General Certificate of Education (International) **Syllabus**
Advanced Level and Advanced Subsidiary Level

PHYSICAL EDUCATION 9396

For examination in November 2010

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GCE Advanced Subsidiary Level
GCE Advanced Level
for examination in 2010

This syllabus is available for examination in November only.

CONTENTS

INTRODUCTION

This syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. As well as fostering enjoyment in physical activity, it will encourage candidates to develop an understanding of the interaction between theory and practice by focusing on the performer and performance. It may be seen as a progression from IGCSE Physical Education, but there is no requirement that a candidate shall have studied Physical Education at IGCSE before starting this syllabus.

The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study of a two year Advanced GCE course and forms the first half of the Advanced GCE course in terms of teaching time and content. The second year of the two year Advanced GCE course is known as A2 and when combined with the AS forms the full A Level qualification. The AS can be taken as a standalone qualification.

AIMS

The aims of a course based on this syllabus, whether leading to an AS or A level qualification, should be to:

- provide a knowledge and understanding of the conceptual basis, structure and function of a representative selection of physical education activities;
- develop understanding and problem-solving skills (interpretation and evaluation);
- develop planning and practical skills for effective performance;
- foster an ability to relate practice to theory and theory to practice;
- develop an understanding of the scientific, socio-cultural and environmental factors which influence physical education;
- provide an experience which is valuable both as a means of personal development and as a foundation for employment or more advanced study.

In addition, the Advanced GCE syllabus aims to encourage candidates to:

- develop the capacity to think critically about the relationships between the different factors influencing performance;
- develop a capacity to explain global trends in Physical Education and Sport.

ASSESSMENT OBJECTIVES

Candidates will be expected to:

1 recall and apply key concepts, principles and subject knowledge;

2 demonstrate knowledge and understanding through effective planning, performance and evaluation;

3 interpret physical education information in written material, diagrams and photographs;

4 evaluate critically both practical and theoretical information associated with physical education;

5 present arguments clearly and with a logical structure in continuous prose.

In Advanced Level candidates also will be expected to:

6 analyse and explain the relationship of physical performance to theoretical aspects;

7 analyse and evaluate performance in selected practical activities;

8 analyse global events affecting international competition such as the Olympic Games;

9 understand how the structure and function of the body changes as a result of exercise;

10 understand the important role that the human mind plays prior to, during and after performance.

ASSESSMENT

The Advanced Subsidiary GCE forms 50% of the assessment weighting of the full Advanced GCE. Advanced Subsidiary GCE is assessed at a standard between IGCSE and Advanced GCE and can be taken as a stand-alone course or as the first part of the full Advanced GCE course.

Assessment is by means of **two** units for Advanced Subsidiary GCE and **four** units for Advanced GCE. The syllabus has the following key features:

Advanced Subsidiary GCE Candidates take papers 1 and 2.

Advanced GCE Candidates take papers 1, 2, 3 and 4.

Component	Type of component	Duration	Marks	Weighting (%)		
				AS	A2	A
1	AS Written	2½ hours	90	70	-	35
2	AS Coursework	-	90	30	-	15
3	A2 Written	2½ hours	90	-	70	35
4	A2 Coursework	-	90	-	30	15

Component 1 is the AS written paper to be assessed externally in a two and half hour examination. It will consist of three sections:

Section A: Applied Anatomy and Physiology
Section B: Acquiring, Developing and Performing Movement Skills
Section C: Contemporary Studies in Physical Education and Sport

There will be one compulsory question worth 30 marks on each of the three sections.

Component 2 is the AS Coursework component, in which candidates will follow a minimum of two activities from the activity profiles offered. The assessment will take place in conditioned competitive situations. In addition candidates will need to produce a written action plan. Candidates should design, explain and follow an action plan for improvement in one of their chosen activities. This will be internally assessed and externally moderated by CIE.

Component 3 is the A2 written paper to be assessed externally in a two and half hour examination. It will consist of three sections:

Section A: Exercise and Sport Physiology
Section B: Psychology of Sport Performance
Section C: Olympic Games: A Global Perspective

There will be one compulsory question worth 30 marks on each of the three sections.

Component 4 is the A2 Coursework component, in which candidates will follow a minimum of two activities from the activity profiles offered. Candidates are assessed in an open environment (Effective Performance). This will be internally assessed and externally moderated by CIE. Candidates will be required to evaluate and appreciate a live performance in one of their chosen activities.

Candidates would normally sit the AS components at the end of year 1 and the A2 components at the end of year 2.

Specification Grid

Assessment Objectives	Component 1	Component 2	Component3	Component 4
1	✓	✓		
2		✓		
3	✓			
4	✓	✓		
5	✓			
6			✓	✓
7				✓
8			✓	
9			✓	
10			✓	

Coursework

Advanced Subsidiary (AS)
Candidates are assessed on their performance and its improvement in **two** chosen activities, from two different activity categories listed below.

They are also assessed on their ability to produce an action plan on **one** of their chosen activities.

The assessment is divided and weighted as follows:

Performance and its improvement: 20%

Action Plan: 10%

Advanced Level (A2)
Candidates are assessed on their effective performance in **two** chosen activities, from two different activity categories listed below.

They are also assessed on their verbal ability to evaluate and appreciate performance through observation and synopsis of knowledge on **one** of their chosen activities.

The assessment is divided and weighted as follows:

Effective Performance 20%

Oral analysis of Evaluation and Appreciation of a live performance 10%

The assessment criteria for all the practical activities at both AS and A2 can be found in the A/AS Level Physical Education Coursework Guidance Booklet which centres must have access to. The Coursework Guidance Booklet also contains the assessment criteria to assess the written Action Plans for the AS coursework component and the Evaluation and Appreciation of Performance for the A2 coursework component.

Activity Categories. The list below shows the activities available for assessment for AS Coursework (component 2) and A2 Coursework (component 4).

1	Athletic Activities	Cross Country Running, Track and Field Athletics, Track Cycling, Triathlon
2	Fitness Activities	Weight Training (AS), Olympic Weight Lifting (A2)
3	Combat Activities	Judo, Karate
4	Dance	Various styles

5	Invasion Games	Association Football, Basketball, Field Hockey, Goalball, Handball, In-Line Hockey, Lacrosse, Netball, Rugby League, Rugby Union, Water Polo
6	Net/Wall Games	Badminton, Squash, Table Tennis, Tennis, Volleyball
7	Striking/Fielding Games	Baseball, Cricket, Rounders, Softball
8	Target Activities	Archery, Flat Green Bowling, Golf
9	Gymnastic Activities	Gymnastics, Individual Ice (figure) Skating, Rhythmic Gymnastics, Trampolining
10	Outdoor and Adventurous Activities	Canoeing, Horse Riding (dressage/cross-country/ show jumping/three-day eventing), Mountain Biking, Mountain/Hill Walking with Campcraft or Hostelling, Orienteering, Rock Climbing, Rowing and Sculling, Sailing, Skiing, Snowboarding, Windsurfing
11	Swimming	Competitive Swimming, Life Saving, Personal Survival

Performance and its improvement (AS)

The candidate should be aware of the correct techniques, methods and rules appropriate to his/her **two** chosen activities. He/she should be able to identify his/her strengths, and areas for improvement and carry out a 10 week action plan for improvement on **one** of his/her chosen activities. This action plan should be recorded and not exceed 20 sides of A4.

Effective Performance (A2)

Candidates should be able to select, apply and perform skills in his/her two chosen activities. This effective performance will be will be assessed against criteria identified for each activity. The candidate's oral response to the observation of a live performance in one of their chosen activities is assessed.

Moderation

For both AS and A2, the coursework is marked by the teacher and internally standardised by the centre. Coursework mark sheets, video/DVD recorded evidence of candidate's performance in practical activities, together with evidence of the action plan, (AS level) and video/DVD evidence of the evaluation and appreciation of performance (A2) are then submitted to CIE for external moderation.

Final marks for each activity and for the action plan (AS Level) should be entered on separate assessment sheets. The candidate's names should be entered on these sheets in **rank order**.

Marks and codes for both the assessed practical activities and action plan (AS Level) and for the evaluation and appreciation of performance (A2) should then be entered onto the **final** practical activity assessment form. Candidates' names should be entered in **candidate number order.**

The purpose of moderation is to ensure that the standard for the award of marks in Coursework is the same for each Centre and that each teacher has applied the standard appropriately across the range of candidates within the Centre.

Centres will be expected to provide recorded evidence of performance of a sample of five candidates from across the ability range in each of the practical activities offered by the Centre. If there are fewer than five candidates in any activity, then the video evidence of all candidates should be submitted.

Centres will arrange the practical activities to suit the particular abilities and interests of candidates, their own facilities, staff expertise and time available.

Final marks are submitted at the end of the AS level course to represent candidates' performance and its improvement in two activities, and their action plan on one of these activities.

Final marks are submitted at the end of the A2 level course to represent candidates' effective performance in two activities, and evidence of their evaluation and appreciation of performance in one of their chosen activities.

Marks should be received by CIE by mid-October for the November examination.

Guidance on the requirements for video evidence of coursework

Video evidence should be submitted ideally on DVD format that can be viewed in the UK.

Each activity should be between 5 and 10 minutes duration.

All candidates should be identified by large numbered bibs or card numbers pinned back and front.

Candidates shown on the tape should be identified by their number on the accompanying Practical Activity Assessment Forms. The video/DVD ID number can be entered alongside the candidate number on the practical activity assessment form.

A running commentary, constantly identifying candidates, is also very helpful to the Moderator. Captions are helpful but not essential.

The video/DVD-recorded evidence for indoor activities should be shot in good light.

The use of white on yellow bibs should be avoided, as the numbers are difficult to read on a television screen.

Accompanying notes are useful, especially those giving the running order of the video/DVD. An accurate description of how well candidates are performing should be given because the marks of unseen candidates will be affected. If a candidate is off form the reasons should be stated.

The following documentation should be sent with the DVD:

AS
MS1, Final Practical Activity Assessment Form, Individual Activity Assessment forms for each activity, Written action plans for improvement for the sample of candidates. These must reach CIE by mid-October for the November examination.

A2
MS1, Final Practical Activity Assessment Form, Individual Activity Assessment forms for each activity, video/DVD evidence of the evaluation and appreciation of performance for the sample of candidates. These must reach CIE by mid-October for the November examination.

There should be no need to submit more than one 3 hour videotape/DVD.

CURRICULUM CONTENT

COMPONENT 1

SECTION A: APPLIED ANATOMY AND PHYSIOLOGY

The Skeletal System:
General overview of the skeletal system to include the functions of the skeleton, the axial and appendicular skeleton. This is meant as an introductory section to the course and will not be directly examined.

Joint type:
Definitions and examples of fibrous, cartilagenous and synovial joints. The typical structure and features of a synovial joint. The type of joint and the bones which articulate at the following joints: shoulder, elbow, radio-ulnar, wrist, hip, knee, ankle, spine (pivot, cartilaginous and gliding).

Movement type:
Types of movement which can occur at the above named joints to include: flexion, extension, plantar flexion, dorsi flexion, abduction, adduction, pronation, supination, elevation, depression, rotation, and circumduction.

Muscles:
Location and action of individual muscles. (Knowledge of origins and insertions is desirable but will not be examined.)

The following joints and muscles need to be covered:

Shoulder:	deltoid, latissimus dorsi, pectoralis major, suprasinatus, rotator cuff muscles (subscapularis, infraspinatus, teres major, teres minor)
Elbow:	biceps brachii, triceps brachii
Radio-Ulnar:	supinator, pronator teres
Wrist:	wrist extensors, wrist flexors
Spine:	rectus abdominus, external obliques/internal obliques, erector spinae, transverse abdominus, multifidus
Hip:	iliopsoas, sartorius, gluteus maximus, medius and minimus, gracilis, adductor longus, magnus, and brevis
Knee:	Biceps femoris, semi membranosus, semitendinosus, rectus femoris, vastus lateralis, vastus medialis, vastus intermedius
Ankle:	tibialis anterior, gastrocnemius, soleus

A knowledge that some muscles cause movement at more than one joint.

Functions of Muscles:
Function of muscles as agonists, antagonists, fixators and synergists.

Types of muscle contraction:
Concentric, eccentric, isometric, isokinetic.

Muscle fibre types:
Structure and function of slow oxidative, fast oxidative glycolytic, and fast glycolytic muscle fibre types.

Movement analysis of sporting actions associated with each joint:
Practical analysis of typical sporting actions associated with each joint, to include identification of joint, joint type, movement occurring, working muscles, functions of the muscles, type of contraction.

Structure and function of the heart:
Internal and external structure of the heart, to include the heart chambers and valves, all blood vessels attached to the heart, the heart wall, and pericardium.
Conduction system of the heart, cardiac cycle.
Definitions and relationship between cardiac output, stroke volume, heart rate. Differences in values at rest and during exercise. Regulation of heart rate to include, neural, hormonal, and intrinsic factors. Measurement of heart rate response to varying intensities of workload, heart rate response during recovery, with a graphical representation of data.

Function of the vascular system:
Pulmonary and systemic circulatory systems. Factors linked with venous return. Distribution of cardiac output at rest and during exercise, to include the vascular shunt mechanism, the role of the precapillary sphincters and the role of the vasomotor centre.
Blood flow, blood velocity, blood pressure and the effects of exercise on blood pressure. Oxygen and carbon dioxide transport.

Structure and function of the respiratory system:
Structure of the nasal passages, trachea, bronchii, bronchioles, and alveoli. Lobes of the lung and pleural membrane.
Mechanics of breathing at rest and during exercise. Respiratory muscles to include diaphragm, external intercostals, sternocleidomastoid, pectoralis minor, internal intercostals, and abdominal muscles.
Control of ventilation (neural and chemical).
Definitions, values and measurement of respiratory volumes at rest and during exercise. Effect of exercise on respiratory volumes and pulmonary ventilation. Gaseous exchange, partial pressures, and tissue respiration.
The effect of altitude on the respiratory system.

SECTION B: ACQUIRING, DEVELOPING AND PERFORMING MOVEMENT SKILLS

Characteristics of a skilful performance:
Learned, efficient, goal directed, follows technical model, fluent, aesthetically pleasing.

Definition and characteristics of motor and perceptual skills:

Classification of skills:
Placement of skills on continua to include: gross and fine: open and closed: discrete, serial and continuous, external and internally paced: simple or complex: high and low organisation: with examples.

Definition and characteristics of abilities:
Characteristics: innate, underlying and enduring traits.
Gross motor and psychomotor abilities with examples.

Motor skill development:
Knowledge of the progression from motor abilities to fundamental motor skills to sport specific skills. Awareness of influences of early experiences and environmental exposure.

THEORIES RELATED TO THE LEARNING OF MOTOR SKILLS

Description of the S/R bond and application of related theories.
Associationist theories: Operant conditioning: shaping behaviour, the use of reinforcement, link to trial and error, linking of the S/R bond.
Cognitive theory: work of the Gestaltists; wholeness and insight learning.
Observational learning: the work of Bandura. The four elements: attention; retention; motor reproduction; motivation.

Reinforcement:
Definition and examples of positive reinforcement, negative reinforcement and punishment as methods of strengthening or weakening the S/R bond.

Ways of strengthening the S/R bond through repetition, satisfaction/annoyance, and through physical and mental preparedness.

Theories related to motor and executive programmes:
Definition as a generalised series of movements: creation of programmes in the long term memory. Awareness of the major programmes/sub-routines of a range of motor skills.

Open loop control: retrieval of programmes by making one decision, used in quick movements where there is no time for feedback, with examples.

Closed loop control: detection and correction of movements during the performance through the use of feedback, with examples.

Schema theory: A way of modifying the motor programme by the use of schemes or rules of information. Schmidt's sources of information as recall and recognition schema. Four rules of schema: knowledge of initial conditions; knowledge of response specifications; sensory consequences; movement outcomes. Examples of the application of the schema theory in teaching and coaching.

Theory of information processing in the performance of motor skills:

Basic models of information processing:
Display, sensory information, sense organs, perception, decision making, effector mechanism response and feedback. Use of practical examples to show evidence of understanding.

Memory:
Basic model of the memory process: selective attention; short term sensory store; short term memory; long term memory. Use of practical examples to show evidence of understanding of the use of memory in the performance of practical skills.

Reaction time:
Definitions of reaction time, movement time and response time. Importance of a short reaction time. Factors affecting reaction time including psychological refractory period in a range of sporting activities.

Feedback:
Importance and functions of feedback. Types of feedback to include: intrinsic and extrinsic; terminal and concurrent; positive and negative; knowledge of performance and knowledge of results. Use of practical examples to show how feedback can be used effectively to improve performance.

Phases of learning movement skills:
Cognitive, associative, autonomous phases of learning: characteristics of each phase and their practical implications.

Transfer of learning:
Definition of transfer of learning: types: including positive transfer, its practical application and ways of optimising its effect: negative transfer, its practical application and ways of limiting its effect: proactive and retroactive and bilateral transfer with practical examples.

Motivation:
Definition of motivation to include extrinsic and intrinsic motivation: practical examples to show the advantages and disadvantages of both methods: effect of extrinsic rewards on intrinsic motivation.
Theories related to arousal levels; drive theory, inverted U theory, drive reduction theory.

SECTION C: CONTEMPORARY STUDIES IN PHYSICAL EDUCATION AND SPORT

THE CONCEPTUAL BASIS OF PHYSICAL EDUCATION AND SPORT

Defining the field of study:
Physical performance as it falls within such activity categories as play, physical recreation, sport and physical education. Recognition of the broader concepts of leisure and recreation, and the sub categories of outdoor recreation and outdoor education: identification and explanation of shared characteristics.

Leisure and recreation:
Identifying leisure activities and associated characteristics. Leisure as an activity and experience, in a cultural setting, as an economic product, as a form of social control, and as a basis for self realisation.
Recreation as a positive aspect of leisure: active leisure: associations with privilege and purposefulness.

Physical and outdoor recreation:
Definition and characteristics of physical recreation in a leisure and cultural framework.
Definition and characteristics of outdoor recreation; appreciation of the natural environment; adventure and risk to the individual; respect for the countryside.

Towards a concept of play:
Definition and characteristics of play: freedom and time; space and spontaneity; enjoyment; intrinsic value; non serious and non productive assumptions.
Child at play: increasing mastery over reality.
Adult at play: escape from reality: stress release.

Towards a concept of sport:
Definitions and characteristics of sport;
Values such as sportsmanship and fair play: win and participation ethics;
Sport in society: the functional/desirable to dysfunctional/undesirable components;
Concepts of sport for all and excellence in sport;
Equal opportunity, provision and esteem;
Elitism.

Physical education and outdoor education:
Definitions and characteristics of physical education in schools.
Values: health and skill learning; preparation for active leisure and as a career; self realisation and socialisation.
Definitions and characteristics of outdoor education as part of physical education. Safety in natural situations: subjective and objective danger: real and perceived risk.

Relationships between play, physical recreation, sport and physical education:
Differences in emphasis of characteristics in different activities.

ACHIEVING EXCELLENCE IN SPORT
(relating to a country of your choice)

Policies, government initiatives;
Status of elite sport, professional approach;
Political views;
Importance of Olympic success;
Provision for excellence, facilities, coaches, science support;
Funding for excellence;
Administration, structure and organisation of sport.

MASS PARTICIPATION IN SPORT
(relating to a country of your choice)

Benefits of regular participation in sport;
Widening the base of the performance pyramid;
Initiatives to encourage mass participation;
Provision of facilities, for mass participation by private, public, or voluntary bodies;
Funding for mass participation;
Provision at grass roots level by National Governing Bodies and other agencies;
Attitudes to participation.

FACTORS AFFECTING PARTICIPATION IN SPORT

Socio-economic status;
Parents, siblings peer group;
Age;
Gender;
Ability/disability;
Race;
Religion;
Government/status of country.

SPORTING ISSUES

Sport and commercialism;
Links between sport and politics;
Sponsorship/advantages and disadvantages to the performer and sponsor;
Role of the media;
Ethics in sport/fair play, sportsmanship and gamesmanship;
Violence/by players and spectators; solutions to the problem;
Drugs in sport.

COMPONENT 3

SECTION A: EXERCISE AND SPORT PHYSIOLOGY

Energy Concepts

Definitions of energy, work and power and the units they are expressed in. Forms of energy to include chemical, kinetic and potential.

ATP

The role of ATP. The breakdown and re-synthesis of ATP. The principle of coupled reactions and exothermic and endothermic reactions.

ATP Resynthesis

Knowledge of the three energy systems; ATP/PC (alactic) the lactic acid system and the aerobic system. Detail required to include the type of reaction (aerobic or anaerobic), the chemical or food fuel used, the specific site of the reaction, the controlling enzyme, energy yield, specific stages within a system, and the by-products produced.

Energy Continuum

The predominant energy system used related to the type of exercise (duration and intensity), and the interchanging between thresholds during and activity (for example, the onset of blood lactate accumulation/OBLA). The effect of the level of fitness, availability of oxygen and food fuels, and enzyme control on energy system used.

The Recovery Process

Returning the body to its pre-exercise state. The oxygen debt/excess post exercise oxygen consumption (EPOC), both the alactacid and lactacid debt components, to include the processes that occur and the duration of each component. Replenishment of myoglobin stores and fuel stores and the removal of the carbon dioxide. Implications of recovery process to be considered when planning training sessions, for example training intensities, work/relief ratios.

Principles of Training

Specificity, progression, overload (FIT), reversibility, moderation, and variance. The physiological implications of a warm up and cool down (for example, reduce the delayed onset of muscular soreness – DOMS) Periodisation of training to include the macro, meso and micro cycle. Awareness of the implications of the principles when applied to the candidates own training.

Components of fitness

Aerobic Capacity

Definition of aerobic capacity. Awareness of how an athlete's VO2 max. is affected by individual physiological make up, training, age and sex.
Methods of evaluating aerobic capacity (for example, multi stage fitness test, PWC170 test). Assessment of the candidate's own VO2 max. and match their result against the aerobic demand of their chosen activity.
Types of training used to develop aerobic capacity – continuous running, repetition running, fartlek and interval training. Use of target heart rates as an intensity guide.
Energy system and food/chemical fuels used during aerobic work.
Physiological adaptations that take place after aerobic training.

Strength

Definition of types of strength to include strength endurance, maximum strength, explosive/elastic strength, static and dynamic strength.
Factors affecting strength, for example fibre type and cross sectional area of the muscle.
Methods of evaluating strength, for example grip strength dynamometer.
Types of training used to develop strength.
The repetition, sets and resistance guidelines used to improve each type of strength.
Use of multi gym, weights, plyometrics and circuit/interval training (work intensity, work duration, relief interval, number of work/relief intervals)
Energy system and food/chemical fuels used during each type of strength training.
Physiological adaptations that take place after training to include neiral and physiological changes to skeletal muscle.

Flexibility

Definition of flexibility to include static and dynamic flexibility.
Factors affecting flexibility, for example, type of joint, length of surrounding connective tissue.
Methods of evaluating flexibility, for example sit and reach test, or goniometer.
Types of training used to develop flexibility to include static (active and passive), ballistic, proprioceptive neuromuscular facilitation (PNF), and dynamic stretching.
Physiological adaptations that take place after training, to include physiological changes to skeletal muscle and connective tissue.

Body Composition

Definition, method of evaluation. Global rise in BMI leading to health problems. Percentage of muscle mass and bone density found in highly trained athletes. Methods of improvement.

Balance

Definition, method of evaluation. Static and dynamic dimensions of balance. Methods of improvement.

Co-ordination

Definition, method of evaluation, method of improvement.

Agility

Definition, method of evaluation, method of improvement.

Reaction time

Definition, methods of evaluation, relationship to muscle fibre types, method of improvement.

Speed

Definition, methods of evaluation, methods of improvement.

Erogenic Aids

An awareness of current methods of performance enhancement. The effects of each aid and which athletes would benefit from them.
Nutritional aids: Carbohydrate loading, pre/post competition meals, food/fluid intake during exercise.
Use of creatine supplements.
Blood doping and recombinant erythropoietin (Rh EPO).
Effects of caffeine, alcohol.
Anabolic steroids (e.g. Nandralone).
Human growth hormone (HGH).

SECTION B: PSYCHOLOGY OF SPORT PERFORMANCE

Individual Aspects of Sport Performance

Personality

Theories of personality including: trait perspectives (including the characteristics of extroversion/ introversion, neuroticism/stability, Type A/Type B); social learning perspectives, interactionist approaches. Justify the limitations of personality profiling in sport.

Attitudes

The nature of attitudes, inconsistencies and prejudice in sporting situations. Understanding of their origins and influences (including the effects of socialisation). Identify the components of attitudes (cognitive, affective, behavioural). Identify the links between attitudes and behaviour in sporting situations. Awareness of methods of changing attitudes from negative to positive, including knowledge of cognitive dissonance and persuasive communication.

Motivation

Atkinson and McClelland's theory of Achievement Motivation (need to achieve and need to avoid failure). Awareness of sport-specific achievement motivation (i.e. competitiveness).

Group Dynamics of Sport Performance

Groups and Teams

Definition of a group/team (mutual awareness, interaction, common goal). Knowledge of Steiner's model of group performance. Awareness of problems associated with productivity of a group/team, including motivational factors (social loafing) and co-ordination/co-operation factors (Ringlemann Effect). Knowledge of factors affecting the formation and development of a cohesive group/team.

Leadership

Understanding the importance of effective leadership. Characteristics of leaders, including: autocratic/task-oriented; democratic/social oriented; laissez-faire. Emergent and prescribed leaders. Theories of leadership, including trait theories; social learning theories; interactionist theories. Fiedler's contingency model and Chelladurai's multi-dimensional model of leadership.

Mental Preparation for Sport Performance

Commitment

Goal setting. Understand the importance and relevance to sport (related to anxiety management). Factors affecting the setting of goals ("SMARTER" principle). The candidate should set sporting goal(s) and justify the use of short/intermediate/long term goals and process/performance/product goals to improve performance.

Self Confidence

Sports confidence (Vealey), and the concepts of trait sports confidence, competitiveness orientation, and state sports confidence. Self efficacy (Bandura) and the influence of performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal.

Concentration

Attentional control. Cue utilisation (Easterbrook) and its links with arousal. Attentional styles (for example, Broad/Narrow, Internal/External) (Nideffer).

Emotional Control

Definition of activation and arousal. Awareness of their relationship to personality, ability level, and complexity of the task. Peak flow experience and the zone of optimum functioning theory (Hanin). Definition of anxiety. The nature and influences of anxiety, including the trait/state distinction (Spielberger), multi-dimensional theory (cognitive anxiety and somatic anxiety), and sports competition anxiety. Anxiety management to improve performance including: cognitive techniques (mental rehearsal/imagery, positive self talk, thought stopping, rational/positive thinking) and somatic techniques (progressive muscular relaxation, biofeedback relaxation).

Competition Effects on Sport Performance

Social Facilitation and Audience Effects

Knowledge of the positive (facilitation) and negative (inhibition) effects of others (including an audience and co-actors) on performance. Awareness of the links with levels of arousal, and the heightening of the dominant response (Zagonc). The causes and effects of evaluation apprehension (Cottrell). Awareness of the distraction effect. Awareness of the Homefield Advantage Phenomenon. The use of strategies to combat the effects of social inhibition, particularly the use of selective attention and mental rehearsal.

Aggression

The difficulties associated with the definition of aggression as opposed to assertion. Definition of channelled aggression. Causes of aggressive behaviour. Theories of aggression (in sporting situations) including instinct theories; frustration-aggression hypothesis; aggressive-cue hypothesis (Berkowitz); social learning theories. Methods of eliminating aggressive tendencies of performers.

Consequences of Sport Performance

Attribution Theory

Reasons for success and failure. Weiner's model. The use of attributional retraining. Strategies for the promotion of mastery orientation and the avoidance of learned helplessness.

SECTION C: OLYMPIC GAMES: A GLOBAL PERSPECTIVE

As a social force

The concept of an international athletic festival to act as a social force. Athletes from all over the world meeting and competing irrespective of colour, race, creed, and political belief. The promotion of international understanding, and an appreciation of cultural diversity. Concept of a supreme mental and physical challenge. Fair play ideals. Ideals of peace, harmony, and co-operation to transcend political barriers.

Ancient Games

As a blue print for the modern era. Sporting events as a common feature of life in ancient Greece. Use of Olympia as a site. Held every four years from 776BC for 1,000 years, abolished in 393AD. Format of ancient games, for example, 5 day period, religious ceremony, types of athletics events, (the stade, and the establishment of the pentathlon). "Wreath or death" mentality. The place of women in these games.

Role of the IOC

Mission and role of the IOC in leadership of the Olympic Movement.
Organisation, membership and administration of the IOC.
Bidding to host the games. For example; Controversy caused on methods of selection, and criticism of selected host countries. (Beijing 2008, human rights in People's Republic of China)

Politics

The concept of open, international competition being corrupted in full view of the global community.
The distortion of Olympic competition into political power.
The deterioration of the Olympic Games being used as a competition between nations to enhance national prestige and political ideologies.
Olympic Games as a preferred platform for political confrontation. Athletes as pawns for their governments. Athletes as targets for terrorists.
Cost of security precautions to deter terrorists.
Political power determining who can compete.
Nationalism as a symbol of the Olympic Games not peace and co-operation
Examples such as, Hitler's 1936 Olympiad in Berlin, the master race ethic. The contribution of Jesse Owens.
Examples such as political statements made by athletes in Mexico 1968.
Examples such as apartheid and terrorism in Munich 1972.
Examples such as, power politics as seen in the form of boycotts, Montreal 1976, Moscow 1980, Los Angeles 1984.
Accelerated rebuilding of Beijing, movement of people from urban areas into cities; globalisation causing industrialisation of their economy. Use of foreign exchange reserves for funding.
Positive legacy of the games. Impact on regeneration in host countries

Comparison of methods of nurturing talent in the pursuit of global excellence

A comparison of the pursuit of excellence, therefore gold medals, in countries such as United States of America, and People's Republic of China.
A comparison of elitist and personal achievement ethics; win at all costs ethic; status and funding of high level sport; policies and methods used to achieve gold medals; professionalism and behaviour.

Economics and commercialism

Costs of hosting the games. Provision of facilities, transport systems, housing. Use of cheap labour.
Costs of hosting an even more expensive event than the previous one. Demand of IOC. The spiral of extravagance.
Sources of funding, for example, sponsorship, donations from private corporations, government subsidies, sale of television rights.
Costs to local people, for example, Beijing relocation of 300,000 people.
Cost of competing to the athlete, for example, training, living expenses, travel. Losses of income. Sponsorship, grants, bursaries.
Benefits to competing athletes, for example, high incomes, public appearances, media spotlight.
Financial benefits of hosting the games, revenue from operating facilities as training sites, profitability to television networks.
Attraction of mass audiences.

Amateurism

Traditional definition of amateurism in the Olympic Games.
Definition as a tool for excluding the working class in sports events organised for the upper class.
Definition as a noble concept.
Transition to professionalism. "Broken time" payment. Lack of policy from the IOC. Abuse of the amateur ideal.
Necessity for full time pursuit to achieve Olympic success.

Dysfunctional aspects

Olympic Oath 2000.
Win at all costs ethic. Rumours of widespread use of drugs.
Risk taking, and "paying the price". Testing as a deterrent.
Example "Big Drug Bust" Soeul 1988.
Examples such as Sydney Olympics 2000, and Salt Lake City winter Olympics 2002.

Discrimination

The changing role of women throughout the Olympic Games.
Expansion of events which now cater for all races.
Introduction and importance of the Paralympics. The staging of the first Paralympics, why and how this movement gained impetus, the relevance of WWII, Sir Ludwig Guttman, the significance of Soeul.

Spectacular Aspect

Expanding horizons: Pushing the achievements of the body in sport to the limits of endurance.
Intensity of competition.
Spiritual aspect; bravery of competition

The Future

These are notes for teachers, to give guidance on areas for discussion leading to some reformative style questioning in the examination.
Should the Olympic Games be reformed?
Athletes' experiences rather than outcomes becoming the major emphasis.
Medal counts and national prestige are major concerns for reform.
Revision of opening ceremonies and medal ceremonies to reflect achievements of athletes.
Place of national uniforms, flags, anthems and medal counts.
Dropping of "wealth sports".
Revision of team sports.
Revision of the Olympic Motto (Citius, Altius, Fortius) to emphasise participation and the commitment to fair play.
Use of multiple sites rather than one host nation.
The removal of politics from the Olympic Arena.
Solutions/recommendations related to performance enhancement.

READING LIST

Centres are advised to stock a selection of magazines/periodicals related to the sport activities in the practical options.

There is a Coursework Guidelines Booklet to accompany the syllabus, giving details of assessment of practical activities.

ADVANCED LEVEL TEXT BOOKS

ADVANCE LEVEL COURSE
The following books are of a complete nature and contain information for candidates and teachers on most aspects of the course.

Beashel P., Taylor J. *Advanced Studies in Physical Education and Sport,* Nelson 1996

Bonney D., Ireland J., Miller C., Mackreth K., Van Wely S. *Advanced PE for OCR A2*, Heinemann 2004

Carnell D., Ireland J., Jones C., Mackreth K., Van Wely S. *Advanced PE for OCR AS*, Heinemann 2002

Davis R. J., Bull C. R., Ruscoe J. V., Ruscoe D. A. *Physical Education and the Study of Sport*, Mosby 1997

Galligan F., Maskery C., Spence J., Howe D., Barry T., Ruston A., Crawford D. *Advanced PE for EdExcel (including – Olympic Games)*, Heinemann 2000

Honeybourne J. W., Hill M., Moors H. *Advanced Physical Education and Sport*, Stanley Thornes 1996

Wesson K., Wiggins N., Thompson G., Hartigan S. *Sport and PE: A Complete Guide To Advanced Level Study*, Hodder & Stoughton 1998

In addition, revision books are available in some of the above titles.

Applied Anatomy and Physiology
All the following books contain reference material suitable for teachers.

Cash M. *Pocket Atlas of the Moving Body*, Ebury 1999 *

Farrally M. *An Introduction to the Structure of the Body*, Coachwise UK 2003

Clegg C. *Muscles and Bones in Action*, Feltham Press 2005 *

Carpenter F., Ledger P. *Physiology and Performance*, National Coaching Foundation 1986

Marieb E. *Human Anatomy and Physiology*, Addison Wesley 1999

Seeley R., Stephens T., Tate P. *Anatomy and Physiology*, McGraw Hill 2007

Thompson C. *Manual of Structural Kinesiology*, Mosby 1989

Many charts, DVDs and CD ROMs are also available.

Acquiring, Developing and Performing Movement Skills

Honeybourne J. *Acquiring Skill in Sport*, Routledge 2006 *

Mace. *Switch on to Skill in Sport* (CD ROM), (ISBN 9780953545797)

McMorris T. *Acquisition and Performance of Sports Skills*, Wiley 2004

Magill R. *Motor Learning, Concepts and Application*, McGraw Hill 2004

Sharp B. *Acquiring Skill in Sport*, Sports Dynamics 1992 *

Williams M., Hodges N. *Skill Acquisition in Sport*, Routledge 2004

Contemporary Studies in Physical Education and Sport

Cashmore E. *Making Sense of Sport*, Routledge 1997

Cashmore E. *Sports Culture – An A-Z Guide*, Routledge 1997

Coakley J. J. *Sport in Society: Issues and Controversies*, Mosby 1998

Thorp. *Sport Matters* (ISBN 9781872365947)

Exercise and Sport Physiology

Clegg C. *Exercise Physiology and Functional Anatomy,* Feltham Press 1995 *

McArdle W., Katch F., Katch V. *Essentials of Exercise Physiology*, Lippincott Williams and Wilkins 2005

Wilmore J., Costill D. *Physiology of Sport and Exercise*, Human Kinetics 2004

Psychology of Sport Performance

Cox R. *Sport Psychology: Concepts and Applications*, McGraw Hill 2002

Gill D. *Psychological Dynamics of Sport and Exercise* (2nd Ed.), Human Kinetics 2000

Jarvis M. *Sport Psychology: A student's handbook*, Routledge 2006 *

Webster S. *AS/A2 Psychology Guide*, Jan Roscoe Publications 2002 *

Olympic Games: A Global Perspective

Coakley J. *Sports in Society: Issues and Controversies*, McGraw Hill 1998

Daniels S., Teddler A. *A Proper Spectacle: Women Olympians*, ZeNaNa Press 2000

Fisher. *The Olympic Games* (CD ROM) (ISBN 9781901424508)

Girginov V., Parry J. *The Olympic Games Explained*, Routledge 2005 *

Mechikoff R. A. *A History and Philosophy of Sport and PE*, McGraw Hill Education 2005

Senn A. *Power, Politics and the Olympic Games*, Human Kinetics 1999

* Also entirely suitable for candidates

UNIVERSITY of CAMBRIDGE
International Examinations

PHYSICAL EDUCATION

GCE Advanced Subsidiary Level

Practical Activity Assessment Form (9396) Component 2

Centre Number		Centre Name	

Activity	

Complete the boxes above. Then below list the candidates in descending mark order with their marks. Complete a separate sheet for each activity, photocopied as required. Please sign and date the form.

Where appropriate, please indicate the candidate's events.

Video/ DVD ID	Candidate Number	Candidate Name	Events	Conditioned Competitive Situation /30

Name of Teacher competing this form	

Signature		Date	

Activity Category	Activity	Activity Codes
Athletic Activities	Cross Country Running	Cc
	Track and Field Activities	Ath
	Track Cycling	TC
	Triathlon	Tri
Fitness Activities	Weight Training (AS)	Wt
	Olympic Weight Lifting (A2)	OWL
Combat Activities	Judo	Ju
	Karate	Ka
Dance Activities	Various Styles	Da
Invasion Games	Association Football	AF
	Basketball	Bas
	Field Hockey	Ho
	Goalball	Goa
	Handball	Ha
	In-Line Hockey	ILH
	Lacrosse	La
	Netball	Ne
	Rugby League	RL
	Rugby Union	RU
	Water Polo	Wp
Net/Wall Games	Badminton	Bad
	Squash	Sq
	Table Tennis	TT
	Tennis	Te
	Volleyball	Vo
Striking/Fielding Games	Baseball	Bb
	Cricket	Cri
	Rounders	Ro
	Softball	So
Target Activities	Archery	Ar
	Flat Green Bowling	Bo
	Golf	Go
Gymnastic Activities	Gymnastics	AG
	Individual Ice (figure) Skating	FS
	Rhythmic Gymnastics	RG
	Trampolining	Tr
Outdoor/Adventurous	Canoeing	Ca
	Horse Riding (dressage/cross-country/ show jumping/three-day eventing)	HR
	Mountain Biking	MB
	Mountain/Hill Walking with Campcraft or Hostelling	Hw
	Orienteering	Or
	Rock Climbing	Rc
	Rowing and Sculling	Row
	Sailing	Sa
	Skiing	Sk
	Snowboarding	Sb
	Windsurfing	Ws
Swimming Activities	Competitive Swimming	Sw
	Life Saving	LS
	Personal Survival	PS

UNIVERSITY of CAMBRIDGE
International Examinations

PHYSICAL EDUCATION

Advanced Subsidiary GCE Level

Action Plan (9396) Component 2

Centre Number		Centre Name	

Complete the boxes above. Then below list the candidates in descending mark order with their marks. Please sign and date the form.

Candidate Number	Candidate Name	Action Plan Total / 30

Name of Teacher competing this form	

Signature		Date	

UNIVERSITY of CAMBRIDGE
International Examinations

PHYSICAL EDUCATION

GCE Advanced Subsidiary Level

Final Practical Activity Assessment Form (9396) Component 2

Centre Number		Centre Name	

Complete the boxes above. Then below list the candidates in candidate number order with their marks. Please sign and date the form.

Candidate Number	Candidate Name	Activity One		Activity Two		Action Plan	**Total /90**
		Activity Code*	Mark /30	Activity Code*	Mark /30	Mark /30	

*Enter the relevant Activity Code from those listed overleaf (e.g. Ath, AF, Bad etc.).

Name of Teacher competing this form	

Signature		Date	

Activity Category	Activity	Activity Codes
Athletic Activities	Cross Country Running	Cc
	Track and Field Activities	Ath
	Track Cycling	TC
	Triathlon	Tri
Fitness Activities	Weight Training (AS)	Wt
	Olympic Weight Lifting (A2)	OWL
Combat Activities	Judo	Ju
	Karate	Ka
Dance Activities	Various Styles	Da
Invasion Games	Association Football	AF
	Basketball	Bas
	Field Hockey	Ho
	Goalball	Goa
	Handball	Ha
	In-Line Hockey	ILH
	Lacrosse	La
	Netball	Ne
	Rugby League	RL
	Rugby Union	RU
	Water Polo	Wp
Net/Wall Games	Badminton	Bad
	Squash	Sq
	Table Tennis	TT
	Tennis	Te
	Volleyball	Vo
Striking/Fielding Games	Baseball	Bb
	Cricket	Cri
	Rounders	Ro
	Softball	So
Target Activities	Archery	Ar
	Flat Green Bowling	Bo
	Golf	Go
Gymnastic Activities	Gymnastics	AG
	Individual Ice (figure) Skating	FS
	Rhythmic Gymnastics	RG
	Trampolining	Tr
Outdoor/Adventurous	Canoeing	Ca
	Horse Riding (dressage/cross-country/ show jumping/three-day eventing)	HR
	Mountain Biking	MB
	Mountain/Hill Walking with Campcraft or Hostelling	Hw
	Orienteering	Or
	Rock Climbing	Rc
	Rowing and Sculling	Row
	Sailing	Sa
	Skiing	Sk
	Snowboarding	Sb
	Windsurfing	Ws
Swimming Activities	Competitive Swimming	Sw
	Life Saving	LS
	Personal Survival	PS

UNIVERSITY of CAMBRIDGE
International Examinations

PHYSICAL EDUCATION

GCE Advanced Level

Practical Activity Assessment Form (9396) Component 4

Centre Number		Centre Name	

Activity	

Complete the boxes above. Then below list the candidates in descending mark order with their marks. Complete a separate sheet for each activity, photocopied as required. Please sign and date the form.

Where appropriate, please indicate the candidate's events.

Video/ DVD ID	Candidate Number	Candidate Name	Events	Effective Performance /30

Name of Teacher competing this form	

Signature		Date	

Activity Category	Activity	Activity Codes
Athletic Activities	Cross Country Running	Cc
	Track and Field Activities	Ath
	Track Cycling	TC
	Triathlon	Tri
Fitness Activities	Weight Training (AS)	Wt
	Olympic Weight Lifting (A2)	OWL
Combat Activities	Judo	Ju
	Karate	Ka
Dance Activities	Various Styles	Da
Invasion Games	Association Football	AF
	Basketball	Bas
	Field Hockey	Ho
	Goalball	Goa
	Handball	Ha
	In-Line Hockey	ILH
	Lacrosse	La
	Netball	Ne
	Rugby League	RL
	Rugby Union	RU
	Water Polo	Wp
Net/Wall Games	Badminton	Bad
	Squash	Sq
	Table Tennis	TT
	Tennis	Te
	Volleyball	Vo
Striking/Fielding Games	Baseball	Bb
	Cricket	Cri
	Rounders	Ro
	Softball	So
Target Activities	Archery	Ar
	Flat Green Bowling	Bo
	Golf	Go
Gymnastic Activities	Gymnastics	AG
	Individual Ice (figure) Skating	FS
	Rhythmic Gymnastics	RG
	Trampolining	Tr
Outdoor/Adventurous	Canoeing	Ca
	Horse Riding (dressage/cross-country/ show jumping/three-day eventing)	HR
	Mountain Biking	MB
	Mountain/Hill Walking with Campcraft or Hostelling	Hw
	Orienteering	Or
	Rock Climbing	Rc
	Rowing and Sculling	Row
	Sailing	Sa
	Skiing	Sk
	Snowboarding	Sb
	Windsurfing	Ws
Swimming Activities	Competitive Swimming	Sw
	Life Saving	LS
	Personal Survival	PS

Marks and codes for assessed practical activities and analysis and comment should be entered onto the Final Practical Activity Assessment Form and despatched to CIE, together with video/DVD evidence, written action plans, copies of individual activity sheets and 2 copies of the MS1 by mid-October.

Centres need to keep a copy of the final coursework marks.

UNIVERSITY of CAMBRIDGE
International Examinations

PHYSICAL EDUCATION

GCE Advanced Level

Final Practical Activity Assessment Form (9396) Component 4

Centre Number		Centre Name	

Complete the boxes above. Then below list the candidates in candidate number order with their marks. Please sign and date the form.

Candidate Number	Candidate Name	Activity One		Activity Two		Evaluation & Appreciation	**Total /90**
		Activity Code*	Mark /30	Activity Code*	Mark /30	Mark /30	

*Enter the relevant Activity Code from those listed overleaf (e.g. Ath, AF, Bad etc.).

Name of Teacher competing this form	

Signature		Date	

Activity Category	Activity	Activity Codes
Athletic Activities	Cross Country Running	Cc
	Track and Field Activities	Ath
	Track Cycling	TC
	Triathlon	Tri
Fitness Activities	Weight Training (AS)	Wt
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Striking/Fielding Games	Baseball	Bb
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	Mountain Biking	MB
	Mountain/Hill Walking with Campcraft or Hostelling	Hw
	Orienteering	Or
	Rock Climbing	Rc
	Rowing and Sculling	Row
	Sailing	Sa
	Skiing	Sk
	Snowboarding	Sb
	Windsurfing	Ws
Swimming Activities	Competitive Swimming	Sw
	Life Saving	LS
	Personal Survival	PS