

GCSE Physical Education

Knowledge and Understanding for the Active Participant: Teacher's notes

This guide is designed to explain the depth of coverage required for the content of Units 1 and 3 of the new GCSE in Physical Education. The points of content from the specification are listed on the left (cross-referenced to the sections of the specification), and on the right hand side is further explanation of which aspects will need to be covered from this content area.

3.1 Units 1 and 3: Knowledge and Understanding for the Active Participant

The Active Participant takes as its focus the securing of the knowledge and understanding needed for the candidate to take responsibility for his/her own physical growth and development as part of a personal healthy active lifestyle.

This aspect of the course encourages students to make informed choices about getting involved in healthy physical activities that meet their needs, and develop knowledge and understanding of the roles that the active participant can adopt and what constitutes effective performance in these different roles.

Candidates following the Short Course only should know and understand the content in each sub-section headed Short Course and Full Course.

Candidates following the Full Course GCSE should also know and understand the content in each sub-section headed Additional Content for Full Course (shaded in blue).

Short Course and Full Course Specification			Guidance notes for teachers <i>The notes in this column provide useful topic subheadings and aspects to explore in your teaching of the specification content listed to the left.</i>
3.1.1 The range of physical activities and the different roles that the active participant can choose from			
Range of activities Students should understand that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social well-being. This can be achieved through planning the targeted selection from the following physical activities as part of a balanced healthy lifestyle. Students should understand the reasons for and benefits of choosing different types of activities.			It is envisaged that candidates will have an understanding of the National Curriculum from participation at Key Stage 3 and the requirements of Key Stage 4 and this will just need to be reinforced at GCSE level. This is an aspect that lends itself to being taught through the practical.
Skill	Type of Activity	Success is...	
Outwitting opponents	Games activities	overcoming opponents in competition by directly affecting each other's performance	Outwitting opponents: This includes activities in which the concept of success is to overcome an opponent or opponents in a face-to-face competition. Opponents can directly affect each other's performance and the key is to outwit the opposition. For example: <ul style="list-style-type: none"> • invasion games (eg water polo, netball, football, rugby, Gaelic football, American football, polo and hockey) • net/wall games (eg volleyball, tennis, table tennis and squash) • striking/fielding games (eg rounders, softball, stoolball, cricket, table cricket) • combat activities (eg fencing, judo and karate).

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<p>Accurate replication of actions, phrases and sequences</p>	<p>Gymnastic activities</p>	<p>the ability to repeat actions, phrases and sequences of movement as perfectly as possible</p>	<p>Accurate replication: This includes activities in which success is judged on the ability to repeat actions, phrases and sequences of movement as perfectly as possible. Examples include: synchronised swimming, diving, rebound tumbling, competition ballroom dancing, gymnastics and skateboarding.</p>
<p>Exploring and communicating ideas, concepts and emotions</p>	<p>Dance activities</p>	<p>how well a performer or choreographer expresses ideas, feelings, concepts and emotions, to communicate artistic or choreographic intentions to an audience</p>	<p>Exploring and communicating ideas, concepts and emotions: This includes activities in which success is considered in relation to how well a performer or choreographer expresses ideas, feeling, concepts or emotions to communicate artistic or choreographic intentions to an audience. Dance styles could include capoeira, contemporary dance, country dancing, ballet, Indian hand dance and street dance.</p>
<p>Performing at maximum levels in relation to speed, height, distance, strength or accuracy</p>	<p>Athletic activities</p>	<p>achieving personal best scores or times, and in competition with others' scores or times</p>	<p>Performing at maximum levels: This includes activities in which success is measured by personal best scores or times and in competition by direct comparison with others' scores or times. Examples include racing in the swimming pool or on a skateboard, or having a low score in golf or a high score in archery.</p>
<p>Identifying and solving problems to overcome challenges of an adventurous nature</p>	<p>Life saving, personal survival and outdoor and adventurous activities</p>	<p>overcoming challenges effectively and safely</p>	<p>Identifying and solving problems: This includes activities in which success is judged on how efficiently and safely challenges are overcome. Examples include orienteering, personal survival, life saving, and expeditions involving walking or using transport such as boats and canoes.</p>
<p>Exercising safely and effectively to improve health and well-being</p>	<p>Fitness and health activities</p>	<p>improving feelings of health, fitness and well-being</p>	<p>Exercising safely and effectively: This includes activities such as aqua aerobics, weight training, jogging and power walking in which success is related to improving feelings of health, fitness and wellbeing. Goals might include emotional wellbeing, healthy weight management, toned muscles and/or a healthy heart.</p>

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The roles of the active participant

Students should develop knowledge and understanding of the following roles that the active participant can adopt and what constitutes effective performance in these different roles.

These should include activities that reflect local, national and international cultures and traditions and the full range of performance. Students should understand the reasons for and benefits of adopting the following roles.

Player/Performer	developing the ability to make effective plans to improve performance
Organiser	bringing together all the main ingredients at the right time, in the right place, in order to maximise promotion, participation and high quality performance
Leader/Coach	<p>an important influence on individuals or groups towards set goals, or on behaviour in sport</p> <p>a specialist in an activity, responsible for preparing a performer in skill acquisition, correct technique, correct physical state or correct mental state</p>
Choreographer	the designer or arranger of a ballet or other staged dance/performance
Official	someone who controls the activity; interprets the rules, laws or regulations of the activity including checking the equipment

Effectiveness of performances: This includes critically analysing:

- the quality of a performance in relation to the range and quality of skills and the range and effectiveness of tactics, strategies or compositional ideas used;
- how effectively the body and mind respond to the challenges. It also includes identifying what actions are needed and either communicating these to others or carrying them out in order to improve their own performance.

The link which will exist relating to culture and the fact that some cultures encourage greater levels of participation than others, especially in relation to some gender and religious issues.

Please note that it is no longer compulsory for students to be assessed in roles other than player/performer in their practical (controlled) assessment.

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Individual Differences		
Students will need to understand that people are individuals with different needs according to the following factors.		
Age	<p>Physical maturity, suitability for certain activities prior to maturity</p> <p>The effects of performance at various ages up to and including retirement</p> <p>Understanding what their bodies can and cannot do as they go through periods of development</p>	<p>How and why some sports/activities require early specialisation, eg gymnastics.</p> <p>Appropriate age and levels of competition – including age categories for sports/activities – u12, u14, u16, u18. In Athletics these categories are – minors, juniors, inters, seniors</p> <p>School, district, county, regional, national.</p> <p>The effects of the ageing process on the various body systems/aspects of fitness – oxygen capacity decreases with age, strength increases up to a peak in early twenties then decreases, flexibility peaks earlier in teenage years, skill levels.</p>
Disability	How physical, mental, temporary or permanent disability can affect participation and performance in physical activity	Inclusion – access-adaptations.
Gender	How physique, metabolism and hormones can affect participation and performance in physical activity	<p>Females – generally – smaller, shorter, lighter bone structure and muscle size – generates less power, strength and speed.</p> <p>The fact that metabolism refers to the whole range of biochemical processes that occur within the body and the hormonal imbalance which females can experience during their period.</p>
Physique	<p>Body typing as Endomorph, Mesomorph and Ectomorph</p> <p>The most suitable body type for a particular sport or playing role/position within that sport</p> <p>Knowledge of the particular sports for each type and the reasons for their suitability</p>	The most suitable body type could be a combination of the body types rather than the extreme of one of these somatotypes.
Environment	How weather, pollution, altitude, humidity, and access to facilities and terrain can affect the participant and their performance in physical activity	<p>Environmental aspects of provision.</p> <p>Acceptability, access, provision and the environmental issues involved.</p>
Risk and challenge	Risk assessment and risk control for themselves and others to participate safely in different environments	The scope for and range of challenge in activities – particularly those involving identifying and solving problems to overcome challenges of an adventurous nature. Man versus the environment
Activity levels	The effects and needs of different demands from different activities	Socio-economic factors.

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<p>Training</p>	<p>How funds and the time available affect the participant and their performance in physical activity</p>	<p>Funding streams and agencies – such as The National Lottery.</p> <p>Link to sponsorship and the relationship of this to amateur and professional sport.</p>
<p>Students should also understand that taking part in physical activity of any sort, for any reason, involves developing physical and mental capacity to respond to the demands of performance.</p>		
<p>The demands of performance</p> <p>Fatigue/Stress</p> <p>How and when fatigue and stress occur, and the effects on skill level, including the following:</p> <ul style="list-style-type: none"> • personality/emotions • tension/anxiety • aggression • motivation/arousal • boredom/tedium • feedback/criticism. 		<p>Pressure/stress – the effect on performance of playing – as an individual, with a partner, as part of a team, in front of a crowd, against different qualities of opposition, at varying levels of competition.</p> <p>Personality and sport to include introvert, extrovert including examples of sports which suit particular personalities.</p> <p>Aggression in sport. Both direct and indirect, together with examples of sports in which they are evident. The place of motivation, anxiety, arousal and tension in effective performance.</p>

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Additional content for the Full Course	Activity Specific Examples:
<p>The demands of performance (continued) Injury</p> <ul style="list-style-type: none"> • Precautions – how to prevent injury • Correct techniques and safe practice • Clothing/equipment • Rules/codes of conduct. 	<p>Group 1 Outwitting opponents as in game Activities Invasion/striking games: use of shin pads, face mask/ batting helmet, gum shield, batting/goal keepers, gloves, etc.</p> <p>Net/wall games: goggles; secure net/posts; clear and safe playing area.</p> <p>Group 2 Accurate replication as in Gymnastic Activities Gymnastics: condition of mats; qualified staff/spotters; overhanging beams; use of magnesium carbonate; use of spotters when trampolining; removal of jewellery; tying hair back.</p> <p>How to lift, carry, place and use equipment safely.</p> <p>Group 3 Exploring and communicating ideas as in Dance Activities Dance: condition of floor/mats; warm-up; removal of jewellery; must wear appropriate clothing, footwear, etc.</p> <p>Group 4 Performing at maximum levels as in Athletic Activities Athletics: use of landing areas for jumping events; rake being removed from the pit; condition and placement of soft landing areas/mats; not throwing until told to do so; staying behind throwers; not running to collect javelins, use of warning sound in throwing events, etc.</p> <p>Group 5 Identifying and solving problems to overcome challenges as in Outdoor and Adventurous Activities possible hazards inherent in the activities; environmental factors (including extreme weather conditions); risk and risk control.</p> <p>Group 6 Exercising safely and effectively to improve health and well being: checking equipment.</p> <p>Candidates must, at all times, be aware of the risks involved, and observe all the appropriate and correct safety precautions/rules laid down by the Governing Body for the activity, in order to ensure their own personal safety and the safety of others when taking part in physical activity.</p> <p>Swimming and pool activities: not running on pool side; checking depth of water; not jumping/diving in; not going out of one's depth, etc.</p>

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The difference between aerobic and anaerobic exercise

- Aerobic respiration in the presence of oxygen, summarised as:
- $\text{glucose} + \text{oxygen} \rightarrow \text{energy} + \text{carbon dioxide} + \text{water}$
- Anaerobic respiration in the absence of oxygen, summarised as:
- $\text{Glucose} \rightarrow \text{energy} + \text{lactic acid}$.
- The function and role of the blood in the transport of oxygen, glucose and waste products, body temperature control and protection, link to aerobic and anaerobic.
- Oxygen debt as the result of muscles respiring anaerobically during vigorous – exercise and producing a mild poison called lactic acid.
- The recovery process from vigorous exercise.

Understanding the terms aerobic and anaerobic in relation to exercise.

How oxygen debt occurs and is repaid

How the waste products of energy metabolism (carbon dioxide, heat, lactic acid and water are removed from the body (expiration, perspiration).

Characteristics and benefits of leisure and recreation

How leisure and recreation contribute to a balanced, healthy lifestyle and as a non-competitive, alternative, option leading to lifetime sport.

- Leisure – free time when you can do what you choose, a time to take part in physical activity or in sport.
- Recreation – time to relax, do something active and healthy an active aspect of leisure.
- Physical recreation – playing for intrinsic rather than extrinsic rewards.
- Outdoor recreation – activity associated with challenge in the natural environment.
- Lifetime sports – which can be carried on throughout life.

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Short Course and Full Course Specification	Guidance notes for teachers
<p>3.1.2 Linking physical activity with diet, work and rest for personal health and a balanced healthy lifestyle</p>	<p>An understanding of general and specific fitness, ie what is fit for a club standard performer compared to an international standard performer in the same activity.</p>
<p>Health, fitness and a healthy active lifestyle</p> <p>Fitness as one aspect of general health.</p> <p>Differences between health and fitness and how they are related.</p> <p>The adoption of a healthy active lifestyle, for example:</p> <ul style="list-style-type: none"> • jobs involving manual labour • jobs involving being on feet all day • an outdoor job • walking/cycling to work/school • practical leisure pursuits. <p>The concept of 'fitness' as the capability of the body to meet the daily demands made upon it with some comfort/without stress.</p> <p>Fitness capability in terms of the components that serve the body in different degrees, at different times to meet different demands, either separately or in combination, including the following:</p> <ul style="list-style-type: none"> • strength – dynamic, explosive, static • speed • power • cardiovascular endurance/stamina • muscular endurance/stamina • flexibility/suppleness • agility • balance • co-ordination • reaction time • timing. <p>Skeletal and muscular systems need to be understood in the above contexts, where applicable.</p>	<p>Candidates should have knowledge and understanding of the following reasons for undertaking exercise, and how and why exercise may vary to suit the needs of the different purposes.</p> <ul style="list-style-type: none"> • For the maintenance of good health. • Strength and stamina requirements for general health such as the ability to carry out repeatedly a series of manual tasks, eg stacking shelves or standing on their feet all day. The effect of lack of exercise on the body's ability to perform such tasks efficiently. • Flexibility for everyday living such as the ability to perform a range of simple movements without discomfort eg tying shoe laces, reaching up for a book. • To maintain a good level of fitness. <p>An understanding of the basic components of fitness and how they relate to selection into different activities:</p> <ul style="list-style-type: none"> • strength to deal with the efforts and loads placed on the body • stamina to maintain effort (both cardiovascular and muscular) • speed to contract muscles quickly and slowly • flexibility to move joints through their full range • balance to maintain control, shape and alignment • coordination for balanced and effective interaction of movements • agility to move quickly and nimbly. <p>Why different types of strength might be required for different activities, such as static strength, explosive strength and dynamic strength and sporting examples of each.</p> <p>Anatomy and Physiology</p> <p><i>Centres should be aware that much of the biological content of the following sections will have been taught and learnt during Key Stages 3 and 4 Science. However, for those where this has not been the case, the limit of the biological knowledge is identified. This specification is concerned with the application of this knowledge in the context of physical movement and the improvement of performance.</i></p> <p>The functions of the skeleton in relation to physical activity – support, movement and protection.</p>

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Training

Specific exercise or training programmes including advantages and disadvantages, training and practice to improve fitness/skills/techniques, such as:

- weight training
- circuit training
- interval training
- fartlek training
- continuous training.

Aspects of training:

- principles of training – including sessions and programmes
- threshold
- specificity
- progression
- overload (including frequency, intensity and duration)
- reversibility
- repetition/sets
- training zones
- rest/recovery.

How the skeletal system provides a framework for movement and contributes to performance – including the role of joints in facilitating movement.

Types of freely moveable joints and the range of movement possible at these joints – ball and socket – shoulder-abduction/adduction; hinge – elbow/knee – flexion/extension.

Knowledge of the role of the main bones in body movement during physical activity and in sports actions is limited to: clavicle, scapula, humerus, radius/ulna, rib cage (movement during inspiration and expiration), pelvis, femur, tibia/fibula and patella.

The ways that muscles work in different physical activities such as upper body in throwing and lower body in jumping and how different physical movements are achieved.

How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement of the major moveable joints.

The action of muscles, prime movers (agonists) and antagonists in different movements. Reference to the specific action of muscles and their contribution to movements in different physical activities, is limited to: biceps, triceps, hamstrings, quadriceps, deltoids, trapezius, latissimus dorsi, pectorals, abdominals and associated bones.

This includes being aware of the effects of training and exercise on the body and the ways in which it can improve levels of performance.

Candidates should understand:

- that the training threshold is the point at which training improves physical fitness
- maximum heart rate and how it is calculated
- heart rate training zones – aerobic and anaerobic.

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Additional content for the Full Course

Training (continued)

Aspects of training (continued):

- Environment eg altitude, warm weather
- The training year – pre-season, competition, closed season.

Altitude Training

Climatic conditions can make this difficult due to severe winter weather at home. There may be an option for some performers to travel abroad for warm weather training, (or possibly altitude training) but this is dependent on finance/funding. These opportunities would, therefore, not be available to all participants.

The specific requirements of different physical activities taking into account possible playing/performing seasons and closed seasons.

Candidates should understand why many activities have a closed season for rest and recuperation to take place, and the need for winter or out of season training, during which time strength and endurance are built up.

Why, as the playing seasons approach, training is changed to sharpen up more specifically to the game/event. This should include skills practices to develop techniques/set pieces where appropriate.

Some sports/events require all year round training/participation.

Diet

- Through a balanced diet the body receives the nourishment it needs to maintain physical health.
- Knowledge and understanding is limited to: proteins, carbohydrates fats, vitamins, minerals, water/fluids, fibre/roughage.
- Causes and results on the body of dietary imbalance/deficiency with particular reference to obesity and anorexia.
- Special diets for different types and levels of active participation; to include carbohydrate loading and high protein diets.

Diet

Candidates should know the following:

Carbohydrates – the main energy source

Proteins – for muscle growth and repair

Vitamins – limited to vitamins A, C and D

Minerals – limited to iodine, iron and calcium

Water and the importance of maintaining fluid levels to prevent dehydration.

Energy equations and metabolic rates considering the types and amounts of foods consumed compared with the amounts and types of exercise taken.

Specific requirements for different performers: ie comparison of dietary needs between people taking part in different physical activities/understanding of the consideration given to carbohydrate loading for endurance events and a high protein diet for body builders.

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Short Course and Full Course Specification	Guidance notes for teachers
<p>3.1.3 Making informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs</p> <p>Key influences, including cultural factors, that impact on individuals' sustained involvement in physical activity.</p> <p>School influences</p> <ul style="list-style-type: none"> • National Curriculum requirements • The healthy schools programme and PSHE 	<p>The link which will exist relating to culture and the fact that some cultures encourage greater levels of participation than others, especially in relation to some gender and religious issues.</p> <p>Range of different activities: This includes activities that develop the strength, stamina, suppleness and speed of the upper body and arms, and lower body and legs. This can be achieved through at least two hours of focused weekly activities in curriculum time.</p> <p>School – the importance of the school in promoting participation in physical education through the requirements of the National Curriculum and the curriculum offered in time tabled lessons.</p> <p>The 4 core themes of the healthy school programme:</p> <ol style="list-style-type: none"> 1. PHSE 2. Healthy eating 3. Physical activity 4. Emotional Health and wellbeing (NB short course candidates will only need to know that this is the fourth theme but will not need to describe the contents).
<p>Additional content for the Full Course</p> <p>School influences (continued)</p> <ul style="list-style-type: none"> • PESSCL (Specialist Sports Colleges, gifted and talented programme, Step into Sport and the TOP LINK programme, school and club links, swimming and coaching) • PESSYP (New sporting opportunities, the '5 hour offer', increased coaching opportunities, national networks of school sport, range of sporting activities, Young Ambassadors, National Talent Orientation Camp, The National Sport Week) 	<p>Candidates should know that PESSCL stands for Physical Education, Schools Sport and Club Links. They should be able to give a brief historical outline of PESSCL programme – knowledge and understanding of the establishment and growth of Sports Colleges, Gifted and Talented programme, Step into Sport, the TOP LINK programme, school and club links, swimming and coaching</p> <p>Candidates should know that PESSYP stands for Physical Education and Sport Strategy for Young People – its main focus is to increase the number of pupils accessing 5 hours of high quality PE and sport within school and in the community. This is known as 5x60 in Wales. Candidates should know about each of the 10 strands.</p>

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Short Course and Full Course

Healthy eating

- Balanced diet for the balance of good health
- Whole School Food Policy
- Standards and requirements for school lunch
- Food choices.

Physical Activity

- Physical Activity Policy
- Structured two hours physical activity
- The range of extra-curricular activities

Extra-curricular opportunities and provision

- Attitudes of staff (both positive and negative) and experience of staff influencing the range and type of provision made
- The extent and quality of facilities available – challenges where facilities are limited and the range of opportunities for well-resourced schools
- Outside visits to other sporting providers, specialist facilities and specific activity providers (such as ice rinks, ten pin bowling or dry ski slopes)
- Links to local sports clubs/providers for a range of activities and different types of provision such as health clubs, golf clubs etc.
- Providing a range of extra-curricular activities/ representative teams, clubs and societies which can extend beyond the traditional sporting models to include other leisure and recreational opportunities.

What constitutes a balanced diet and an understanding of the particular values and properties of the various nutrients that make this up.

The different food types and the nutrients they contain.

The problems caused by an imbalance or deficiency in diet.

Sports centres, swimming pools, playing fields, sports clubs, etc

The provision of both outdoor and indoor facilities and the issues regarding their location in terms of funding, access, acceptability, expected use and the links to the recreation and leisure industries and the provisions which they make.

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Additional content for the Full Course

Emotional health and wellbeing

- Vulnerable individuals and groups
- Bullying policies
- Behaviour and rewards policies
- Confidential pastoral support systems.

The link to the four core themes of the National Healthy Schools Programme and the five outcomes of Every Child Matters. Actual examples of whole school policies which are in place and implemented can be covered here.

Cultural and Social factors

Leisure Time

- Opportunities available – reasons for increased leisure time, eg greater unemployment, shorter working week, technological advances including more labour-saving devices.
- Growth in the leisure industry (public and private sector) to provide for this greater need.
- Providers and users – local authority provision specifically targeting particular ‘user groups’ and making concessions and allowances for them.
- Fairness and personal and social responsibility
- Concepts of etiquette and fairness – examples of where this is expected to take place within different sports
- The link with rules – adherence to the rules and spirit of the game, including responding positively to the officials in charge (teachers/coaches, etc) affecting safety.

Including the factor of increasing levels of part-time work.

Candidates should be aware of provision through both the public and private sector of sports/leisure centre and private sports/fitness clubs

User groups such as parents and toddlers, unemployed and shift workers and any other particular groups of people who would use leisure facilities.

Candidates should be able to give examples of etiquette eg tennis players shaking hands at the end of a match with opponents as well as thanking umpires/ referees; eg footballers kicking the ball out of play when a player is injured. Most sports conclude with opponents congratulating each other and shaking hands – some also swap shirts eg football. Players also shake hands with referees and officials, Managers shake hands with each other.

Social groupings

- Peers – positive and negative effects of peer pressure on participation
- Family – positive and negative effects of family pressure on participation
- Gender – positive and negative effects of gender on participation in sport
- including wider sporting opportunities and involvement in management and officials' roles
- Ethnicity – awareness and appreciation of their own and other cultures in relation to physical activities.

The interaction between players and officials and the mutual respect which should be shown.

Real and perceived differences on the grounds of gender and the reduced levels of sexual discrimination in sport.

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Short Course and Full Course

Opportunities and pathways available for becoming or remaining involved in physical activities

Roles – provision, choice and pathway opportunities

- The different roles that schools may encourage candidates to adopt, eg performer, leader/coach, organiser, choreographer or official
- Being involved in increasingly complex and challenging tasks and activity and following career and volunteering pathways; pursuing roles in sport through volunteering.
- Accredited courses and qualifications
- Examination-based courses, accreditation, sports performance awards, proficiency testing and awards.
- Cross-curricular possibilities
- Cross-curricular work, eg health awareness, social education issues.

It is useful to introduce the term “pathways” by referring to the definition in the National Curriculum

“Follow pathways: This may involve:

- regularly getting involved in PE, sport, dance and healthy physical activity
- taking part in school and community sport and dance opportunities
- deciding to become a performer, leader or official and working towards accreditation
- being involved in increasingly complex and challenging tasks and activities
- reaching the highest possible standards of involvement in physical activity and following career and volunteering pathways
- pursuing routes into sport through volunteering.”
QCA NC KS4.

Additional content for the Full Course

Vocational opportunities

- Sports performer – differences between professional and amateur, open sport and the ways in which ‘loopholes’ are found for amateur performers
- Careers such as PE teacher, coach, trainer, physiotherapist, sports management.

The type, variety and extent of vocations that might be available

The traditional differences between amateur and professional sport and the ways in which the barriers have been broken down in many sports.

Other sport/PE related careers which may become available.

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Short Course and Full Course

International and other factors

- The media
- The Press
- Television
- The Internet
- Radio
- How the media helps to give an understanding of performance and participation.
- Different types of output eg informative, educational (eg coaching series or documentaries), instructive and entertainment
- Director's/writer's influence on what might be seen or said.

Sponsorship

- Range and scope and the effects of sponsorship
- Advantages and disadvantages to the sponsor, the performer and the sport/activity
- Ease of obtaining sponsorship at various levels and at different profile levels of sport. Examples of acceptable and unacceptable types of sponsorship.

Competitions

- Types of competitions used in all levels of sport, including knock-out, ladders and combination events which involve qualifying criteria.

Types of coverage including the various ways that television is broadcast.

Educational uses, to include specific schools programmes, skill development, eg coaching series or documentaries.

Positive effects of media such as better educated supporters, more supporters, and more participants, greater ease of attracting sponsorship.

Examples of major events/sponsors, such as national teams, competitions, and the effects of sponsorship, eg prime time viewing.

Dates, clothes, times of events changed to suit sponsors needs.

Including league and round robin formats which could be integral parts of combination events. The advantages and disadvantages some of these formats clearly have.

Additional content for the Full Course

Competitions (continued)

- Different levels including examples of specific competitions and competition formats.

International sport and events

- Advantages and disadvantages of hosting major international sporting competitions or events such as the Olympic Games and other high profile events.

The link with role models

- The importance of role models in setting participation trends or shaping attitudes and the effects of this on growth/declining popularity.

This would include any major national or international competitions which relates to the identified formats. Such as the Olympic Games, organised world cups/championships in the major sports and other high profile events such as Wimbledon.

Examples in any of the types of events or events listed above.

The rise of sports personalities as positive role models. Activities growing in popularity and those declining in popularity possibly reflecting trends or copying current role models.

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Health, safety and the well-being of others

- Play safe, and health and safety legislation and guidance
- Correct technique when performing a skill
- Use of appropriate footwear and clothing to prevent injury
- Carrying, lifting and lowering – guidance on correct techniques.
- Rules relating to sport and equipment
- The link to safety – students should understand the roles that rules play in making sure that taking part is as safe as possible.

Safety legislation as applicable to specific events or activities.

Safety and risk assessment; prevention of injury to self and others; general rules which apply to all sporting situations and activities.

Candidates should show knowledge and understanding of:

- correct actions, clothing, footwear to prevent injury
- correct technique when performing a skill or when landing.

Particular reference to lifting and lowering actions to include sports equipment, eg trampoline wings; use of appropriate footwear, eg studded boots; spiked running shoes and protective clothing in appropriate activities, eg hockey, cricket, soccer, etc.

The need for clothing to be appropriate to the activity, such as not wearing loose clothing on the trampoline. The need to have specific clothing to wear for sporting activity and to wash and clean it regularly.

Correct sports footwear to give support to arches and to cushion the ankle joint on the impact when running or jumping. The effect of high back shoes, eg causing Achilles tendon damage.

For safety and the prevention of injury.

Safety and the role of rules in relation to self and others:

Candidates should be aware of safety considerations that could apply in each of the practical activity areas and also to understand the role that rules play in making sure that taking part is as safe as possible.

This includes appropriate warm-up/cool down, the condition of playing surface and equipment, the performers. Actions being within the rules of the activity and using correct techniques.

There should also be knowledge and understanding of why adherence to the rules and spirit of the game, to include responding positively to officials in charge and to any other instructions given by teachers/ coaches etc, affects safety.

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Science and ICT

For planning improvement and involvement in physical activity

Performance analysis software and hardware

ICT to record and analyse performance; to track involvement and improvement; linking with other curriculum areas

Interactive tools and devices – including games consoles

Technological innovations eg the video official, 'Cyclops' at Wimbledon, 'Hawkeye' at cricket matches.

It may be useful to explore this through the suggested applications of ICT to Physical Education in the National Curriculum KS4.

“ICT: This includes:

- using performance analysis software and hardware
- using ICT to record and analyse performance
- using ICT to track participation, involvement and improvement in physical activity
- creating multimedia films and productions in conjunction with other curriculum areas.” QCA NC KS4

Technological Developments: technological developments in terms of equipment and materials used and their effect on participation and performance in different activities and for different performers.

Also improvements in facilities, safety factors and provision, teaching/training aids etc. Use of advanced Information Communication Technology to also improve both knowledge and performance.

Technological advances in the use of digital cameras/ accurate recordings for analysis of achievement at world class level such as at the Olympic Games and World Championships, for example, instant replays, photo finishes, split times, timing of race winners to hundredths of seconds, underwater cameras etc.

