

OCR GCSE PE : PLEASE NOTE THAT IF STUDENTS DO NOT MEET REQUIRE STANDARD FOR END OF UNIT ASSESSMENTS THEN THEY WILL REVISIT THE TOPIC WITHIN TWO WEEKS.

OCR GCSE PE – Three Year Course						
OCR GCSE PE (J587) Specification Statement	Year 9		Year 10		Year 11 (Revisit and AEP task)	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Unit 1: Physical factors affecting performance (01) Applied anatomy and physiology	Physical factors affecting performance, introduces and explores some of the physical factors which underpin participation and performance in physical activities and sports. Students 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. Students 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 students 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: Students are required to develop knowledge and understanding of data analysis in relation to key areas of physical activities and sports. Students 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.					
Learning Outcome 1: The structure and function of the skeletal system			Students 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. Students 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. <i>This LO will be assessed at the end of the autumn term and again in the Summer term.</i>	Students will identify the location of the major bones and their function. Students 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. Students will be able to identify types of synovial joints, their types of movement and will be able to link them to examples of sporting performance. Students will also be able to understand the roles of Ligaments, cartilage and tendons.	Students 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. Students 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. <i>This LO will be assessed at the end of the autumn term and again in the Summer term. This will also be evident in AEP.</i>	Students will identify the location of the major bones and their function. Students 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. Students will be able to identify types of synovial joints, their types of movement and will be able to link them to examples of sporting performance. Students will also be able to understand the roles of Ligaments, cartilage and tendons.
Learning Outcome 2: The structure and function of the muscular system			Students will develop their knowledge of the location of the major muscle groups and be able to apply muscle use to examples	Students will identify 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:	Students 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.	Students will identify 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:

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			<p>from physical activities and sport.</p> <p>Students 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</p> <p><i>This LO will be assessed at the end of the autumn term and again in the Summer term..</i></p>	<p>Students will understand the role of muscles in movement of the human body and know the definitions, different roles of the muscle in producing movement in physical activity</p>	<p>Students 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</p> <p><i>This LO will be assessed at the end of the autumn term and again in the Summer term. This will also be evident in AEP.</i></p>	<p>Students will understand the role of muscles in movement of the human body and know the definitions, different roles of the muscle in producing movement in physical activity</p>
Learning Outcome 3: Movement analysis			<p>Students 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.</p> <p>Students will become aware of the mechanical advantage provided by levers in movement.</p> <p>Students 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</p>	<p>Students will understand lever systems and know the three classes of lever and their use in physical activity and sport:</p> <ul style="list-style-type: none"> • 1st class – neck • 2nd class – ankle • 3rd class – elbow <p>Students will also know the definition of mechanical advantage with sporting examples.</p> <p>Students will understand planes of movement and axes of rotation and will know the location of the planes of movement in the body and their application to physical activity and sport:</p> <ul style="list-style-type: none"> • frontal • transverse • sagittal 	<p>Students 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.</p> <p>Students will become aware of the mechanical advantage provided by levers in movement.</p> <p>Students 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</p>	<p>Students will understand lever systems and know the three classes of lever and their use in physical activity and sport:</p> <ul style="list-style-type: none"> • 1st class – neck • 2nd class – ankle • 3rd class – elbow <p>Students will also know the definition of mechanical advantage with sporting examples.</p> <p>Students will understand planes of movement and axes of rotation and will know the location of the planes of movement in the body and their application to physical activity and sport:</p> <ul style="list-style-type: none"> • frontal • transverse • sagittal

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			<p>recognised by students who will be able to apply examples from physical activities and sports.</p> <p><i>This LO will be assessed at the end of the autumn term and again in the Summer term. and again in the Summer term.</i></p>	<ul style="list-style-type: none"> • know the location of the axes of rotation in the body and their application to physical activity and sport: <ul style="list-style-type: none"> • frontal • transverse • longitudinal. 	<p>recognised by students who will be able to apply examples from physical activities and sports.</p> <p><i>This LO will be assessed at the end of the autumn term and again in the Summer term. This LO will also be evident in their AEP.</i></p>	<ul style="list-style-type: none"> • know the location of the axes of rotation in the body and their application to physical activity and sport: <ul style="list-style-type: none"> • frontal • transverse • longitudinal.
<p>Learning Outcome 4: The cardiovascular and respiratory systems</p>			<p>Students 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.</p> <p>Students 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.</p> <p>Students will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.</p>	<p>Students will understand structure and function of the cardiovascular system</p> <ul style="list-style-type: none"> • know the double-circulatory system (systemic and pulmonary) • know the different types of blood vessel: <ul style="list-style-type: none"> • arteries • capillaries • veins • understand the pathway of blood through the heart: <ul style="list-style-type: none"> • atria • ventricles • bicuspid, tricuspid and semilunar valves • septum and major blood vessels: <ul style="list-style-type: none"> – aorta – pulmonary artery – vena cava – pulmonary vein • know the definitions of: <ul style="list-style-type: none"> • heart rate • stroke volume • cardiac output • know the role of red blood cells. 	<p>Students 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.</p> <p>Students 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.</p> <p>Students will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.</p>	<p>Students will understand structure and function of the cardiovascular system</p> <ul style="list-style-type: none"> • know the double-circulatory system (systemic and pulmonary) • know the different types of blood vessel: <ul style="list-style-type: none"> • arteries • capillaries • veins • understand the pathway of blood through the heart: <ul style="list-style-type: none"> • atria • ventricles • bicuspid, tricuspid and semilunar valves • septum and major blood vessels: <ul style="list-style-type: none"> – aorta – pulmonary artery – vena cava – pulmonary vein • know the definitions of: <ul style="list-style-type: none"> • heart rate • stroke volume • cardiac output • know the role of red blood cells.

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			<p><i>This LO will be assessed at the end of the autumn term and again in the Summer term.</i></p>	<p>Students will understand the structure and function of the respiratory system</p> <ul style="list-style-type: none"> • understand the pathway of air through the respiratory system: <ul style="list-style-type: none"> • mouth • nose • trachea • bronchi • bronchiole • alveoli • know the role of respiratory muscles in breathing: <ul style="list-style-type: none"> • diaphragm • intercostals • know the definitions of: <ul style="list-style-type: none"> • breathing rate • tidal volume • minute ventilation • understand about alveoli as the site of gas exchange. <p>Students will learn about aerobic and anaerobic exercise</p> <ul style="list-style-type: none"> • know the definitions of: <ul style="list-style-type: none"> • aerobic exercise • anaerobic exercise • be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration. 	<p><i>This LO will be assessed at the end of the autumn term and again in the Summer term. This LO will also be evident in student AEP.</i></p>	<p>Students will understand the structure and function of the respiratory system</p> <ul style="list-style-type: none"> • understand the pathway of air through the respiratory system: <ul style="list-style-type: none"> • mouth • nose • trachea • bronchi • bronchiole • alveoli • know the role of respiratory muscles in breathing: <ul style="list-style-type: none"> • diaphragm • intercostals • know the definitions of: <ul style="list-style-type: none"> • breathing rate • tidal volume • minute ventilation • understand about alveoli as the site of gas exchange. <p>Students will learn about aerobic and anaerobic exercise</p> <ul style="list-style-type: none"> • know the definitions of: <ul style="list-style-type: none"> • aerobic exercise • anaerobic exercise • be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration.
<p>Learning Outcome 5: Effects of exercise on body systems</p>			<p>Students 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.</p>	<p>Students will understand the short-term effects of exercise on:</p> <ul style="list-style-type: none"> • 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 	<p>Students 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.</p>	<p>Students will understand the short-term effects of exercise on:</p> <ul style="list-style-type: none"> • 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

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			<p>Students will be able to collect and use data in this section related to both short-term and long-term effects of exercise.</p> <p><i>This LO will be assessed at the end of the autumn term and again in the Summer term.</i></p>	<ul style="list-style-type: none"> • 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. <p>Students will understand the long-term (training) effects of exercise on:</p> <ul style="list-style-type: none"> • 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 • capillarisation • 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. 	<p>Students will be able to collect and use data in this section related to both short-term and long-term effects of exercise.</p> <p><i>This LO will be assessed at the end of the autumn term and again in the Summer term. This LO will also be evident in student AEP.</i></p>	<ul style="list-style-type: none"> • 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. <p>Students will understand the long-term (training) effects of exercise on:</p> <ul style="list-style-type: none"> • 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 • capillarisation • 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.
<i>Unit 1 : Physical factors affecting performance (01) Physical Training</i>						
Learning Outcome 1: Components of fitness	Students will develop their knowledge and understanding of the components of fitness, including cardiovascular	Students will know the following components of fitness, including definition, suitable tests and apply practical examples:			Students will develop their knowledge and understanding of the components of fitness, including cardiovascular	Students will know the following components of fitness, including definition, suitable tests and apply practical examples:

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	<p>endurance, muscular endurance, speed, strength, flexibility and agility.</p> <p>Students will be able to define each component and be able to apply using a range of practical examples from physical activities and sports. Students will also develop their knowledge of suitable tests for each component.</p> <p>Students will be able to collect and use data related to the identified components of fitness.</p>	<ul style="list-style-type: none"> • cardiovascular endurance/stamina • muscular endurance • speed • strength • power • flexibility • agility • balance • co-ordination • reaction time <p>Students will be able to collect and use data relating to the components of fitness.</p>			<p>endurance, muscular endurance, speed, strength, flexibility and agility.</p> <p>Students will be able to define each component and be able to apply using a range of practical examples from physical activities and sports. Students will also develop their knowledge of suitable tests for each component.</p> <p>Students will be able to collect and use data related to the identified components of fitness.</p>	<ul style="list-style-type: none"> • cardiovascular endurance/stamina • muscular endurance • speed • strength • power • flexibility • agility • balance • co-ordination • reaction time <p>Students will be able to collect and use data relating to the components of fitness.</p>
Learning Outcome 2: Applying the principles of training	<p>Students 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.</p> <p>Students will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training.</p> <p>Students 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.</p>	<p>Students will understand the following definitions of principles of training and be able to apply them to personal exercise/training programmes:</p> <ul style="list-style-type: none"> • specificity • overload • progression • reversibility. <p>Students will understand how to optimise training</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • continuous • fartlek • interval <ul style="list-style-type: none"> – circuit training – weight training 			<p>Students 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.</p> <p>Students will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training.</p> <p>Students 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.</p>	<p>Students will understand the following definitions of principles of training and be able to apply them to personal exercise/training programmes:</p> <ul style="list-style-type: none"> • specificity • overload • progression • reversibility. <p>Students will understand how to optimise training</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • continuous • fartlek • interval <ul style="list-style-type: none"> – circuit training

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	<p><i>This LO will be assessed at the end of the autumn term and again in the Summer term.</i></p>	<ul style="list-style-type: none"> – plyometrics – HIIT (High Intensity Interval Training). • understand the key components of a warm up and be able to apply examples: <ul style="list-style-type: none"> • pulse raising • mobility • stretching • dynamic movements • skill rehearsal • know the physical benefits of a warm up, including effects on: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • low intensity exercise • stretching • know the physical benefits of a cool down, including: <ul style="list-style-type: none"> • 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. 			<p><i>This LO will be assessed at the end of the autumn term and again in the Summer term. This LO will also be evident in student AEP.</i></p>	<ul style="list-style-type: none"> – weight training – plyometrics – HIIT (High Intensity Interval Training). • understand the key components of a warm up and be able to apply examples: <ul style="list-style-type: none"> • pulse raising • mobility • stretching • dynamic movements • skill rehearsal • know the physical benefits of a warm up, including effects on: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • low intensity exercise • stretching • know the physical benefits of a cool down, including: <ul style="list-style-type: none"> • 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

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						<ul style="list-style-type: none"> • aids recovery by stretching muscles.
Learning Outcome 3: Preventing injury in physical activity and training	<p>Students 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.</p> <p>Students 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.</p> <p><i>This LO will be assessed at the end of the autumn term and again in the Summer term.</i></p>	<p>Students will understand about prevention of injury and understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples, including:</p> <ul style="list-style-type: none"> • 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. 			<p>Students 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.</p> <p>Students 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.</p> <p><i>This LO will be assessed at the end of the autumn term and again in the Summer term. This LO may also be assessed in student AEP.</i></p>	<p>Students will understand about prevention of injury and understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples, including:</p> <ul style="list-style-type: none"> • 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.
Unit 2: Socio-cultural issues and sports psychology (02)	<p>Students will develop their knowledge and understanding of the factors that continue to impact on physical activities and sports in the UK today. Students will be introduced to engagement patterns of different social groups in physical activities and sports. Students 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 students 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.</p>					
Learning Outcome 1: Engagement patterns of different social groups in physical activities and sports	<p>Students 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</p>	<p>Students will understand physical activity and sport in the UK</p> <ul style="list-style-type: none"> • be familiar with current trends in participation in physical activity and sport: • using different sources (such as Sport England, National 			<p>Students 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</p>	<p>Students will understand physical activity and sport in the UK</p> <ul style="list-style-type: none"> • be familiar with current trends in participation in physical activity and sport: • using different sources (such as Sport England, National

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	<p>will be understood, along with strategies to promote participation, using practical examples from physical activities and sports.</p> <p>This LO will be assessed at the end of the autumn term and again in the Summer term.</p>	<p>Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS))</p> <ul style="list-style-type: none"> • of different social groups • in different physical activities and sports. <p>Students will understand participation in physical activity and sport</p> <ul style="list-style-type: none"> • understand how different factors can affect participation, including: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • promotion • provision • access <p>Students will be able to apply examples from physical activity/sport to participation issues.</p>			<p>different groups in society will be understood, along with strategies to promote participation, using practical examples from physical activities and sports.</p> <p>This LO will be assessed at the end of the autumn term and again in the Summer term.</p>	<p>Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS))</p> <ul style="list-style-type: none"> • of different social groups • in different physical activities and sports. <p>Students will understand participation in physical activity and sport</p> <ul style="list-style-type: none"> • understand how different factors can affect participation, including: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • promotion • provision • access <p>Students will be able to apply examples from physical activity/sport to participation issues.</p>
Learning Outcome 2: Commercialisation of physical activity and sport	Students will develop their knowledge and understanding of the commercialisation of physical	Students will understand the influence of the media on the commercialisation of physical activity and sport: <ul style="list-style-type: none"> • different types of media 			Students will develop their knowledge and understanding of the commercialisation of physical	Students will understand the influence of the media on the commercialisation of physical activity and sport: <ul style="list-style-type: none"> • different types of media

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	<p>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.</p> <p>This LO will be assessed at the end of the autumn term and again in the Summer term.</p>	<ul style="list-style-type: none"> – 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. 			<p>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.</p> <p>This LO will be assessed at the end of the autumn term and again in the Summer term.</p>	<ul style="list-style-type: none"> – 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.
<p>Learning Outcome 3: Ethical and socio-cultural issues in physical activity and sport</p>	<p>Students 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.</p> <p>This LO will be assessed at the end of the spring term</p>	<p>Students will understand ethics in sport:</p> <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. <p>Students will understand drugs in sport</p> <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: • anabolic steroids • beta blockers • stimulants • give practical examples of the use of these drugs in sport. 			<p>Students 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.</p> <p>This LO will be assessed at the end of the autumn</p>	<p>Students will understand ethics in sport:</p> <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. <p>Students will understand drugs in sport</p> <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: • anabolic steroids • beta blockers • stimulants • give practical examples of the use of these drugs in sport.

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	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	<p>and again in the Summer term.</p>	<ul style="list-style-type: none"> • know and understand the impact of drug use in sport: <ul style="list-style-type: none"> • on performers • on sport itself. <p>Students will understand violence in sport</p> <ul style="list-style-type: none"> • the reasons for player violence • give practical examples of violence in sport. 			<p>term and again in the Summer term.</p>	<ul style="list-style-type: none"> • know and understand the impact of drug use in sport: <ul style="list-style-type: none"> • on performers • on sport itself. <p>Students will understand violence in sport</p> <ul style="list-style-type: none"> • the reasons for player violence • give practical examples of violence in sport.
<p>Learning Outcome 4: Sports psychology</p>			<p>Students 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.</p> <p>Students will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills.</p> <p>Students will be able to identify key terms and describe psychological concepts, using practical</p>	<p>Students will understand characteristics of skilful movement</p> <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. <p>Students will understand classification of skills</p> <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. <p>Students will understand goal setting</p>	<p>Students 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.</p> <p>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.</p> <p>Students will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills.</p> <p>Students will be able to identify key terms and</p>	<p>Students will understand characteristics of skilful movement</p> <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. <p>Students will understand classification of skills</p> <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. <p>Students will understand goal setting</p>

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	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
			<p>examples from their own performances. Students will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.</p> <p>This LO will be assessed at the end of the spring term and again in the Summer term.</p>	<ul style="list-style-type: none"> • 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. <p>Students will understand mental preparation</p> <ul style="list-style-type: none"> • know mental preparation techniques and be able to apply practical examples to their use: • imagery • mental rehearsal • selective attention • positive thinking. <p>Students will understand types of guidance</p> <ul style="list-style-type: none"> • understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: • visual • verbal • manual • mechanical. <p>Students will understand types of feedback</p>	<p>describe psychological concepts, using practical examples from their own performances. Students will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.</p> <p>This LO will be assessed at the end of the autumn term and again in the Summer term.</p>	<ul style="list-style-type: none"> • 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. <p>Students will understand mental preparation</p> <ul style="list-style-type: none"> • know mental preparation techniques and be able to apply practical examples to their use: • imagery • mental rehearsal • selective attention • positive thinking. <p>Students will understand types of guidance</p> <ul style="list-style-type: none"> • understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: • visual • verbal • manual • mechanical. <p>Students will understand types of feedback</p> <ul style="list-style-type: none"> • understand types of feedback and be able to apply practical examples to

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	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
				<ul style="list-style-type: none"> • understand types of feedback and be able to apply practical examples to their use: • intrinsic • extrinsic • knowledge of performance • knowledge of results • positive • negative. 		their use: <ul style="list-style-type: none"> • intrinsic • extrinsic • knowledge of performance • knowledge of results • positive • negative.
Learning Outcome 5: Health, fitness and well-being			Students 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. Students will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Students will develop their knowledge and understanding of diet and nutrition. Students 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	Students will understand 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: • 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 • 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 	Students 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. Students will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Students will develop their knowledge and understanding of diet and nutrition. Students 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.	Students will understand 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: • 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 • 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

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	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
			<p>This LO will be assessed at the end of the Summer term.</p>	<p>Students will understand diet and nutrition</p> <ul style="list-style-type: none"> • 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. 	<p>This LO will be assessed at the end of the autumn term and again in the Summer term.</p>	<p>Students will understand diet and nutrition</p> <ul style="list-style-type: none"> • 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.
<p>Unit 3: Performance in physical education (03)</p>	<p>In Component 03, Performance in physical education, students are internally assessed through the NEA in performing three practical activities and one performance analysis task. For the practical performances approved activities list, see Bishop Rawstorne Academy PE department ‘OCR GCSE (9–1) guide to NEA in Physical Education’. This component is internally marked using the assessment criteria found in ‘Bishop Rawstorne Academy PE department ‘OCR GCSE (9–1) guide to NEA in Physical Education’. Students may not enter marks for the same sport twice. Students 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. Students 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 student(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.</p>					
<p>Learning Outcome 1: Practical performances</p>	<p>Students can only be assessed in the role of player/performer.</p>	<p>Students should be marked on their overall performance against the criteria using a best fit approach.</p> <p>Students are awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen. Students will be marked in the following categories for each sporting activity:</p>	<p>Students can only be assessed in the role of player/performer.</p>	<p>Students should be marked on their overall performance against the criteria using a best fit approach.</p> <p>Students are awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen. Students will be marked in the following categories for each sporting activity:</p>	<p>Students can only be assessed in the role of player/performer.</p>	<p>Students should be marked on their overall performance against the criteria using a best fit approach.</p> <p>Students are awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen. Students will be marked in the following categories for each sporting activity:</p>

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	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
		<ul style="list-style-type: none"> • Range of skills – all of the core and advanced skills both in isolation and under competitive pressure • Quality of skills – core and advanced skills are performed consistently with accuracy control and fluency • Physical attributes – allow students to perform effectively • Decision making – skill selection appropriate and a good understanding of tactics and awareness of rules & regulations and safety 		<ul style="list-style-type: none"> • Range of skills – all of the core and advanced skills both in isolation and under competitive pressure • Quality of skills – core and advanced skills are performed consistently with accuracy control and fluency • Physical attributes – allow students to perform effectively • Decision making – skill selection appropriate and a good understanding of tactics and awareness of rules & regulations and safety 		<ul style="list-style-type: none"> • Range of skills – all of the core and advanced skills both in isolation and under competitive pressure • Quality of skills – core and advanced skills are performed consistently with accuracy control and fluency • Physical attributes – allow students to perform effectively • Decision making – skill selection appropriate and a good understanding of tactics and awareness of rules & regulations and safety
Learning Outcome 2: Analysing and Evaluating Performance (AEP)			<p>In addition to three practical performances, students are required to demonstrate their ability to analyse and evaluate their own performance in order to:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will assess the physical fitness/strengths/weaknesses of the performer being analysed using tests for the different components of fitness. (2–3 hours)</p> <p>For a chosen physical activity student will (3–4 hours):</p> <ol style="list-style-type: none"> analyse the importance of the different components of fitness for the activity give an overview of the key skills in the activity assess the strengths/weaknesses of the performer being analysed in the activity. 	<p>In addition to three practical performances, students are required to demonstrate their ability to analyse and evaluate their own performance in order to:</p> <ul style="list-style-type: none"> • 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. 	

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				<p>For a specific skill or technique in the chosen activity students will (1–2 hours):</p> <p>a. analyse a movement involved – joint, type of movement, muscle group(s), muscle function/role</p> <p>b. classify the skill on the difficulty and environmental continua.</p> <p>Produce an action plan (not to be implemented) to improve an aspect of the performance of the performer being analysed in the chosen activity (4–5 hours).</p> <p>The plan must include:</p> <ul style="list-style-type: none"> • which skill or component of fitness you are improving • justifications for the skill or component of fitness you have chosen to improve • drills and practices to show how you intend to improve the skill or component of fitness chosen, including: risk assessment, coaching points, principles of training and SMART goal setting • relevant understanding of the element chosen to improve. 		