



# A LEVEL PHYSICAL EDUCATION CURRICULUM



## *A Level PE Curriculum Intent*

- To develop students' in-depth knowledge, understanding and skills of physical education in an academic context.
- To enable students to gain a detailed and well-developed understanding of the scientific, psychological and socio-cultural factors that underpin physical activity.
- To enable students to demonstrate their ability and prowess as a performer, and to analyse other performances.
- To reflect the school's motto of Love as Brethren through the continued passion of physical education.

## *A Level PE Exam Board*

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

The OCR exam board provides a specification which is very popular within the majority of local providers of the subject. Having been developed in consultation with teachers, employers and Higher Education we believe it is a qualification that's relevant to our students and meets their needs. We also believe it brings the subject to life and inspire our learners to be successful.

## *A Level PE Course Breakdown*

- **Physiological factors affecting performance in sport (H555/01)**  
Students study this module 5 hrs/fortnight. This component is 30% of the course and is examined by a 2hr exam at the end point of the course
- **Psychological factors affecting performance in sport (H555/02)**  
Students study this module 3 hrs/fortnight. This component is 20% of the course and is examined by a 1hr exam at the end point of the course
- **Socio-cultural issues in physical activity and sport (H555/03)**  
Students study this module 2hrs/fortnight. This component is 20% of the course and is examined by a 1hr exam at the end point of the course
- **Practical performance (H555/05)**
- *Non-examined assessment* – students are graded on their performance in a sport of their choice (see list of sports on website). Students are required to fulfil this part of the course whilst taking part in extra-curricular sport both in/out of school. They must produce recorded evidence and a log book of their performances throughout the course. This component is 15% of the course and is moderated by an external member of the exam board (<https://www.ocr.org.uk/Images/234840-guide-to-non-exam-assessment.pdf>)
- **Evaluating and analysing performance for improvement (H555/06)**  
*Non-examined assessment* - students are graded on their ability to observe a live performance and give an immediate oral analysis and critical evaluation of approximately 20 minutes duration. Students prepare for this assessment in all lessons in the third half term of year 13 once theory content is completed in each module. This component is 15% of the course and is moderated by an external member of the exam board.

## *KS3 PE Assessment*

- Formative assessment takes place in lessons through oral teacher feedback and self and peer assessment.
- Homework is set when necessary and beneficial to enhance students' learning.
- End-of-topic tests are set on a regular basis. Past paper questions are used to assess student's learning and areas to develop, whilst providing a bank of resources.
- Homework, classwork and end-of topic tests are given a comment/mark/percentage.
- Summative assessment, incorporating all learning to date, occurs 3 times a year. Students are awarded a percentage/mark *and* grade relative to the OCR grade boundaries for these assessments.
  - Year 12 students undertake 2 cumulative tests and 1end of year examination
  - Year 13 students undertake a mock, re-mock and A level examination

## *Course Requirements*

Students must achieve minimum of a grade 6 in GCSE Physical Education (or Dance) and 5-5 in combined GCSE Science

## Curriculum Maps

<b>PHYSIOLOGICAL FACTORS AFFECTING PERFORMANCE</b>		
	<b>TOPICS</b>	<b>SEQUENCE RATIONALE</b>
<b>AUTUMN HALF TERM 1</b>	CARDIOVASCULAR SYSTEM	<i>The first three topics of the course build on GCSE Physical Education Paper 1 knowledge. They are rigorous, highly scientific topics to set the tone of the physiology course. All three topics are structural anatomy and therefore share many common concepts.</i>
<b>AUTUMN HALF TERM 2</b>	RESPIRATORY SYSTEM	
<b>SPRING HALF TERM 1</b>	SKELETAL AND MUSCULAR SYSTEMS	
<b>SPRING HALF TERM 2</b>	BIOMECHANICS YEAR 1	<i>Knowledge gained in the skeletal and muscular system topics enables understanding of basic biomechanical principles. Introduction to physics.</i>
	DIET AND NUTRITION	<i>Knowledge gained in the cardiovascular, respiratory, skeletal and muscular enables understanding of the impact these two new topics can have on them. These modules also enable students to relate their knowledge and understand to real life context of how they can improve their body systems, (Not tested in Year 12 end of year exam as not completed)</i>
<b>SUMMER HALF TERM 1</b>	PREPARATION & TRAINING METHODS	
<b>SUMMER HALF TERM 2</b>	<b>YEAR 12 END OF YEAR EXAM &amp; FEEDBACK (5 topics examined)</b>	
	PREPARATION & TRAINING METHODS cont.	<i>As above.</i>
<b>SUMMER TASK</b>	INJURIES	<i>Students approach this module as individuals to develop independent learning. The task is completed throughout the summer to maintain subject focus.</i>
<b>AUTUMN HALF TERM 1</b>	ENERGY SYSTEMS <i>INC. INTRODUCTION OF 20-MARK ESSAYS</i>	<i>Development from structural anatomy to exercise physiology. It is a rigorous, highly scientific topic to set the tone of yr 13. Introduction to chemistry. Sufficient knowledge to be introduced to 20-markers which are synoptic in their nature.</i>
	RECOVERY AND ENVIRONMENTAL EFFECTS <i>INC. INTRODUCTION OF 20 MARK ESSAYS</i>	<i>Knowledge of energy systems topic is essential to complete this module. Continued focus on 20-markers to prepare for year 13 mock.</i>
<b>AUTUMN HALF TERM 2</b>	<b>YEAR 13 MOCK EXAM &amp; FEEDBACK (9 topics examined including a 20-mark essay)</b>	
	BIOMECHANICS YEAR 2	<i>Application of Biomechanics year 1 topic in real life context and in relation to all other physiology topics. Rigorous topic to complete the course when students are motivated following mock and as end of course approaches.</i>
<b>SPRING HALF TERM 1</b>	<b>NEA PRACTICAL HAND-IN – 1<sup>ST</sup> lesson of the term (15% of the course) Students submit a MONTAGE and ONE-OFF PERFORMANCE recorded footage, and a LOG BOOK</b>	
	<b>NEA EAPI PREPARATION (in all lessons in all modules) Use of OCR material and past students' exemplars</b>	
	<b>NEA EAPI MOCK – Last week of half term Students provided with a copy of filming, and oral and written feedback from staff to progress</b>	
<b>SPRING HALF TERM 2</b>	<b>NEA EAPI – 1st week of the half term (15% of the course)</b>	
	<b>YEAR 13 RE-MOCK EXAM &amp; FEEDBACK (all topics included including a 20-mark essay)</b>	
	<b>REVISION Past paper questions and mark schemes, 20-marker review, topic recaps</b>	
	<b>NEA PRACTICAL MODERATION (date to be confirmed by moderator each year) Selected students to perform sport and/or EAPI to moderator</b>	
<b>SUMMER HALF TERM 1</b>	<b>REVISION Past paper questions and mark schemes, 20-marker review, topic recaps</b>	

*\*changes may be made based on pace of groups' learning and on examination schedule each year.*

*\*\*Cumulative tests used at appropriate time during the course based on pace of groups' learning, and will be fully integrated in 2022-23*

<b>PSYCHOLOGICAL FACTORS AFFECTING PERFORMANCE</b>		
	<b>TOPICS</b>	<b>SEQUENCE RATIONALE</b>
<b>AUTUMN HALF TERM 1</b>	SKILL ACQUISITION: Classification of skill Types and methods of practice Transfer	<i>Classification and types/methods of practice build on GCSE Physical Education Paper 2 knowledge. The knowledge gained in these first two topics enable understanding of the third topic of transfer.</i>
<b>AUTUMN HALF TERM 2</b>	SKILL ACQUISITION: Principles and theories of learning movement skills Stages of learning Guidance and feedback	<i>The knowledge gained from autumn half term 1 enables understanding of the principles behind, and stages of learning. These topics relate theoretical concepts learnt to real life scenarios which are relatable to previous sporting experiences of sportspeople.</i>
<b>SPRING HALF TERM 1</b>	SPORTS PSYCHOLOGY: Individual differences Personality Attitude	<i>Introduction to year 1 sports psychology topics. Complex psychological concepts are taught after skill acquisition. Initial focus on individual factors to form an appreciation of performers as people beyond sport.</i>
<b>SPRING HALF TERM 2</b>	SPORTS PSYCHOLOGY: Motivation Anxiety and arousal Aggression	<i>Once an understanding has been gained of individuals in a holistic sense from Spring half term 1, the focus shifts to individuals within sporting contexts.</i>
<b>SUMMER HALF TERM 1</b>	SPORTS PSYCHOLOGY: Group and team dynamics Goal setting year 1	<i>Once an understanding of individual personality in sport has been gained in Spring half term 2, consideration is taken for how this may vary in a group/team. Having focused on both individuals and groups, understanding of how to set goals for both of these provides the basis to an improvement in performance.</i>
<b>SUMMER HALF TERM 2</b>	<b>YEAR 12 END OF YEAR EXAM &amp; FEEDBACK (14 topics included including 10-mark essay)</b>	
	SKILL ACQUISITION: Memory models	<i>A rigorous topic to start the A2 course; recalling all AS skill acquisition topics to understand how skills are processed and recalled.</i>
<b>AUTUMN HALF TERM 1</b>	SPORTS PSYCHOLOGY: Attribution Social Facilitation Confidence and self-efficacy Leadership	<i>Having considered internal factors that affect performance in several previous topics, consideration is taken for those factors beyond sportspersons ability, for example coach, audience leadership.</i>
<b>AUTUMN HALF TERM 2</b>	<b>YEAR 13 MOCK EXAM &amp; FEEDBACK (all topics including 10-mark essay)</b>	
	SPORTS PSYCHOLOGY: Stress management Goal setting year 2	<i>Excellent preparation for upcoming end of course deadlines and approaching exam period.</i>
<b>SPRING HALF TERM 1</b>	NEA PRACTICAL HAND-IN – 1 <sup>ST</sup> lesson of the term (15% of the course) Students submit a MONTAGE and ONE-OFF PERFORMANCE recorded footage, and a LOG BOOK	
	NEA EAPI PREPARATION (in all lesson in all modules) Use of OCR material and past students' exemplars	
	NEA EAPI MOCK – Last week of half term Students provided with a copy of filming, and oral and written feedback from staff to progress	
<b>SPRING HALF TERM 2</b>	NEA EAPI – 1st week of the half term (15% of the course)	
	<b>YEAR 13 RE-MOCK EXAM &amp; FEEDBACK (all topics included, including 10-mark essay)</b>	
	REVISION Past paper questions and mark schemes, 20-marker review, topic recaps	
	NEA PRACTICAL MODERATION (date to be confirmed by moderator each year) Selected students to perform sport and/or EAPI to moderator	
<b>SUMMER HALF TERM 1</b>	REVISION Past paper questions and mark schemes, 20-marker review, topic recaps	

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<b>SOCIO-CULTURAL ISSUES IN PHYSICAL ACTIVITY &amp; SPORT</b>		
	<b>TOPICS</b>	<b>SEQUENCE RATIONALE</b>
<b>AUTUMN HALF TERM 1</b>	EMERGENCE AND EVOLUTION OF MODERN SPORT Pre-Industrial Post 1850 20 <sup>th</sup> Century 21 <sup>st</sup> Century	<i>The socio-cultural studies module is brand new at A level, with no baseline from GCSE. The first topic forms the basis of the whole course. It develops knowledge of changes in society across centuries to enable understanding of future sporting topics at different points in history. This topic is taught in chronological order to demonstrate developments in society.</i>
<b>AUTUMN HALF TERM 2</b>		
<b>SPRING HALF TERM 1</b>		
<b>SPRING HALF TERM 2</b>	GLOBAL SPORTING EVENTS Olympics Games (Berlin, Mexico, Munich, LA, Moscow) Impact of hosting	<i>The topic uses knowledge of society from the previous topic to learn about a number of significant Olympic Games, evaluating that global events and society reflect one another.</i>
<b>SUMMER HALF TERM 1</b>	ETHICS AND DEVIANCE Match fixing Drugs Gambling Violence	<i>As with topic 2, this topic uses knowledge of society from the first topic to understand how sport can lead to deviant behaviour. Many examples are used from the Olympic Games, and other significant global events, from the previous topic.</i>
<b>SUMMER HALF TERM 2</b>	<b>YEAR 12 END OF YEAR EXAM &amp; FEEDBACK: (3 topics examined including 10-mark essay)</b>	
	COMMERCIALISATION AND MEDIA Factors leading to commercialisation Relationship between sport and media Coverage of sport post 1980	<i>Use of previous three topics to understand how sport has become a commercialised commodity in the modern era, most notably in significant global events.</i>
<b>AUTUMN HALF TERM 1</b>	ROUTES TO SPORTING EXCELLENCE	<i>Development of understanding of talent identification and provision in the modern era to enable success in global sporting events from previous topic.</i>
<b>AUTUMN HALF TERM 2</b>	<b>YEAR 13 MOCK EXAM &amp; FEEDBACK: (4 topics examined including 10-mark essay)</b>	
	ROUTES TO SPORTING EXCELLENCE cont.	<i>As above</i>
	MODERN TECHNOLOGY	<i>Development in knowledge of the impact of technology in the modern era in relation to revision for elite sport, entertainment and participation; linked to several previous topics.</i>
<b>SPRING HALF TERM 1</b>	<b>NEA PRACTICAL HAND-IN – 1<sup>ST</sup> lesson of the term (15% of the course)</b> Students submit a MONTAGE and ONE-OFF PERFORMANCE recorded footage, and a LOG BOOK	
	NEA EAPI PREPARATION (in all lessons in all modules) Use of OCR material and past students' exemplars	
	NEA EAPI MOCK – Last week of half term Students provided with a copy of filming, and oral and written feedback from staff to improve	
<b>SPRING HALF TERM 2</b>	NEA EAPI – 1st week of the half term (15% of the course)	
	<b>YEAR 13 RE-MOCK EXAM &amp; FEEDBACK (all topics examined including a 10-mark essay)</b>	
	REVISION Past paper questions and mark schemes, 10-marker review, topic recaps	
<b>SUMMER HALF TERM 1</b>	NEA PRACTICAL MODERATION (date to be confirmed by moderator each year) Selected students to perform sport and/or EAPI to moderator	
	REVISION Past paper questions and mark schemes, 10-marker review, topic recaps	

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**The OCR A level Physical Education course provides the basis for students to embark on a sports related degree or access a sports related career. The course also proves to develop excellent attributes and skill sets to enable individuals to be successful in unrelated degrees and occupations.**

**LOVE AS BRETHERN**