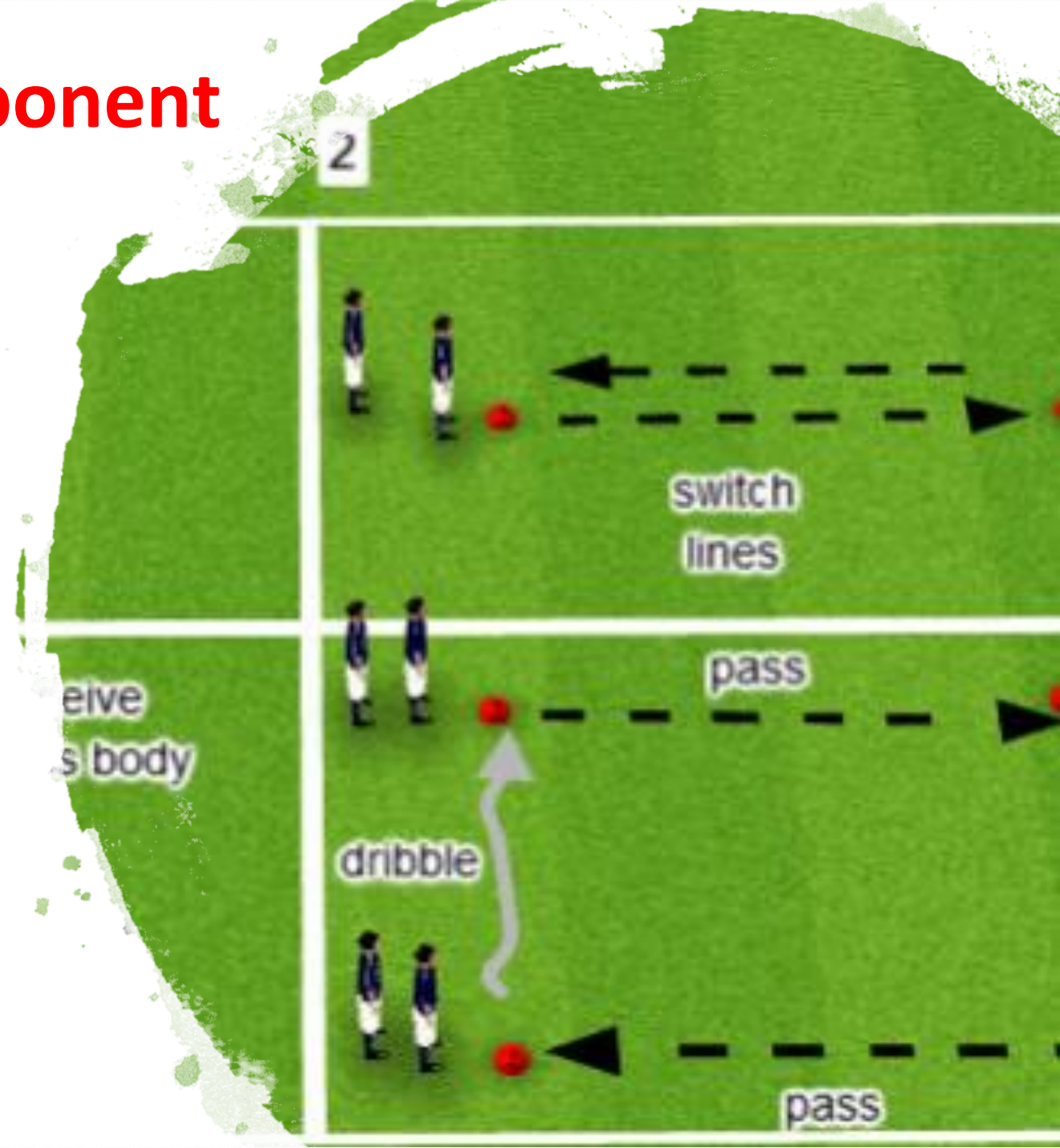
## ANALYSING & EVALUATING PERFORMANCE (AEP)

Students analyse either themselves or a peer linked to performance in an activity of their choice.

Students then design a development plan of drills and practices which will improve a major weakness.

This work is written up under controlled conditions and marked out of 20.

A real opportunity for people who can combine sporting knowledge with a grasp of coaching theory (which is taught through the course).





# Practical component

## (30%)

Usually one lesson a week, although flexible through the course (in addition to two core practical PE lessons).

Each activity is assessed out of 20 marks against exam board criteria, with all pupils assessed in all of the activities delivered in lessons.

Off-site activities are assessed through video evidence which is gathered by the student before submission to the PE staff.

Only practical activities on the official Ofqual list can be used. All detailed in the guide to non-exam assessment on the OCR website in the GCSE PE section.

Three highest appropriate marks (one team, one individual and one choice), are used for the practical mark at the end of the course.

External moderation occurs between March and May of Year 11, when marks are checked and adjusted by OCR.





# Practical component: marking criteria

Level	Range of skills	Quality of skills	Physical attributes
<b>5</b> (18–20 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and nearly all advanced skills for the activity in isolation and under competitive pressure in authentic performance situations</li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed consistently with an excellent standard of accuracy, control and fluency.</li> <li>the advanced skills demonstrated are performed consistently with an excellent standard of accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates appropriate levels of physical fitness and psychological control to perform very effectively</li> </ul>
<b>4</b> (13–17 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations</li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed consistently with a very good standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates appropriate levels of physical fitness and psychological control to perform very effectively</li> </ul>
<b>3</b> (8–12 marks)	<ul style="list-style-type: none"> <li>demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations</li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed consistently with a good standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates appropriate levels of physical fitness and psychological control to perform effectively</li> </ul>

Decision making	Level
<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on nearly all occasions</li> <li>applies appropriate team strategies/tactics/compositional ideas demonstrating an excellent understanding of the activity</li> <li>demonstrates excellent awareness of the rules/regulations of the activity during performance</li> <li>demonstrates excellent regard for the safety of themselves and others</li> <li><b>demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</b></li> <li><b>communication with other player(s)/performer(s) is excellent (team activities only)</b></li> </ul>	<b>5</b> (18–20 marks)
<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on many occasions</li> <li>applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity</li> <li>demonstrates very good awareness of the rules/regulations of the activity during performance</li> <li>demonstrates very good regard for the safety of themselves and others</li> <li><b>demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</b></li> <li><b>communication with other player(s)/performer(s) is very good (team activities only)</b></li> </ul>	<b>4</b> (13–17 marks)
<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on some occasions</li> <li>applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity</li> <li>demonstrates good awareness of the rules/regulations of the activity during performance</li> <li>demonstrates good regard for the safety of themselves and others</li> <li><b>demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</b></li> <li><b>communication with other player(s)/performer(s) is good (team activities only)</b></li> </ul>	<b>3</b> (8–12 marks)

	Range of skills	Quality of skills	Physical attributes	Decision making	Best fit
Level 5	✓				
Level 4		✓			✓
Level 3			✓	✓	
Level 2					



# If these things are you....then you should certainly consider opting for GCSE PE

You love sport and exercise and are regularly involved at this point.

The idea of studying the theory behind sports performance interests you.

You consider yourself competent in at least two practical activities.

You take personal performance and improvement seriously and are prepared to work hard to be the best you can be.





# Thank you for listening...

We really feel we have a course that provides great balance, has lots of transferable skills, multiple interest points and that students enjoy.



@RPSPE





# GCSE Physical Education

**For more information please feel free to contact any member of the PE department, or speak directly to your current teacher.**

