

Key Stage 4 (11)

Course title: GCSE PE

Exam board: OCR

Specification code: J817

<p>Autumn 1 (September – October) & Autumn 2 (October – December)</p>	<p>2.2 Sports Psychology At the end of the topic students will know the following:</p> <ul style="list-style-type: none">• Students will know the psychological factors that affect performers.• Students will know the acronym PFACE and how it can be used to recognise the different characteristics of a skilful movement.• The different continua used in the classification of skills, including the simple to closed (difficulty continuum) and open to closed (environmental continuum).• Understand the SMART principles of goal setting and provide examples of why goal setting would be used.• A range of mental preparation techniques.• The four different types of guidance.• The six different types of feedback.• This topic area must be covered prior to completing their NEA controlled assessment. <ul style="list-style-type: none">• Classification of skills, goal setting, guidance and feedback must be taught for their AEP task.
	<p>2c.1 Assessment of Analysing and Evaluating Performance (J587/05) At the end of the topic students will know the following:</p> <ul style="list-style-type: none">• How to conduct fitness tests and collate data for an individual.• The components of fitness used in their chosen sport.• Be able to identify the key skills used in their chosen sport.• How to identify strengths and weaknesses of an individual.• How to analyse the movement of an individual's joints when performing a practical activity in their chosen sport.• How to produce an action plan for their individual to improve their key skill weakness.• The 'Analysing and Evaluating Performance (AEP)' assessment will make up 10% of the overall student's grade.• The AEP is completed at this point, due to all the teaching that is related to the assessment will be taught. It requires synoptic links between both component 1 and 2, specifically the 2.2 sports Psychology to be taught prior to delivering the assessment.
<p>Spring 1 (January – February) & Spring 2 (February – March)</p>	<p>2.1.c. Ethical and socio-cultural issues in physical activity and sport At the end of the topic students will know the following:</p> <ul style="list-style-type: none">• Definitions of the term's gamesmanship, sportsmanship, and deviance.• Reasons for gamesmanship and deviance in sport.• The effects of drugs in sport and the reasons why sports performers use drugs.• Know the reasons for violence in sport. <p>This topic area builds upon the sports psychology component, as it discusses some psychological effects of drug use in sport and the reasons why people would use drugs.</p> <p>Additionally, the sports psychology topic is important to refer to when discussing the reasons for violence, as some relate to the psychological effects such as over arousal, anger and frustration as causes of violence.</p>

	<p>2.1.a Engagement patterns of different social groups in physical activities and sports</p> <p>At the end of the topic students will know the following:</p> <ul style="list-style-type: none"> • Students will know the different trends in participation in physical activity in sport. • Understand the numerous factors that can affect participation. • Recognise different strategies to help improve participation, including promotion, provision, and access. <p>It is important that this topic is completed at this point in the course, as students need to know the most up to date trends on participation and sport.</p> <p>If this is done too early, then the current trends in sport may change and the information would then become inaccurate.</p> <p>This topic is also planned sequentially to link the media coverage and role models as factors affecting participation to the discussion of violence, gamesmanship and sportsmanship we have covered in the previous topic area.</p>
	<p>2.1.b. Commercialisation of physical activity and sport</p> <p>At the end of the topic students will know the following:</p> <ul style="list-style-type: none"> • How to identify different types of media, including practical examples. • How media influences the commercialisation of sport. • Know the positive and negative effects of media in sport. • What is meant by the term the Golden Triangle and the interrelationship between sport, sponsorship and the media. • The positive and negative effects of sponsorship on the commercialisation of physical activity and sport. <p>This topic area builds on our knowledge of role models and the media influences on participation in sport. The students will now move on to discussing the different types of media in sport.</p> <p>Once this is complete then the students will link this to ‘The Golden Triangle’ which includes sport, sponsorship, and the media. Again, this allows the perfect sequential planning of this topic area into the long-term plan. As students will build upon the previous knowledge of the media and follow this with the types of media and then how it impacts the Golden Triangle.</p>
<p>Summer 1 (April – June) & Summer 2 (June – July)</p>	<p>2.3 Health, fitness and well-being – Diet and nutrition</p> <p>At the end of the topic students will know the following:</p> <ul style="list-style-type: none"> • The definition of a balanced diet. • The components of a balanced diet. • Know the function of each component of a diet and recognise food sources for each one. • Understand the effects of diet and hydration on energy use in physical activity. <p>This will help develop knowledge of the components of a diet and it will also discuss the energy balance the ways in which athletes can increase and decrease weight and modify their diet to do this.</p> <p>This will lead perfectly into the next topic area which discusses the impact of a sedentary lifestyle and the characteristics of a healthy and unhealthy lifestyle. Understanding the components, the students are better equipped to demonstrate a knowledge health, fitness and well-being.</p>

2.3 Health, fitness, and well-being

At the end of the topic students will **know** the following:

- The definitions of health, fitness, and well-being.
- The characteristics of a healthy and unhealthy lifestyle.
- The physical, social, and emotional benefits of exercise on health.
- The consequences of a sedentary of lifestyle, relating to physical, social, and emotional health.

This topic is taught in this order as it will allow students to build on their knowledge of components of a diet and energy balance. They can then move onto understanding the characteristics of a healthy and unhealthy lifestyle, and with this prior knowledge they have a better understanding to do this.

Furthermore, they can then start to discuss the effects of a sedentary lifestyle which would occur from a poor diet and energy balance, both of which have been introduced in the previous topic area.