Meadowhead School and Sixth Form

OCR A-Level P.E.

Course Planner & Key dates

Contents

A summary overview of the course

Content Overview	Assessment Overview
H555/01 Physiological factors affecting performance This component will assess: • 1.1 Applied anatomy and physiology • 1.2 Exercise physiology • 1.3 Biomechanics	**Written paper: 2 hours** **30% of total A Level** **90 marks** 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.
H555/02 Psychological factors affecting performance This component will assess: • 2.1 Skill acquisition • 2.2 Sports psychology	**Written paper: 1 hour** **20% of total A Level** **60 marks** 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.
H555/03 Socio-cultural issues in physical activity and sport This component will assess: • 3.1 Sport and society • 3.2 Contemporary issues in physical activity and sport	**Written paper: 1 hour** **20% of total A Level** **60 marks** 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.
H555/05 Practical Performances This component will assess either: • core and advanced skills in performing one activity or • core and advanced skills in coaching one activity.	**Non-exam assessment (NEA)** **15% of total A Level** **30 marks, weighted up to 45 marks** This NEA will consist of one activity taken from the approved list. Learners can be assessed in the role of performer or coach.
H555/06 Evaluating and Analysing Performance for Improvement 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.	**Non-exam assessment (NEA)** **15% of total A Level** **30 marks, weighted up to 45 marks** 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 (Y12)

	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			
Assessment – End of Unit Test		**Grade:**	

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			
Assessment – End of Unit Test		**Grade:**	

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 (Year 13)			
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			
Assessment – End of Unit Test	**Grade:**		
1.2.c Injury prevention and the rehabilitation of injury			
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

1) Biomechanical principles, levers and the use of technology (YEAR 12)	**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^{st}, 2^{nd} and 3^{rd})			
cc) Efficiency of Levers			
2) Linear motion & Angular motion			
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			
3) Fluid Mechanics & Projectile Motion			
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 (YEAR 12)

	Tick when in Folder	*Grade Level of Understanding (G,A,P)*	*Tick when revised*
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 (YEAR 12)

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 (YEAR 12)

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 (YEAR 13)

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 (YEAR 12)

	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 (YEAR 12)

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			
3) Emotional Responses in Sport (YEAR 12)			
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)

3.1 – Social Cultural Themes in Physical Education (Year 12)			
1. 3.1 Sport and Society			
Emergence and Evolution of Modern Sport	**Tick when in Folder**	**Grade level of understanding (G.A.P)**	**Tick when revised for exam**
a. Socio-cultural factors influencing sport			
b. Sport in pre-industrial Britain (**K&U)**			
c. Sport in pre-industrial Britain (**App)**			
d. Sport in post-industrial Britain (**K&U)**			
e. Sport in post-industrial (**App)**			
ASSESSMENT 1: Pre & Post Industrial Britain			
Emergence and Evolution of Modern Sport			
f. Influence of 19th Century Public Schools (**K&U)**			
g. Influence of 19th Century Public Schools (**App)**			
ASSESSMENT 2: Pre & Post Industrial 19th Century Public Schools			
h. Sport in the 20th Century **(K&U)**			
i. Sport in 20th Century **(App)**			
j. Sport in 21st century Britain **(K&U)**			
k. Sport in 21st Century Britain **(App)**			
ASSESSMENT 3: 20th Century & 21st Century			
Global Sporting Events			
l. The Modern Olympic Games: background & aims (K&U)			
m. The Modern Olympic Games: background & aims (App)			
n. The Modern Olympic Games: political exploitation (K&U)			
o. The Modern Olympic Games: political exploitation (App)			
ASSESSMENT 4: Modern Olympic Games & Sport in 20th/21st Britain			
p. Hosting Global Sporting Events (K&U)			
q. Hosting Global Sporting Events (App) Positives & Negatives			
ASSESSMENT 5: Hosting Global Event & ¼ Modern Olympic Games			

A Level Physical Education – 'Personalised Learning Checklist'

3.2 SECTION 6. – Contemporary issues in physical activity and sport (Year 12)			
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

OCR
Oxford Cambridge and RSA

Level	Prompting and timing	Evaluation of performance	Action (AS) / Development (A Level) plan	Application of theory
6 **(26–30 marks)**	• requires no additional prompting in their response • does not exceed the time allowed	• accurately describes all the major strengths and weaknesses of the performance, including: o skills o tactics/compositional ideas o fitness o overall success of the performance	• fully justifies their selection of an appropriate area of performance for improvement • produces an excellent plan to improve the identified weakness over 3-4 weeks (AS) or **8-12 weeks (A Level)**, including: o appropriate frequency and duration of sessions o an excellent range of progressive practices o an excellent range of detailed coaching points	• 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: o 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 o 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) o socio-cultural theory must be used in the response (but not necessarily in both sections)
5 **(21–25 marks)**	• requires no additional prompting in their response • does not exceed the time allowed	• accurately describes most of the major strengths and weaknesses of the performance, including: o skills o tactics/compositional ideas o fitness o overall success of the performance	• gives a very good justification for their selection of an appropriate area of performance for improvement • produces a very good plan to improve the identified weakness over 3-4 weeks (AS) or **8-12 weeks (A Level)**, including: o appropriate frequency and duration of sessions o a very good range of progressive practices o a very good range of detailed coaching points	• 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: o 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 o 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) o socio-cultural theory must be used in the response (but not necessarily in both sections)
4 **(16–20 marks)**	• requires no additional prompting in their response • does not exceed the time allowed	• accurately describes many of the major strengths and weaknesses of the performance, including: o skills o tactics/compositional ideas o fitness o overall success of the performance	• gives a good justification for their selection of an appropriate area of performance for improvement • produces a good plan to improve the identified weakness over 3-4 weeks (AS) or **8-12 weeks (A Level)**, including: o appropriate frequency and duration of sessions o a good range of progressive practices o a good range of detailed coaching points	• 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: o 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 o 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) o 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
3 **(11–15 marks)**	• requires an additional prompt in their response • exceeds the time allowed	• with some accuracy, describes some of the major strengths and weaknesses of the performance, including: o skills o tactics/compositional ideas o fitness o overall success of the performance	• gives some justification for their selection of an appropriate area of performance for improvement • produces an adequate plan to improve the identified weakness over 3-4 weeks (AS) or **8-12 weeks (A Level)**, including: o appropriate frequency and duration of sessions o an adequate range of progressive practices o an adequate range of coaching points	• uses some relevant theoretical knowledge and concepts from the prescribed content which are applied to the response, including: o 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 o 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) o socio-cultural theory is not required for this level (if included may be limited in depth/detail/accuracy)
2 **(6–10 marks)**	• requires occasional additional prompting in their response • exceeds the time allowed	• with limited accuracy, describes some of the strengths and weaknesses of the performance, including some of: o skills o tactics/compositional ideas o fitness o overall success of the performance	• gives limited justification for their selection of an area of performance for improvement • produces a limited plan to improve the identified weakness over 3-4 weeks (AS) or **8-12 weeks (A Level)**, including: o frequency and duration of sessions, which may be appropriate o a limited range of progressive practices o a limited range of coaching points	• limited use of theoretical knowledge and concepts from the prescribed content: o across the whole response, theory from each of physiology and psychology must be used o 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 o quality of application may be inconsistent and lacking detail o socio-cultural theory is not required at this level (if included may lack relevance and/or accuracy)
1 **(1–5 marks)**	• requires regular additional prompting in their response • exceeds the time allowed	• with little accuracy, describes a few strengths and weaknesses of the performance, including some of: o skills o tactics/compositional ideas o fitness o overall success of the performance	• gives little or no justification for their selection of an area of performance for improvement • produces a very limited plan to improve the identified weakness over 3-4 weeks (AS) or **8-12 weeks (A Level)**, including: • frequency and duration of sessions, which may be appropriate • a very limited range of practices • a very limited range of coaching points	• very limited use of theoretical knowledge from the prescribed content: o some reference made to theory from physiology and/or psychology will be attempted within the whole response o not applied and may lack relevance and accuracy
0	*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

OCR
Oxford Cambridge and RSA

Level	Range of skills	Quality of skills	Physical attributes	Decision making	Effective performance	Level
6 (27–30 marks)	• demonstrates all core skills and most advanced skills in isolation and under competitive pressure in authentic performance situations **and full performance conditions (GCE)**	• core skills are performed very consistently with an outstanding standard of accuracy, control and fluency • the advanced skills demonstrated are performed very consistently with an excellent standard of accuracy, control and fluency	• demonstrates outstanding levels of physical fitness and psychological control to perform highly effectively	• successfully selects and uses the most appropriate skills on almost all occasions, maintaining their composure under competitive pressure • demonstrates an outstanding understanding of the activity through their application of team strategies/tactics/ compositional ideas • demonstrates excellent awareness of the rules/regulations of the activity during performance • **demonstrates outstanding 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 outstanding (team activities only)**	• the range and quality of skills performed is maintained under pressure in full performance conditions • through their own performance, decision making and communication, the learner has a very significant influence on game situations and other performers around them • the overall level of performance is outstanding and this is reflected in the level of competition within which the learner is being assessed • **full performance takes place at an outstanding level of competition for the activity and age group (GCE)** • this is supported by the log of participation	6 (27–30 marks)
5 (22–26 marks)	• demonstrates all core skills and most advanced skills in isolation and under competitive pressure in authentic performance situations **and full performance conditions (GCE)**	• core skills are performed very consistently with an excellent standard of accuracy, control and fluency • the advanced skills demonstrated are performed consistently with a very good standard of accuracy, control and fluency	• demonstrates very good levels of physical fitness and psychological control to perform very effectively	• successfully selects and uses appropriate skills on most occasions • demonstrates an excellent understanding of the activity through their application of team strategies/tactics/compositional ideas • demonstrates excellent awareness of the rules/regulations of the activity during performance • **demonstrates excellent 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 excellent (team activities only)**	• the range and quality of skills performed is maintained under pressure in full performance conditions • through their own performance, decision making and communication, the learner has a significant influence on game situations and other performers around them • the overall level of performance is excellent and this is reflected in the level of competition within which the learner is being assessed • **full performance takes place at an excellent level of competition for the activity and age group (GCE)** • this is supported by the log of participation	5 (22–26 marks)
4 (16–21 marks)	• demonstrates all core skills and many advanced skills in isolation and under competitive pressure in authentic performance situations **and full performance conditions (GCE)**	• core skills are performed consistently with a very good standard of accuracy, control and fluency • the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency	• demonstrates good levels of physical fitness and psychological control to perform very effectively	• successfully selects and uses appropriate skills on many occasions • The candidate demonstrates a very good understanding of the activity through their application of appropriate team strategies/ tactics/compositional ideas • demonstrates very good awareness of the rules/regulations of the activity during performance • **demonstrates very 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 very good (team activities only)**	• the range and quality of skills performed is maintained under pressure in full performance conditions • through their own performance, decision making and communication, the learner influences some game situations and other performers around them • the overall level of performance is very good and this is reflected in the level of competition within which the learner is being assessed • **full performance takes place at a very good level of competition for the activity and age group (GCE)** • this is supported by the log of participation	4 (16–21 marks)

Level	Range of skills	Quality of skills	Physical attributes	Decision making	Effective performance	Level
3 **(10–15 marks)**	• demonstrates most core skills and some advanced skills in isolation and under competitive pressure in authentic performance situations **and full performance conditions (GCE)**	• core skills are performed consistently with a good standard of accuracy, control and fluency • the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency	• demonstrates appropriate levels of physical fitness and psychological control to perform effectively	• successfully selects and uses appropriate skills on some occasions • demonstrates a good understanding of the activity through their application of appropriate team strategies/tactics/compositional ideas • demonstrates good awareness of the rules/regulations of the activity during performance • **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)**	• the range and quality of core skills performed is maintained under pressure in full performance conditions; the accuracy of advanced skills may be reduced • through their own performance, decision making and communication, the learner has some influence on the overall game • the overall level of performance is good and this is reflected in the level of competition within which the learner is being assessed • **full performance takes place at a good level of competition for the activity and age group (GCE)** • this is supported by the log of participation	**3** **(10–15 marks)**
2 **(5–9 marks)**	• demonstrates many core skills and few advanced skills in isolation and under competitive pressure in authentic performance situations **and full performance conditions (GCE)**	• core skills are performed with limited consistency and some accuracy, control and fluency. • the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency	• demonstrates sufficient physical fitness and psychological control to perform with some effectiveness	• selects and uses appropriate skills on some occasions • sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity • demonstrates limited awareness of the rules/regulations of the activity during performance • **demonstrates limited 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 limited (team activities only)**	• the range and quality of the skills performed is reduced under pressure in full performance conditions • through their own performance, decision making and communication, the learner has limited influence on the overall game • the overall level of performance is competent and this is reflected in the level of competition within which the learner is being assessed • **full performance takes place at a low level of competition for the activity and age group (GCE)** • this is supported by the log of participation	**2** **(5–9 marks)**
1 **(1–4 marks)**	• demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations **and full performance conditions (GCE)** • few, if any of the advanced skills for the activity are attempted	• core skills are performed inconsistently and with limited accuracy, control and fluency. • any advanced skills attempted are performed with little success	• demonstrates limited physical fitness and psychological control during performance	• selects and uses appropriate skills on few occasions • rarely applies team strategies/tactics/compositional ideas, demonstrating little understanding of the activity • demonstrates little awareness of the rules/regulations of the activity during performance • **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)**	• the range and quality of the skills performed is reduced under pressure in full performance conditions • through their own performance, decision making and communication, the learner has little influence on the overall game • the overall level of performance is limited and this is reflected in the level of competition within which the learner is being assessed • **full performance takes place at a very low level of competition for the activity and age group (GCE)** • this is supported by the log of participation	**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).

Meadowhead School
and Sixth Form

OCR A Level PE
Summer Tasks Booklet

Student checklist for the first OCR A-Level P.E. lessons in September 2024

Lesson expectations

1. Make sure you are on time.
2. Have a large A4 file with you for every lesson.
3. Make sure you are equipped with basic stationary.
4. Ensure you have done any requested lesson preparation – most likely reading or Everlearner tasks.
5. Meet all deadlines without exception.
6. If work does not meet the required standard you will be expected to repeat it.
7. Engage with other students and teachers during lessons.

If you require any help or clarification about OCR A-Level Physical Education before the start of the course please do not hesitate to contact:

Mr Johnson:
johnsona@meadowhead.sheffield.sch.uk

A-Level P.E. Summer Tasks Booklet

Introduction

Year 12 will be a hugely important year. You will encounter unfamiliar situations; take on roles you may not have considered previously, and tackle work that is more advanced and demanding. The HFWB staff will provide you with many opportunities to develop your skills, self-confidence and provide you with ample chances to take responsibility for your learning. It will provide you with many academic skills, one of which is teaching you how to become a confident independent learner.

Independent study skills have become increasingly important as A level and other Level 3 qualifications have changed. You will not achieve your potential if you do not put in the work outside of lessons. Assessment frequently asks you to apply your subject knowledge to unfamiliar contexts and it is difficult, if not impossible, to do this if you have not taken the time to extend your understanding independently.

The purpose of completing the tasks in this booklet are:

- It will give you a great insight into some of the areas of study that will be covered in Yr 12 A-Level P.E.
- You will have secured knowledge to enable you to make a fast start to Year 12.
- You will be able to answer questions and be able to confidently engage with fellow students and teachers in your opening lessons in Yr 12.
- You will feel more confident about your ability to study and cope with demands of the subject.

Experience tells us that the students who achieve their potential and who gain the highest marks are those who take the greatest responsibility for their own progress. This independence of approach to study is an area you should strive to improve, building on strategies you have started to develop for GCSE. At KS5 there is greater expectation that you develop independent skills and knowledge to underpin those learnt in class. The quality of your transition tasks will be a good indicator of how well you will perform in A-Level P.E. Your performance in completing the transition tasks set in this booklet will be the basis of your first monitoring report.

The key assumption that has been made when writing this booklet is that having chosen to study Physical Education you have an enthusiasm, enjoyment and passion for the subject. Alongside the compulsory tasks we have included recommended books, podcasts and documentaries that I encourage you to look at.

Wherever your chosen career path will lead, your time in 6th form will be an extremely important step towards achieving your goals. Please don't waste this opportunity to lay the building blocks to a successful future.

Work hard, focus on your studies, go the extra mile and enjoy yourself.

Meadowhead HFWB Department

A summary overview of the course

Content Overview	Assessment Overview
H555/01 Physiological factors affecting performance This component will assess: • 1.1 Applied anatomy and physiology • 1.2 Exercise physiology • 1.3 Biomechanics	**Written paper: 2 hours** **30% of total A Level** **90 marks** 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.
H555/02 Psychological factors affecting performance This component will assess: • 2.1 Skill acquisition • 2.2 Sports psychology	**Written paper: 1 hour** **20% of total A Level** **60 marks** 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.
H555/03 Socio-cultural issues in physical activity and sport This component will assess: • 3.1 Sport and society • 3.2 Contemporary issues in physical activity and sport	**Written paper: 1 hour** **20% of total A Level** **60 marks** 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.
H555/05 Practical Performances This component will assess either: • core and advanced skills in performing one activity or • core and advanced skills in coaching one activity.	**Non-exam assessment (NEA)** **15% of total A Level** **30 marks, weighted up to 45 marks** This NEA will consist of one activity taken from the approved list. Learners can be assessed in the role of performer or coach.
H555/06 Evaluating and Analysing Performance for Improvement 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.	**Non-exam assessment (NEA)** **15% of total A Level** **30 marks, weighted up to 45 marks** 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

Tasks to be completed for your first lesson in September 2024

Physical Factors Affecting Performance

Energy Systems- Transition work

Whenever we take part in exercise or just doing daily tasks, we use energy. Energy is provided by different means and this depends on the intensity and duration of the activity.

As part of this task, you will be finding out about the different energy systems the body uses.

Task 1

• Watch the videos below on Anaerobic and Aerobic energy systems

• **Anaerobic energy systems**

https://www.youtube.com/watch?v=uCmNQQWlrc0&list=PL2H-dSxtUaJnn4PbFnYczGEDxNJ4v5PHM&index=2

• **Aerobic Energy system**

https://www.youtube.com/watch?v=PQMsJSme780&index=1&list=PL2H-dSxtUaJnn4PbFnYczGEDxNJ4v5PHM

Task 2

Using the information below and the you tube links provided , complete Table 1 below :

Energy Systems Information Sheet

1 Creatine Phosphate System or ATP system

- Immediate energy system.
- Anaerobic, does not use oxygen
- Uses creatine phosphate to create energy.
- Can only last for about 10 seconds.
- Limited supply of creatine phosphate and has to be resynthesized.
- Used in 100m, long jump, javelin, sprinting, jumping

2 Lactic Acid system

- Anaerobic energy system- short term energy system. Does not use oxygen
- Here ATP is made by the partial breakdown of glucose and glycogen
- Involves anaerobic glycolysis (the breakdown of glucose or glycogen to produce ATP)
- Lactic acid is produced, causing stiffness and fatigue.
- Used in 400m race, 200m swim.

3 Aerobic System

- Long term energy system.
- Uses oxygen.
- Breakdown of fatty acids to provide large amounts of ATP.
- Carbon dioxide and water are by products.
- Occurs in the mitochondria of cells- power stations responsible for converting food into energy.
- Slow system but is continuous.
- Used in marathon, triathlon.

You tube clip	Sport	Energy system used	Explanation
Thai weightlifter sets Olympic Record in Women's 58kg Weightlifting			
USA wins a second gold in Women's Water Polo			
Eliud Kipchoge wins Men's Marathon gold			

Usain Bolt Vs Justin Gatlin Rio 2016			

Table 1

Task 3

As part of his charity, Mo Farah has challenged the world 100m champion, Usain Bolt to race over a distance that would not suit either runner. Mo Farah is the current Olympic champion over 5000 and 10,000m, whilst Usain Bolt is the Olympic champion over 100 and 200m. Farah has suggested that they race between 600-800m.

Do you agree with this distance? Explain. Select an optimum distance that would be fair to both athletes.

Why do you think that one athlete is better suited to one distance than another distance?

Factors Affecting Optimal Performance in Physical Activity and Sport

Psychology: Psychology can be defined as 'the study of the mind and behaviour'. Psychologists argue that by undertaking research they can gain a better understanding of the mind and may even be able to predict or change the behaviour of individuals. Why do you think psychologists are employed by elite sports teams?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Personality: an individual's behavioural characteristics that make them different from others.

Theories of Personality
Personality traits - Different personality traits will often suit different sports

Introverts - **Shy, thoughtful, enjoy being alone**, they prefer sports which involve:
- Concentration and Precision
- Self-motivation
- Intricate skills/ closed skills
- Perform better with low arousal levels - Coaches and team mates need to allow them to stay calm and focused. Too much stimulation will cause them to be over-aroused and they will not perform well.
- Individual performances
- E.g. archery, golf and snooker

Extroverts - **Sociable, enthusiastic/talkative, prone to boredom** if alone, prefer sports which are:
- Exciting and fast paced
- Team sports
- Perform better with high arousal levels - Coaches and team mates need to keep them 'excited'
- Large, simple motor skills/open skills
- Low concentration
- E.g. rugby and boxing

Research Task:

Now you know a bit more about introverts/extroverts, using the information above, complete your own research to find strong examples of one introvert and one extrovert from the Sporting World.

For both introvert and extrovert example, explain the following:

1. Give some background information as to who the performer is
2. Explain in detail why their personality type suits their particular sport
3. Give examples of other sports that this performer would also suit

Introvert Example:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Extrovert Example:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Contemporary issues in Physical Activity and Sport

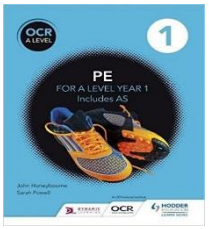
Both illegal consumption of performance-enhancing drugs and blood doping have been present in a number of sports for many years. Research each drug and complete the table below to explain the effects of each drug and give an example of a sporting person who has been caught using them.

	Effect	Who would use it…?- Example of someone who has been caught using it
Anabolic Steroids		
Beta Blockers		
Stimulants		
Narcotic Analgesics		
Anabolic Agents		
Diuretics		
Masking Agents		
Peptide Hormones		

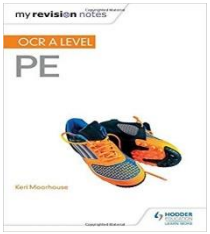
Suggested reading.

We strongly recommend that you purchase the following textbooks. They should be readily available online via sites such as Amazon & WHS Smith. **The main text book (number 1) will be available to purchase from the P.E. office in September.**

1. **OCR A Level PE Book 1 Paperback – £28.99** **ISBN: 978-1471851735**
   by John Honeybourne (Author), Sarah Powell (Author)

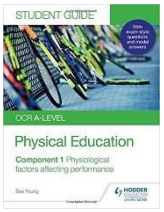


2. **My Revision Notes: OCR A Level PE Paperback – £14.99 approx**
   ISBN: 978-1510405219 by Keri Moorhouse (Author)

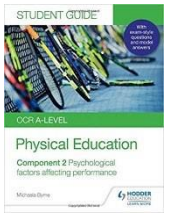


The following student guides have also been published (Jan 2020) which are specific to each component:

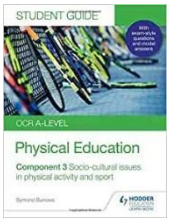
1. OCR A-level Physical Education Student Guide 1: Physiological factors affecting performance Sue Young
   £9.99
   ISBN: 9781510472082



2. OCR A-level Physical Education Student Guide 2: Psychological factors affecting performance Michaela Byrne
   £9.99
   ISBN: 9781510472099



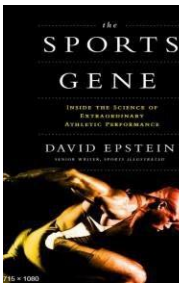
3. OCR A-level Physical Education Student Guide 3: Socio-cultural issues in physical activity and sport Symond Burrows
   £9.99
   ISBN: 9781510472105



Recommended reading.

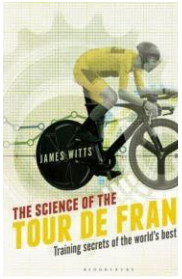
Although not OCR Physical Education endorsed books, the following will help you to develop a deeper understanding of sports science that you will be able to apply to many different aspects of the specification. You may prefer to access some of these on Audible or from a library.

1. **The Sports Gene: Inside the Science of Extraordinary Athletic Performance (By David Epstein)**



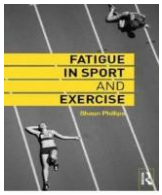
This book explores the question of nature versus nurture as it pertains to training for athletes in sports using anecdotes which favor both sides of the argument. These anecdotes are combined with the results of statistical studies to give the reader an understanding of the magnitude that biology plays in athletics. Topics such as the effects of gender, race, genetics, culture, and physical environment are discussed as contributors to success in specific sports.

2. **The Science of the Tour de France Training secrets of the world's best cyclists (By James Witts)**



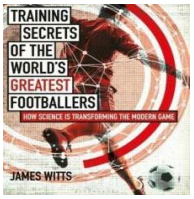
Find out why Formula One telemetry is key to more bike speed; how power meters dictate training sessions and race strategy; how mannequins, computational fluid dynamics and wind-tunnels are elevating aerodynamics to the next level; why fats and training on water alone are popular in the peloton; and why the future of cycling will involve transcranial brain stimulation and wearable technology.

3. **Fatigue in Sport and Exercise (By Shaun Phillips)**



The book examines the different 'types' of fatigue and the difficulties of identifying which types are prevalent during different types of exercise, including a discussion of the most important methods for measuring fatigue. It introduces the fundamental science of fatigue, focusing predominantly on covering physiological aspects, and explores key topics in detail, such as energy depletion, lactic acid, dehydration, electrolytes and minerals, and the perception of fatigue.

4. **Training Secrets of the World's Greatest Footballers How Science is Transforming the Modern Game (By James Witts)**

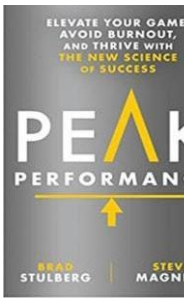


Why does Paul Pogba wear custom-made compression socks? Why does Sergio Agüero altitude-train when returning from injury? From virtual-reality units to the omnipresence of GPS vests, taking in brain-training, innovative gear and performance nutrition along the way, you'll discover what it takes to reach the top of the game - and how to apply this knowledge to your own training.

5. Bounce: The Myth of Talent and the Power of Practice (By Matthew Syed)

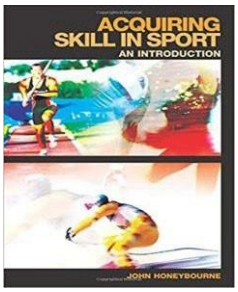
What is the magic spark that sees David Beckham and Tiger Woods soar above all their competitors, and could the secret lie in the practice regime of Mozart? Matthew Syed's dazzling investigation of high achievement draws on the stories of sports stars and the most up-to-date science to uncover the surprising factors that lead to world beating success. The follow up books The Greatest: The Quest for Sporting Perfection is also worth a read. Lots of relevance to the skill acquisition section of the specification.

6. Peak Performance: (By Brad Stulburg)



Peak Performance combines the inspiring stories of top performers across a range of capabilities from athletic to intellectual to artistic with the latest scientific insights into the cognitive and neurochemical factors that drive performance in all domains. Peak Performance presents the newly-discovered links that hold promise as performance boosters, but that have been traditionally overlooked.

7. Acquiring Skill in Sport: An Introduction: (By John Honeybourne)



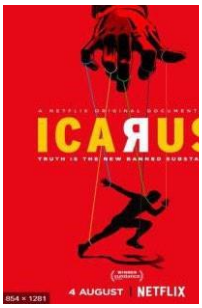
The book is a user-friendly, highly accessible text for the students to understand the basic concepts of sport skills acquisition. Each chapter covers important theoretical background and shows how this theory can be applied through practical examples from the world of sport. The book also examines the ways in which skills can be most effectively and addresses issues such as: characteristics and classifications of abilities and skills in sport, information processing in sport, motor programmes and motor control, phases of learning and presentation of skills and practices.

8. Peak : How All of Us Can Achieve Extraordinary Things (By Anders Ericsson)

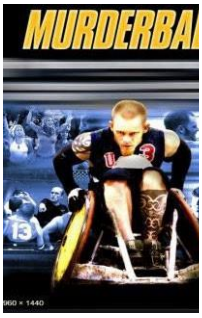
Ericsson's research focuses on the real world, and he explains in detail, with examples, how all of us can apply the principles of great performance in our work or in any other part of our lives.' Do you want to stand out at work, improve your athletic or musical performance, or help your child achieve academic goals? Anders Ericsson has made a career studying chess champions, violin virtuosos, star athletes, and memory mavens.

Relevant Documentaries & Media

Watching the following documentaries will add to your depth of knowledge that will add to your understanding of sport. Many of these can be found on YouTube or on Netflix or Prime TV. If you are struggling to access, please see a member of the P.E. team who will try to assist. This is not an exhaustive list and will be added to over time.

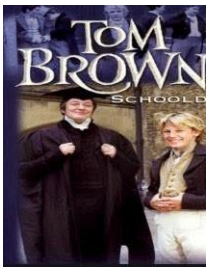


Icarus - When filmmaker Bryan Fogel sets out to uncover the truth about doping in sports, a chance meeting with a Russian scientist transforms his story from a personal experiment into a geopolitical thriller. Dirty urine, unexplained death and Olympic gold are all part of the exposure of the biggest scandal in sports history. https://www.netflix.com/title/80168079

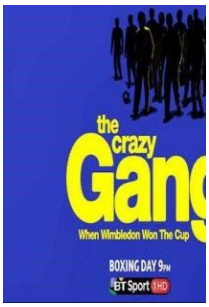


Murderball - This documentary introduces the U.S. quad rugby team -- a team composed entirely of young paraplegic men. Using special wheelchairs and very little protection, the players play full-contact competitive rugby, using rules only slightly altered to accommodate their limitations. The film follows the team as they discuss the sport, their lives, and how they ended up in their chairs to begin with, while they play their way to the 2004 Paralympic Games in Athens, Greece. This has great links to disability sport and factors effecting participation. A DVD copy can be borrowed from the P.E. office. https://www.amazon.co.uk/Murderball-Joe-Soares/dp/B00EUX57DI

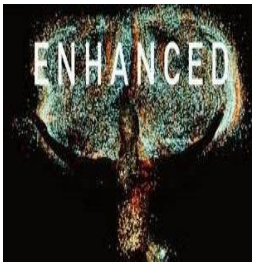
Lance & Oprah – This Interview – In this interview disgraced cyclist Lance Armstrong has held a "no-holds barred" interview with chat show host Oprah Winfrey. The 41-year-old American lifts the lid on one of the most high-profile stories in sporting history. Links to the drugs in sports and deviance areas of the course. https://www.youtube.com/watch?v=2jtDH-10m2s



Tom Browns Schooldays - Drama about life at Rugby School in Victorian England. The headmaster is fair but not effective and life is brutal for the young boys because of bullying and its consequences. Links the era of popular recreation and the influence of Public Schools on rational recreation. https://www.amazon.co.uk/Tom-BrownsSchooldays-Julian-Wadham/dp/B0006HIPMW/ref=tmm_dvd_title_0?_encoding=UTF8&qid=&sr=



The Crazy Gang – When Wimbledon Won the Cup – This documentary spills the beans on the notorious Wimbledon football team who climbed from non-league status to the pinnacle of the British game in less than a decade. In this revealing documentary, Crazy Gang members disclose for the first time the extent of the brutality between the players themselves and how being part of that process was the making of them all. Links to deviance in sport and group dynamics.
https://www.youtube.com/watch?v=kdU1qUN7LX8



ESPN Films: Enhanced (Six Episode Docuseries 2019) Unprecedented behind-the-scenes look at how athletes are using modern technology and science to achieve greatness. https://www.espn.com/video/clip/_/id/24055829 Can be found on the media platform vimeo.com. Great links to sports technology physiology & psychology.

Whites Vs Blacks: How Football changed a Nation. BBC Documentary. Adrian Chiles looks into an extraordinary game of professional football that took place in May 1979, when an all-white team took on a side comprised solely of black players.
https://www.youtube.com/watch?v=3ne6eRxtBCs Links to factors effecting participation in sport.

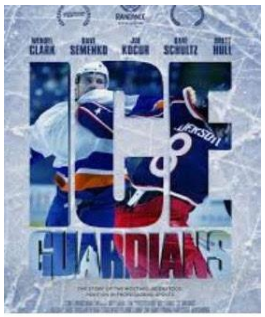
Catch Me if You Can. BBC Panorama Documentary. Mark Daly investigates doping in athletics and explores apparent allegations against Alan Wells, Alberto Salazar and Galen Rupp, allegations which they all strenuously deny.
https://www.youtube.com/watch?v=04ck8LwApd4 Great links to deviance and drugs in sport.

The English Game – Netflix drama that is highly relevant to the Sport and Society section of the course. This series looks at the invention of football and how it rose to become the world's game by crossing class divides.
https://www.netflix.com/title/80244928

The Test – Great Amazon TV documentary focusing on how the Australian cricket team recovered from the ball tampering controversy. This 8 part series links to both the group dynamics and deviancy section of the specification.
https://www.amazon.co.uk/Test-New-Era-Australias-Team/dp/B085FV9XL3

The Man with the Halo. A story of bravery and determination in the face of adversity. This inspirational short documentary tells the unfathomable comeback story of Tim Don, the fastest Ironman triathlete of all time, after breaking his neck in a cycling crash. https://www.youtube.com/watch?v=UhjIchwAkAU

The Game Changers - James Wilks travels the world on a quest for the truth about meat, protein, and strength. Showcasing elite athletes, special ops soldiers, and visionary scientists to change the way people eat and live.
https://www.netflix.com/title/81157840



Ice Guardians – This documentary looks at the controversial world of Ice Hockey's enforcers. Great links to the sports psychology, violence in sport, sport and society sections of the specification.
https://www.netflix.com/title/80150246

Crossing the Line – This is the story of the highly controversial 2018 Test series between Australia and South Africa involving the infamous ball-tampering scandal, Sandpapergate. Links to the deviance in sport and group dynamics section of the specification.
https://www.youtube.com/watch?v=MKcvHAec6GM

Twitter & Websites

You are strongly encouraged to bookmark and access the following throughout the course. Please look at the following.

https://twitter.com/cleans_letsrun?lang=en – Account that posts articles and news related to drugs and deviance in sport.

https://twitter.com/sportingintel? – Account that looks at the links between commercialisation and sport.
https://twitter.com/modoorbell?lang=en – Account that posts articles and news related to drugs in sport.
https://twitter.com/danroan – Leading BBC sports journalist.

https://sportsscientists.com/ - Science of Sport website that brings you the second, third, and fourth level of analysis you will not find anywhere else.

https://www.studyalevelpe.co.uk/ - A good general revision site specific to OCR A level
http://www.alevelpe.com/ - Another blog-based site. Good for revision.

https://www.youtube.com/channel/UCPu81I88W5d38hZplqzsLXQ/videos – General P.E. YouTube account with some good clips relating to A-Level P.E.

Programmes and Podcasts

https://www.bbc.co.uk/programmes/b01bwfyd - A story of lies, expulsions, bigotry and witch-hunts, as a civil war in sport erupted when rugby split in two. https://www.bbc.co.uk/programmes/b01cwszw - Podcast that explores the way global television has changed our relationship with sport forever.
https://www.bbc.co.uk/programmes/b01cw7kv - Why rugby union tried to stand firm against the encroaching tide of professionalism and, in August 1995, lost.
https://www.bbc.co.uk/programmes/b01cvk8l - Why and when the British government got involved in sport, when the country had always prided itself on keeping them apart.
https://www.bbc.co.uk/programmes/b01ckmgn - The demise of the amateur gentleman and the rise of the professional player, as the 1960s saw the beginning of a new, more egalitarian era in British sport.
https://www.bbc.co.uk/programmes/b01bwmwd - The rise of the middle class in Victorian Britain heralded the birth of suburban tennis and golf clubs. https://www.bbc.co.uk/programmes/b01b9h7c - A look at Rugby School, which can claim to be the birthplace of the modern Olympic games.
https://www.bbc.co.uk/programmes/b01bb7jp - The importance of boxing for the 19th-century alpha male. With no gloves or armour, pugilism was pure, painful and deeply patriotic.
https://www.bbc.co.uk/programmes/b01bbcqn - Podcast on the role Rugby school played in turning its pupils into men fit to run the empire https://www.bbc.co.uk/programmes/b01bllxk - The Football Association, founded in 1863, was set up to ensure that players should be gentlemen both on and off the pitch.
https://www.bbc.co.uk/programmes/b01bm0pf - If trade was the driving force behind the expansion of the British Empire, sport was the glue that helped keep it together.
https://www.bbc.co.uk/programmes/b01bmltg - The story of how football went from an amateur pastime to big business, and it all started in the Lancashire mill town of Preston.