

P.E. Department Courses

Mission Statement

It is the intention of the PE department to transform any sport or activity into an educational experience, providing a safe and supportive environment that caters for each pupils needs whilst encouraging them to develop and achieve their potential.

AIMS OF THE DEPARTMENT

- To provide the pupils with the skills and knowledge, to understand and perform all the activities undertaken in the department to the best of their abilities.
- To help pupils appreciate the benefits of regular, enjoyable exercise for health and personal wellbeing purposes.
- To provide the pupils with the basic movement patterns that will equip them for lifelong participation.
- To develop understanding, cooperation, tolerance and an ability to work with others through participation in activities.
- To expose the pupils to a wide variety of individual and team activities.

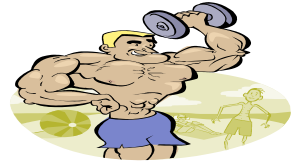
- Develop pupils in the 4 capacities of ACfE- successful learners, responsible citizens, effective contributors and confident individuals.
- To offer pupils the opportunity to undertake the study of physical education as an examinable subject.

PARTICIPATION

Pupils are expected to participate in all of their P.E. lessons. If they have an injury or are feeling unwell but are able to participate in some of the lesson they should let their teacher know this at the start of the lesson and provide a note from home to explain the nature of their injury/ illness. Pupils who do not bring notes will be expected to participate.

If a pupil brings a note to be excused from P.E. they must still bring their P.E. kit to allow them to participate in some way in the work of the class- may be refereeing, officiating etc.

PE CURRICULUM



S1 & S2 CURRICULUM FOR EXCELLENCE PROGRAMMES

All S1 and S2 pupils participate in a broad range of activities during which the pupils cover the full range of learning outcomes. There is a comprehensive support package located in the staff base. This provides staff with all the necessary documentation and procedures to deliver the course. In addition each member of staff has a specific register to support them which contains a variety of teaching material, records of work/checklists, and assessment procedures. These registers are dynamic in nature in so much as that as staff develop and find new material it will be added to the registers next session.

AIMS

To provide pupils with the opportunities to:

- Acquire the necessary knowledge and skills to understand and perform all activities undertaken to the best of their ability
- Appreciate the essential need for regular, relevant, enjoyable exercise
- Increase their self awareness and understanding of themselves during both individual and team activities

- Gain sufficient grounding in numerous sports which will enable them to enjoy such sports in later life

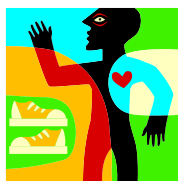
COURSE CONTENT

The course is designed to build on the skills and knowledge acquired through Primary school. Pupils will learn to develop skill levels, knowledge and understanding, social skills, evaluating skills and an awareness of fitness. Pupils will follow a broad and balanced curriculum offering a wide variety of activities which directly link to any qualifications later on in the department (NQ's).

This will be achieved through the following programme of activities - Badminton / Table tennis, Basketball, Hockey, Volleyball, Fitness, Rugby, Gymnastics, Heartstart, Cross Country and Athletics, Football and Trampolining.

Pupils will also have the opportunity to teach one another in their ACfE challenge. This is where the pupils are split into small groups and make up a lesson plan to teach to their peers according to the content they have learned throughout the block. Through this we are hoping to develop the whole child through developing the ACfE capacities. The challenges are designed to develop leadership capacities within the youngsters as well as develop their skills, fitness and overall performance.

Pupils will also take part in elective activities at the end of block 4 and block 7 whereby they will choose an activity that they may have already been involved in or they will also get an option of: orienteering, weight training, cricket, dodgeball and uni hoc.



SKILLS AND KNOWLEDGE DEVELOPED

Pupils will have the opportunity to:

- Develop inter-personal skills
- Develop a critical appreciation of themselves and others by evaluating performances
- Think creatively and demonstrate their ideas
- Develop practical ability in activities
- Develop knowledge and understanding of activities
- Develop an awareness of the role of exercise in a healthy lifestyle

ASSESSMENT

Behaviour Grades

1 Highly Satisfactory -4 Less Than Satisfactory

Pupils will also gain a grade for completing the ACfE challenge this will be gold, silver and bronze.

Performance Grades

Pupils will receive a grade for the practical activity they participate in over the 4 week block.



3.1 (Secure) - Pupil shows excellent ability to apply skills and competencies learned within the activity.

3.2 (Secure) - Pupil shows good ability to apply skills and competencies learned within the activity.

3.3 (Consolidating) - Pupil shows fair ability to apply skills and competencies learned within the activity.

3.4 (Developing)- Pupils show little ability to apply skills and competencies learned within the activity

Pupils will be involved in a number of self and peer assessment tasks to further understanding.

ALL ASSESSMENT COMPETENCIES ARE BROKEN DOWN WITHIN EACH ACTIVITY. SEE AFCE HEALTH AND WELL BEING ASSESSMENT CRITERIA.

S3 CORE CURRICULUM

The main aims of the S3 course are to further develop the pupils' fitness, skills and understanding of physical activity. The course will build on the foundations from S1/S2 though a major emphasis will be introducing the pupils to new activities to broaden their experiences. The pupils will also get an introduction to the concept of choice within their education through each block of work and during the electives blocks. Pupils will also participate in CFE challenges which will build from their experiences in S1 and S2 and will place a greater demand on their ability to lead larger groups and problem solving.

The activities covered throughout the course are:

Football, rackets (badminton, short tennis and table tennis), fitness, dodgeball, cricket, athletics, cross country, volleyball, hockey, basketball, Trampolining, gymnastics and athletics.

Pupils are assessed in the same manner as in S1 and S2. Pupils will be involved in a number of self and peer assessment tasks to further understanding.

S4 CORE PROGRAMME

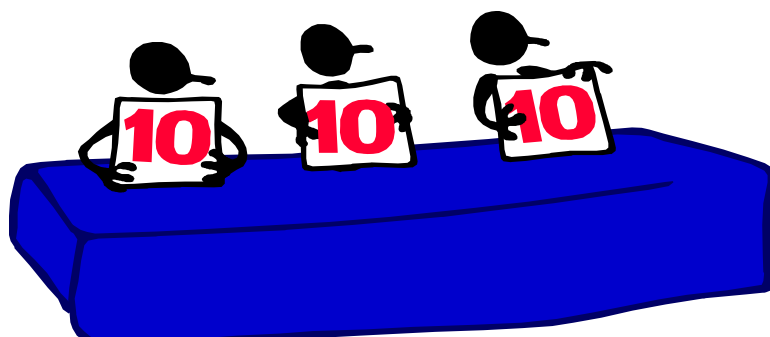
S4 pupils are provided with a choice of activities to participate in and participate in that block for 4 weeks. S4 pupils will have more choice depending on the number of staff on that period (3 or 4) and will have the opportunity to change their activity choice once during each block to ensure continuity in learning and teaching.

The activities covered throughout the course are:

Badminton, Basketball, Cricket, Dodgeball, Fitness / Circuits, Uni hoc, Rugby, Football, Gymnastics, trampolining, Table Tennis, Hockey, Short Tennis, Volleyball, Softball, Dance, Athletics and Cross Country.

Performance unit / CSLA

To provide pupils with the opportunity to further develop practical performance in areas of personal interest with a view to gaining the performance unit at 'A' level which reflects the pupils' potential. The C.S.L.A course (A Nationally recognized leadership award) is included to produce young coaches who will then be able to use their talents to lead groups in the school and its' associated Primaries. The course involves the pupils being taught how to coach through a range of activities. They will also be given the opportunity to work with younger pupils including P6-7 and S1-2. They will be required to put in an additional 10 hours of voluntary coaching in order to gain the award. (This can be done in our extra curricular clubs).



ASSESSMENT PATTERN

Pupils will be assessed in either 1 or 2 practical activities depending on which level of performance they are achieving. Though they will study up to 7 separate activities and select their best for assessment.

They will also be observed coaching and will be assessed on their competence.

ENTRY REQUIREMENTS

The course is open to any pupil with a proven track record of hard work and commitment within the Physical Education department. The courses are designed to cater for all, with each pupil working at their own level of ability.

NQ / Certificated Courses

Access 3 / JSLA

Pupils will participate in:

S3 - Football - Preparation of the body, Basketball - Skills and Techniques, Volleyball - Structures and Strategies and Badminton.

S4 - Hockey - Preparation of the Body, Basketball - Skills and Techniques and Volleyball - Structures and Strategies and Badminton.

All of which will be assessed by the class teacher on a pass/fail basis.

Pupils will also complete the Junior Sports Leader Award (JSLA) course alongside their activities.

Course content

The course is built around two key units. These are Performance and Analysis and Development of Performance.

Performance Unit. The central focus of the course is on performance. Students will be expected to achieve high practical standards in the activity areas of the course. Students will take part in a minimum of three activities - basketball, volleyball and football. At Access 3 level Practical makes up 80% of the overall grade.

Analysis and development of Performance Unit. This area develops the skills and abilities learnt in knowledge and understanding and through the process of evaluation. There are four areas included in this part of the course. These are:

Structures, Strategies and Composition: Volleyball - This area includes specific topics such as tactical analysis, roles and relationships within individual and team activity plus topics such as movement composition and choreography.

Preparation of the Body: Hockey / Football - Included here is the study of how skills and techniques are learnt and developed.

Influential factors such as decision-making, motivation and feedback are discussed and studied.

Skills and Techniques: Basketball - This area features topics such as skills and techniques and principles of training which are developed through consideration of factors such as individual needs etc.

Performance unit The central focus of the course is on performance. Students will be expected to achieve high practical standards in the activity areas of the course. Students will take part in a minimum of three activities - basketball, volleyball and badminton. At Access 3 level practical performance makes up 80% of the overall grade.

Learning and teaching

In P.E. students will be taught in various different ways. In striving towards personal performance improvements students will often be taught in quite direct ways. At other times students will work individually and in small groups when analysing performances in their various forms. This form of teaching will be more geared towards students discovering through guidance the different requirements of various tasks.

Assessment

Pupils will complete a National Assessment bank / Internal assessment in class based on two of the activities in the course. This will then be marked by the class teacher. Pupils will not sit an external examination.



Intermediate 1

Pupils will participate in:

S3 and S4 - Hockey - Preparation of the body, Basketball - Skills and Techniques, Volleyball - Structures and Strategies. All of which will be assessed by the class teacher on a pass/fail basis.

Course content

The course is built around two key units. These are Performance and Analysis and Development of Performance.

Performance Unit. The central focus of the course is on performance. Students will be expected to achieve high practical standards in the activity areas of the course. Students will take part in a minimum of three activities - basketball, volleyball and hockey. At Int 1 level Practical makes up 50% of the overall grade.

Analysis and development of Performance Unit. This area develops the skills and abilities learnt in knowledge and understanding and through the process of evaluation. There are four areas included in this part of the course. These are:

Structures, Strategies and Composition: Volleyball - This area includes specific topics such as tactical analysis, roles and relationships within individual and team activity plus topics such as movement composition and choreography.

Preparation of the Body: Hockey - Included here is the study of how skills and techniques are learnt and developed. Influential factors such as decision-making, motivation and feedback are discussed and studied.

Skills and Techniques: Basketball - This area features topics such as skills and techniques and principles of training which are developed through consideration of factors such as individual needs etc.

Learning and teaching

In P.E. students will be taught in various different ways. In striving towards personal performance improvements students will often be taught in quite direct ways. At other times students will work individually and in small groups when analysing performances in their various forms. This form of teaching will be more geared towards students discovering through guidance the different requirements of various tasks.

ASSESSMENT PATTERN

The course assessment is as follows:

Practical performance- 50% for Int 1 & 40% of final mark for Higher

Analysis of Performance 50% for Int 1 & 60% for Higher

Performance counts for 40%/50% of the student's final grade. Two

practical activities are assessed. The Physical Education teachers will

carry out the assessment of performance in school. Analysis of

Performance is assessed through an internal unit assessment (National Assessment Bank - NAB) and by an external exam at the end of the course during which students need to answer three essay questions in a 2- hour exam for Int 1/2 & 2.5 hours for Higher.

The assessment demands of Intermediate 2/Higher P.E. mean that to work at a pass level students need to be practically very able as well as requiring good language skills for the analysis exam. Students also need to be capable of working through the scientific process involved in analysing and developing performance.

Assessment

Pupils will complete a National Assessment bank / Internal assessment in class based on two of the activities in the course. This will then be marked by the class teacher. Pupils must pass this assessment before they can sit the external examination in May. The external examination is worth 50% of their overall grade.



INTERMEDIATE 2/HIGHER

The aim of the course is to engage students in an increasingly sophisticated and rigorous study of the ways in which physical activities are performed. Performance will be the prime focus and through a practical experiential base upon which practical skills, knowledge and understanding, analysis and evaluation are developed.

COURSE CONTENT

The course is built around two key units. These are Performance and Analysis and Development of Performance.

Performance Unit. The central focus of the course is on performance. Students will be expected to achieve high practical standards in the activity areas of the course. Students will take part in a minimum of three activities - basketball, volleyball and badminton. At Int 2 level Practical makes up 50% of the overall grade, at Higher it is 40%.

Analysis and development of Performance Unit. This area develops the skills and abilities learnt in knowledge and understanding and through the process of evaluation at Standard grade. There are four areas included in this part of the course. These are:

Structures, Strategies and Composition: Volleyball - This area includes specific topics such as tactical analysis, roles and relationships within individual and team activity plus topics such as movement composition and choreography.

Preparation of the Body: Basketball - This area features topics such as aspects of fitness and principles of training which are developed through consideration of factors such as individual needs etc.

Skills and Techniques: Badminton - Included here is the study of how skills and techniques are learnt and developed. Influential factors such as decision-making, motivation and feedback are discussed and studied.

LEARNING & TEACHING

In P.E. students will be taught in various different ways. In striving towards personal performance improvements students will often be taught in quite direct ways. At other times students will work individually and in small groups when analysing performances in their various forms. This form of teaching will be more geared towards students discovering through guidance the different requirements of various tasks.

ASSESSMENT PATTERN

The course assessment is as follows:

Practical performance- 50% for Int 2 & 40% of final mark for Higher
Analysis of Performance 50% for Int 2 & 60% for Higher
Performance counts for 40%/50% of the student's final grade. Two practical activities are assessed. The Physical Education teachers will carry out the assessment of performance in school. Analysis of Performance is assessed through an internal unit assessment (National Assessment Bank - NAB) and by an external exam at the

end of the course during which students need to answer three essay questions in a 2- hour exam for Int 2 & 2.5 hours for Higher.

The assessment demands of Intermediate 2/Higher P.E. mean that to work at a pass level students need to be practically very able as well as requiring good language skills for the analysis exam. Students also need to be capable of working through the scientific process involved in analysing and developing performance.

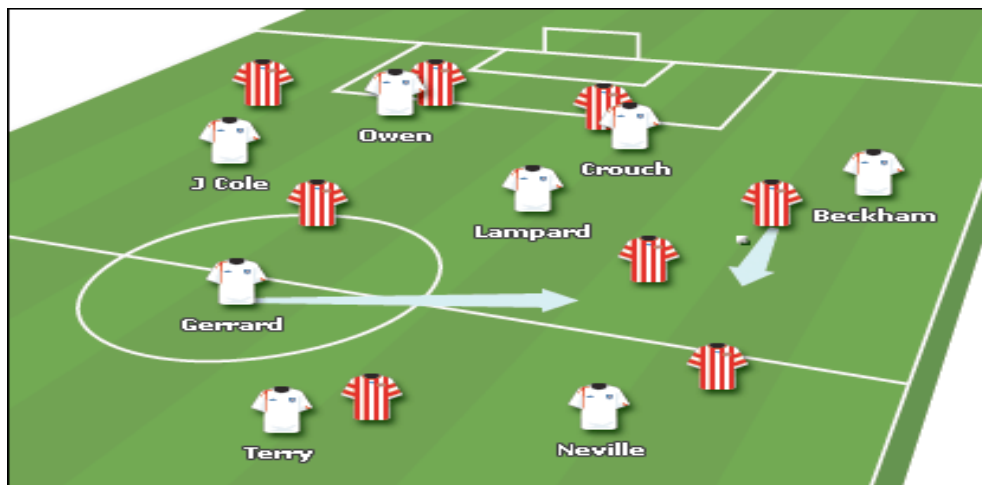
HOMWORK REQUIREMENTS

Homework will be a regular feature of Intermediate 2/Higher P.E. There will be on-going requirements for students to up-date their study notes as well as completing more formal pieces of homework. This will include answering essay questions on a weekly basis.

RECOMMENDED ENTRY LEVEL

Students may wish to build on their immediate Access and Intermediate 1 Physical Education experiences by taking the Int 2 course in S4 or indeed S5/6. There are cases whereby pupils may complete the higher course in S4, these will be students who perform exceptionally well in Int 2 and would be on the advice of their class teacher and the principal teacher of the department. Students should ideally have a grade 'A' at Intermediate 1 level before proceeding onto Int 2 level. It is also preferred that pupils achieve an 'A' grade at Intermediate 2 before proceeding with Higher level. Some students may be able to take the course without having

completed any of the intermediate courses following discussion between them and the Principal Teacher of Physical Education.



PE DEPARTMENT HANDBOOK