

A LEVEL

Exemplar Candidate Work

PHYSICAL EDUCATION

H555

For first teaching in 2016

H555/04

**Content of non-exam assessment:
Performance in physical education
Mark sheets for EAPI exemplars**

Version 1

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Introduction

These exemplars are for H555/04, the EAPI. There are 3 exemplars showing the strengths and weaknesses section for different sports and at different levels. There are then 3 exemplars showing development plans for different sports at different levels.

Audio files and transcripts have been produced for your use.

The transcript is provided for accessibility and ease of use, **it is not a submission option.**

When you conduct these examinations with your students they must be a **verbal** piece of work, they must also be videoed according to the sample rules in section 2d of the Guide to NEA.

Section 1 - Strengths and Weaknesses

Mark sheet for EAPI exemplar 1

Student Exemplar 1



Sport Athletics

School _____

GCE EAPI

Assessor _____

Evaluative Comments

Assessment Criteria		Student Comments	LEVEL						
			1	2	3	4	5	6	
			0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30	
Planning & Organisation	Strengths	Skills	Overall Success of Performance						✓
		Tactics					✓		
		Fitness					✓		
	Weaknesses	Skills	HOW TO IMPROVE: The candidates justification of why improving the trail leg was stated but needs to be linked to potential gains that would occur if a significant improvement in the area was made by doing the development plan they						✓
		Tactics					✓		
		Fitness						✓	
Evaluation & Reflection	Physiological Factors Affecting Performance	Evaluative Comments The candidate justifies their evaluative comments using a wide range of theory, which was effectively applied to the performer for all three areas physiological, 01, psychological, 02 and Socio-cultural, 03. However, the stronger areas were 01 and 02. For example the candidate says: <i>'For fitness, a strength was his reaction time, he got out of the blocks really well, pushed out of the back of them and reacted well to the gun. This movement uses the ATP-PC system, this is because he was doing the activity at high intensity'. ' This activity is externally paced as he doesn't determine when the gun goes, however, in some ways it is self-paced as well ,the athlete choose how fast to go out of the blocks and attack the first hurdle, which worked really well as he took the first hurdle well and saved some time in the race'.</i>						✓	
	Psychological Factors Affecting Performance	HOW TO IMPROVE: The candidate's range of and application of Socio-cultural was limited and requires a little more depth in this area. To aid this it would be worth using the specification and drawing out areas which can be linked to the performer being observed.						✓	
	Socio-Cultural Issues in Physical Activity & Sport	Although this next point will not directly affect the candidates overall mark, it is worth mentioning that the structure of the talk could ensure candidates mention all areas without repeating or missing areas out. In this EAPI the candidate mentions the coaching points in this section when ideally it would be better if they were mentioned in the development plan section. Overall for the evaluative comments section the candidate is indicative of a TOP LEVEL 5.					✓		
Prompting		NONE							

Mark sheet for EAPI exemplar 2

Student Exemplar 2



Sport Football

School

GCE EAPI

Assessor

Evaluative Comments

Assessment Criteria		Student Comments				LEVEL					
						1	2	3	4	5	6
						0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30
Planning & Organisation	Strengths	Skills	This candidate covers all relevant areas for this section and throughout the candidate is good at stating what the strengths and weaknesses are for the performer being observed. But overall the candidate lacks depth in explaining why they are a strength or a weakness. For example the candidate says:	Overall Success of Performance							✓
		Tactics	<i>'Skills strengths I initially noticed was his passing this is obviously important cause a couple of times in game he had the ball and found his man, which meant they were retaining possession, created goal scoring opportunities and stopped attacking for the opposition.'</i> The candidate has said what the strength is and how it affects the overall success of the performance but it lacks explanation as to why passing was a strength.					✓			
		Fitness	Again throughout the candidate makes good links to how the strength or weakness would affect the overall success of the performance for the individual/team, but there are sections where this is not as strong. For example the candidate says:						✓		
	Weaknesses	Skills	<i>'Fitness strengths, CV was a strength, as box to box midfielder, the role he is essentially playing, its important he keeps up with play at all times and up to speed and having good CV is important'.</i> This states the strength but lacks in explaining why having the good CV will help the overall performance of the team, why would keeping up with play help the team out? This could just be saying 'having a good CV is important as it keeps him up with the play, which will mean he is available for a pass/support his team in a goal scoring opportunity.						✓		
		Tactics	HOW TO IMPROVE: Although no specific number is stated the candidate only discusses 3 in each area on the strengths and weaknesses. Limiting candidates to a specific number may disadvantage them, as there may only be one or could be 5. It is suggested that candidates familiarise themselves with the criteria for their activity and then use this as basis for what they find.						✓		
		Fitness	Not just stating the strength or weakness but linking to the perfect model as to what makes it good or limited. Ensuring that the overall success of the individual/teams performance are mentioned for strengths and weaknesses in skills, tactics and fitness.						✓		
Evaluation & Reflection	Physiological Factors Affecting Performance	Evaluative Comments The candidate justifies their evaluative comments using a range of theory for all three areas physiological, 01, psychological, 02 and Socio-cultural, 03, which were generally applied to the performer, However, the stronger areas were 01 and 02. The only socio-cultural link was very limited. <i>'Socio- Cultural link His CV endurance was a positive someone of his age range 17-18, there are lots of provision thanks to organisation such as sport England and change for life, that offer free gym memberships and sports con ensures his has the opportunities to maintain his CV.'</i>						✓			
	Psychological Factors Affecting Performance	HOW TO IMPROVE The candidate's range of and application of Socio-cultural was very limited and requires a more depth in this area. To aid this it would be worth using the specification and drawing out areas which can be linked to the performer being observed.							✓		
	Socio-Cultural Issues in Physical Activity & Sport	Overall for the evaluative comments section the candidate is indicative of a MID LEVEL 4.						✓			
Prompting		NONE									

Mark sheet for EAPI exemplar 3

Student Exemplar 3



Sport Cricket

School

GCE EAPI

Assessor

Evaluative Comments

Assessment Criteria		Student Comments	LEVEL					
			1	2	3	4	5	6
			0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30
Planning & Organisation	Strengths	Overall Success of Performance						
		Skills	This candidate's evaluative comments section are very good. Throughout the candidate states what the strengths and weaknesses are for skills, tactics and fitness, describing why they are and how they affect the overall success of the individual/teams performance. For example the candidate says:					✓
		Tactics	<i>'His strength was his head position this was a strength as he came through and bowled he was very upright and his head was facing stumps and it was still and the overall effect on performance it would be he just be able to bowl a lot straighter on the stumps on that good line outside off, due to this he will make the batsman play at ball leading to more wickets or reducing runs'.</i>			✓		
	Weaknesses	Fitness	The major weakness was mentioned and adequate justification was given as to why this area needs improving.				✓	
		Skills	HOW TO IMPROVE To use the practical specification for the activity being assessed, alongside this section to aid with selecting the performers strengths and weaknesses.				✓	
		Tactics	The major weakness requires slightly more justification as to why brace of the leg was chosen over other weaknesses. The candidates only says: <i>'His major weakness is his brace of the leg this is because it is a major part of cricket and can really improve and means he can bowl quicker and it will just improve his overall game in bowling as brace of the leg is one of major parts in cricket and if he improves this it will help his whole run up and everything.'</i>		✓			
Evaluation & Reflection	Fitness					✓		
	Physiological Factors Affecting Performance	Evaluative Comments The candidate justifies their evaluative comments using a range of theory for all three areas physiological, 01, psychological, 02 and Socio-cultural, 03, which was effectively applied to the performer. However, the physiological theory lacked in range, as it was little repetitive on muscles and bones while the socio-cultural was lacking application. However, all the theory was linked to the performer.				✓		
	Psychological Factors Affecting Performance	HOW TO IMPROVE A wider range and application of both Physiological and Socio-cultural areas. To aid this it would be worth using the specification and drawing out areas which can be linked to the performer being observed.				✓		
	Socio-Cultural Issues in Physical Activity & Sport	Overall for the evaluative comments section the candidate is indicative of a MID LEVEL 4.	✓					
Prompting		NONE						

Section 2 - Development Plan

Mark sheet for EAPI exemplar 1

Student Exemplar 1



Sport _____

School _____

GCE EAPI

Assessor _____

Development Plan

Assessment Criteria	Student Comments			LEVEL						
				1	2	3	4	5	6	
Priority Weakness, Timescale & Justifications	Priority Weakness	Timescale	Justifications	0-5	6-10	11-15	16-20	21-25	26-30	
Technical Knowledge & Development Planning	<p>Progressive Practices</p> <p>The candidate justifies why he has chosen the particular weakness and why this needs improving, however justification of why the 9 weeks was chosen is lacking. The candidate says: <i>'This is because 9 weeks long enough to effect technique and not too short that they are going to forget it and they should develop kinesthesia of how the action should feel in 9 weeks.'</i></p> <p>The candidate produces a good development plan, which includes practices that are realistic and progressive, which would be carried out in blocked sessions over the full nine weeks. By using blocked weeks he was able to describe many practices he will do over the blocks and how they would be progressed. This is certainly a time saver to those candidates who go week by week. The candidate also states a frequency, duration and focus for each of the blocked sessions.</p> <p>Having a fitness component to improve alongside the skill is a good addition, however this was covered in far too light detail.</p> <p>There is also mention at some points how the programme would be adapted. The candidate says: <i>'If the performer is behind I will probably make him redo some of the practices such as the wobble board and double jump method to help keep the accuracy going and make sure he does improve.'</i></p> <p>Measurement was identified, however these lacked continuity throughout the programme, as the test at the beginning was not completely the same as the test at the end. Therefore showing how actual improvement has been reached is difficult.</p> <p>Coaching points were very good with a very good range.</p> <p>HOW TO IMPROVE</p> <p>The candidates development plan stays within the closed environment, to gain higher level, she should show how the skills can be developed in a variety of conditioned competitive situations.</p> <p>Although the candidate states how he would adapt the programme, to help access a higher level he could link the measurement and the adaptations, utilising the former as a check point across the programme and offer adaptations based on the outcome.</p> <p>For the fitness component being improved include practices to be carried out and how you would progress them throughout the development plan.</p> <p>Ensure measurements for checking improvements are the same throughout the programme, so true conclusions can be made. For a higher level excellent conclusions need to be drawn from the potential results of the tests.</p> <p>Measurement</p>			<p>Coaching Points</p> <p>Progressive Practices</p> <p>✓</p> <p>Coaching</p> <p>Adaptations</p> <p>✓</p>						
	Evaluation & Reflection	Physiological Factors Affecting Performance	<p>Development Plan</p> <p>Throughout the development plan the candidate has used a wide range of and applied the theory to the performer, relating it to all three areas, Physiological (01), Psychological (02) and Socio-Cultural (03). However, the 03 was the weakest of the three areas.</p>			<p>✓</p>				
Psychological Factors Affecting Performance		<p>HOW TO IMPROVE</p> <p>The candidate's range of and application of Socio-cultural was limited and requires a little more depth in this area. To aid this it would be worth using the specification and drawing out areas which can be linked to the development plan.</p>			<p>✓</p>					
Socio-Cultural Issues in Physical Activity & Sport		<p>Overall for the development plan section the candidate is indicative of a LOW LEVEL 5.</p>			<p>✓</p>					
Prompting	NONE									
				Score		<input type="text"/>				

Mark sheet for EAPI exemplar 2

Student Exemplar 2



Sport _____

School _____

GCE EAPI

Assessor _____

Development Plan

Assessment Criteria	Student Comments			LEVEL						
				1	2	3	4	5	6	
Priority Weakness, Timescale & Justifications	Priority Weakness	Timescale	Justifications	0-5	6-10	11-15	16-20	21-25	26-30	
Technical Knowledge & Development Planning	Progressive Practices & Coaching Points & Adaptations	Progressive Practices		Coaching Points	Progressive Practices					
		Adaptations			Coaching					
Evaluation & Reflection	Physiological Factors Affecting Performance	Development Plan Throughout the development plan the candidate has used a range of and applied the theory to the performer, relating it to all three areas, Physiological (01), Psychological (02) and Socio-Cultural (03). However, psychological is a little repetitive and socio cultural is weak. Rather than mentioning theory throughout the development plan the candidate bolts most of it at the end of the practices. However, the candidate needs to ensure that it is linked to the performer being observed.						✓		
	Psychological Factors Affecting Performance	HOW TO IMPROVE The candidate's range of and application of psychological and socio cultural requires a little more depth in these areas. To aid this it would be worth using the specification and drawing out areas which can be linked to the development plan. Rather than bolting on theory at the end, apply throughout the development plan.						✓		
	Socio-Cultural Issues in Physical Activity & Sport	Overall for the development plan section the candidate is indicative of a MID LEVEL 4.						✓		
Prompting	NONE									
				Score	<input type="text"/>					

Mark sheet for EAPI exemplar 3

Student Exemplar 3



Sport _____

School _____

GCE EAPI

Assessor _____

Development Plan

Assessment Criteria	Student Comments			LEVEL							
				1	2	3	4	5	6		
Priority Weakness, Timescale & Justifications	Priority Weakness	Timescale	Justifications	0-5	6-10	11-15	16-20	21-25	26-30		
Technical Knowledge & Development Planning	Progressive Practices & Coaching Points & Adaptations	<p>Progressive Practices</p> <p>The candidate justifies why she has chosen the particular weakness and why this needs improving, including and adequate justification of why the 9 weeks was chosen. <i>'The plan is going to be 9 weeks long because want to develop strong stimulus response bond and to allow him to develop kinesthesia feeling so he knows what the skill should feel like when performed correctly. At the associate stage, want to move him to the autonomous stage so skill becomes conditioned response so he doesn't have to think about performing it.'</i></p> <p>The candidate produces an adequate development plan, which includes practices that are progressive but lack realism, which would be carried out in blocked sessions over the full nine weeks. The candidates development plan practices are too similar and they don't develop a range of passing in a game related open environment.</p> <p>There is some mention of how to adapt the programme but the candidate lacks depth in this area and does not use the measurement to aid with drawing conclusions for this area.</p> <p>Measurement was identified for both the major skill weakness and fitness, however it was not mentioned at the end, to draw conclusions on how the development may of worked.</p> <p>Coaching points were very good with an adequate range.</p>		<p>Coaching Points</p>	<p>Progressive Practices</p>						
		<p>HOW TO IMPROVE</p> <p>To gain higher levels candidates could develop their skill through a variety of conditioned competitive situations, not just through closed skills.</p> <p>Include how the programme would be adapted if progress was or wasn't being made. Linking this to the measurement to help make conclusions.</p>	<p>Adaptations</p>	<p>Coaching</p>							
Evaluation & Reflection	Physiological Factors Affecting Performance	<p>Development Plan</p> <p>The candidate has used a range of and applied the theory to the performer, relating it to all three areas, Physiological (01), Psychological (02) and Socio-Cultural (03). However, the 03 was the weakest of the three areas. Rather than mentioning theory throughout the development plan the candidate bolts most of it at the end of the practices. This ok to do, however, like this candidate does it needs to ensure that it is linked to the performer being observed.</p>									
	Psychological Factors Affecting Performance	<p>HOW TO IMPROVE</p> <p>The candidate's range of and application of Socio-cultural was limited and requires a little more depth in this area. To aid this it would be worth using the specification and drawing out areas which can be linked to the development plan. Rather than bolting on theory at the end, it may be better to apply throughout the development plan.</p>									
	Socio-Cultural Issues in Physical Activity & Sport	<p>Overall for the development plan section the candidate is indicative of a LOW LEVEL 4.</p>									
Prompting	NONE										
				Score	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>						



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