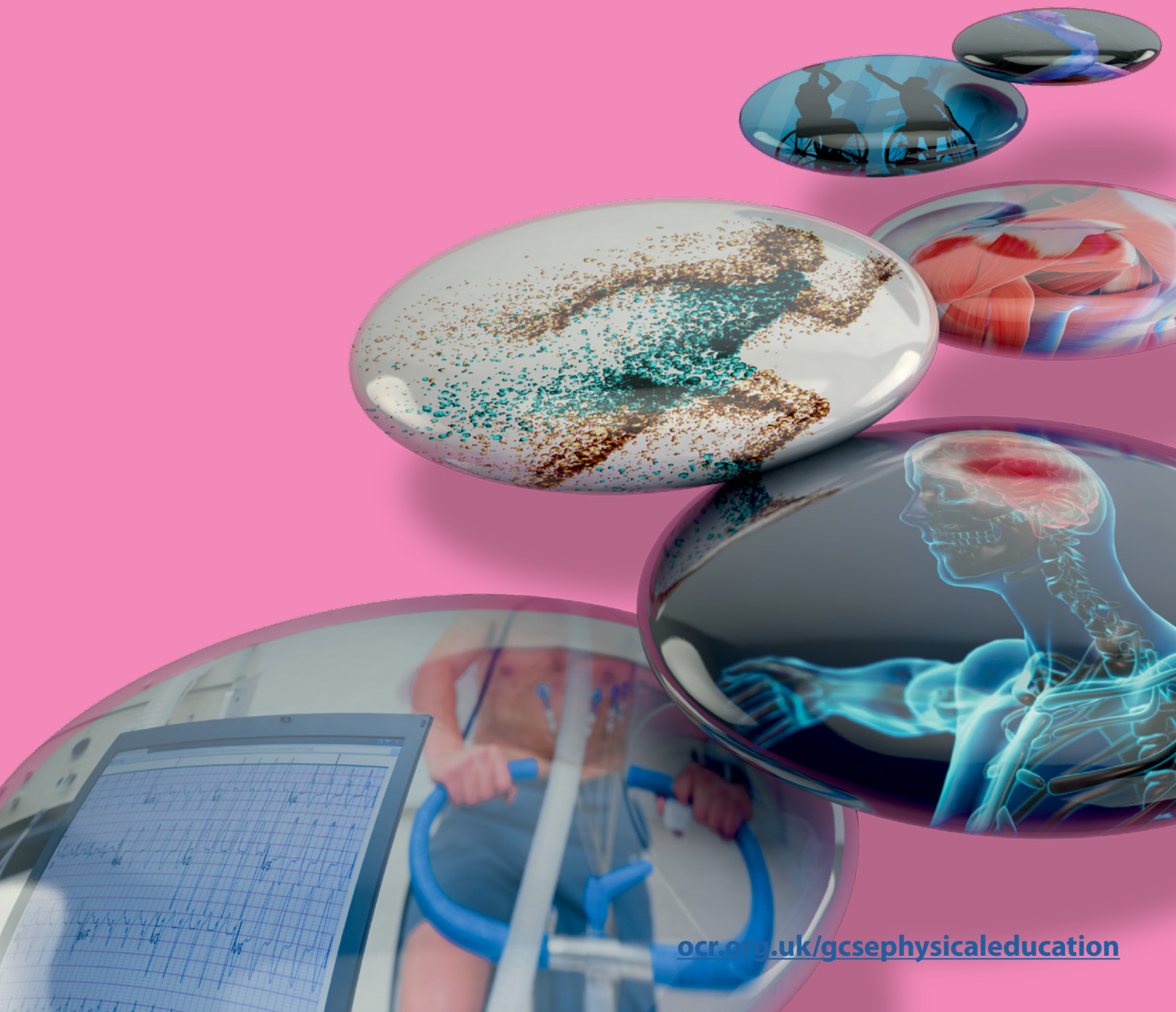


GCSE (9-1)

# PHYSICAL EDUCATION

*Accredited Summary Brochure*



# REFORM – AN UPDATE

## GCSE and A Levels Reform: An Update

The first teaching of new A Levels and GCSEs began in September 2015. We have been accredited by Ofqual for all of our reformed qualifications for first teaching from September 2015. The first teaching for this accredited qualification is September 2016.

## Background to the Reforms

The former Secretary of State for Education, Michael Gove, initiated the reform of GCSEs and A Levels in February 2013, asking Ofqual to implement changes that would lead to new qualifications.

By reforming GCSEs and A Levels, the Department for Education (DfE) intends to:

- Make the qualifications more ambitious
- Better prepare young people for employment and further study
- Give everyone greater confidence in the integrity and reliability of the qualifications system.

The Government has stated that GCSEs will demand more from all students and that the purpose of taking A Levels is primarily for entry to university – changes are needed so students are better prepared to start their university course.

## GCSE Timeline



## Changes to Assessment

Key structural features of the new GCSEs:

- Linear GCSEs with assessment at the end of the two-year course in June
- Tiering in certain subjects only, such as Maths and Modern Foreign Languages
- Assessment predominantly by external exam only
- A new 9-1 grading system (9 = top level)
- Re-sit opportunities in November for Maths and English Language only.

School accountability and performance measures key headlines:

- Progress across a suite of 8 subjects (Progress 8)
- Attainment across 8 subjects (Attainment 8)
- The percentage of pupils achieving a C grade or better in English and maths
- The EBacc.

For more information refer to [ocr.org.uk/gcsereform](https://ocr.org.uk/gcsereform)

First **teaching** of GCSEs (9-1) in a range of further subjects (Ofqual is consulting on the principles for other subjects to be included as GCSEs)

Sept  
2017

June  
2018

First **exams** for GCSEs (9-1) in other subjects

June  
2019

First **exams** in GCSEs (9-1) in Ancient Languages, Art and Design, Biology, Chemistry, Citizenship Studies, Computer Science, Dance, Double Science, Drama, Food Preparation and Nutrition, Geography, History, Modern Foreign Languages, Music, Physical Education, Physics and Religious Studies

# INTRODUCING PHYSICAL EDUCATION CHANGES – AT A GLANCE

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## *GCSE (9-1) Physical Education*

Our specifications provide your students with the exciting opportunity to begin to gain an understanding of PE. Stimulating content is at the heart of this engaging qualification, which will encourage students to immerse themselves in the world of sports and PE.

Studying GCSE (9-1) Physical Education will open students' eyes to the amazing world of sports performance. Not only will they have the chance to perform in three different sports through the non-exam assessment component, they will also develop wide-ranging knowledge into the how and why of physical activity and sport.

The combination of the physical performance and academic challenge provides an exciting opportunity for your students. They can perform, and then through the academic study learn how to improve their performance through application of the theory.

Physical Education is learned about through a range of different contexts and the impact it has on both ours and others' everyday lives. Your students will learn the reasons why we do things, why some people outperform others – mentally and physically. They will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

Through an introduction to all areas of PE, your students will receive a well-rounded and full introduction to this fascinating world of PE, physical activity and sport. This GCSE study provides everything needed to move on to further education, higher education, employment or further training.

Students will have the opportunity to develop a wide-ranging set of key skills, including communication using appropriate language, dealing with pressure, split-second decision making, interpreting and analysing data, as well as analysing and evaluating performance so improvements can be made.

The specifications also encourage the development of strong literacy and numeracy skills. The acquisition of such a diverse range of skills is of great benefit to your students as they continue their education.

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# CONTENT OVERVIEW

## GCSE (9-1) Physical Education

GCSE (9-1) PE includes the compulsory study of: Applied Anatomy and Physiology, Physical Training, Sports Psychology, Socio-cultural Influences and Health, Fitness and Wellbeing. Alongside this are the skills of PE which are examined via the Non-Exam Assessment (NEA) component.

GCSE (9-1) Physical Education overview	
Component title	Content overview
<b>Component 1: Physical Factors Affecting Performance</b>	<p>This examined component introduces and explores physical factors which underpin physical activities and sports.</p> <p>Learners will start to explore the way in which the parts of the human body work and function during physical activity and physiological adaptations that can occur due to diet and training. They 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.</p> <p>The study of these topics will aid learners in the development of both their own practical performance and that of others.</p> <p><b>Assessment</b></p> <p>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 reinforce understanding.</p> <p>Learners are required to develop knowledge and understanding of data analysis in relation to key areas of physical activities and sports.</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"><li>• demonstrate an understanding of how data are collected – both qualitative and quantitative</li><li>• present data, including graphs and tables</li><li>• analyse and evaluate data.</li></ul>

Component title	Content overview
<p><b>Component 2: Socio-cultural Issues and Sports Psychology</b></p>	<p>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.</p> <p>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.</p> <p>Learners will also develop their knowledge and understanding of ethical and socio-cultural issues in physical activities and sports.</p> <p>Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sports to their health, fitness and wellbeing. The physical, emotional and social aspects will be understood as well as the consequences of a sedentary lifestyle.</p> <p>Learners will also develop their knowledge and understanding of energy use along with diet, nutrition and hydration.</p> <p>Learners will develop the ability to collect and use data using examples from physical activities and sports.</p>
<p><b>Component 3: Performance within Physical Education</b></p>	<p>Learners will be required to undertake two parts within this component:</p> <p>Part 1: Performance of three sports or activities, one team, one individual and one free choice from either list on DfE list.</p> <p>Part 2: Performance analysis of a sport or activity from the approved DfE list. This does not have to be the same sport or activity that was undertaken in part one, although it can be.</p> <p>This component is assessed via NEA.</p>

# WHAT'S STAYING THE SAME, WHAT'S CHANGING?

## GCSE (9-1) Physical Education

There are some significant changes in content being introduced, these changes have come about through the consultation process and affect all specifications in PE, not just those of OCR.

	What's staying the same?	What's changing?
<b>Structure</b>	All components remain compulsory at GCSE.	<p>The content options within these components are changing.</p> <p>The number of components is changing to three.</p> <p>All NEA and performance are now contained within one component.</p>
<b>Content</b>	<p>Candidates will participate in practical sport via a component of NEA.</p> <p>Theoretical content areas remain.</p>	<p>They may only perform at GCSE. The roles of coach/leader and official have been removed.</p> <p>The number of sports that can be chosen from is now contained on two set lists published by the DfE.</p> <p>For GCSE you must select one individual and one team sport/activity. Your third choice can be from either list.</p> <p>A reduction in the content that is studied regarding healthy lifestyles and a greater emphasis on the more scientific elements of sport and PE is included.</p> <p>An introduction to movement analysis is included within applied anatomy and physiology.</p>

	What's staying the same?	What's changing?
<b>Assessment</b>	Components are assessed via both written assessment and NEA.	<p>Currently 40% of the GCSE is assessed via written assessment, this will change to 60%.</p> <p>Candidates will take two written papers and one NEA assessment for their GCSE, this allows for a bite-size revision process rather than one large and long paper. It also reduces the chances of candidates ending up with no result should they have the misfortune to be ill on the day of their examination.</p> <p>The NEA assessment is formed of two parts: Performance and Analysing and Evaluating Performance (AEP). Three sports/activities are performed at GCSE now as opposed to the four currently.</p>





# ASSESSMENT OVERVIEW

## GCSE (9-1) Physical Education

The GCSE (9-1) Physical Education specification content is divided into three components. Each component is further sub-divided into topic areas and the detailed content associated with those topics.

Components 1 and 2 are assessed via written examination papers. Component 3 is NEA, and is internally assessed, externally moderated.

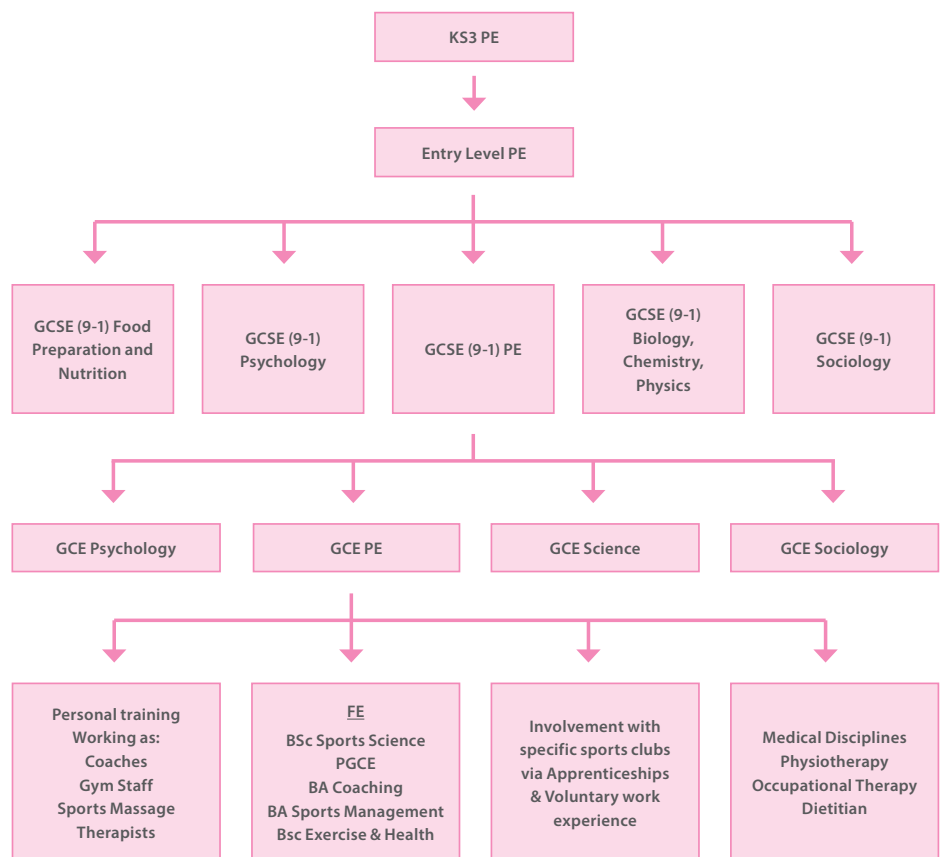
The written papers are designed in manageable bite-size chunks rather than massively long papers, thus aiding your teaching and your candidates' revision.

		Marks	Duration	Weighting
<b>Component 1</b>	<b>Physical Factors Affecting Performance</b> Anatomy and Physiology Physical Training	60	1 hour	<b>30%</b>
	<b>Section A</b> 30 marks, 20 questions ranging in size/mark allocation across the topics	30		
	<b>Section B</b> 3x 10 mark questions, 2 on A&P and 1 on Physical Training; <b>broken down into part questions.</b> Including the use of extended response and use of data	30		
<b>Component 2</b>	<b>Socio-cultural Issues And Sports Psychology</b> Sports Psychology Socio-cultural Influences Health, Fitness and Wellbeing	60	1 hour	<b>30%</b>
	<b>Section A</b> 30 marks, 20 questions ranging in size/mark allocation across the topics	30		
	<b>Section B</b> 3x 10 mark questions, one on each topic, <b>broken down into part questions.</b> Including the use of extended response and use of data	30		
<b>Component 3</b>	<b>Performance with Physical Education</b>	80	NEA	<b>40%</b>
	1) Performance practical in three activities, equally weighted at 20 marks each	60		
	2) Analysing and Evaluating Performance (AEP)	20		

# PROGRESSION PATHWAYS

We offer a range of pathways to take you from KS3 through to KS4 and KS5. Some of these are clear PE to PE pathways and others take into account the potential complementary options to studying PE as well as the progressions from PE into other subjects.

PE is a subject that opens doors to a number of careers and life options. Sport, nutrition and health and huge topics of discussion in the world today, and as the fight against obesity and sedentary lifestyle issues continues, the knowledge you gain from a course such as this will only grow in importance and relevance.



Moving on from GCE PE, there are routes through to FE

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# SPECIALIST ADVICE AND GUIDANCE

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Resources and support for our Physical Education qualifications, developed through collaboration between our Physical Education Subject Specialist, teachers and other subject experts, are available from our website.

## *Subject Specialist Support*

OCR Subject Specialists provide information and support to schools including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Subject Specialists work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. Subject Specialists are dedicated to working with developers to help produce specifications and the resources needed to support these qualifications during development, an essential part of which is working alongside teachers through the Teacher Advisory Groups to obtain genuine honest feedback.

You can contact our Physical Education Subject Specialist for specialist advice, guidance and support.

Meet the team at [ocr.org.uk/physicaleducationteam](https://ocr.org.uk/physicaleducationteam)

## *Contact them at:*

**01223 553998**

[pe@ocr.org.uk](mailto:pe@ocr.org.uk)

[@OCR\\_PhysEd](https://twitter.com/OCR_PhysEd)

To stay up to date with all the relevant news about our qualifications, register for email updates at [ocr.org.uk/updates](https://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 Physical Education support materials.

To sign up, go to [social.ocr.org.uk](https://social.ocr.org.uk)



Sara Mallett

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# RESOURCES

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Our aim is to help you at every stage of the introduction of a new specification and we're working hard to provide a practical package of support in close consultation with teachers and other experts.

For a start, we'll provide a range of high-quality creative resources. Tailored to the needs of each subject, their focus is on supporting creative teaching approaches and progression for all students. We see our resources as a body of knowledge that will grow throughout the lifetime of the specifications. They are built on the best practice we've identified from our ongoing discussions with the teaching community.

We are also developing exciting new digital tools to help you explore and interact with our resources. The Scheme of Work Builder will allow you to construct personalised schemes of work and you'll be able to add in the specification content, our wide range of resources and teaching suggestions, as well as add your own content and materials.

Please visit our website at [ocr.org.uk/reformresources](https://ocr.org.uk/reformresources) for details of the new tools we are developing and to take a look at the types of resources on offer.

## *Publisher Partner Resources*

We're working with a number of leading publishers who are publishing resources for the new GCSE, AS and A Level specifications for 2016. We're working together to make sure that the resources embed the fundamental content of each specification, while delivering the breadth and depth needed to succeed at GCSE, A Level and beyond.

You can find more details about all our publisher partners and all the resources they're providing on our website at [ocr.org.uk/publishing-partners](https://ocr.org.uk/publishing-partners)

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# FREE GCSE AND A LEVEL REFORM TRAINING EVENTS

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## *An introduction to the new specifications*

We're running free training events throughout the next academic year to help you get to grips with the reformed qualifications for first teaching in September 2016.

## *Practical events, created with you in mind*

These carefully planned free events are designed to help smooth the path to the first teaching of reformed qualifications and provide you with an understanding of:

- The new specification content, structure and assessment
- The differences between the existing and new specifications
- The resources and support available for qualifications.

They'll give you the opportunity to speak face to face with our team, and network and discuss teaching approaches with colleagues.

To receive more information about dates, and the wide range of locations as we release them, please register for A Level or GCSE reform email updates at [ocr.org.uk/updates](http://ocr.org.uk/updates)



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# ASSESSMENT PREPARATION AND ANALYSIS SERVICES

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We recognise that the introduction of a new specification can bring challenges for implementation and teaching. Our aim is to help you at every stage and we're working hard to provide a practical package of support in close consultation with teachers and other experts so we can help you to make the changes.

Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that focus on skills development, professional guidance for teachers and results data analysis.

## Services and tools for GCSE (9-1) Physical Education:



### Subject Specialist Support

Our Subject Specialists provide you with access to specifications, high-quality teaching resources and assessment materials available through [ocr.org.uk/gcsephysicaleducation](https://ocr.org.uk/gcsephysicaleducation)



### Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to [ocr.org.uk/activeresults](https://ocr.org.uk/activeresults)



### Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research. Download the guides at [ocr.org.uk/skillsguides](https://ocr.org.uk/skillsguides)



### ExamCreator

Enabling you to build, mark and assess tests from OCR exam questions and produce a complete mock GCSE or A Level exam. Find out more at [ocr.org.uk/examcreator](https://ocr.org.uk/examcreator)

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# EXTENDED PROJECT QUALIFICATION (EPQ)

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## *Giving your students the edge*

Our **Extended Project Qualification (EPQ)** can provide your students with the skills that universities look for, to help them stand out from the crowd.

## *Four steps to success*



It's straightforward for your students to take our inspiring EPQ. They can enjoy the freedom of working in their own way as they undertake a project based either on a subject they're studying or in an area of personal interest.

With its skills-based assessed assignment, the qualification is ideal for helping students improve transferable skills such as planning, research, analysis and evaluation, and they can take it as part of either an academic or vocational curriculum.

It's the equivalent of an AS Level and designed as a one-year course.

## *Three reasons to deliver the EPQ*

- It's worth up to 70 UCAS points
- There is real flexibility and ease of delivery – it can be taught by non-specialist staff and run over one or two years, and it has two entry points (January and June)
- Fewer guided learning hours than AS Level and requires fewer resources.

Find out more at [ocr.org.uk/extendedproject](https://ocr.org.uk/extendedproject)

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

Resources and support for our GCSE (9-1) Physical Education 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.

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[pe@ocr.org.uk](mailto:pe@ocr.org.uk)  
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