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**Revision Guidance**

**CONTENTS PAGE**

|  |  |
| --- | --- |
| The course outline | p.2 |
| Exam dates | p.2 |
| Textbooks and revision guides | p.3 |
| Revision apps and websites | p.4 |
| Exam paper for Unit 1 information | p.5 – p.10 |
| Exam paper for Unit 2 information | p.11 – p.13 |
| Revision Plan (Lessons and independent study) | p.14 |

**Course Details.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Title** | **Topics** | **Length/ Time** | **Marks** | **Worth** |
| **Component 1** – Physical factors affecting performance | • 1.1 Applied anatomy and physiology• 1.2 Physical training | 1 hour | 60 | 30% of your final grade |
| **Component 2**– Socio-cultural issues and sports psychology | • 2.1 Socio-cultural influences• 2.2 Sports psychology• 2.3 Health, fitness and well-being. | 1 hour | 60 | 30% of your final grade |
| **Component 3** – Practical performance | Core and advanced skills in three activities taken from the approved lists:o one from the ‘individual’ list o one from the ‘team’ listo one other from either list. | (2) Practical assessments | 40 (20 per activity) | 30% of your final grade |
| **Component 4 -** Personal Exercise Programme | Aim and planning analysisCarrying out and monitoring the PEPEvaluation of the PEP | 1500 words (maximum) | 20 | 10% of your final grade |

**Exam Dates.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Title** | **Length/ Time** | **Marks** | **Worth** | **Date** |
| **Component 1** – Physical factors affecting performance | 1 hour | 60 | 30% of your final grade | **Monday 7th June** |
| **Component 2**– Socio-cultural issues and sports psychology | 1 hour | 60 | 30% of your final grade | **Friday 25th June** |
| **Component 3** – Practical performance |  | 40 | 30% of your final grade | **Ongoing throughout the year** |

**Textbooks and Revision Guides.**

Revision packs are available from your PE teacher and these will be worked on throughout year 11. This includes a revision **guide**, which contains notes on the topic areas covered in both exams. It also includes exam technique and hints.

It is advised that students purchase revision materials. These are available from amazon and other online retailers. Details of the revision guides are provided below.

Revision guides and workbooks must be specific to OCR GCSE PE:

 

Grade 9-1 GCSE Physical Education OCR Revision Question Cards

My revision notes: OCR GCSE (9-1) PE 2nd edition

Grade 9-1 GCSE Physical Education OCR Complete Revision & Practice

**Apps and Websites.**

To support your revision you may also wish to use revision websites and/or apps. Below are some suggests for you.

|  |  |
| --- | --- |
| **For revision content:****BBC bitesize:** [**https://www.bbc.com/education/subjects/znyb4wx**](https://www.bbc.com/education/subjects/znyb4wx)**Revision world:** [**https://revisionworld.com/gcse-revision/pe-physical-education**](https://revisionworld.com/gcse-revision/pe-physical-education)**S-cool:** [**https://www.s-cool.co.uk/gcse/pe**](https://www.s-cool.co.uk/gcse/pe) |  |
|  |  |
|  |  |

**For organising your revision:**

|  |  |  |
| --- | --- | --- |
| **Get Revising** | **Study Blue** | **Quizlet** |
|  |  |  |
| https://getrevising.co.uk/ | https://www.studyblue.com/ | https://quizlet.com/en-gb |

**Revision App:**



Gojimo is a useful revision app that has been developed by the Telegraph. It has mostly free content but some you do need to pay for.

http://www.gojimo.com/a-level-sociology-revision

**2c.1.** **Content of Physical factors affecting performance (J587/01)** Component 01, *Physical factors affecting performance*, introduces and explores some of the physical factors which underpin participation and performance in physical activities and sports.

Learners 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. Learners 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 learners in the development of both their own practical performance and that of others.

**1.1 Applied anatomy and physiology**

Learners will develop knowledge and understanding of the basic structures and functions of body systems that are particularly important to physical activities and sports.

They will also study the short and long-term effects of exercise on these systems, and how these effects can impact on physical fitness and performance.

Learners will develop the ability to collect and use data, analyse movement and apply their knowledge and understanding, using examples from physical activity and sport.

**1.1.a. The structure and function of the skeletal system**

Learners 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.

Learners 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.

|  |  |
| --- | --- |
| Location of major bones  | • know the name and location of the following bones in the human body: * cranium
* vertebrae
* ribs
* sternum
* clavicle
* scapula
* pelvis
* humerus
* ulna
* radius
* carpals
* metacarpals
* phalanges
* femur
* patella
* tibia
* fibula
* tarsals
* metatarsals.
 |
| Functions of the skeleton page10image3825063424 | • understand and be able to apply examples of how the skeleton provides or allows: * support
* posture
* protection
* movement
* blood cell production
* storage of minerals.
 |
| Types of synovial joint  | * know the definition of a synovial joint
* know the following hinge joints:
	+ knee – articulating bones – femur, tibia
	+ elbow – articulating bones – humerus, radius, ulna
* know the following ball and socket joints:
	+ shoulder – articulating bones – humerus, scapula
	+ hip – articulating bones – pelvis, femur.
 |



|  |  |
| --- | --- |
| Types of movement at hinge joints and ball and socket joints page11image3824857808 | * know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport:
	+ flexion
	+ extension
* know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport:
	+ flexion
	+ extension
	+ rotation
	+ abduction
	+ adduction
	+ circumduction.
 |
| Other components of joints  | • know the roles of: * ligament
* cartilage
* tendons.
 |

**1.1.b. The structure and function of the muscular system**

Learners 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. Learners 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.

|  |  |
| --- | --- |
| Location of major muscle groups page11image3824613808 | • know 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: * deltoid
* trapezius
* latissimus dorsi
* pectorals
* biceps
* triceps
* abdominals
* quadriceps
* hamstrings
* gluteals
* gastrocnemius.
 |
| The roles of muscle in movement page11image3824657072 | • know the definitions and roles of the following and be able to apply them to examples from physical activity/sport: * agonist
* antagonist
* fixator

– antagonistic muscle action.  |



**1.1.c. Movement analysis**

Learners 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. Learners will become aware of the mechanical advantage provided by levers in movement.

Learners 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 recognised by learners who will be able to apply these to examples from physical activities and sports.

|  |  |
| --- | --- |
| Lever systems page12image3823924064 | • know the three classes of lever and their use in physical activity and sport: • 1st class – neck • 2nd class – ankle • 3rd class– elbow • know the definition of mechanical advantage.  |
| Planes of movement and axes of rotation page12image3823955648 | * know the location of the planes of movement in the body and their application to physical activity and sport:
	+ frontal
	+ transverse
	+ sagittal
* know the location of the axes of rotation in the body and their

application to physical activity and sport: * + frontal
	+ transverse
	+ longitudinal.
 |

**1.1.d. The cardiovascular and respiratory systems**



Learners 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. Learners 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.

Learners will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.

|  |  |
| --- | --- |
| Structure and function of the cardiovascular system  | * know the double-circulatory system (systemic and pulmonary)
* know the different types of blood vessel:
	+ arteries
	+ capillaries
	+ veins
* understand the pathway of blood through the heart:
	+ atria
	+ ventricles
	+ bicuspid, tricuspid and semilunar valves
	+ septum and major blood vessels:
		- –  aorta
		- –  pulmonary artery
		- –  vena cava
		- –  pulmonary vein
* know the definitions of:
	+ heart rate
	+ stroke volume
	+ cardiac output
* know the role of red blood cells.
 |
| Structure and function of the respiratory system  | * understand the pathway of air through the respiratory system:
	+ mouth
	+ nose
	+ trachea
	+ bronchi
	+ bronchiole
	+ alveoli
* know the role of respiratory muscles in breathing:
	+ diaphragm
	+ intercostals
* know the definitions of:
	+ breathing rate
	+ tidal volume
	+ minute ventilation
* understand about alveoli as the site of gas exchange.
 |
| Aerobic and anaerobic exercise page13image3826464832 | * know the definitions of:
	+ aerobic exercise
	+ anaerobic exercise
* be able to apply practical examples of aerobic and anaerobic

activities in relation to intensity and duration.  |

**1.1.e. Effects of exercise on body systems**

Learners 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.

Learners will be able to collect and use data in this section related to both short-term and long-term effects of exercise.

|  |  |
| --- | --- |
| Short-term effects of exercise page14image3826644208page14image3826644512 | * understand the short-term effects of exercise on:
	+ 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
* 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.
 |
| Long-term (training) effects of exercise page14image3826701920page14image3826702352 | * understand the long-term effects of exercise on:
	+ 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
	+ capilliarisation
* 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.
 |



**1.2 Physical training**

Learners will develop their knowledge and understanding of the components of fitness required for physical activities and sports and how each can be measured.

**1.2.a. Components of fitness**

Learners will develop their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility. Learners will be able to define each component and be able to apply using a range of practical examples from physical activities and sports. Learners will also develop their knowledge of suitable tests for each component.

Learners will be able to collect and use data related to the identified components of fitness. 

|  |  |
| --- | --- |
| Components of fitness page15image3826874464page15image3826874768 | Know the following components of fitness: * cardiovascular endurance/stamina
	+ know the definition of cardiovascular endurance/stamina
	+ be able to apply practical examples where this component is

particularly important in physical activity and sport * + know suitable tests for this component, including:
		- –  Cooper 12 minute run/walk test
		- –  multi-stage fitness test
* muscular endurance
	+ know the definition of muscular endurance
	+ be able to apply practical examples where this component is

particularly important in physical activity and sport * + know suitable tests for this component, including:
		- –  press-up test
		- –  sit-up test
* speed
	+ know the definition of speed
	+ be able to apply practical examples where this component is

particularly important in physical activity and sport * + know suitable tests for this component, including:

– 30m sprint test • strength * know the definition of strength
* be able to apply practical examples of where this component is

particularly important in physical activity and sport * know suitable tests for this component, including:
	+ –  grip strength dynamometer test
	+ –  1 Repetition Maximum (RM)
 |



|  |  |
| --- | --- |
| Components of fitness cont. page16image3827119056page16image3827119360 | • power * know the definition of power
* be able to apply practical examples of where this component is

particularly important in physical activity and sport * know suitable tests for this component, including:

– ‘standing jump’ or ‘vertical jump’ tests • flexibility * know the definition of flexibility
* be able to apply practical examples of where this component is

particularly important in physical activity and sport * know suitable tests for this component, including:

– ‘sit and reach’ test • agility * know the definition of agility
* be able to apply practical examples of where this component is

particularly important in physical activity and sport * know suitable tests for this component, including:

– Illinois agility test • balance * know the definition of balance
* be able to apply practical examples of where this component is

particularly important in physical activity and sport * know suitable tests for this component, including:

– ‘stork stand’ test • co-ordination * know the definition of co-ordination
* be able to apply practical examples of where this component is

particularly important in physical activity and sport * know suitable tests for this component, including:

– ‘wall throw’ test • reaction time * know the definition of reaction time
* be able to apply practical examples of where this component is

particularly important in physical activity and sport * know suitable tests for this component, including:

– reaction time ruler test• be able to collect and use data relating to the components of fitness.  |

**1.2.b. Applying the principles of training**

Learners 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. Learners will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training.

Learners 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.

|  |  |
| --- | --- |
| Principles of training page17image3827130848 | • know the following definitions of principles of training and be able to apply them to personal exercise/training programmes: * specificity
* overload
* progression
* reversibility.
 |
| Optimising training page17image3777198368 | * 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:
	+ continuous
	+ fartlek
	+ interval
		- –  circuit training
		- –  weight training
		- –  plyometrics
		- –  HIIT (High Intensity Interval Training).
* understand the key components of a warm up and be able to apply examples:
	+ pulse raising
	+ mobility
	+ stretching
	+ dynamic movements
	+ skill rehearsal
* know the physical benefits of a warm up, including effects on:
	+ 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:
	+ low intensity exercise
	+ stretching
* know the physical benefits of a cool down, including:
	+ 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.
 |

**injury in physical activity and training**

Learners 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. Learners 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.

|  |  |
| --- | --- |
| Prevention of injury page18image3823299760 | * understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples, including:
	+ 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.
 |

**2c.2. Content of Socio-cultural issues and sports psychology (J587/02)**

In Component 02, *Socio-cultural issues and sports psychology*, 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. Learners will also develop their knowledge and understanding of ethical and socio-cultural issues in physical activities and sports.

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.

**2.1 Socio-cultural influences**

Physical activities and sports play an integral part of society in the UK. In this topic, learners will develop their knowledge and understanding of the factors that continue to impact on physical activities and sports in the UK today. Learners will be introduced to engagement patterns of different social groups in physical activities and sports.

|  |  |
| --- | --- |
| Physical activity and sport in the UK page20image3782803872page20image3782804176 | • be familiar with current trends in participation in physical activity and sport: * using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS))
* of different social groups
* in different physical activities and sports.
 |
| Participation in physical activity and sport page20image3782846464page20image3782846768 | * understand how different factors can affect participation, including:
	+ 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:
	+ promotion
	+ provision
	+ access
* be able to apply examples from physical activity/sport to participation issues.
 |



**2.1.b. Commercialisation of physical activity and sport**

Learners will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with

|  |  |
| --- | --- |
| Commercialisation of sport page21image3782993344 | • understand the influence of the media on the commercialisation of physical activity and sport: • different types of media * –  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.  |



**2.1.c. Ethical and socio-cultural issues in physical activity and sport**

Learners 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

|  |  |
| --- | --- |
| Ethics in sport page22image3777566816 | * know and understand:
	+ the value of sportsmanship
	+ the reasons for gamesmanship and deviance in sport.
* be able to apply practical examples to these concepts.
 |
| Drugs in sport page22image3777591312 | * 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.
* know and understand the impact of drug use in sport:
	+ on performers
	+ on sport itself.
 |
| Violence in sport page22image3777635088 | * know and understand the reasons for player violence
* give practical examples of violence in sport.
 |



**2.2 Sports psychology**

Learners 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 activites and sports.

|  |  |
| --- | --- |
| Characteristics of skilful movement page23image3777821984 | * know the definition of motor skills
* understand and be able to apply examples of the characteristics of skilful

movement: * + efficiency
	+ pre-determined
	+ co-ordinated
	+ fluent
	+ aesthetic.
 |
| Classification of skills page23image3777851920 | * know continua used in the classification of skills, including:
	+ 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.
 |
| Goal setting page23image3777889872page23image3777890176 | * 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.
 |
| Mental preparation page23image3777938032 | • know mental preparation techniques and be able to apply practical examples to their use: * imagery
* mental rehearsal
* selective attention
* positive thinking.
 |



|  |  |
| --- | --- |
| Types of guidance page24image3783134672 | • understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: * visual
* verbal
* manual
* mechanical.
 |
| Types of feedback page24image3782686080 | • understand types of feedback and be able to apply practical examples to their use: * intrinsic
* extrinsic
* knowledge of performance
* knowledge of results
* positive
* negative.
 |

**2.3 Health, fitness and well-being**

Learners 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. Learners will know about the physical, emotional and social benefits as well as the consequences of a sendentary lifestyle.



|  |  |
| --- | --- |
| Health, fitness and well-being page24image3794854704 | * 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:
		- –  injury
		- –  coronary heart disease (CHD)
		- –  blood pressure
		- –  bone density
		- –  obesity
		- –  Type 2 diabetes
		- –  posture
		- –  fitness
	+ emotional:
		- –  self-esteem/confidence
		- –  stress management
		- –  image
	+ social:
		- – 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
 |



|  |  |
| --- | --- |
| Diet and nutrition  | * 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.
 |