

I.B. Middle Years Programme

Physical Education Course Outline

Years 10 & 11

2010-2012

In year 10 students are offered a Physical Education programme which caters for their individual needs, offers access and opportunities and enables them to participate fully in a wide range of different activities. Physical Education has a particular contribution to make to the total development of the young person. It is the one aspect of the student's school life that focuses on the development of motor competence where the student is the centre of the learning process.

Key Stage 4 Physical Education:

Physical Education, like English, Mathematics & Science, is a core (compulsory) subject in Key Stage 4. There are 4 hours of PE per cycle split into hourly periods as follows:

- **Core PE** (3 hours per cycle) remains as established with the year group split into 6 groups (3 boys, 3 girls) according to their year 9 PE NC/MYP level. A rotation of internally assessed physical activities (see below) is undertaken; the rota is displayed on the PE notice boards along with the groupings in September.

YEAR 10 CORE PE			
Group	Michaelmas 1	Michaelmas 2	Lent 1
10 M1	Rugby Laws Analysis	International Ball Sports	Football Leadership
10 M2	Rugby Laws Analysis	Intro to Hockey	Football Leadership
10 M3	International Ball Sports	10 aside Rugby Laws	Intro to Hockey
10 F1	Basketball	Netball	Tag Rugby
10 F2	Hockey Umpiring	Dance	Football
10 F3	Dance	Tag Rugby	International Ball Sports
Group	Lent 2	Summer 1	Summer 2
10 M1	Intro to Hockey	Arhletics League	Extreme Fitness
10 M2	Extreme Fitness	Athletics League	International Ball Sports
10 M3	Football	Athletics League	Speedminton
10 F1	Dance	Football	Athletics League
10 F2	Tag Rugby	Basketball	Athletics League
10 F3	Football	Speedminton	Cheerleading
YEAR 11 CORE PE			
Group	Michaelmas 1	Michaelmas 2	Lent 1
11 M1	Rugby U.16. Laws	Competition through Table Tennis	Hockey Game Play
11 M2	Rugby U.16. Laws	Street Dance	Netball
11 M3	Competition through Table Tennis	Extreme Fitness	Street Dance
11 F1	Dance	Hockey Game Play	Rugby
11 F2	Speedminton	Extreme Fitness	International Ball sports
11 F3	Extreme Fitness	Rugby	Next Generation Sports
Group	Lent 2	Summer 1	Summer 2
11 M1	Street Dance	Recreational Softball	Gcse Exams
11 M2	Competition through Table Tennis	Recreational Softball	Gcse Exams
11 M3	Next Generation Sports	Recreational Softball	Gcse Exams
11 F1	Extreme Fitness	Recreational Rounders	Gcse Exams
11 F2	Rugby	Recreational Rounders	Gcse Exams
11 F3	Football	Recreational Rounders	Gcse Exams

- **Certificated PE** (1 hour per cycle). During this 4th hour, students will have the chance to participate in the *Sports Leaders UK Level 1 Award, D of E* or *Dance Leader UK Level 1*, which are nationally recognized qualifications that can act as a stepping stone to employment or further education.
- **Other PE** The remaining students will follow a rotation of shorter units, some of which lead to externally recognised certificates. Members of Bishop’s Stortford Golf Club will be transported to the Club to play golf over a 2 hour period (break, PE, lunch)

Year 10 Certificated PE Monday A3				Year 11 Certificated PE			
Group	MICHAELMAS 1 & 2	LENT 1 & 2	SUMMER 1 & 2	Group	MICHAELMAS 1 & 2	LENT 1 & 2	SUMMER 1
A	Sports Leader	Sports Leader	Sports Leader	A	Sports Leader	Sports Leaders	Equipe Competitions
B	D of E	D of E	D of E	B	SL assessment groups	Prom Ballroom Dancing	
C	Dance Leader	Dance Leader	Dance Leader	C	SL assessment groups	Prom Ballroom Dancing	
D	First Aid	Sports Leaders Concise	Athletics Official	D	Prom Ballroom Dancing	SL assessment groups	
E	Sports Leader	Sports Leader	Sports Leader	E	Prom Ballroom Dancing	SL assessment groups	
F	BSGC Members	BSGC Members	BSGC Members	F	BSGC Members	BSGC Members	BSGC Members

Extra-Curricular Programme:

The PE department continue to offer team training and fixtures throughout Key Stage 4 in the following activities:

- *Rugby, Football, Basketball, Hockey, Netball, Athletics & Rounders.*
- *Events, Tournaments, Districts, New Sports.*

Areas of Interaction

Approaches to Learning: Throughout the course, students will:

- Learn the skills and techniques necessary to lead a healthy and active lifestyle.
- Learn the importance of life skills, such as leadership, that are essential in any walk of life.
- Develop strategies and tactics to solve problems during physical activity through individual and group work.
- Set realistic short and long term goals.
- Evaluate their own achievements in performance, as well as those of others.
- Develop a positive attitude towards themselves and others by respecting similarities and differences, strengths and weaknesses.
- Learn to link the theoretical to the practical, such as planning and executing a training programme.

Community and Service

Throughout the course, students will:

- Assist with the coaching of younger teams and recreational clubs.
- Help design and maintain PE notice boards.
- Assist with after school activities such as officiating during inter-school fixtures and ISAC events.
- Assist with the running of Sports Days.
- Encourage family and friends to lead a healthy and active lifestyle.

Human Ingenuity

During the course, students will be put in teams for various team activities and take on the role of:

- Coach
- Team captain
- Statistician

In groups they will also devise their own team game, which they must explain and demonstrate to the rest of the students.

Environment

Throughout the course, students will learn:

- The importance of safety within the environment.
- Links between health and the deterioration of our environment.
- To respect and understand their working environment, for example taking care of equipment and the location when participating in physical activity.

Health and Social Education

Through following the course, students will:

- Develop an understanding of training principles and the effects of exercise on the body and mind.
- Be able to consider how physical activity can help in the treatment of certain physical and mental health difficulties.

Students are required to have a navy GCSE Physical Education polo-shirt for practical lessons from the start of September. Students are also advised to purchase a “Fundamentals of Track and Field” book.

It is essential that students who are interested in studying GCSE PE make an appointment to take further advice from Mr S Vernon or Mrs R Vernon prior to the options deadline.

Career Opportunities

Completion of this course could be instrumental in finding employment in many fields or continuing with education in a number of areas of study. Most employers and educational establishments will appreciate a student's interest in health and practical activity demonstrated through the acquisition of GCSE Physical Education. More specifically, the leisure industry is one of the fastest growing areas of employment and this qualification will support an application to a directly related industry such as tour operation, design and manufacturing for leisure, leisure complexes and health and fitness centres. Other employers who are particularly positive regarding GCSE Physical Education are the Police and emergency services, the armed forces and health services, as well as those involved in working with children and young people.

For further advice please see:

Physical Education Staff:

Mr. S. Vernon

(Director of Sport)

Mrs. R. Vernon

(Head of Girls' PE)

Hockerill Anglo-European College

SUBJECT: PHYSICAL EDUCATION (OCR GCSe in Physical Education J586)

GCSE PE 2010-2012

General overview

40% theory

50% practical performance

10% coursework tasks

Theory Unit

The theory unit is assessed through 2, 1 hour exams. One is sat at the end of year 10 and one at the end of year 11. In the theory units you will study:

Year 10

- The Key Concepts in PE
- The 5 Key Processes in PE
- Opportunities, pathways and participation in PE

Year 11

- Developing skills, techniques and motivation
- Developing physical and mental capacity
- Informed decision making using the principles of training and safe exercise
- Opportunities, pathways and participation in PE.

The exams consist of multiple choice questions and short answer questions. The GCSE PE course encourages you to keep up to date with current issues in PE and sport which you would do by regularly reading newspapers and carrying out your own research.

Practical Units

You are assessed in 4 activities. They must come from at least 2 different activity groups from the following list.

- Invasion Games
- Striking Games
- Net/Wall games
- Gymnastics
- Combat activities
- Dance
- Athletics
- Outdoor and adventurous activities
- Swimming
- Coaching and leading
- Officiating

For example, you may be assessed in 3 invasion games (rugby, football and basketball) and one striking game (cricket). The last 2 activity groups allow you to be assessed at coaching or officiating and you may do this in a sport that you have already been assessed in. For example, you could be assessed in Netball and Netball Umpiring.

Coursework

There are 2 short coursework tasks which account for 10% of your final grade (5% each). You will complete one in year 10 and one in year 11.

YEAR 10 – analysing lifestyle

You will collect data by working with a partner. You will conduct fitness tests, look at their diet, their everyday routines, and their level of exercise to analyse their lifestyle. In controlled conditions you will then have to write about your findings and present them. You will be expected to produce an action plan as to how they could improve their lifestyle in order to improve their fitness.

YEAR 11 – analysing performance

You will work with a partner and analyse their performance in Athletics. You will identify the skills required for their performance, strengths and weaknesses within it and you will identify a skill that you would aim to improve through an action plan. In controlled conditions you would then be expected to write up your findings and produce the action plan to improve their performance of the identified skill.

Criterion A: Use of Knowledge (Maximum 8 pts)

Students are expected to have a knowledge and understanding of the physical activities or topics studied. They are also expected to be able to use this knowledge and understanding critically, and apply it to analyse situations and solve problems within Basketball or Hockey matches.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The use of terminology is inconsistent, inappropriate or incorrect. Demonstrates a limited knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Sometimes uses this knowledge to analyse and solve problems in familiar situations.
3-4	Uses basic terminology that is sometimes inaccurate or inappropriate. Demonstrates a basic knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge to analyse and solve problems in familiar situations.
5-6	Uses a range of terminology accurately and appropriately in some situations. Demonstrates a good knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge to analyse and solve problems in familiar and some unfamiliar situations.
7-8	Uses a wide range of physical education terminology accurately and appropriately in most situations. Demonstrates a thorough knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge wisely and effectively to analyse and solve problems in familiar and unfamiliar situations.

Criterion B: Movement Composition (Maximum 6 pts)

Students are expected to be able to compose sequences of aesthetic movement, through exploring movement possibilities and variations in accordance with the principles and concepts of Dance or Gymnastics.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student selects some aesthetic moves that are appropriate to the requirements of the task. The student has some difficulty in adapting and/or creating moves. The sequence shows a simple use of space, time, level, force and flow. The composition is generally incoherent with many pauses, and shows limited creativity.
3-4	The student selects, adapts and creates aesthetic moves that are appropriate to the requirements of the task. The sequence shows a competent use of space, time, level, force and flow. The composition is mostly coherent, and shows some aspects of imagination and creativity.
5-6	The student selects, adapts and creates a wide range of aesthetic moves that are appropriate to the requirements of the task. The sequence shows a sophisticated use of space, time, level, force and flow. The composition is coherent, and shows aspects of imagination, creativity and style.

Criterion C: Performance (Maximum 10 pts)

Students are expected to be able to perform in a range of activities, and show skills and techniques ranging from basic to complex. They should be able to apply tactics, strategies and rules in both individual and group situations within Basketball or Hockey. When assessing performance, teachers should use only the strands of this criterion that are relevant to the activity. In all cases, at least two of the three strands will apply.

1. **Competence:** this could include characteristics such as accuracy, efficiency, control, coordination, timing, fluency, speed and power. Depending on the nature of the activity, these sorts of characteristics should be considered when determining competency.
2. **Precision:** this could include balance, stability, amplitude, exactness, extension and body form.
3. **Synchronization:** this indicates synchronization with the music, a partner or partners, or both.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student demonstrates little competence in basic moves, skills and techniques in the performance or playing situation. The student shows some awareness of movement concepts, tactics, strategies and rules. The student performs with little precision, synchronization or energy.
3-4	The student demonstrates competence in basic moves, skills and techniques in the performance or playing situation. The student shows awareness of movement concepts, tactics, strategies and rules, but has difficulty in applying them. The student performs with some precision, synchronization and/or energy.
5-6	The student demonstrates competence in basic and some complex moves, skills and techniques in the performance or playing situation. The student applies some movement concepts, tactics, strategies and rules. The student performs with precision, synchronization and energy most of the time.
7-8	The student demonstrates competence in basic and many complex moves, skills and techniques in the performance or playing situation. The student applies movement concepts, tactics, strategies and rules appropriately. The student performs with a high degree of precision, synchronization and energy.
9-10	The student shows a high level of competence in both basic and complex moves, skills and techniques in the performance or playing situation. The student applies movement concepts, tactics, strategies and rules in a critical and effective manner. The student performs with a high degree of precision, synchronization, energy, style and flair.

Criterion D: Social Skills and Personal Engagement (Maximum 8 pts)

Students are expected to be able to communicate with others in a manner that enhances the working environment. This includes showing respect, support and encouragement, as well as demonstrating positive attitudes and strategies to improve relationships. As part of taking responsibility for and enhancing their own learning, students are expected to be able to evaluate their own performance and achievement, including incorporating feedback from others, and use this to set appropriate and achievable goals for the future within Dance or Gymnastics.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student demonstrates attitudes and strategies that maintain their communication and relationships with others.</p> <p>The student shows respect and sensitivity to themselves, others and the physical environment some of the time.</p> <p>The student takes responsibility for their own learning some of the time, but shows little enthusiasm and/or commitment to physical education.</p> <p>The student shows difficulty in reflecting on their achievements and in setting and taking action to achieve goals.</p>
3–4	<p>The student demonstrates attitudes and strategies that maintain their communication and relationships with others.</p> <p>The student shows respect and sensitivity to themselves, others and the physical environment most of the time.</p> <p>The student takes responsibility for their own learning most of the time, and shows some enthusiasm and commitment to physical education.</p> <p>The student reflects on their own achievements to a satisfactory level, usually sets appropriate goals but may need encouragement to take action towards achieving them.</p>
5–6	<p>The student demonstrates attitudes and strategies that improve their communication and relationships with others.</p> <p>The student consistently shows respect and sensitivity to themselves, others and the physical environment.</p> <p>The student takes responsibility for their own learning and usually shows enthusiasm and commitment to physical education.</p> <p>The student reflects critically on their own achievements, sets appropriate goals and takes some action towards achieving them.</p>
7–8	<p>The student demonstrates attitudes and strategies that deepen and enhance their communication and relationships with others.</p> <p>The student consistently shows a high degree of respect and sensitivity to themselves, others and the physical environment.</p> <p>The student takes responsibility for their own learning and consistently shows enthusiasm and commitment to physical education.</p> <p>The student reflects critically on their own achievements, sets appropriate goals that enhance learning, and takes action towards achieving them.</p>

After assessing the four criterion scores they are combined to give a grade out of 32. The grade out of 32 corresponds with an MYP level for PE as below:

Physical Education	
MYP Grade	Total Criterion Score Boundaries
1	0-5
2	6-10
3	11-15
4	16-20
5	21-24
6	25-28
7	29-32

The generic grade descriptors that illustrate the MYP 1–7 scale are stated below. They should be considered as broad descriptions: simpler, more generalized statements about the skills and knowledge mastered by the student. They are not specific to any particular subject-group assessment criteria.

Grade	Descriptor
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

