**Secondary PGCE physical education students’ perceptions of their subject knowledge**

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**Abstract**

The purpose of the study was to examine Secondary PGCE Physical Education students’ perceptions of the amount of subject knowledge in the six areas of activity that comprise the National Curriculum for Physical Education (NCPE) in England. Twenty-seven students completed a questionnaire at the beginning of each of the second and third terms of their course (January and April). The questionnaire included a question about knowledge in the six areas of activity in the NCPE and in specific Games taught in many schools in England. Results suggested that there were differences in students’ perceptions of amount of subject knowledge. The highest percentage of students perceived good subject knowledge in traditional team Games. The highest percentage of students perceived little subject knowledge in Outdoor and Adventurous Activities (OAA) and Dance. There were significant differences between male and female students’ perceptions of knowledge in OAA, Swimming, Football, Netball and Rounders. There were also significant differences in students’ perceptions of knowledge in Dance, Gymnastics, OAA and Volleyball between the beginning of the second and third terms. Implications of the results are considered in relation to: (i) experiences which students require on PGCE courses to develop subject knowledge; (ii) selection procedures for secondary PGCE PE courses; and (iii) preparation of students for secondary PGCE PE courses on sports-related degree courses.

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