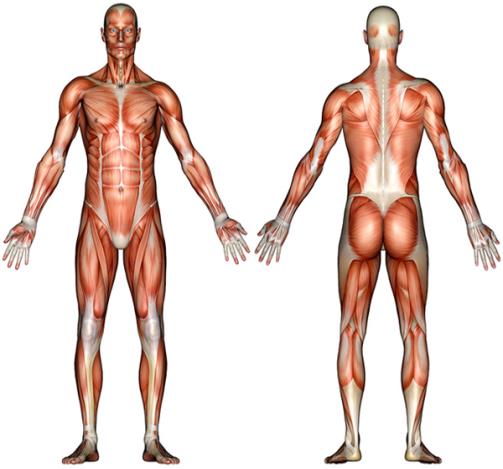
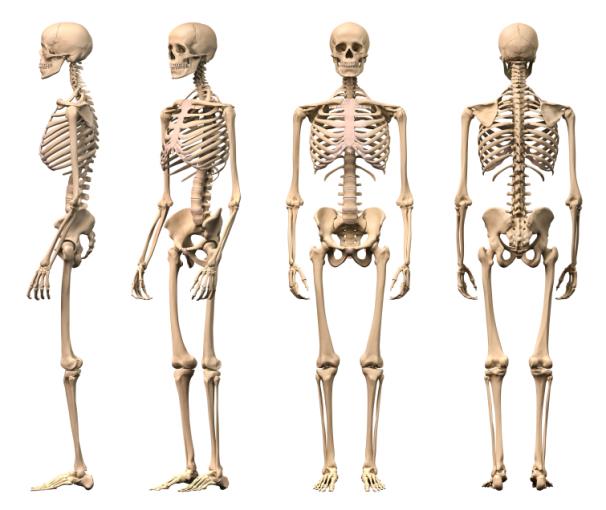


**Revision Booklet**

OCR GCSE Physical Education

**B453: Developing Knowledge in Physical Education**

****

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Form:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How to use this booklet:**

1. Using the left-hand BEFORE REVISION column, read the middle ‘can you…?’ section and place a tick in one of the three boxes for each component of the B453 content, to represent your level of understanding.

***Full*** *– you completely understand this topic and revision will involve briefly reading over your notes and answering a few past exam questions.*

***Some*** *– you have some understanding on this section, but further knowledge is required. You should revise this topic in it’s entirety to ensure you fully understand it and use your notes, revision guide and past exam questions and mark schemes to help you.*

***None –*** *You have absolutely no idea when it comes to this topic. You may have been missing from this lesson and never caught up or you just struggled to understand it. These areas should form the main part of your revision for B453. You should ask for assistance from a member of staff or a fellow**student who understands this topic to help you understand it. It may be that you need to completely learn this topic and you should spend some time doing so. You should definitely familiarize yourself with the types of questions the exam board are likely to ask when it comes to this topic and look at the mark schemes also.*

2. You should use the sections in this booklet to help you revise each section. This booklet contains space to make notes on the main points from each section of the specification, **but by no means are any of the sections exhaustive. In addition to this booklet, you should make additional notes, do further reading and practice past exam questions on each topic.**

3. Now, using the right-hand AFTER REVISION column, you should now place a tick alongside each section to show your understanding of each topic. Hopefully you have shown progress (particularly in sections that were previously weak). If not, you should once again revise these topics to increase your level of understanding before your exam.

4. There is also a revision planner and notes pages at the back of this booklet for you to use to help plan your revision and study leave effectively, alongside some top revision tips.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BEFORE REVISION**  **Level of understanding** | | | **Unit B453: Developing Knowledge in Physical Education Content** | **AFTER REVISION**  **Level of understanding** | | |
| Full | Some | None | **Can you…?** | Full | Some | None |
|  |  |  | **Describe and apply three methods of LEARNING SKILL using practical examples?** |  |  |  |
|  |  |  | - Practice/Rehearsal? |  |  |  |
|  |  |  | - Copying others/Observation? |  |  |  |
|  |  |  | - Trial and Error? |  |  |  |
|  |  |  | **Describe and apply four different types of FEEDBACK using practical examples?** |  |  |  |
|  |  |  | - Intrinsic feedback |  |  |  |
|  |  |  | - Extrinsic feedback |  |  |  |
|  |  |  | - Knowledge of Results |  |  |  |
|  |  |  | - Knowledge of Performance |  |  |  |
|  |  |  | **Describe different intrinsic and extrinsic types of MOTIVATION, which may encourage participation as performer, leader or official, using practical examples?** |  |  |  |
|  |  |  | - Intrinsic motivating factors *(with examples)* |  |  |  |
|  |  |  | - Extrinsic motivating factors *(with examples)* |  |  |  |
|  |  |  | **Describe why GOAL SETTING is important and why people may set goals, using practical examples?** |  |  |  |
|  |  |  | - Describe and apply the SMART goal setting principle? |  |  |  |
|  |  |  | **Describe the functions of the SKELETAL SYSTEM and the role it plays in physical activity?** |  |  |  |
|  |  |  | - Shape and support |  |  |  |
|  |  |  | - Blood cell production |  |  |  |
|  |  |  | - Protection |  |  |  |
|  |  |  | - Movement |  |  |  |
|  |  |  | - Mineral store |  |  |  |
|  |  |  | **Describe and explain different types of JOINTS, their movement, their structure and potential problems?** |  |  |  |
|  |  |  | - What a HINGE JOINT is, an example of a hinge joint and a practical example of it in use. |  |  |  |
|  |  |  | - What a BALL & SOCKET JOINT is, an example of a Ball and Socket Joint and a practical example of it in use. |  |  |  |
|  |  |  | - The ranges of movement allowed by each type of joint (flexion, extension, rotation, adduction and abduction) |  |  |  |
|  |  |  | - The structure of joints *(including synovial membrane, synovial fluid, cartilage and ligaments)* |  |  |  |
|  |  |  | - Potential problems associated with joints *(i.e. inflammation and osteoarthritis)* |  |  |  |
|  |  |  | **Identify ways in which the MUSCULAR SYSTEM can benefit from a Healthy, Active Lifestyle?** |  |  |  |
|  |  |  | **Identify ways in which the MUSCULAR SYSTEM can benefit from a Healthy, Active Lifestyle?** |  |  |  |
|  |  |  | - Describe the location of and the function of the main muscles and muscles groups: |  |  |  |
|  |  |  | - Deltoid - Triceps - Trapezius - Abdominals - Latissimus Dorsi - Quadriceps - Pectorals - Hamstrings - Biceps - Gastrocnemius |  |  |  |
|  |  |  | - Describe the role of muscles in movement including key words *(agonist, antagonist, synergist)* |  |  |  |
|  |  |  | **Describe and explain the roles of TENDONS and the EFFECTS OF LACTIC ACID?** |  |  |  |
|  |  |  | - The different potential issues with tendons and how you can avoid these |  |  |  |
|  |  |  | - How and when lactic acid sets in and how it affects performance. |  |  |  |
|  |  |  | **Describe different methods of MENTAL PREPARATION and how it can aid performers?** |  |  |  |
|  |  |  | - Imagery |  |  |  |
|  |  |  | - Self-talk |  |  |  |
|  |  |  | - Relaxation |  |  |  |
|  |  |  | **Describe the different SHORT-TERM EFFECTS OF EXERCISE on the following systems?:** |  |  |  |
|  |  |  | - Respiratory System *(tidal volume, minute volume)* |  |  |  |
|  |  |  | - Cardiovascular System *(cardiac output, stroke volume)* |  |  |  |
|  |  |  | - Muscular System *(temperature, elasticity)* |  |  |  |
|  |  |  | Are you able to describe and explain the Vascular Shunt Mechanism? |  |  |  |
|  |  |  | MAKE SURE YOU ARE ABLE TO IDENTIFY THE DIFFERENCES BETWEEN **SHORT-TERM** AND **LONG-TERM EFFECTS!** |  |  |  |
|  |  |  | **Describe the different LONG-TERM EFFECTS OF EXERCISE on the following systems?:** |  |  |  |
|  |  |  | - Respiratory System (volumes and rate of recovery) |  |  |  |
|  |  |  | - Cardiovascular System (stroke volume and cardiac output) |  |  |  |
|  |  |  | - Muscular System (strength, fibres, hypertrophy, tolerance to lactic acid) |  |  |  |
|  |  |  | **Identify & describe different TRAINING PRINCIPLES, which should be used to make training programmes?** |  |  |  |
|  |  |  | - SPOR *(****S****pecificity,* ***P****rogression,* ***O****verload,* ***R****eversibility)* |  |  |  |
|  |  |  | - FITT *(****F****requency,* ***I****ntensity,* ***T****ime,* ***T****ype)* |  |  |  |
|  |  |  | - Are you able to apply these through the use of practical examples? |  |  |  |
|  |  |  | **Describe, using practical examples, AEROBIC and ANAEROBIC TYPES OF TRAINING?** |  |  |  |
|  |  |  | - Use practical examples to describe TYPES OF TRAINING and how they promote a Healthy, Active Lifestyle: |  |  |  |
|  |  |  | - Circuit Training |  |  |  |
|  |  |  | - Weight Training |  |  |  |
|  |  |  | - Plyometrics |  |  |  |
|  |  |  | - Flexibility Training |  |  |  |
|  |  |  | - Flexibility Training |  |  |  |
|  |  |  | - Continuous Training |  |  |  |
|  |  |  | - Fartlek |  |  |  |
|  |  |  | - Interval Training |  |  |  |
|  |  |  | **Identify & describe the POTENTIAL HAZARDS to performers, leaders, officials in different environments:** |  |  |  |
|  |  |  | - Gymnasium/Fitness Centre - Swimming Pool - Playing Field  - Artificial Outdoor Areas - Court Areas - Outdoor Adventurous Areas |  |  |  |
|  |  |  | **Describe & explain how you would MINIMISE THE RISKS of participation through the use / knowledge of:** |  |  |  |
|  |  |  | - Correct clothing/footwear - Personal protective equipment - Health and Safety procedures  - Lifting and carrying properly - Appropriate involvement/level of comp - Warm-up and Cool Down |  |  |  |
|  |  |  | **Explain the effects of MEDIA and promotional campaigns on LEVELS OF PARTICIPATION** |  |  |  |
|  |  |  | - Explanation of media influences using practical examples |  |  |  |
|  |  |  | - Explain the effects of SPONSORSHIP and the AVAILABILITY OF FUNDS on participation. |  |  |  |
|  |  |  | **Provide examples of LOCAL AND NATIONAL PROVISIONS that impact upon PARTICIPATION, particularly the role of:** |  |  |  |
|  |  |  | - Local Authorities |  |  |  |
|  |  |  | - Private Enterprises |  |  |  |
|  |  |  | - Voluntary Organisations |  |  |  |
|  |  |  | - National Governing Bodies |  |  |  |
|  |  |  | - Olympic Organisations *(IOC - International Olympic Committee and BOA - British Olympic Association)* |  |  |  |
|  |  |  | **Name current GOVERNMENT INITIATIVES aimed at promoting a Healthy, Active Lifestyle?** |  |  |  |
|  |  |  | - Five hours of high-quality Physical Education and Sport per week |  |  |  |
|  |  |  | - One hour of physical activity per day |  |  |  |
|  |  |  | - Eat 5 portions of fruit and vegetables each day |  |  |  |
|  |  |  | - Drink 2 litres of water per day |  |  |  |
|  |  |  | **Explain, using practical examples, the INFLUENCES THAT SCHOOLS have in promoting a Healthy, Active Lifestyle?** |  |  |  |
|  |  |  | - Examination Physical Education (GCSE, BTEC, A Level) |  |  |  |
|  |  |  | - Core PE lessons |  |  |  |
|  |  |  | - Extra-Curricular PE and Sport |  |  |  |
|  |  |  | - Links with external sports clubs and agencies |  |  |  |
|  |  |  | - Health awareness programmes (healthy eating etc.) |  |  |  |
|  |  |  | Can you explain how an ‘SCHOOL CURRICULUM’ and a ‘PE SPECIFIC CURRICULUM’ can encourage participation? |  |  |  |

1. **Learning Skill**

1.

Practical Example

Description

2.

Description

Practical Example

3.

Description

Practical Example

1. **Types of Feedback**

Intrinsic Feedback

Description

Practical Example(s)

Extrinsic Feedback

Description

Practical Example(s)

Knowledge of Performance

Description

Practical Example(s)

Knowledge of Results

Description

Practical Example(s)

1. **Intrinsic and Extrinsic Motivation**

Practical Example(s)

Extrinsic Motivation

What is this?

Practical Example(s)

What is this?

Intrinsic Motivation

You also need to know how different factors can motivated both LEADERS and OFFICIALS:

**OFFICIAL**

Intrinsic Examples

Extrinsic Examples

**LEADER**

Intrinsic Examples

Extrinsic Examples

**Goal Setting**

**Goal Setting**

Give 3 reasons as to why Goal Setting is important:

-

-

-

Do you know and understand the SMART goal setting principle, with practical examples?

S

M

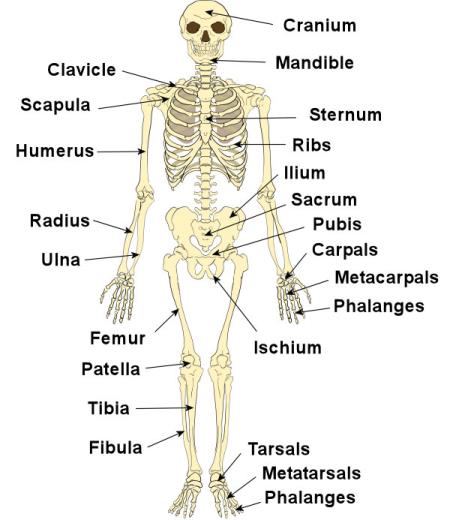
A

R

T

1. **The Skeletal System**

The 5 functions of the skeleton, including a brief description:



1. **Joints**

Description of a hinge joint:

HINGE JOINT:

Example of one in use:

Examples of hinge joints:

You should be able to describe and give examples for each range of movement:

**EXTENSION**

Description

Practical Example:

**FLEXION**

Description

Practical Example:

Description of a hinge joint:

BALL & SOCKET JOINT:

Example of one in use:

Examples of hinge joints:

Label the below diagram:

**ROTATION**

Description

Practical Example:

**ABDUCTION**

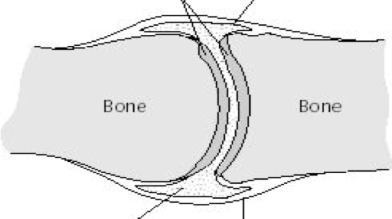
Description

Practical Example:

**ADDUCTION**

Description

Practical Example:



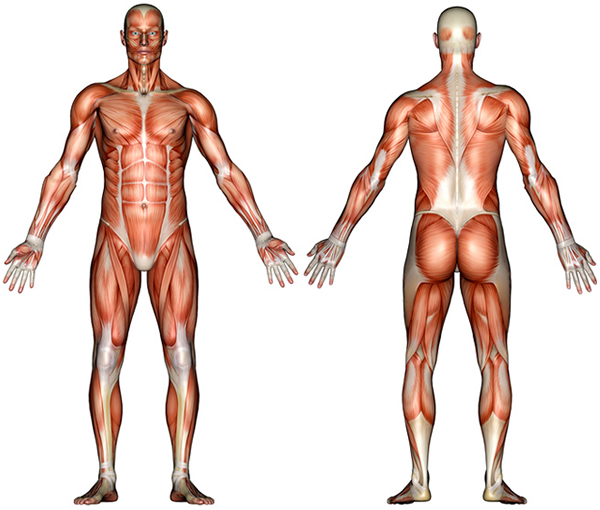
**TIP:** If you are asked to describe a joint – picture this diagram and describe all of the components (i.e. two bones meeting, cartilage, synovial membrane, synovial fluid etc…)

Possible problems with joints:

OSTEOARTHRITIS – How is it caused? How can its effects be reduced?

INFLAMATION – How is it caused? How can its effects be reduced?

1. **Muscles**



**Label the diagram above, using the muscle names below.**

Deltoid Triceps Trapezius Abdominals Latissimus Dorsi

Quadriceps Pectorals Hamstrings Biceps Gastrocnemius

|  |  |  |
| --- | --- | --- |
| **Movement** | **Agonist** | **Antagonist** |
| Flexion of the knee |  |  |
| Extension of the elbow |  |  |
| Extension of the knee |  |  |
| Flexion of the elbow |  |  |

**TIP:** Act out the movement to allow you to see it in action (even in the exam) then have a feel to see which muscles are contracting and which are relaxing. You should also be able to talk about agonists and antagonists for adduction and abduction.

1. **The role of Tendons and the Effects of Lactic Acid**

|  |  |  |
| --- | --- | --- |
| **Issue with tendon** | **How it’s caused** | **How it can be avoided** |
| Soreness |  |  |
| Strain |  |  |
| Overuse |  |  |
| Inflammation |  |  |
| Tendonitis |  |  |

What do tendons do?

**Lactic Acid**

Lactic Acid occurs when (doing what?)…

Lactic acid can lead to (effects)…

The effects of lactic acid on performance can be decreased by (what methods?)…

**TIP:** Never include cramp in an answer on Lactic Acid – they are two different things!

1. **Mental Preparation**

**IMAGERY**

Description

Practical Example

**SELF-TALK**

Description

Practical Example

**RELAXATION**

Description

Practical Example

1. **Short-Term and Long-Term Effects of Exercise**

**LONG-TERM EFFECTS**

**SHORT-TERM EFFECTS**

**R**

**E**

**S**

**P**

**I**

**R**

**A**

**T**

**O**

**R**

**Y**

**C**

**A**

**R**

**D**

**I**

**O**

**V**

**A**

**S**

**C**

**U**

**L**

**A**

**R**

**M**

**U**

**S**

**C**

**U**

**L**

**A**

**R**

Describe the VASCULAR SHUNT MECHANISM as a short-term effect of exercise on the CV system:

1. **Principle of Training**

Example

S

T

0

Description:

P

F

R

T

I

1. **Types of Training**

Provide a description and an example for each of the following types of training:

**CIRCUIT TRAINING**

**PLYOMETRICS**

**WEIGHT**

**FLEXIBILITY**

**CONTINUOUS**

**INTERVAL**

**FARTLEK**

You should also be able to define, describe and explain what Aerobic and Anaerobic Exercise is and what the differences are between the two:

**AEROBIC**

**ANAEROBIC**

1. **Potential Hazards**

Fill out the risk assessment below for each of the different practical environments:

|  |  |  |  |
| --- | --- | --- | --- |
| **Level of Risk**  ***(High/Medium/Low)*** | **What is the risk?** | **Why is it a risk?** | **How can you prevent this risk?** |
| **In the Sports Hall/Fitness Center** | | | |
| *High* | *Water on the floor* | *Water on the floor, especially on hard surfaces can be a slip hazards and increase the likelihood of injury, including head injuries.* | *Check all playing surfaces before taking part, including the mopping up of all fluids from the floor & allowing the area to dry.* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **In the Swimming Pool…** | | | |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **On the Playing Fields…** | | | |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **In Outdoor Adventurous Settings…** | | | |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**You also need to be aware of potential hazards in the following two areas, however the four above are the four main areas you should be aware of:**

* Artificial Outdoor Areas
* Court Areas

**TIP:** A lot of the hazards are interchangeable between different environments. Just make sure that you make it specific to the area you are being asked about in an exam, especially if you are giving practical examples.

1. **Minimising Risks**

Describe how each of the below can help minimize risks in the sporting environment. You should be able to provide examples for each:

**CORRECT FOOTWEAR/CLOTHING**

Description *(why it’s important)*

Examples

**TIP:** Make your examples specific to a certain activity! *i.e. Using ropes when rock climbing to prevent falling from height.*

**PERSONAL PROTECTIVE EQUIPMENT**

Description *(why it’s important)*

Examples

**HEALTH AND SAFETY PROCEDURES**

Description *(why it’s important)*

Examples

**LIFTING, CARRYING & PLACING EQUIPMENT SAFELY**

Description *(why it’s important)*

Examples

**WARMING UP & COOLING DOWN**

Description *(why it’s important)*

Examples

**APPROPRIATE LEVEL OF INVOLVEMENT/COMPETITION**

Description *(why it’s important)*

Examples

**THE IMPORTANCE OF PERSONAL HYGIENE**

Description *(why it’s important)*

Examples

1. **Media and Sponsorship**

What are the positives and negatives of the Media and Sponsorship on Participation?

**SPONSORSHIP**

What is Sponsorship and Funding? How can it affect participation?

**NEGATIVES**

Negatives of media

**POSITIVES**

Positives of media

1. **Local and National Provisions**

Describe the role of each of the following organisations and the impact that they have on participation and the promotion of a Healthy, Active Lifestyle:

**LOCAL AUTHORITIES:**

Example:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PRIVATE ENTERPISES:**

Example:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VOLUNTARY ORGANISATIONS:**

Example:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NATIONAL GOVERNING BODIES:**

Example:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Olympic Organisations:

**INTERNATIONAL OLYMPIC COMMITTEE (IOC):**

Example:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**BRITISH OLYMPIC ASSOCIATION (BOA):**

Example:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TIP:** You need to be able to provide examples of each one, state what each organization does to promote participation and a Healthy, Active Lifestyle. Always try and link it to Performers, Leaders and Officials – this should help you extend your answer and show a deeper level of understanding and knowledge.

1. **Current Government Initiatives**

In the exam, you may be asked about current Government Initiatives. Obviously these are always being changed and updated, but some have been around for years. Are you aware of these?

**CURRENT GOVERNMENT INITIATIVES**

1. **School Influences on Participation**

**TIP:** The exam board are likely to ask you one of two questions – a) the role that a **whole-school curriculum** can play in promoting a Healthy, Active Lifestyle and Participation and b) how a **PE-specific** (may be the whole PE curriculum or specifically assessment PE) curriculum can promote a Healthy, Active Lifestyle and Participation.

If asked about a **whole-school curriculum**, make sure you link to other subject areas, other than just PE

If asked about **PE** as a whole – talk about core PE, Assessment PE and extra-curricular etc

If asked specifically about **Assessment PE** – talk about core lessons, practical lessons, theory lessons, coursework, increased knowledge etc.

**WHOLE-SCHOOL CURRICULUM**

**ASSESSMENT PE CURRICULUM**

**PE CURRICULUM**

1. **15 TOP REVISION TIPS:**
2. Start revising in **plenty of time** for your exam
3. Make a **revision timetable** *(see overleaf)*
4. Revision notes aren’t supposed to look pretty – don’t waste time doing this!
5. Revise in **45 minute blocks**, with **10 minute rest** breaks
6. Revise in a **clean, tidy and organised** environment
7. **Prioritise** your revision *(using the table at the front of this booklet)*
8. Don’t spend too much time looking over topics you understand well – **your time is better spent on areas you don’t understand as well**
9. Get at least **8-10 hours sleep** per night
10. **Wake at a reasonable time** (i.e. 9AM to begin revising) **you are more productive in the morning** and it means you can get your revision done early and have time to relax in the evenings
11. **Eat and drink well** – avoid sugary, fizzy and energy drinks and eat a healthy, balanced diet
12. **EXERCISE** – exercise helps clear the mind and increase concentration, always make time to exercise
13. Have a **rest day** each week to just allow yourself to relax
14. **Stick revision notes around the house** – on the fridge, in the bathroom, on your bedroom walls.
15. Keep your bedroom and particularly your desk/table **neat and tidy**
16. Practice **past exam papers** and learn what the **mark schemes** are looking for.
17. **Revision Timetable**

**Use the Revision Timetable (overleaf) to plan your time.**

1. Fill in the Week Commencing (W/C) section in the first column of the table
2. Put in all of your exams first
3. Put in any revision sessions planned to take place at school
4. Put in any ‘must-attend’ social events
5. Enter your revision plans (prioritise depending on which exams are first)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week No** | **Time** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** | **SATURDAY** | **SUNDAY** |
| 1  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |
| 2  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |
| 3  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week No** | **Time** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** | **SATURDAY** | **SUNDAY** |
| 4  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |
| 5  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |
| 6  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week No** | **Time** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** | **SATURDAY** | **SUNDAY** |
| 7  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |
| 8  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |
| 9  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week No** | **Time** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** | **SATURDAY** | **SUNDAY** |
| 10  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |
| 11  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |
| 12  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week No** | **Time** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** | **SATURDAY** | **SUNDAY** |
| 13  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |
| 14  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |
| 15  W/C: | 09:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |

1. **Notes**

**Notes**