

# **Meadowhead School and Sixth Form**



**OCR A-Level P.E.**

**Course Planner & Key dates**



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## A summary overview of the course

Content Overview	Assessment Overview
<b>H555/01 Physiological factors affecting performance</b> This component will assess: <ul style="list-style-type: none"> <li>1.1 Applied anatomy and physiology</li> <li>1.2 Exercise physiology</li> <li>1.3 Biomechanics</li> </ul>	<b>Written paper: 2 hours</b> <b>30% of total A Level</b> <b>90 marks</b> This paper consists of a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.
<b>H555/02 Psychological factors affecting performance</b> This component will assess: <ul style="list-style-type: none"> <li>2.1 Skill acquisition</li> <li>2.2 Sports psychology</li> </ul>	<b>Written paper: 1 hour</b> <b>20% of total A Level</b> <b>60 marks</b> This paper consists of a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.
<b>H555/03 Socio-cultural issues in physical activity and sport</b> This component will assess: <ul style="list-style-type: none"> <li>3.1 Sport and society</li> <li>3.2 Contemporary issues in physical activity and sport</li> </ul>	<b>Written paper: 1 hour</b> <b>20% of total A Level</b> <b>60 marks</b> This paper consists of a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.
<b>H555/05 Practical Performances</b> This component will assess either: <ul style="list-style-type: none"> <li>core and advanced skills in performing one activity</li> </ul> or <ul style="list-style-type: none"> <li>core and advanced skills in coaching one activity.</li> </ul>	<b>Non-exam assessment (NEA)</b> <b>15% of total A Level</b> <b>30 marks, weighted up to 45 marks</b> This NEA will consist of one activity taken from the approved list. Learners can be assessed in the role of performer or coach.
<b>H555/06 Evaluating and Analysing Performance for Improvement</b> This component draws upon the knowledge, understanding and skills a learner has learnt throughout the course and enables them to analyse and evaluate a peer's performance in one activity.	<b>Non-exam assessment (NEA)</b> <b>15% of total A Level</b> <b>30 marks, weighted up to 45 marks</b> This NEA will consist of observing a live or recorded performance by a peer and then providing an oral response analysing and critically evaluating the performance.

**\*It is a core course requirement that you are taking part in competitive sport throughout the duration of the course\***

**\*\* You will be required to film your practical performance in your chosen sport, detailed guidance on this will be provided at the start of Year 12 \*\***

You should download and save a copy of the specification to your One Drive. The latest version of the specification can be found at:

<https://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf>

# A Level Physical Education – ‘Personalised Learning Checklist’

## 1.1/1.2 – PHYSIOLOGICAL FACTORS AFFECTING PERFORMANCE

### 1.1.a Skeletal and Muscular Systems

	Tick when in Folder	Grade level of understanding (G,A,P)	Tick when revised for exam
a) Joints, Movements and Muscles			
b) Functional Roles of muscles			
c) Types of Contractions			
d) Analysis of Movement & Planes of Movement - PJAMM			
e) Agonist and Antagonistic Movement			
f) Skeletal Muscle Contraction & Motor Units			
g) Different muscle fibre types.			
h) Muscle fibre types: exercise intensity & recovery rates			
<b>Assessment – End of Unit Test</b>	<b>Grade:</b>		

### 1.1.b Cardiovascular System

a) The Heart Structure & Circulatory System			
b) Conduction System & Cardiac Cycle			
c) Heart Values (HR/SV/Q) at rest			
d) Heart Values (HR/SV/Q) during exercise			
e) Heart Rate Regulation			
f) The Vascular System			
g) Venous Return			
h) Redistribution of Cardiac Output at rest and during exercise			
i) Vasomotor Control			
<b>Assessment – End of Unit Test</b>	<b>Grade:</b>		

### 1.1.b Respiratory System

a) The Respiratory Structure			
b) Breathing rate, tidal volume and minute ventilation			
c) Respiratory volume response to exercise and recovery			

d)	Mechanics of breathing at rest and during exercise			
e)	Respiratory Regulation (RCC) at rest and during exercise			
f)	Gaseous Exchange (partial pressures, diffusion, gradients) at rest and during exercise			
g)	The Bohr Shift			
Assessment – End of Unit Test		Grade:		
1.2.a Diet and Nutrition				
a)	Dietary Components			
b)	Energy Intake and Expenditure			
c)	Ergogenic Aids: Pharmacological Aids			
d)	Ergogenic Aids: Physiological Aids			
e)	Ergogenic Aids: Nutritional Aids			
Assessment – End of Unit Test		Grade:		
1.2.b Preparation and Training Methods				
a)	Training Programme Design (MRS VOPP TESTING the WC)			
b)	Periodisation			
c)	Aerobic Capacity			
d)	Factors Affecting VO2 max			
e)	Methods of Assessment + Advantages and Disadvantages			
f)	Training Zones			
g)	Karvonens Principle			
h)	Training Methods			
i)	Training Adaptations (Respiratory, Cardiovascular, Musculo-Skeletal and Metabolic)			
Assessment – End of Unit Test		Grade:		
1.2.b Strength Training				
a)	Types of Strength			
b)	Factors Affecting Strength			
c)	Methods of Assessment + Advantages and Disadvantages			
d)	Training Methods			
e)	Training Adaptations (Neural, Muscle and Connective Tissues, Metabolic)			
Assessment – End of Unit Test		Grade:		
1.2.b Flexibility Training				
a)	Types of Flexibility			
b)	Factors Affecting Flexibility			



c) Methods of Assessment + Advantages and Disadvantages			
d) Training Methods			
e) Training Adaptations (Neural, Muscle and Connective Tissues, Metabolic)			
Assessment – End of Unit Test	Grade:		
1.2.b Impact of Training on Lifestyle Diseases			
a) Cardiovascular System (Atherosclerosis, CHD, Heart Attack, Stroke) + Effects of Training			
b) Respiratory System (Asthma, COPD) + Effects of Training			

## A Level Physical Education – ‘Personalised Learning Checklist’ (PLC)

1.1/1.2 – PHYSIOLOGICAL FACTORS AFFECTING PERFORMANCE			
1.1.c Energy for Exercise			
	Tick when in Folder	Grade level of understanding (G,A,P)	Tick when revised for exam
i) ATP as ‘energy currency’			
j) Coupled Reactions			
k) Energy Systems: ATP/PC			
l) Energy Systems: GLYCOLYTIC SYSTEM			
m) Energy Systems: AEROBIC SYSTEM			
n) Energy Continuum: Intermittent Exercise			
o) Factors Affecting Energy Systems			
p) Recovery Process			
q) EPOC: Alactacid			
r) EPOC: Lactacid			
s) Implications of recovery on training			
Assessment – End of Unit Test	Grade:		
1.1.d Environmental effects on body systems			
j) Effects of heat on CV and Respiratory Systems			
k) Acclimatisation			

l) Exercise in the heat			
m) Effect on performance			
<b>Assessment – End of Unit Test</b>	<b>Grade:</b>		
<b>1.2.c Injury prevention and the rehabilitation of injury</b>			
h) Acute Injuries; Soft Tissue and Hard Tissue			
i) Chronic Injuries; Soft Tissue and Hard Tissue			
j) Intrinsic Risk Factors			
k) Extrinsic Risk Factors			
l) Warm up v Cool Down (CEVAL)			
m) SALTAPS			
n) PRICE			
f) Recognise and Remove (IRB 6 R's)			
g) Treatment of common injuries; Stretching, Massage, Cold v Heat, Drugs, Physio, Surgery			

## A Level Physical Education – ‘Personalised Learning Checklist’ (PLC)

### 1.3 BIOMECHANICS

<b>1) Biomechanical principles, levers and the use of technology</b>	Tick when in Folder	Grade level of understanding (G,A,P)	Tick when revised for exam
t) Force (Effects of Force, Net Force, Vertical Forces, Horizontal Forces)			
u) Newton's Laws of Motion			
v) Calculations and Units of Measurement (Velocity, Momentum, Acceleration and Force)			
w) Air Resistance			
x) Free Body Diagrams			
y) Analysis of Movement via Technology			
z) Centre of Mass and Stability			
aa) Lever Systems (load, effort, fulcrum, effort arm and load arm)			
bb) Classification of Levers (1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> )			
cc) Efficiency of Levers			
<b>2) Linear motion &amp; Angular motion</b>			
n) Definition of Linear Motion			
o) Definitions, calculations and units of measurement for each of the following quantities of linear motion (distance, displacement, speed, velocity, acceleration/deceleration).			





p) Plot and interpret graphs of linear motion (distance/time graphs, speed/time graphs, velocity/time graphs).			
q) Definition of Angular Motion.			
r) Axes of Rotation (longitudinal, frontal, transverse)			
s) Definitions, calculations and units of measurement for each quantity of angular motion (moment of inertia, angular velocity, angular momentum.)			
t) Moment of Inertia & Conservation of Angular Momentum			
Interpret graphs of angular velocity, moment of inertia and angular momentum			
<b>3) Fluid Mechanics &amp; Projectile Motion</b>			
o) Factors affecting the horizontal distance travelled by a projectile (height of release, speed of release, angle of release)			
p) Free body diagrams showing the forces acting on a projectile			
q) Resolution of forces acting on a projectile in flight using the parallelogram of forces			
r) Patterns of flight paths (parabolic & non-parabolic)			
s) Addition of lift to a projectile through the application of Bernoulli's principle			
t) Design of equipment to create a downwards lift force			
u) Use of spin in sport to create a Magnus force			

# A-Level Physical Education – ‘Personalised Learning Checklist’ (PLC)

## 2.1 SKILL ACQUISITION

### 1) Classification of Skills, Skill Transfer & Types of Practice

	<i>Tick when in Folder</i>	<i>Grade Level of Understanding (G,A,P)</i>	<i>Tick when revised</i>
a) Justify skills on the different Motor Skills Continuum			
b) Characteristics and uses of different types of practice			
c) Types of Skill Transfer			
d) Methods of optimising the effects of Positive Transfer			
e) Methods of limiting the effects of Negative Transfer			

### 2) Learning Theories

a) Operant Conditioning Theory of Learning			
b) Cognitive Theory of Learning			
c) Bandura’s Theory of Social / Observational Learning			
d) Characteristics of the Stages of Learning			

### 3) Guidance & Feedback

a) Different Types and Uses of Guidance			
b) Advantages and Disadvantages of Types of Guidance			
c) Different Types and Uses of Feedback			
d) Advantages and Disadvantages of Types of Feedback			

### 4) Memory Models

a) Atkinson & Shiffren’s Multi-Store Memory Model			
b) Use of Selective Attention			
c) Craik & Lockhart’s Levels of Processing Model			
d) Application of models to Learning & Performing Skills in Physical Activity (SCAMPI)			

## A-Level Physical Education – ‘Personalised Learning Checklist’ (PLC)

### 2.2 SPORTS PSYCHOLOGY

#### 1) Explanations of Behaviour in Sport

	Tick when in Folder	Grade level of understanding (G,A,P)	Tick when revised
a) Definition of Personality			
b) Trait Theories of Personality			
c) Social Learning Theory of Personality			
d) Interactionist Theory of Personality			
e) Definition of Aggression (and causes)			
f) Instinct Theory of Aggression			
g) Social Learning Theory of Aggression			
h) Interactionist Theory of Aggression (Frustration-Aggression Hypothesis)			
i) Interactionist Theory of Aggression (Aggressive Cue Hypothesis)			
j) Characteristics of Effective Leaders			
k) Emergent & Prescribed Leaders			
l) Leadership Styles (Autocratic, Democratic & Laissez-Faire)			
m) Theories of Leadership (Trait, Social Learning & Interactionist)			
n) Chelladurai's Multi-Dimensional Model of Sports Leadership			
o) Definition of a Group			
p) Stages of Group Development			
q) Steiner's Model of Group Effectiveness			
r) Ringelmann Effect & Social Loafing			

#### 2) Mental Approach to Sport

a) Definition of Attitudes			
b) Factors affecting Attitude Formation			
c) Components of Attitude (Cognitive, Affective & Behavioural)			
d) Methods of Changing Attitude (Persuasive Communication & Cognitive Dissonance)			
e) Definitions, Uses & Effects of Intrinsic and Extrinsic Motivation			

f) Weiner's Model of Attribution			
g) Learned Helplessness & Mastery Orientation			
h) Definitions of Sports Confidence & Self-Efficacy			
i) Impact of Sports Confidence on Performance, Participation & Self-Esteem			
j) Vealey's Model of Sports Confidence			
k) Bandura's Theory of Self Efficacy			
l) Importance and effectiveness of Goal Setting			
m) The SMART Principle of Goal Setting			
<b>3) Emotional Responses in Sport</b>			
a) Definition of Anxiety & Types of Anxiety (State, Trait, Cognitive & Somatic)			
b) Zone of Optimal Functioning Theory			
c) Definition and Causes of Stress			
d) Cognitive Stress Management Techniques			
e) Somatic Stress Management Techniques			
f) Definition and effects of Arousal			
g) Theories of Arousal (Drive Theory, Inverted U Theory, Catastrophe Theory)			
h) Definition of Social Facilitation & Social Inhibition			
i) Effect of an audience on (Personality, Stage of Learning, Type of Skill)			
j) Theory of Evaluative Apprehension			
k) Strategies to Minimise Social Inhibition			

## A Level Physical Education – ‘Personalised Learning Checklist’ (PLC)

<b>3.1 – Social Cultural Themes in Physical Education</b>			
<b>1. 3.1 Sport and Society</b>			
<b>Emergence and Evolution of Modern Sport</b>	<b>Tick when in Folder</b>	<b>Grade level of understanding (G.A.P)</b>	<b>Tick when revised for exam</b>
a. Socio-cultural factors influencing sport			
b. Sport in pre-industrial Britain ( <b>K&amp;U</b> )			
c. Sport in pre-industrial Britain ( <b>App</b> )			
d. Sport in post-industrial Britain ( <b>K&amp;U</b> )			
e. Sport in post-industrial ( <b>App</b> )			
<b>ASSESSMENT 1: Pre &amp; Post Industrial Britain</b>			
<b>Emergence and Evolution of Modern Sport</b>			
f. Influence of 19 <sup>th</sup> Century Public Schools ( <b>K&amp;U</b> )			
g. Influence of 19 <sup>th</sup> Century Public Schools ( <b>App</b> )			
<b>ASSESSMENT 2: Pre &amp; Post Industrial 19<sup>th</sup> Century Public Schools</b>			
h. Sport in the 20 <sup>th</sup> Century ( <b>K&amp;U</b> )			
i. Sport in 20 <sup>th</sup> Century ( <b>App</b> )			
j. Sport in 21 <sup>st</sup> century Britain ( <b>K&amp;U</b> )			
k. Sport in 21 <sup>st</sup> Century Britain ( <b>App</b> )			
<b>ASSESSMENT 3: 20<sup>th</sup> Century &amp; 21<sup>st</sup> Century</b>			
<b>Global Sporting Events</b>			
l. The Modern Olympic Games: background & aims ( <b>K&amp;U</b> )			
m. The Modern Olympic Games: background & aims ( <b>App</b> )			
n. The Modern Olympic Games: political exploitation ( <b>K&amp;U</b> )			
o. The Modern Olympic Games: political exploitation ( <b>App</b> )			
<b>ASSESSMENT 4: Modern Olympic Games &amp; Sport in 20<sup>th</sup>/21<sup>st</sup> Britain</b>			
p. Hosting Global Sporting Events ( <b>K&amp;U</b> )			
q. Hosting Global Sporting Events ( <b>App</b> ) Positives & Negatives			
<b>ASSESSMENT 5: Hosting Global Event &amp; Modern Olympic Games</b>			

## A Level Physical Education – ‘Personalised Learning Checklist’

3.2 SECTION 6. – Contemporary issues in physical activity and sport			
Ethics and deviance in sport			
Drugs and Doping in sport	Tick when in Folder	Grade level of understanding (G,A,P)	Tick when revised for exam
a) Drugs and doping in sports – Blood doping and other performance enhancing drugs.			
b) Legal supplements versus illegal drugs and doping in sport			
c) Reasons why elite performers use illegal drugs and doping			
d) Consequences and implications of drugs and doping in sport			
e) Strategies to stop the use of illegal drugs and doping in sport			
Violence in sport			
a) Causes of violence in sport in relation to players and spectators			
b) Implications of violence to society, performers and sport itself			
c) Strategies to prevent violence			
Gambling in sport			
Match fixing, bribery and illegal sports betting			
Commercialisation and media			
a) Factors leading to commercialisation of contemporary physical activity and sport			
b) Positive and negative impacts of sports commercialisation			
c) Coverage of sport by the media today and reasons for changes since the 1980s			
d) Positive and negative effects of media on sport			
Routes to sporting excellence in the UK			
a) From talent identification to elite performance			
Modern technology in sport			
a) Modern technology for elite-level sport and for general participation in sport			
b) Modern technology and its impact on fair outcomes in sport			
c) Modern technology and its impact on entertainment in sport			

## A Level Physical Education – EAPI task

As part of your Non-Examined Assessment (NEA) you will complete an EAPI task.

You will observe a live or recorded performance by a peer in either your own assessed performance activity or another activity from the approved list. Through observation, you will provide an oral response analysing and critically evaluating the peers' performance.

The performance must be new to you and be one which you have not seen before. You will then give a verbal response in which you analyse and critically evaluate:

- the quality and range of the acquired and developed skills being performed
- the appropriateness and level of success of the selection and application of skills, strategies and tactics/compositional ideas\*
- the use of physical attributes during performance
- the overall effectiveness and success of the performance. You will identify and justify a major area of weakness within the performance to prioritise for improvement and will propose a long term (8-12 weeks) development plan to improve the area of performance identified.

The development plan should include:

- justification of the weakness selected, using appropriate technical and specialist vocabulary, with reference to:
- the technique/technical model
- frequency of the weakness occurring in the observation
- its impact on overall performance
- frequency and duration of sessions • detailed progressive practices
- detailed coaching points.

You will justify both their evaluative comments and their development plan with application of relevant knowledge and concepts which they have studied within Components 01, 02 and 03 of the GCE level Physical Education specification. These must be drawn from the prescribed theory content (see appendix D of the spec).

Responses (not including viewing the performance or the teacher's questions) should be no longer than a maximum of 30 minutes.

Mr Johnson will be working through different examples of how to complete your EAIP in Y13 and your other subject teachers will make reference to the theory content you could use during lessons in Y12 and Y13.

# OCR AS and A Level Evaluation and Analysis of Performance for Improvement (EAPI) assessment grid

Level	Prompting and timing	Evaluation of performance	Action (AS) / Development (A Level) plan	Application of theory
<b>6</b> (26-30 marks)	<ul style="list-style-type: none"> <li>requires no additional prompting in their response</li> <li>does not exceed the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>accurately describes all the major strengths and weaknesses of the performance, including:                             <ul style="list-style-type: none"> <li>skills</li> <li>tactics/compositional ideas</li> <li>fitness</li> <li>overall success of the performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>fully justifies their selection of an appropriate area of performance for improvement</li> <li>produces an excellent plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including:                             <ul style="list-style-type: none"> <li>appropriate frequency and duration of sessions</li> <li>an excellent range of progressive practices</li> <li>an excellent range of detailed coaching points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>excellent use of relevant theoretical knowledge and concepts from the prescribed content which are applied accurately and with depth and detail to the response, including:                             <ul style="list-style-type: none"> <li>across the response as a whole, a range of theory from several different topic areas in each of physiology and psychology must be applied successfully</li> <li>physiological and psychological theory should be included in both the evaluation section and in the plan (but not necessarily evenly balanced between the two sections)</li> <li>socio-cultural theory must be used in the response (but not necessarily in both sections)</li> </ul> </li> </ul>
<b>5</b> (21-25 marks)	<ul style="list-style-type: none"> <li>requires no additional prompting in their response</li> <li>does not exceed the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>accurately describes most of the major strengths and weaknesses of the performance, including:                             <ul style="list-style-type: none"> <li>skills</li> <li>tactics/compositional ideas</li> <li>fitness</li> <li>overall success of the performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>gives a very good justification for their selection of an appropriate area of performance for improvement</li> <li>produces a very good plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including:                             <ul style="list-style-type: none"> <li>appropriate frequency and duration of sessions</li> <li>a very good range of progressive practices</li> <li>a very good range of detailed coaching points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>very good use of relevant theoretical knowledge and concepts from the prescribed content which are applied accurately and with depth and detail to the response, including:                             <ul style="list-style-type: none"> <li>across the response as a whole, a range of theory from several different topic areas in each of physiology and psychology must be applied successfully</li> <li>physiological and psychological theory should be included in both the evaluation section and in the plan (but not necessarily evenly balanced between the two sections)</li> <li>socio-cultural theory must be used in the response (but not necessarily in both sections)</li> </ul> </li> </ul>
<b>4</b> (16-20 marks)	<ul style="list-style-type: none"> <li>requires no additional prompting in their response</li> <li>does not exceed the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>accurately describes many of the major strengths and weaknesses of the performance, including:                             <ul style="list-style-type: none"> <li>skills</li> <li>tactics/compositional ideas</li> <li>fitness</li> <li>overall success of the performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>gives a good justification for their selection of an appropriate area of performance for improvement</li> <li>produces a good plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including:                             <ul style="list-style-type: none"> <li>appropriate frequency and duration of sessions</li> <li>a good range of progressive practices</li> <li>a good range of detailed coaching points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>good use of relevant theoretical knowledge and concepts from the prescribed content which are applied with reasonable accuracy, depth and detail to the response, including:                             <ul style="list-style-type: none"> <li>across the whole response, a range of theory from each of physiology and psychology must be applied from several different topic areas; quality of application may be slightly inconsistent but generally successful</li> <li>physiological and psychological theory should be included in both the evaluation section and in the plan (but not necessarily evenly balanced between the two sections)</li> <li>socio-cultural theory may be limited in depth/detail/accuracy where included and may not be required for this level depending on the quality of the overall response</li> </ul> </li> </ul>
<b>3</b> (11-15 marks)	<ul style="list-style-type: none"> <li>requires an additional prompt in their response</li> <li>exceeds the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>with some accuracy, describes some of the major strengths and weaknesses of the performance, including:                             <ul style="list-style-type: none"> <li>skills</li> <li>tactics/compositional ideas</li> <li>fitness</li> <li>overall success of the performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>gives some justification for their selection of an appropriate area of performance for improvement</li> <li>produces an adequate plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including:                             <ul style="list-style-type: none"> <li>appropriate frequency and duration of sessions</li> <li>an adequate range of progressive practices</li> <li>an adequate range of coaching points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>uses some relevant theoretical knowledge and concepts from the prescribed content which are applied to the response, including:                             <ul style="list-style-type: none"> <li>across the whole response, theory from each of physiology and psychology must be applied on several occasions; quality of application may be slightly inconsistent but generally successful</li> <li>physiological and psychological theory should be included in both the evaluation section and in the plan (but not necessarily evenly balanced between the two sections)</li> <li>socio-cultural theory is not required for this level (if included may be limited in depth/detail/accuracy)</li> </ul> </li> </ul>
<b>2</b> (6-10 marks)	<ul style="list-style-type: none"> <li>requires occasional additional prompting in their response</li> <li>exceeds the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>with limited accuracy, describes some of the strengths and weaknesses of the performance, including some of:                             <ul style="list-style-type: none"> <li>skills</li> <li>tactics/compositional ideas</li> <li>fitness</li> <li>overall success of the performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>gives limited justification for their selection of an area of performance for improvement</li> <li>produces a limited plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including:                             <ul style="list-style-type: none"> <li>frequency and duration of sessions, which may be appropriate</li> <li>a limited range of progressive practices</li> <li>a limited range of coaching points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>limited use of theoretical knowledge and concepts from the prescribed content:                             <ul style="list-style-type: none"> <li>across the whole response, theory from each of physiology and psychology must be used</li> <li>some theory should be included in both the evaluation section and in the plan but may only be from physiology or psychology in each section</li> <li>quality of application may be inconsistent and lacking detail</li> <li>socio-cultural theory is not required at this level (if included may lack relevance and/or accuracy)</li> </ul> </li> </ul>
<b>1</b> (1-5 marks)	<ul style="list-style-type: none"> <li>requires regular additional prompting in their response</li> <li>exceeds the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>with little accuracy, describes a few strengths and weaknesses of the performance, including some of:                             <ul style="list-style-type: none"> <li>skills</li> <li>tactics/compositional ideas</li> <li>fitness</li> <li>overall success of the performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>gives little or no justification for their selection of an area of performance for improvement</li> <li>produces a very limited plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including:                             <ul style="list-style-type: none"> <li>frequency and duration of sessions, which may be appropriate</li> <li>a very limited range of practices</li> <li>a very limited range of coaching points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>very limited use of theoretical knowledge from the prescribed content:                             <ul style="list-style-type: none"> <li>some reference made to theory from physiology and/or psychology will be attempted within the whole response</li> <li>not applied and may lack relevance and accuracy</li> </ul> </li> </ul>
<b>0</b>			No evidence worthy of credit	



## A Level Physical Education – Practical performance

Your practical performance will be assessed as part of the NEA.

For the AS and GCE specifications, learners are assessed in performing or coaching one activity chosen from the activity list ([see spec for approved list of sports](#)).

Mastery of skills and techniques + effective performance in full, formal competitive situations.

Learners complete logs of competitive participation in their activities/sports to show their frequency and level of participation. These will be called upon as supporting evidence.

At A level, learners will be assessed in their performance based on their ability to select and perform appropriate skills consistently, precisely and with control and fluency, adapting them to suit a variety of situations in authentic conditioned, competitive environments for their chosen activity.

The assessment must include performance in full, formal competitive situations.

Learners should be able to:

- perform a range of core and advanced skills in varied conditioned, competitive situations. Competitive situations should adhere to NGB guidelines and be of a level appropriate to allow the learner to show their skills.
- perform specialist skills for given positions/ roles within the activity where applicable
- select and apply skills, strategies and tactics/ compositional ideas in conditioned, competitive environments, demonstrating understanding of the perceptual requirements of the activity
- demonstrate understanding and application of the relevant rules, regulations and code of practice of the activity
- use physical attributes to their best effect when performing.

***Learners also complete a log of competitive participation in their sport to show the level they participate at. Students should start to keep a working document of their log from the start of the course in Y12.***

The general grading criteria is shown in the next two pages, you should be aiming for at least level 4. Some sports (athletics, cycling, swimming, and triathlon) have times and distances which give a more accurate grading.



## OCR AS and GCE practical activity assessment grid



Level	Range of skills	Quality of skills	Physical attributes	Decision making	Effective performance	Level
6 (27-30 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and most advanced skills in isolation and under competitive pressure in authentic performance situations <b>and full performance conditions (GCE)</b></li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed very consistently with an outstanding standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed very consistently with an excellent standard of accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates outstanding levels of physical fitness and psychological control to perform highly effectively</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses the most appropriate skills on almost all occasions, maintaining their composure under competitive pressure</li> <li>demonstrates an outstanding understanding of the activity through their application of team strategies/tactics/compositional ideas</li> <li>demonstrates excellent awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates outstanding awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</b></li> <li>communication with other player(s)/performer(s) is outstanding (team activities only)</li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of skills performed is maintained under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner has a very significant influence on game situations and other performers around them</li> <li>the overall level of performance is outstanding and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at an outstanding level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation</li> </ul>	6 (27-30 marks)
5 (22-26 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and most advanced skills in isolation and under competitive pressure in authentic performance situations <b>and full performance conditions (GCE)</b></li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed very consistently with an excellent standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed consistently with a very good standard of accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very good levels of physical fitness and psychological control to perform very effectively</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on most occasions</li> <li>demonstrates an excellent understanding of the activity through their application of team strategies/tactics/compositional ideas</li> <li>demonstrates excellent awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</b></li> <li>communication with other player(s)/performer(s) is excellent (team activities only)</li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of skills performed is maintained under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner has a significant influence on game situations and other performers around them</li> <li>the overall level of performance is excellent and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at an excellent level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation</li> </ul>	5 (22-26 marks)
4 (16-21 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and many advanced skills in isolation and under competitive pressure in authentic performance situations <b>and full performance conditions (GCE)</b></li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed consistently with a very good standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates good levels of physical fitness and psychological control to perform very effectively</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on many occasions</li> <li>The candidate demonstrates a very good understanding of the activity through their application of appropriate team strategies/tactics/compositional ideas</li> <li>demonstrates very good awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</b></li> <li>communication with other player(s)/performer(s) is very good (team activities only)</li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of skills performed is maintained under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner influences some game situations and other performers around them</li> <li>the overall level of performance is very good and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at a very good level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation</li> </ul>	4 (16-21 marks)



Level	Range of skills	Quality of skills	Physical attributes	Decision making	Effective performance	Level
3 (10–15 marks)	<ul style="list-style-type: none"> <li>demonstrates most core skills and some advanced skills in isolation and under competitive pressure in authentic performance situations <b>and full performance conditions (GCE)</b></li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed consistently with a good standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates appropriate levels of physical fitness and psychological control to perform effectively</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on some occasions</li> <li>demonstrates a good understanding of the activity through their application of appropriate team strategies/tactics/compositional ideas</li> <li>demonstrates good awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is good (team activities only)</b></li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of core skills performed is maintained under pressure in full performance conditions; the accuracy of advanced skills may be reduced</li> <li>through their own performance, decision making and communication, the learner has some influence on the overall game</li> <li>the overall level of performance is good and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at a good level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation</li> </ul>	3 (10–15 marks)
2 (5–9 marks)	<ul style="list-style-type: none"> <li>demonstrates many core skills and few advanced skills in isolation and under competitive pressure in authentic performance situations <b>and full performance conditions (GCE)</b></li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed with limited consistency and some accuracy, control and fluency.</li> <li>the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates sufficient physical fitness and psychological control to perform with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>selects and uses appropriate skills on some occasions</li> <li>sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</li> <li>demonstrates limited awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</b></li> <li><b>communication with other player(s)/performer(s) is limited (team activities only)</b></li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of the skills performed is reduced under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner has limited influence on the overall game</li> <li>the overall level of performance is competent and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at a low level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation</li> </ul>	2 (5–9 marks)
1 (1–4 marks)	<ul style="list-style-type: none"> <li>demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations <b>and full performance conditions (GCE)</b></li> <li>few, if any of the advanced skills for the activity are attempted</li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed inconsistently and with limited accuracy, control and fluency.</li> <li>any advanced skills attempted are performed with little success</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited physical fitness and psychological control during performance</li> </ul>	<ul style="list-style-type: none"> <li>selects and uses appropriate skills on few occasions</li> <li>rarely applies team strategies/tactics/compositional ideas, demonstrating little understanding of the activity</li> <li>demonstrates little awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) rarely communicates with other player(s)/performer(s) (team activities only)</b></li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of the skills performed is reduced under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner has little influence on the overall game</li> <li>the overall level of performance is limited and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at a very low level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation</li> </ul>	1 (1–4 marks)
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	0

## **A-Level Physical Education – Key dates and assessment points.**

### **Yr12**

Summer 2025 – Sit GCSE exams and begin summer transition work book.

Sept 2025 – Start lessons in school

WB 22/09/25 – Y12 Parents Evening

WB 12/01/25 – Y12 Mocks

WB 08/06/26 – Y12 Assessment Week

WB 16.03.26 – Yr12 Parents evening

### **Yr13**

Sept 2026 – Lessons start.

Jan 2027 – Mock examinations .

Feb 2027 – Final EAPI task completed.

Feb 2027 – Final practical task and competitive logbook completed.

March 2027 – NEA marks finalised and sent to OCR (exam board).

April 2027 – Practical moderation day

May 2027 – Lessons end.

June 2027 – Final examinations (TBC).



