

ST. JOSEPH'S COLLEGE
P E DEPARTMENT
'EXERCISING BODIES AND MINDS'

A LEVEL PHYSICAL EDUCATION

The SJC PE Department is committed to achieving the best possible outcomes for pupils that decide to study PE in the sixth form. The vastly experienced staff use a range of teaching styles to best suit to the differing needs of all the learners that elect to do PE courses. Relationships between pupils and students are excellent which ensures the best possible learning environment for all pupils to maximise their potential.

To be able to achieve the highest grades in PE it is expected that students are of a high standard in one practical activity. A high standard means more than just representing your school; ideally it would mean at least city or county standard. It is very difficult to achieve good practical grades without a good sporting activity that you are still playing regularly.

Also please note: additional costs for this course would be approx. £50 - £60 for text books. New copies are not essential, as good second hand copies are available through Amazon.

OCR Specification – Assessment Overview

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> Applied anatomy and physiology Exercise physiology Biomechanics 	Physiological factors affecting performance (01)* 90 marks 2 hour written paper	30% of total A level
<ul style="list-style-type: none"> Skill acquisition Sports psychology 	Psychological factors affecting performance (02)* 60 marks 1 hour written paper	20% Of total A level
<ul style="list-style-type: none"> Sport and society Contemporary issues in physical activity and sport 	Socio-cultural issues in physical activity and sport (03)* 60 marks 1 hour written paper	20% of total A level
<ul style="list-style-type: none"> Performance or Coaching Evaluation and Analysis of Performance for Improvement (EAPI) 	Performance in physical education (04)* 60 marks** Non-exam assessment (NEA)	30% of total A level

Performance in Physical Education

Assessment criteria for practical activities

Learners should be marked on their overall performance against the criteria using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

For example, where a learner shows:

- Range of skills – all of the core and advanced skills both in isolation and under competitive pressure = top end of Level 6
- Quality of skills – core skills are performed consistently with a very good standard of accuracy control and fluency (top end of Level 5) while advanced skills are performed consistently to a good standard (top end of Level 4) so overall = middle of Level 5
- Physical attributes – allow them to perform very effectively = middle of Level 5

- Decision making – skill selection appropriate on most occasions; excellent understanding of tactics and awareness of rules and regulations and safety = top end of Level 5
- Effective performance – the overall level of the performance is considered outstanding = top end of Level 6

Best fit = on average top of Level 5

The following four pages are one grid, to be marked out of 30 overall. A double-sided A3 sized PDF of this document is available from the subject page of the OCR website at www.ocr.org.uk

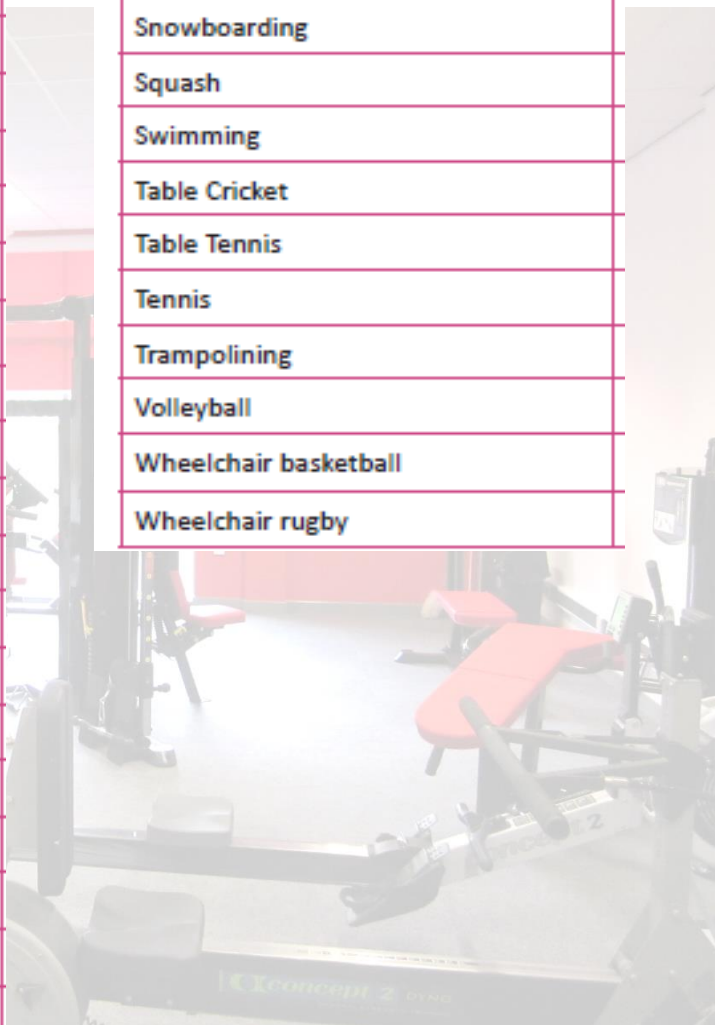
Centres may like to use a form of tick sheet based on the Levels of Response like the one below to tick where in each level a learner is positioned. For example, ticks on the left indicate high in the band, ticks in the middle for middle of the level marks and ticks to the right indicate low marks in the band:

	Range of skills	Quality of skills	Physical attributes	Decision making	Effective performance	Best fit
Level 6	✓				✓	
Level 5			✓	✓		✓
Level 4		✓				
Level 3						
Level 2						
Level 1						
0						

Activities list

Activity
Association football
Amateur Boxing
Athletics
Badminton
Basketball
Blind Cricket
Boccia
Camogie
Canoeing
Cricket
Cycling
Dance
Diving
Equestrian
Gaelic football
Goal Ball
Golf
Gymnastics
Handball
Hockey
Hurling
Kayaking
Lacrosse
Netball
Polybat
Powerchair football
Rock Climbing
Rowing

Activity
Rugby League
Rugby Union
Sculling
Skiing
Snowboarding
Squash
Swimming
Table Cricket
Table Tennis
Tennis
Trampolining
Volleyball
Wheelchair basketball
Wheelchair rugby



Advanced (GCE) level EAPI task

Learners will observe a live or recorded performance of a peer in either their own assessed performance activity or another activity from the list.

Centres are required to have a sample of these filmed (a minimum of 10, or all, from across the full mark range). The moderator will also request to see a sample of these live on the day of moderation.

The performance must be new to them and be one which they have not seen before.

Learners will then give a verbal response in which they 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 understanding and awareness shown by the performer during performance
- the use of physical attributes during performance
- the overall effectiveness and success of the performance.

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. The development plan should include:

- aims and objectives for the development plan

- a timescale for the plan
- why it is appropriate to spend this length of time on improving this one area
- frequency, duration and focus of sessions
- detailed progressive practices
- detailed coaching points**
- potential adaptations to the development plan depending on progress
- how improvement could be measured.

Learners 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.

* It is noted that tactics will lend themselves more to some activities and compositional ideas to others. Learners are required to make reference to these as appropriate to the activity they are looking at. For example, where the focus of an activity is artistic impression (dance or gymnastics), compositional ideas may, at times be more relevant than the employment of tactics, because it is through the successful use of compositional ideas that a quality outcome/performance is achieved.

** Coaching points – where the action plan relates to a component of fitness; details of the exercises to be performed, their relevance to the weakness identified and the implementation in terms of number of sessions, sets and repetitions over the time period must be given.