



GEORGE ABBOT SCHOOL
GUILD FORD SURREY

A-Level P.E. 2025-27

Summer Tasks Booklet

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 P.E. 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.

Gabbot PE dept

A summary overview of the course

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

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 before your first lesson in September 2024

It is expected that you will need to research using some of the suggested resources in this booklet to ensure these tasks are completed to a high standard. You need to hand in all of these tasks at the start of your first lesson.

The tasks have been split to reflect the six areas you will cover during your first year. These are:

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics
- Skill acquisition
- Sports psychology
- Sport and Society

Task 1 - Applied anatomy and physiology



Fig. 1

Using your knowledge from GCSE analyse the figure above in regards to the following:

| | |
|--|--|
| Type of Joint | |
| Movement | |
| Agonist | |
| Antagonist | |
| Plane of movement | |
| Type of muscle contraction (You will need to research this) | |

Task II – Biomechanics

Levers in Sport

Using the YouTube clip below for background information and recapping from GCSE level, complete the table to demonstrate knowledge and understanding of levers within sport.

https://www.youtube.com/watch?v=d1wS_OIjzml

| Lever Type | 1st Class | 2nd Class | 3rd Class |
|--|-----------------------------|-----------------------------|-----------------------------|
| Diagram of Lever | | | |
| Where is it found in the body? Provide 2 examples. | | | |
| Give 2 examples of where the lever system can be used in sport. | | | |
| What is the mechanical advantage of the lever system? | | | |
| What is the mechanical disadvantage of the lever system? | | | |

Task III – Skill Acquisition

Theories of Learning

Research the following theories of learning. **Create a PowerPoint presentation highlighting the key features of each of the theories.** How might this relate to learning within sport? What are the positives and negatives of these theories when it comes to learning skills in sporting situations? You should be prepared to talk through aspects of your presentation.

- Operant conditioning, including reinforcement.
- Bandura' Social/ Observational learning theory.
- Cognitive theories of learning

Task IV – Sports Psychology

Psychology of Sport – Personality

(a) Complete the Personality Test.

<https://www.quietrev.com/the-introvert/test>

(bi) Explain the nature vs nurture debate in the development of personality? Look at trait and social learning theories. What do the models proposed by the research of Hollander and Lewin tell us?

(bii) How might knowledge of the interactionist perspectives of personality improve sporting performance

Task V – Sport and Society

Factors that influence participation in sport.

Research how Social class, Education and Gender can influence participation in sport? Create Cornell revision notes for each of these areas? **Please use a blank proforma to complete notes for each of the three areas.**

An example of Cornell Notetaking

Name: Mr Isherwood

Date: April 2023

Topic: Biomechanics

Subject: Projectiles

Main Ideas:

A projectile is an object upon which the only force acting is gravity. There are a variety of examples of projectiles.

An object dropped from rest provided that the influence of air resistance is negligible.

An object that is thrown vertically upward provided that the influence of air resistance is negligible.

An object which is thrown upward at an angle to the horizontal provided that the influence of air resistance is negligible.

Notes:

A projectile has a single force that acts upon it - the force of gravity. If there were any other force acting upon an object, then that object would not be a projectile.

By definition, a projectile is any object upon which the only force is gravity. A projectile is an object upon which the only force is gravity.

Gravity acts to influence the vertical motion of the projectile, causing a vertical acceleration.

The horizontal motion of the projectile is the result of the tendency of any object in motion to remain in motion at constant velocity.

Due to the absence of horizontal forces, a projectile remains in motion with a constant horizontal velocity.

Horizontal forces are not required to keep a projectile moving horizontally. The only force acting upon a projectile is gravity!

Summary

A projectile is any object that once projected or dropped continues in motion by its own inertia and is influenced only by the downward force of gravity.

Name:

Date:

Topic:

Subject:

Main Ideas:

Notes:

Summary:

Task VI

Exam questions – You are expected to research the answers to the following questions before attempting.

1. Explain how blood is redistributed to the working muscles. *(3 marks)*
2. Explain how oxygen diffuses from the lungs into the blood and how it is transported to the tissues. *(4 marks)*
3. Describe the characteristics of the main muscle fibre type used by sprinters *(4 marks)*
4. Name the type of muscle contraction that occurs when kicking a football in a penalty shootout and identify the agonist and antagonist. *(3 marks)*
5. State a skill in gymnastics you think is closed, a skill that you think is serial and a skill that you think is gross. Give reasons for your choices. *(3 marks)*
6. Name the three stages of learning that a sports performer experiences whilst developing their skills and describe the characteristics of the level of performance associated with each stage. *(4 marks)*
7. Discuss the effects of industrialisation on sporting opportunities for working class. *(4 marks)*
8. Give reasons why female participants have improved opportunities to take part in sport in the early twenty-first century compared to the late twentieth century. *(4 marks)*
9. Basketball players need good cardiovascular endurance. State two classes of food that are most suitable for players who require cardiovascular endurance and explain why they are needed in their diet. *(3 marks)*
10. What are the psychological benefits of performing a warm up? *(3 marks)*
11. Using Newton's first law of motion, explain how a rugby kicker performs a conversion after a try in a game of rugby. *(3 marks)*
12. Name and explain one theoretical principle that a coach could use to change a negative attitude to a positive one. *(3 marks)*
13. Explain the different types of anxiety and use examples of how these can have a negative impact on performance. *(4 marks)*
14. Describe the process of effective goal setting in preparation to motivate a team during both training and performance. *(4 marks)*
15. Define and give examples of qualitative data research in relation to assessing an individual's performance within a game situation

Task VII – Written NEA preparation

You need to think about the sport you plan to be practically assessed in. You need to try and fully describe and explain **two** of your weaknesses in a fully competitive situation (game or performance).

You need to identify **one skill weakness** (eg short passing) and **one tactical weakness** (eg communication in defence)

Make sure you look at the criteria for your sport in the specification to help you identify skills/tactics.

When choosing your weaknesses, you must remember to choose a skill first. This is very important as your understanding of the technique used and the impact of weak technique on performance forms part of your assessment.

Try to use the following structure for your weakness.

| | |
|--|----------------------|
| Person being analysed: | Activity performed: |
| Area of assessment: | Weakness identified: |
| Background information (where/when/what/how) | |
| Technical explanation of the weakness and the impact this weakness had on performance. | |

Some points to consider when analysing:

- Make sure your weakness is a skill.
- Use technical terms that are relevant to the activity
- Mention as many aspects of the technique as you can
- You must explain the impact of the poor technique on performance.
- You should reference an elite performer who you feel uses the perfect technique. Some comparison to this performer might help you fully explain the weakness you have.
- Use diagrams and pictures to help you.
- **Break it down into 3 sections: preparatory, execution, result/recovery.**

It is worth spending time planning what you believe your weaknesses are in relation to your skill. It is useful to compare your weakness to a perfect technical model used by a named elite performer.

Try to think about the following things

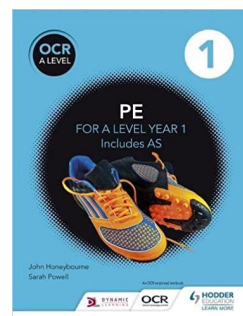
- Position of body parts.
- What were you doing with your body parts?
- How did this effect your performance?

[Here is a link to the SLE which has some audio files which may help with this task:](#)

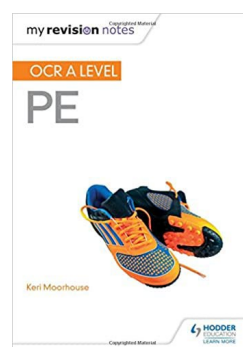
Essential reading.

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)

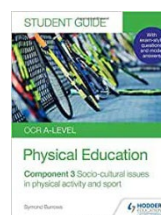
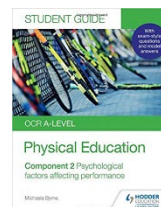
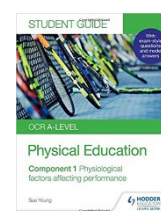


2. **My Revision Notes: OCR A Level PE Paperback – £14.99 approx** ISBN: 978-1510405219
by [Keri Moorhouse](#) (Author)



The following student guides are specific to each component:

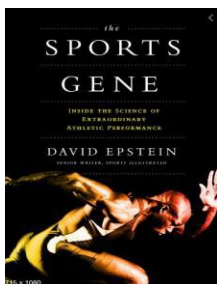
1. OCR A-level Physical Education Student Guide 1: Physiological factors affecting performance
Sue Young
£9.99
ISBN: 9781510472082
2. OCR A-level Physical Education Student Guide 2: Psychological factors affecting performance
Michaela Byrne
£9.99
ISBN: 9781510472099
3. OCR A-level Physical Education 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. **The 3 highlighted texts are have been recommended as essential.**

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



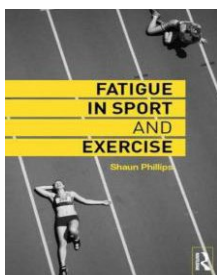
This book explores the question of nature versus nurture as it pertains to training for athletes in sports using anecdotes which favor both sides of the argument. These anecdotes are combined with the results of statistical studies to give the reader an understanding of the magnitude that biology plays 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)



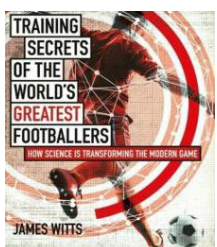
Find out why Formula One telemetry is key to more bike speed; how power meters dictate training sessions and race strategy; how mannequins, computational fluid dynamics and wind-tunnels are elevating aerodynamics to the next level; why fats and training on water alone are popular in the peloton; and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

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



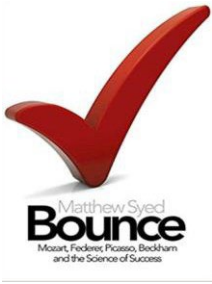
The book examines the different 'types' of fatigue and the difficulties of identifying which types are prevalent during different types of exercise, including a discussion of the most important methods for measuring fatigue. It introduces the fundamental science of fatigue, focusing predominantly on 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)



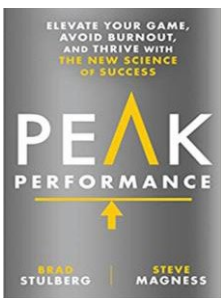
Why does Paul Pogba wear custom-made compression socks? Why does Sergio Agüero altitude-train when returning from injury? From virtual-reality units to the omnipresence of GPS vests, taking in brain-training, innovative gear and performance nutrition along the way, you'll discover what it takes to reach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



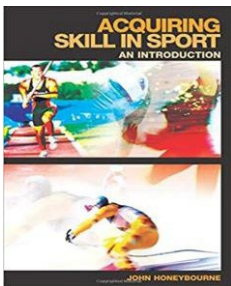
What is the magic spark that sees David Beckham and Tiger Woods soar above all their competitors, and could the secret lie in the practice regime of Mozart? Matthew Syed's dazzling investigation of high achievement draws on the stories of sports stars and the most up-to-date science to uncover the surprising 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 Stulberg)



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)



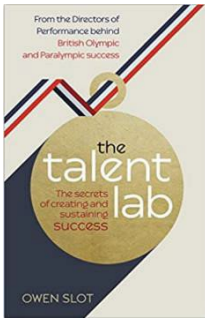
The book is a user-friendly, highly accessible text for the students to understand the basic concepts of sport skills acquisition. Each chapter covers important theoretical background and shows how this theory can be applied through practical examples from the world of sport. The book also examines the 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)



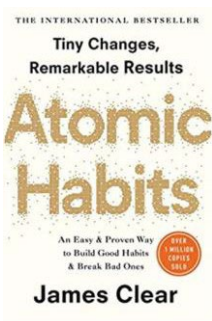
Ericsson's research focuses on the real world, and he explains in detail, with examples, how all of us can apply the principles of great performance in our work or in any other part of our lives.' Do you want to stand out at work, improve your athletic or musical performance, or help your child achieve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

9. The Talent Lab: The secret to finding, creating and sustaining success. (By OwenSlot)



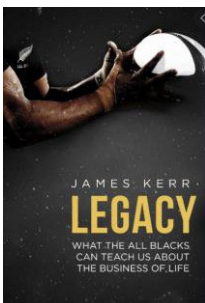
The Talent Lab is the inside story of exactly how a smart-thinking army of athletes, coaches, talent finders, innovators, disruptors, analysts and psychologists utilised the cutting-edge insight of elite performance to succeed where other nations failed – and turn Britain into an Olympic superpower.

10. Atomic Habits: Tiny changes, remarkable results. (By James Clear)



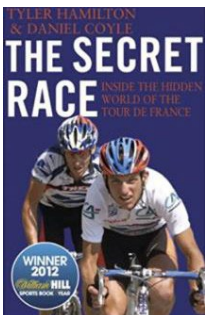
James Clear reveals how miniscule changes can grow into life-altering outcomes. He uncovers a handful of simple hacks...and delves into cutting-edge psychology and neuroscience to explain why they matter, Along the way he tells inspiring stories of Olympic gold medallists, leading CEOs and distinguished scientists who have used the science of tiny habits to stay productive, motivated and happy.

11. Legacy: What the All Blacks can teach us about life. (By James Kerr)



The All Blacks are the world's most successful sporting outfit, undefeated in over 75% of their international matches over the last 100 years. What is the secret of their success? And what can we - as individuals, companies and teams - learn from them?

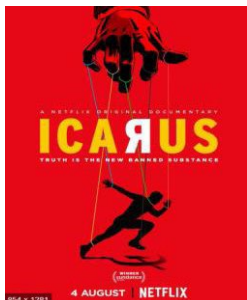
12. The Secret Race: Inside the Hidden World of the Tour de France (By Tyler Hamilton & Daniel Coyne)



On a fateful night in 2009, Tyler Hamilton and Daniel Coyle met for dinner in Boulder, Colorado. Over the next eighteen months, Hamilton would tell Coyle his story, and his sport's story, in explosive detail, never sparing himself in the process. In a way, he became as obsessed with telling the truth as he had been with winning the Tour de France just a few years before.

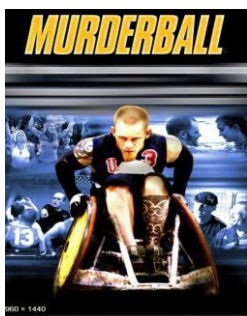
Relevant Documentaries & Media

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>

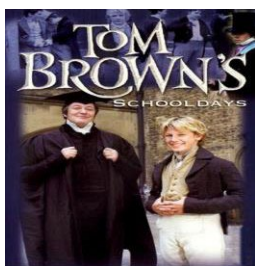


Murderball - This documentary introduces the U.S. quad rugby team -- a team composed entirely of young paraplegic men. Using special wheelchairs and very little protection, the players play full-contact competitive rugby, using rules only slightly altered to accommodate their limitations. The film follows 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>

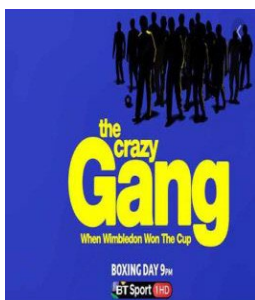


Lance & Oprah – This Interview – In this interview disgraced cyclist Lance Armstrong has held a "no-holds barred" interview with chat show host Oprah Winfrey. The 41-year-old American lifts the lid on one of the most high-profile stories in sporting history. Links to the drugs in sports and deviance areas of the course.

<https://www.youtube.com/watch?v=2jtDH-10m2s>

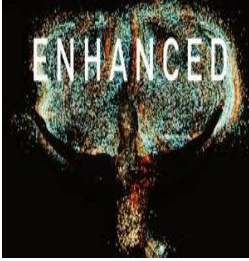


Tom Browns Schooldays - Drama about life at Rugby School in Victorian England. The headmaster is fair but not effective and life is brutal for the young boys because of bullying and its consequences. Links the era of popular recreation and the influence of Public Schools on rational recreation. https://www.amazon.co.uk/Tom-Browns-Schooldays-Julian-Wadham/dp/B000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



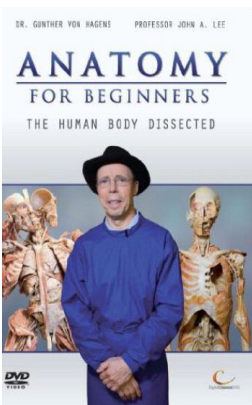
ESPN Films: Enhanced (Six Episode Docuseries 2019) Unprecedented behind-the-scenes look at how athletes are using modern technology and science to achieve greatness. https://www.espn.com/video/clip/_/id/24055829 Can be found on the media platform vimeo.com. Great links to sports technology physiology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



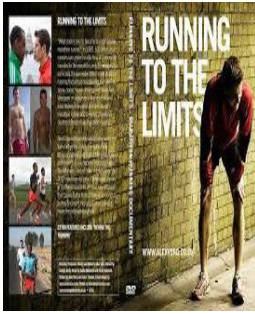
Whites Vs Blacks: How Football changed a Nation. BBC Documentary. Adrian Chiles looks into an extraordinary game of professional football that took place in May 1979, when an all-white team took on a side comprised solely of black players. <https://www.youtube.com/watch?v=3ne6eRxtBCs> Links to factors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



Anatomy for Beginners – The Human Body Dissected. In this series you can see highlights of the dissections and learn more about the human body. Your anatomical guides are controversial anatomist Dr Gunther von Hagens, who dissects the bodies, and pathologist Prof. John Lee who explains how they work in health and in disease. At the heart of each episode is a human dissection, carried out by von Hagens, each episode focusing on a different set of anatomical systems: movement, circulation, digestion and reproduction.



Running to the Limits – A 2009 documentary film about filmmaker Alex Vero's journey to qualify for the 2008 Beijing Olympic Marathon. Narrated by Vero and set against the backdrop of a massive decline in British professional marathon running, the film spans over three years and several continents as he works to overcome physical and personal demons and complete his marathon training.

<https://www.youtube.com/watch?v=hwLkPkqMdjk>



The Test of Fitness – A 2014 documentary about cross fit. A look at different methodology of improving fitness.

<https://www.youtube.com/watch?v=3eGgWEr-Vv8>



The Truth about Fitness - Medical journalist Michael Mosley teams up with scientists whose latest research is turning common knowledge about fitness on its head. They reveal why 10,000 steps is just a marketing ploy and that two minutes of exercise is all a person needs each week. They discover how to get people to stick to their fitness plans and what exercise can actually make everyone more intelligent. Whether it is for couch potatoes who hate the thought of exercise, someone too busy to consider the gym, or even for fitness fanatics who are desperate to do more - science can help everyone exercise better.

<https://www.bbc.co.uk/iplayer/episode/b09qj7d/the-truth-about-15-getting-fit>



Born to Run: The Kenyan Secrets- A look at the success of Kenyan distance runners.

<https://www.youtube.com/watch?v=25BywC5-p2U>



Breaking 2 – Brilliant Amazon TV documentary focusing on three athletes attempting to break the 2hr marathon record.

<https://www.amazon.com/Breaking2-Season-1/dp/B075QV64XY>



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>



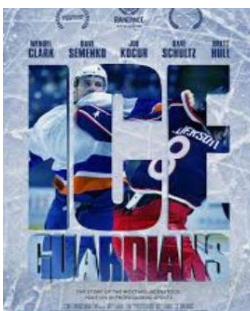
The Man with the Halo. A story of bravery and determination in the face of adversity. This inspirational short documentary tells the unfathomable comeback story of Tim Don, the fastest Ironman triathlete of all time, after breaking his neck in a cycling crash.

<https://www.youtube.com/watch?v=UhlchwAkAU>



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>



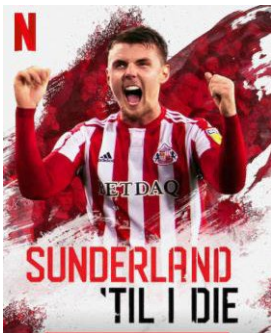
The Last Dance - This is a 2020 American sports documentary miniseries focusing on the 1997–98 Chicago Bulls. The series features film from a crew that had an all-access pass to the Bulls during the National Basketball Association season.

<https://www.netflix.com/title/80203144>



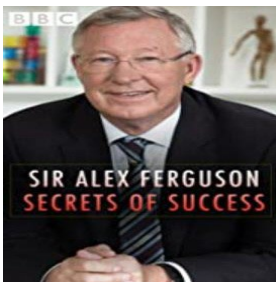
The Program - An Irish sports journalist becomes convinced that Lance Armstrong's performances during the Tour de France victories are fueled by banned substances. With this conviction, he starts hunting for evidence that will expose Armstrong. Links to the deviancy section of the specification. DVD copy available to borrow from the P.E. office.

<https://www.amazon.co.uk/Program-Ben-Foster/dp/B019J4GPWO>



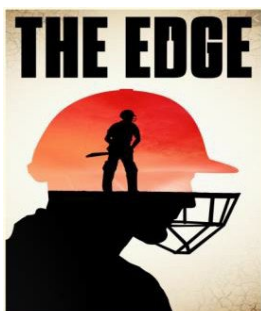
Sunderland 'Til I Die (Season one and two) is proof that a disaster is so often more entertaining to watch than success. Following the North East club in their 2017/18 EFL Championship season, Netflix likely planned to film the story of a side returning to the riches of the Premier League. Only instead of getting promoted, Sunderland finished bottom of the league and suffered the humiliation of back-to-back relegations. Links to the topics of social class and sport, leadership and group dynamics.

<https://www.netflix.com/title/80207046>



Sir Alex Ferguson – Secrets of Success – A BBC documentary that examines the skills that made Manchester United manager Alex Ferguson one of the most successful football managers of the modern game. Good links the leadership and group dynamics areas of the specification.

<https://www.youtube.com/watch?v=SbtZjIEs5r0>



The Edge – Focuses on the England Cricket team in a compelling, funny and emotional insight into a band of brothers' rise to the top, their unmatched achievements and the huge toll it would take. One of the toughest sports on the planet, and psychologically perhaps the most challenging, The Edge Film explores the ruthless intensity of the game, the impact it can have on players' mental health and the extreme price of success.

<https://www.theedgefilm.com/>

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.

| Title | Where to find it | Details |
|--|---|--|
| <p data-bbox="140 387 472 416">The Science of Sport Podcast</p>  | <p data-bbox="496 387 564 416">Apple</p> <p data-bbox="496 445 587 474">Android</p> | <p data-bbox="743 387 1466 595">World-renowned sports scientist Professor Ross Tucker and veteran sports journalist Mike Finch break down the myths, practices and controversies from the world of sport. From athletics to rugby, soccer, cycling and more, the two delve into the most recent research, unearth lessons from the pros and host exclusive interviews with some of the world's leading sporting experts. For those who love sport.</p> |
| <p data-bbox="188 965 416 994">That Triathlon Show</p> | <p data-bbox="496 965 564 994">Apple</p> <p data-bbox="496 1023 587 1052">Android</p> | <p data-bbox="743 965 1466 1104">The one triathlon show focusing on practical and actionable advice that you can use in your own triathlon training and racing. New episodes are released twice per week. Includes some excellent discussions on the science of training.</p> |
| <p data-bbox="137 1514 432 1543">The Clean Sport Collective</p> | <p data-bbox="571 1514 639 1543">Apple</p> <p data-bbox="560 1581 651 1610">Android</p> | <p data-bbox="743 1514 1466 1653">The Clean Sport Collective is a community of powerful voices comprised of athletes, brands, events, clubs, fans and the public to support the pursuit of clean sport and athletics through the absence of performance enhancing drugs.</p> |

Student checklist for the first A-Level P.E. lesson in September 2025

It is expected that you hand the following tasks in to your teacher at the start of your first lesson.

| Tasks | Complete ✓ or X | Notes/further information |
|-----------------|-----------------|---------------------------|
| Taster lesson 1 | | |
| Taster lesson 2 | | |
| Booklet task 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |

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 Everlearnertasks.
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 A-Level Physical Education before the start of the course please do not hesitate to contact either:

Mr Isherwood
bisherwood@georgeabbot.surrey.sch.uk

Mr Filmer
jfilmer@georgeabbot.surrey.sch.uk



GEORGE ABBOT SCHOOL
GUILD FORD SURREY

A-Level P.E.

Course planner & Key dates

June 2025

A - Level P.E. Course planner and Key dates.

Contents

- 1. Overview of the course and weighting of components**
- 2. Theory content PLCs (yr12 Blue, Yr13 Yellow)**
 - Anatomy and Physiology / Exercise Physiology
 - Biomechanics
 - Skill Acquisition / Sport psychology
 - Sport and Society / Contemporary issues in sport
- 3. EAPI task**
 - Overview
 - PLC
 - Marking/grading criteria
- 4. Practical performance**
 - Overview
 - Marking grading criteria
- 5. Key dates**

A summary overview of the course

| Content Overview | Assessment Overview |
|---|--|
| <p>H555/01 Physiological factors affecting performance</p> <p>This component will assess:</p> <ul style="list-style-type: none">• 1.1 Applied anatomy and physiology• 1.2 Exercise physiology• 1.3 Biomechanics | <p>Written paper: 2 hours 30% of total A Level 90 marks</p> <p>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.</p> |
| <p>H555/02 Psychological factors affecting performance</p> <p>This component will assess:</p> <ul style="list-style-type: none">• 2.1 Skill acquisition• 2.2 Sports psychology | <p>Written paper: 1 hour 20% of total A Level 60 marks</p> <p>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.</p> |
| <p>H555/03 Socio-cultural issues in physical activity and sport</p> <p>This component will assess:</p> <ul style="list-style-type: none">• 3.1 Sport and society• 3.2 Contemporary issues in physical activity and sport | <p>Written paper: 1 hour 20% of total A Level 60 marks</p> <p>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.</p> |
| <p>H555/05 Practical Performances</p> <p>This component will assess either:</p> <ul style="list-style-type: none">• core and advanced skills in performing one activity <p>or</p> <ul style="list-style-type: none">• core and advanced skills in coaching one activity. | <p>Non-exam assessment (NEA) 15% of total A Level 30 marks, weighted up to 45 marks</p> <p>This NEA will consist of one activity taken from the approved list. Learners can be assessed in the role of performer or coach.</p> |
| <p>H555/06 Evaluating and Analysing Performance for Improvement</p> <p>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.</p> | <p>Non-exam assessment (NEA) 15% of total A Level 30 marks, weighted up to 45 marks</p> <p>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.</p> |

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’ (PLC)

1.1/1.2 – PHYSIOLOGICAL FACTORS AFFECTING PERFORMANCE (Year 12)

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 | | | |

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

| | Tick when in Folder | Grade level of understanding (G,A,P) | Tick when revised for exam |
|---|---------------------|--------------------------------------|----------------------------|
| 1) Biomechanical principles, levers and the use of technology (YEAR 12) | | | |
| 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 (YEAR 13) | | | |
| 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 (YEAR 13) | | | |
| 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 13) | | | |
| 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 (½ + ½) | | | |
| Emergence and Evolution of Modern Sport | | | |
| f. Influence of 19 th Century Public Schools (K&U) | | | |
| g. Influence of 19 th Century Public Schools (App) | | | |
| ASSESSMENT 2: ¼ Pre & Post Industrial ¾ 19th Century Public Schools | | | |
| h. Sport in the 20 th Century (K&U) | | | |
| i. Sport in 20 th Century (App) | | | |
| j. Sport in 21 st century Britain (K&U) | | | |
| k. Sport in 21 st Century Britain (App) | | | |
| ASSESSMENT 3: ½ 20th Century & ½ 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: $\frac{3}{4}$ Modern Olympic Games & $\frac{1}{4}$ Sport in 20th/21st Britain | | | |
| p. Hosting Global Sporting Events (K&U) | | | |
| q. Hosting Global Sporting Events (App) Positives & Negatives | | | |
| ASSESSMENT 5: $\frac{3}{4}$ Hosting Global Event & $\frac{1}{4}$ Modern Olympic Games | | | |



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

| 3.2 SECTION 6. – Contemporary issues in physical activity and sport (Year 13) | | | |
|--|---------------------|--------------------------------------|----------------------------|
| 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 | | | |
| ASSESSMENT 1 | | | |
| 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 | | | |
| ASSESSMENT 2 | | | |
| Gambling in sport | | | |
| Match fixing, bribery and illegal sports betting | | | |
| ASSESSMENT 3 | | | |
| 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 | | | |
| ASSESSMENT 4 | | | |
| Routes to sporting excellence in the UK | | | |
| a) From talent identification to elite performance | | | |
| ASSESSMENT 5 | | | |
| 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 | | | |
| ASSESSMENT 6 | | | |



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.

There are examples of the EAPI task on the SLE along with the notes sheets and preparation booklet which we will use in yr12.



A Level Physical Education – PLC for EAPI task

| Week/Date | EAPI Task | Resources | Deadline | Completed/Submitted |
|-----------|--|---|----------|--|
| 1. | Watch LIVE performance in chosen sport. | PPT with criteria | | |
| 2. | Watch EXEMPLAR EAPI video and read transcript. | Exemplars on SLE | | |
| 3. | Complete SKILLS task sheet. Identifying key skills in your chosen sport. What skills can you see performed in the live video. | Task sheet in EAPI booklet | | |
| 4. | Complete FITNESS task sheet. What components of fitness are required for your chosen sport. These must be seen in the video performance. | Task sheet in EAPI booklet | | |
| 5. | Complete TACTICS task sheet. What key tactics are required for your chosen sport. What can you see being used in the live performance video? | Task sheet in EAPI booklet | | |
| 6/7/8 | Strengths and weaknesses PLUS application of theory so far and overall effectiveness section. | EAPI planning booklet | | Formal Hand in for checking and feedback. Summer break |
| 9/10 | Justification of selection for area of improvement. | | | |
| 11/12 | 8 – 12 week Development Plan (aims, objectives, timescale etc) | Supporting notes in planning booklet and netball example on SLE | | |
| 13/14 | Practice video completed and feedback | | | |
| Feb 2024 | Final EAPI task recorded | | | |

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 |
|--------------------|--|--|--|---|
| 6 (26–30 marks) | <ul style="list-style-type: none"> requires no additional prompting in their response does not exceed the time allowed | <ul style="list-style-type: none"> accurately describes all the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance | <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> appropriate frequency and duration of sessions an excellent range of progressive practices an excellent range of detailed coaching points | <ul style="list-style-type: none"> 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"> 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 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) socio-cultural theory must be used in the response (but not necessarily in both sections) |
| 5 (21–25 marks) | <ul style="list-style-type: none"> requires no additional prompting in their response does not exceed the time allowed | <ul style="list-style-type: none"> accurately describes most of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance | <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> appropriate frequency and duration of sessions a very good range of progressive practices a very good range of detailed coaching points | <ul style="list-style-type: none"> 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"> 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 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) socio-cultural theory must be used in the response (but not necessarily in both sections) |
| 4 (16–20 marks) | <ul style="list-style-type: none"> requires no additional prompting in their response does not exceed the time allowed | <ul style="list-style-type: none"> accurately describes many of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance | <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> appropriate frequency and duration of sessions a good range of progressive practices a good range of detailed coaching points | <ul style="list-style-type: none"> 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"> 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 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) 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) | <ul style="list-style-type: none"> requires an additional prompt in their response exceeds the time allowed | <ul style="list-style-type: none"> with some accuracy, describes some of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance | <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> appropriate frequency and duration of sessions an adequate range of progressive practices an adequate range of coaching points | <ul style="list-style-type: none"> uses some relevant theoretical knowledge and concepts from the prescribed content which are applied to the response, including: <ul style="list-style-type: none"> 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 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) socio-cultural theory is not required for this level (if included may be limited in depth/detail/accuracy) |
| 2 (6–10 marks) | <ul style="list-style-type: none"> requires occasional additional prompting in their response exceeds the time allowed | <ul style="list-style-type: none"> with limited accuracy, describes some of the strengths and weaknesses of the performance, including some of: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance | <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> frequency and duration of sessions, which may be appropriate a limited range of progressive practices a limited range of coaching points | <ul style="list-style-type: none"> limited use of theoretical knowledge and concepts from the prescribed content: <ul style="list-style-type: none"> across the whole response, theory from each of physiology and psychology must be used 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 quality of application may be inconsistent and lacking detail socio-cultural theory is not required at this level (if included may lack relevance and/or accuracy) |
| 1 (1–5 marks) | <ul style="list-style-type: none"> requires regular additional prompting in their response exceeds the time allowed | <ul style="list-style-type: none"> with little accuracy, describes a few strengths and weaknesses of the performance, including some of: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance | <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> frequency and duration of sessions, which may be appropriate a very limited range of practices a very limited range of coaching points | <ul style="list-style-type: none"> very limited use of theoretical knowledge from the prescribed content: <ul style="list-style-type: none"> some reference made to theory from physiology and/or psychology will be attempted within the whole response 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 over the 2 years.

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, 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"> demonstrates all core skills and most advanced skills in isolation and under competitive pressure in authentic performance situations and full performance conditions (GCE) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> demonstrates outstanding levels of physical fitness and psychological control to perform highly effectively | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> demonstrates all core skills and most advanced skills in isolation and under competitive pressure in authentic performance situations and full performance conditions (GCE) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> demonstrates very good levels of physical fitness and psychological control to perform very effectively | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> demonstrates all core skills and many advanced skills in isolation and under competitive pressure in authentic performance situations and full performance conditions (GCE) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> demonstrates good levels of physical fitness and psychological control to perform very effectively | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> demonstrates most core skills and some advanced skills in isolation and under competitive pressure in authentic performance situations and full performance conditions (GCE) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform effectively | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> demonstrates many core skills and few advanced skills in isolation and under competitive pressure in authentic performance situations and full performance conditions (GCE) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> demonstrates sufficient physical fitness and psychological control to perform with some effectiveness | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> core skills are performed inconsistently and with limited accuracy, control and fluency. any advanced skills attempted are performed with little success | <ul style="list-style-type: none"> demonstrates limited physical fitness and psychological control during performance | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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

October 2025 – SAM assessment 1 for A&P, Skill Aq and Sport in society.

November 2025 – Parents evening (cause for concerns)

February 2026 – SAM assessment 2 for A&P, Skill Aq and Sport in society.

February 2026 – Parents evening (all)

April 2026 – EAPI task begin and confirm practical sport.

June 2026 – SAM assessment 3 for A&P, Skill Aq and Sport in society.

July 2026 – EAPI practice task and Practical mock video hand-in

Yr13

Sept 2026 – Lessons start.

Nov 2026 – SAM assessment 1 for A&P, Psych and Socio-cultural

Dec 2026 – Parents evening (exam support)

Jan 2027 – Mock examinations (TBC) and predicted UCAS grades.

Feb 2027 – Final EAPI task completed.

Feb 2027 – Final practical task and competitive logbook completed.

Mar 2027 – SAM assessment 2 for A&P, Psych and Socio-cultural

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

April 2027 – Practical moderation (held at Lord Wandsworth or Farnborough College).

May 2027 – Lessons end.

May/June 2027 – Final examinations (TBC).