**PHYSICAL EDUCATION**

| **Course title:**  **A-Level Physical Education** | **Exam board: OCR** | **Specification code: H555** |
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| **How will students be assessed?** | | |
| Students will sit two external exams, be assessed in one practical activity and carry out an analysis of performance in one sport by the end of Year 13. Students are expected to participate in their sport throughout the two year course and provide evidence of their own performance for assessment updates.  **Component 1: Physiological Factors Affecting Performance (inc. Anatomy and Physiology, Exercise Physiology and Biomechanics)**  **Assessment: two hour external exam worth 30%**  This group of topics focuses on key systems of the human body involved in movement and physical activity. Candidates will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities, and during recovery. Application of this theoretical knowledge will enable candidates to understand how changes in physiological states can influence performance in physical activities and sport. Candidates will be expected to be able to interpret data and graphs relating to changes in these body systems during exercise of differing intensities and during recovery.  **Component 2: Psychological Factors Affecting Performance (Skill Acquisition and Sports Psychology)**  **Assessment: one hour external exam worth 20%**  This component focuses on the psychological factors affecting physical activities and sports, including: models and theories that affect learning and performance in physical activities; how different methods of training and feedback work and why their effectiveness differs from person to person; group dynamics and the effects of leadership and stress on performers. Through the study of this component, candidates will gain a deeper understanding of the underlying psychological factors that influence our performance in physical activity and sport. They will learn how to apply the theories to practical examples, giving guidance and feedback in constructive ways that are suited to that individual’s personality; therefore assisting in developing practical performance in physical activities and sports.  **Component 3: Socio-cultural and Contemporary Issues (Contemporary issues in Sport, Sociology and History of Sport)**  **Assessment: one hour external exam worth 20%**  This component focuses on the sociological and contemporary factors that influence and affect physical activity and sport for both the audience and the performer and how sport affects society. It includes the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain. The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. The ever-evolving modern technology and its influence on sport performers and spectators will be understood and practical examples will be used by candidates to show the effect of modern technology  **Component 4: Performance within Physical Education**  Assessment: Non examined assessment in One practical sport worth 15% and the Evaluation and Analysis of Performance for Improvement (EAPI) worth 15%  Learners will be required to undertake two parts within this component. Part 1: Performance/coaching of a sport or activity from the approved DfE list. Part 2: The Evaluation and Analysis of Performance for Improvement (EAPI) of a sport or activity from the approved DfE list. This does not have to be the same sport or activity that was undertaken in part 1, although it can be. Learners will identify and justify the major area of weakness within the performance to prioritise for improvement and will propose a long term (2-3 months) development plan to improve the area of performance identified. This component is assessed via NEA. | | |

| **Half term** | **Key content** | | |
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|  | **Teacher 1 RW** | **Teacher 2 GB** | **Teacher 3 GB** |
| 1 | 1.2/1.3  Exercise Physiology and Biomechanics  1.2b Completion of training methods - putting theory into practise.  Practical assessment (video evidence).  Review of EAPI apply relevant theoretical content. | 2.2  Sports Psychology  2.2a Individual differences - Social facilitation.  Individual differences - Memory models  2.2b Group and team dynamics  Applying all of the above to relevant sporting examples and EAPI.  End of unit test | 3.3 Review of Ethics and Deviance in sport and Finish/ review of Modern Technology in sport. Apply to EAPI from year 12. |
| 2 | 1.3a Biomechanical principles  (EAPI) complete action plan and continue to apply relevant theoretical content  Mock (EAPI) (provide video evidence of performer being assessed) | 2.2c Goal setting in sports performance  2.2d Attribution  Applying all of the above to relevant sporting examples and EAPI. | 3.2  Topic: Commercialisation and media  -factors leading to the commercialisation of contemporary physical activity and sport.  -positive and negative impacts of the commercialisation of physical activity and sport.  -coverage of sport by the media today and reasons for changes since the 1980s  -positive and negative effects of the media on sport  - Relationship between sport and the media. |
| 3 | 1.3b Biomechanical principles - motion  (EAPI) review action plan and continue to apply relevant theoretical content  Practical assessment review of where we are.  Mock exam | 2.2e Sports confidence and self-efficacy in sports performance  Apply above to sporting performance and to EAPI.  Mock exam | 3.2 Modern technology in  Sport – its impact on Elite  level sport, participation,  fair outcomes and  entertainment |
| 4 | Final internal exam NEA 30%  1. EAPI  2. Practical assessment  3. Competitive log  all by early March.  Completion of syllabus, review, revision and exam technique. | 2.2f Stress management  Internal exam prep  Applying all of the above to relevant sporting examples and EAPI. | Topic: Routes to sporting excellence in the UK  -development routes from talent identification through to elite performance  -the role of school, clubs, universities in contributing to elite sporting success  -the role of UK Sport and National Institutes in developing sporting excellence/high performance sport  -strategies to address drop-out/failure rates from elite development programmes/at elite level. |
| 5 | Completion of syllabus, review, revision and exam technique.  Moderation day early in this term | Completion of syllabus, review, revision and exam technique.  Moderation day early in this term | Completion of syllabus, review, revision and exam technique.  Moderation day early in this term |
| 6 | Final exam prep | | |