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| <b>Subject: Physical Education</b>  |   |
| <b>Examination Board: OCR</b>   | <b>Specification code: H555</b>   |
| <p><b>Written examination component:</b> Two papers accounting for 70% of the final A Level and divided into three sections</p> <p>Physiological factors affecting performance (01)</p> <p><b>2 hour written paper</b></p> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Exercise physiology</li> <li>• Biomechanics</li> </ul> <p><b>30% of total A Level</b></p> | <p><b>Applied Anatomy and Exercise Physiology:</b></p> <p>Interpretation of data and graphs relating to:</p> <ul style="list-style-type: none"> <li>• Changes within musculo-skeletal, cardio-respiratory and neuromuscular systems during different types of physical activity and sport</li> <li>• Use of energy systems during different types of physical activity and sport and the recovery process</li> <li>• Quantitative methods for planning, monitoring and evaluating physical training and performance.</li> </ul> <p><b>Biomechanics:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and use of definitions, equations, formulae and units of measurement</li> <li>• Ability to plot, label and interpret graphs and diagrams</li> </ul>                    |
| <p><b>Psychological factors affecting performance (02)</b></p> <p><b>1 hour written paper included with paper (03)</b></p> <ul style="list-style-type: none"> <li>• Skill acquisition</li> <li>• Sports psychology</li> </ul> <p><b>20% Of total A Level</b></p> <p><b>This combines with the subject area to form the second 2 hour paper</b></p>  | <p><b>Skill Acquisition</b></p> <ul style="list-style-type: none"> <li>• Classification of skills and coaching methods</li> <li>• Models and theories that affect learning and performance in physical activities</li> <li>• How different methods of training and feedback work and why their effectiveness differs from person to person</li> </ul> <p><b>Sport Psychology</b></p> <ul style="list-style-type: none"> <li>• Personality and success in sport</li> <li>• Group dynamics</li> <li>• Aggression in sport</li> <li>• Developing self-confidence</li> <li>• The effects of leadership and stress on performers</li> </ul>  |
| <p><b>Socio-cultural issues in physical activity and sport (03)</b></p> <p><b>1 hour written paper</b></p> <ul style="list-style-type: none"> <li>• Sport and society</li> <li>• Contemporary issues in physical activity and sport</li> </ul> <p><b>20% of total A Level</b></p>   | <p><b>Sport and Society</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of how physical activity and sport have developed through time and the factors that shape contemporary sport.</li> <li>• The effects of public and state schools in the development of sport</li> <li>• Modern Olympic games- focussing on 5 key significant games</li> <li>• Hosting global sporting events in the 21<sup>st</sup> century</li> </ul> <p><b>Contemporary issues in PE and Sport</b></p> <ul style="list-style-type: none"> <li>• Drugs and doping in sport</li> <li>• Violence</li> <li>• Gambling</li> <li>• Commercialisation and the effects of the media</li> <li>• Elite participation and sport for all</li> <li>• Technology in sport</li> </ul> |
| <p><b>Performance in physical education (04)</b></p> <p><b>Non-exam assessment (NEA)</b></p> <ul style="list-style-type: none"> <li>• Performance or Coaching</li> </ul>  | <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Learners can be assessed in the role of performer or coach in one activity.</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• Evaluation and Analysis of Performance for Improvement (EAPI)</li> </ul> <p><b>30% of total A level</b></p> | <ul style="list-style-type: none"> <li>• Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.</li> <li>• In addition to a practical performance, learners will be assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). Learners will observe a live or recorded performance by a peer in either their own assessed performance activity or another activity from the approved list.</li> <li>• Through observation, learners will provide an oral response analysing and critically evaluating their peers' performance.</li> </ul> |
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**What students can expect from the course:**

- OCR's A Level in Physical Education will equip learners with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education.
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how physiological and psychological states affect performance.
- Understand the key socio-cultural factors that influence people's involvement in physical activity and sport.
- Understand the role of technology in physical activity and sport.
- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance.
- Understand the contribution which physical activity makes to health and fitness.
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

**Expected/Anticipated/Required qualifications:**

We recommend students have achieved a Grade 6 in PE and to have attained a Grade 5 in both the theory and practical components of the examination to be successful at A Level; Grade 6 in Biology is recommended due to the high anatomy and physiology content of the A level course.

To be performing at a high level (School A team or above) in at least one sport.

To find out more information you may wish to access the following

Email: [PE@ocr.org.uk](mailto:PE@ocr.org.uk)

[www.twitter.com/OCR\\_PhysEd](https://www.twitter.com/OCR_PhysEd) or

<http://www.ocr.org.uk/qualifications/as-a-level-gce-physical-education-h155-h555-from-2016/>

