

# Your guide to the changes for 2021

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Following an [Ofqual consultation](#), we have made changes to a number of our qualifications.

The changes are designed to safeguard against ongoing public health concerns.

Please [use the specification on our website](#), alongside this document which shows how our qualifications will differ in summer 2021.

## Overview of changes for AS Level and A Level Physical Education

For summer 2021, we will be using filmed evidence to moderate your students' performances. No visiting moderation will take place. Our filming requirements are detailed in the next section below.

We recognise that it has been and will be difficult for students to demonstrate competitive situations in some sports.

For summer 2021 we are willing to accept alternative forms of evidence. Details of what we will accept are detailed below.

To help deliver these changes and also to help improve the feedback we can give to you, we have split the NEA component into two. To help deliver these changes and also to help improve the feedback we can give to you, we have split the NEA component into two. One component will assess the Practical Performance and the other component will assess The EAPI.

### **31<sup>st</sup> March**

100% of your EAPI marks and evidence

### **15<sup>th</sup> May**

100% of your practical marks, filmed evidence and competitive logs

# AS Level Physical Education for academic year 2020/21

Students must complete **all** four components to be awarded OCR's AS Level in Physical Education in **Summer 2021**.

| Content Overview   | Assessment Overview  |                                     |
|--|--|-------------------------------------|
| <ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Exercise physiology</li> <li>Biomechanics, including technology in sport</li> </ul> | <p><b>H155/01: Physiological factors affecting performance</b></p> <p>70 marks</p> <p>1 hour 15 minute written paper</p>       | <p><b>35% of total AS Level</b></p> |
| <ul style="list-style-type: none"> <li>Skill acquisition</li> <li>Sports psychology</li> <li>Sport and society</li> </ul>  | <p><b>H155/02: Socio-cultural issues and Sports Psychology</b></p> <p>70 marks</p> <p>1 hour 15 minute written paper</p>       | <p><b>35% of total AS Level</b></p> |
| Performance or Coaching  | <p><b>H155/04: Practical Performances</b></p> <p>30 marks</p> <p>Non-exam assessment (NEA)</p>                                 | <p><b>15% of total AS Level</b></p> |
| Evaluation and Analysis of Performance for Improvement (EAPI)  | <p><b>H155/05: Evaluation and Analysis of Performance for Improvement</b></p> <p>30 marks</p> <p>Non-exam assessment (NEA)</p> | <p><b>15% of total AS Level</b></p> |

We have split the NEA components into two.

- Practical Performances
- Evaluation and Analysis of Performance for Improvement (EAPI) Task

We will remove visiting moderation and instead use filmed evidence to conduct remote moderation. This means you are not required to complete a Visit Arrangement Form (VAF) for summer 2021. You are however required to complete an MIF (Moderator Information Form), this is available from the Admin section of the website.

# A Level Physical Education for academic year 2020/21

Students must complete **all** five components to be awarded OCR's A Level in Physical Education in **Summer 2021**.

| Content Overview  | Assessment Overview  |                                    |
|---|--|------------------------------------|
| <ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Exercise physiology</li> <li>Biomechanics</li> </ul> | <p><b>H555/01: Physiological factors affecting performance</b></p> <p>90 marks</p> <p>2 hour written paper</p>                                   | <p><b>30% of total A Level</b></p> |
| <ul style="list-style-type: none"> <li>Skill acquisition</li> <li>Sports psychology</li> </ul>                                      | <p><b>H555/02: Psychological factors affecting performance</b></p> <p>60 marks</p> <p>1 hour written paper</p>                                   | <p><b>20% of total A Level</b></p> |
| <ul style="list-style-type: none"> <li>Sport and society</li> <li>Contemporary issues in physical activity and sport</li> </ul>     | <p><b>H555/03: Socio-cultural issues in physical activity and sport</b></p> <p>60 marks</p> <p>1 hour written paper</p>                          | <p><b>20% of total A Level</b></p> |
| Performance or Coaching   | <p><b>H555/05: Practical Performances</b></p> <p>30 marks weighted up to 45</p> <p>Non-exam assessment (NEA)</p>                                 | <p><b>15% of total A Level</b></p> |
| Evaluation and Analysis of Performance for Improvement (EAPI)   | <p><b>H555/06: Evaluation and Analysis of Performance for Improvement</b></p> <p>30 marks weighted up to 45</p> <p>Non-exam assessment (NEA)</p> | <p><b>15% of total A Level</b></p> |

We have split the NEA components into two.

- Practical Performances
- Evaluation and Analysis of Performance for Improvement (EAPI) Task

We will remove visiting moderation and instead use filmed evidence to conduct remote moderation. This means you are not required to complete a Visit Arrangement Form (VAF) for summer 2021.

## Filming requirements and moderation arrangements for 2021

**For 2020/21**, all moderation is to be conducted using filmed evidence.

You should obtain permission to film all of your cohort as part of the requirements of the course. If you have concerns regarding the filming of a specific student due to child protection, please contact OCR's Special Consideration team to talk this through.

You must **retain a centre copy** of all filmed evidence submitted as the evidence submitted for moderation is not returned to centres.

The evidence sent to the moderator will be retained by OCR until the deadline has passed for centres to submit a review of results.

We strongly recommend that you record in a format that is efficient on memory capacity as this not only reduces the number of memory sticks/DVD's needed, but also makes any copying, uploading/downloading or streaming of footage quicker where this may be applicable to the centre or the moderator. It is possible to use encoding or compression of footage to reduce the storage capacity required for this.

You are welcome to password protect/encrypt your footage and email your moderator and OCR the password/key separately. Please send to: [NEApasswords@ocr.org.uk](mailto:NEApasswords@ocr.org.uk) and to your moderator at the email address they provide.

### Filmed evidence requirements (updated)

We understand that there are a lot of challenges this year in terms of accessing some activities, fewer opportunities for formal competitive participation, and some restrictions around the types of practice which can be done in age group sport (e.g. rugby union).

The key message is to please focus on what you **can** film and gather evidence on an ongoing basis. We want to be able to base your centre moderation on the best range of evidence possible.

Centres must film a minimum number of candidate performances overall depending on how many candidates they are assessing, as below:

| Number of candidates assessed at centre | Minimum number of candidate assessments which have filmed evidence |
|---|--|
| Up to 7                                 | All  |
| 8–10                                    | 8  |
| 11–15                                   | 10   |
| 16–30                                   | 12   |
| 31–50                                   | 15   |
| 51–100                                  | 18   |
| 101+                                    | 20   |

This must also include:

- **all** candidates in **all off-site activities** must be filmed
- **a selection of on-site activities** with a specific number candidates filmed, as shown below.

### On-site activities to be filmed:

| Number of on-site activities which centre have assessed <b>final marks</b> in | Minimum number of activities to be filmed<br>(other guidance on overall number of candidate performances must also be met through combination of on-site and off-site activity filming) |
|---|---|
| 1–2   | All   |
| 3–5   | 3   |
| 6–9   | 4   |
| 10–15   | 5   |
| 16+   | 6   |

**On-site activity candidates to be filmed:**

| Number of candidates assessed in an on-site activity | Number of candidates to be filmed in that on-site activity |
|--|--|
| 1-3  | All  |
| 4-10   | 3  |
| 11-20  | 4  |
| 21-50  | 5  |
| 51-70  | 6  |
| 71-99  | 7  |
| 101+   | 8  |

Centre selections in terms of filming must consider the following:

- candidates filmed need to reflect the range of marks in the activity; ideally including the highest, middle and lowest mark (or at least close to) in each

Selection of on-site activities to film must also reflect:

- the range of performance at the centre – so we would not expect activities with lots of mid-range marks to all be filmed while those with higher band marks are not filmed
- how predominant/popular the activity is – so we would expect that activities with more candidates in to feature in those filmed – e.g. cohort of 15 and activity with most marks has 5 candidates being assessed in it – we'd expect that to be one of those that the centre filmed.

Centres must bear in mind that **all candidates and activities** will be subject to the moderation outcome. Where they opt not to film, those candidates and activities cannot be part of the moderation process or the review of moderation process but will be affected by any adjustment to marks resulting from the sample which has been moderated.

It is therefore vital that you:

- collect good quality filmed evidence
- internally standardise across activities

We advise that you film as much as you can wherever possible, not just the minimum to meet the rules.

Centres should, wherever possible, provide evidence which includes **full** competition conditions or as close as National Governing Body (NGB) guidelines allow.

Where this is not possible, filmed evidence must show performance in competitive conditions/under competitive pressure, such as:

- game situations created in the centre
- conditioned practices with skills performed under **significant** pressure such that decision making can be shown in a way which is as close as possible to full competition performance conditions for the activity
- performances in authentic settings or similar (e.g. in the same performance area as in a formal competition, being judged against competition rules even if by the teacher/coach rather than an independent official, etc...)

Logs of competitive performance are even more important to document what has been possible:

- candidates should include any competitive performances which were completed from July 2019 up to the point of marks being submitted for moderation; performance from May - June 2019 may be included if necessary to support marks
- for activities with performance tables, training times can be included in the logs but must be supported by some method i.e. strava / garmin etc & verified by the teacher
- where logs rely on training times or competition has been hard to access, the filmed evidence should include performances in training to support the times being logged

We will accept other forms of evidence alongside logs of competitive performance which ensure the focus is on competition or equivalent. These will include, but are not limited to:

- use other relevant sources of info such as Power of 10
- school/club/league/county records of fixtures and performance
- it is acceptable for these to be retrospective so that they cover the period prior to lockdown (July 2019 – March 2020) when more activity was possible. Evidence from May - June 2019 may be considered but you must consider if this helps to support marks given the time that has elapsed and that this would be from before starting the qualification.

If some candidates will be accessing full competition or full competitive training in an activity make sure they are part of your filmed evidence and that these competitive situations are included.

It is really important that you review the filmed evidence and are confident that it supports the marks awarded – there is no point teachers giving marks based on the level of performance they know a candidate is capable of but which is not shown in the filming, as the moderator is not then going to see evidence which supports the mark.

We appreciate the challenges of capturing all aspects of performance on film in many activities, and that therefore not everything that the candidate can do may always be shown. However **the general level of performance and range and execution of skills shown has to be sufficient to warrant the level and mark awarded.**

Filmed evidence should be accompanied by a commentary wherever possible. These should outline where on the film candidate performances are, any identifying information (e.g. bib/number) and some brief comments on how the performance in the film justifies the level/mark awarded by the centre.

While supporting evidence of the type noted above can be used as part of the assessment process, filmed evidence of performance is the primary source of information upon which moderators will base their judgments. If filmed evidence of a candidate in the higher levels of the criteria shows few or no advanced skills, then no amount of supplementary evidence can enable the moderator to confirm the mark awarded.

- Each activity filmed must be supported by evidence that is sufficient to allow the moderator to confirm the marks submitted by the centre.

Please ensure that you have film of as much of the following as possible:

- o Core skills in isolation/drill situations
- o Advanced skills (as candidate is able to) in isolation/drill situations
- o Full competitive situations or similar, i.e. enough to show consistency of skill performance within them – the logbook is supplementary evidence
- Candidates must be filmed demonstrating their ability to perform the skills of the activity in a way which supports the mark submitted by the centre:
  - o show the quality and range of skills required for that mark level
  - o in the correct conditions where possible (so full performance, on correct pitch/surface with correct equipment)
  - o this allows the moderator, who has no prior knowledge of your candidate, to see enough to confirm marks

### Format/presentation of evidence

- The evidence must be produced in a format compatible with [VLC media player](#). MP4 and .mov formats are best.
- Wherever possible, it is best if filmed evidence is:
  - o One file for the whole activity, with information provided on relevant timings within the film – i.e. of where a drill/practice changes, or where the evidence stops being of one candidate and starts focussing on another
  - o **Name the file: centre number\_activity\_component;**
  - o **e.g. 11234\_football\_H555\_05**

**OR**

- o One file for the candidate in the activity
- o **Name the file: centre number\_candidate surname\_and number\_activity\_component;**
- o **e.g. 11234\_Smith\_5005\_football\_H555\_05**

- o If there are multiple files for a candidate, please make sure that they are suitably named so that it is clear for the moderator what each one is
- o **e.g. 11234\_Smith\_5005\_football\_passing\_H555\_05**
- Candidates must be clearly identified in the footage, per activity, by lettered or numbered bib (please avoid yellow and white combinations as it does not show up clearly). The numbers must be shown against the candidate's name on any relevant commentary forms or paperwork which accompanies the filmed activities.
- If candidates wear face protection, e.g. for skiing, they should be shown without this prior to their performance.
- Where a candidate's use of communication is an element that will assist with the assessment process i.e. centre back in Football, it is vital that this can be picked up by the camera's microphone.
- Film from different angles to best show performances, e.g. simply filming one corner of the athletics track is not enough, you must film the whole run.
- Centres are advised to review the footage recorded and complete commentary sheets based on this review so that identification and timings relating to the recording can be provided.
- A running commentary or some indication of where various skills are performed in the footage is helpful and helps the moderator to understand the marks you have given.
- Within team games please follow the player being assessed and not 'the ball'.
- Where the environment in which the activity is taking place is relevant to the assessment of the activity, centres must include a thorough and accurate description, for example a piste map in skiing or grade of a climb in rock climbing.
- The filmed evidence should be recorded in good light.
- Please use the zoom function on the camera as appropriate.
- If filmed evidence does not contain any competitive footage marks may be difficult to support – e.g. decision-making being awarded 0 as there will be no evidence of this.

### **Activity-specific tips for filming (highlighted activities are for AS level only in 2021)**

#### **Acrobatic gymnastics / gymnastics / Dance / Figure skating**

- Recommend 2 angles of filming to show body position and movement at different angles

#### **Athletics**

- Camera must follow the athletes
- Static camera on one corner of the track does not show enough detail
- When filming a throwing event the filming should cover both the process of the throw and the outcome.
- For each race / jump / throw it would assist the moderator by referencing the event date and the outcome (recorded time / height / distance) as an overlay to the film; which can then be correlated to the candidate log book.

#### **Badminton / Squash / Table tennis / Tennis**

- Must be able to see the execution of the shot, flight as well as where it goes / lands

#### **Boxing**

- Competition should take place in a ring (or a clearly marked out space of regulation size for 2021)
- Must show appropriate length bouts with appropriate number of rounds for your age, so within NBG guidance for under 16's this would be 3 x 2 minute rounds – this can include within training sessions for 2021 as no licenced fights can happen prior to April 2021 currently.
- Must not be filmed just from behind, we must be able to see their hands and guard clearly

**Canoeing / Cross Country / Cycling / Equestrian / Kayaking / Rowing / Sculling**

- Must film as a minimum the starts, finishes and several segments in the middle, including enough to demonstrate consistency and show all of the required core and advanced skills
- The filmed competitive evidence MUST include a range of different elements e.g. different terrain, water conditions, inclines / descents

**Golf**

- Film shots from different par holes, displayed within competitive pressured game situations
- We must be able to see a wide variety of core and advanced skills displayed in pressured competitive settings, e.g. over several holes with different characteristics and a range of pars.
- We would strongly suggest that a commentary by the candidate on club and shot selection to show the decision making process is included.
- Recommend two angles of filming at times if possible to show body position and full movement. Alternatively vary the filming angle for different shots during the round to show this.
- Walking between shots does not need to be filmed.
- Inclusion of a course map/information is encouraged.

**Rock Climbing**

- Evidence of indoor climbing is acceptable for 2021
- Competitive situation is either Speed or Lead climbing – no Bouldering please
- Tell us the grade of the route being climbed
- Film at an angle to the climber so we can see their hands and feet – not just their back
- Sufficient footage of actual climbing is important here, this should form the majority of the evidence submitted instead of the majority being safety and preparation

**Skiing/Snowboarding**

- Evidence on artificial snow/dry slopes is permitted for 2021
- If possible, film from 2 different angles so we can see the front and back of skier. Can also be achieved by the filming being done from halfway down the slope, gaining front, side and back footage in the same run
- Use of zoom is vital here due to the distance travelled by the candidate

**Swimming**

- Ensure different camera angles are used so starts, turns, distance travelled underwater and the stroke are clear for the moderator
- Underwater footage, whilst helpful, is not essential
- Please make it clear which lane each swimmer is in and any identifying feature – e.g. black swim hat; blue swim suit, etc...

**Team invasion games**

- The camera must focus on and follow the candidate being assessed as much as possible
- A camera set up in the corner rarely gives enough detail for larger team games like Rugby, Football and Hockey; as such centres should provide a range of filming angles
- Where conditioned situations are being used as the only competitive evidence, explain on the footage the conditions/ rules, make sure enough is shown to demonstrate consistent execution, and consider how to progress pressure/difficulty within the practice(s)

**Triathlon**

- Must film as a minimum the starts, finishes and several segments in the middle, including enough to demonstrate consistency and show all of the required core and advanced skills
- Must film the transitions in their entirety

**Water sports (Sailing, Wind Surfing)**

- Must not be simply filmed from the shore and the boat a dot on the horizon
- We must be able to see what the candidates is doing to manipulate their craft
- Suggest use of one onboard camera AND one from a short distance away

**EAPI (AS/A level only)**

Your footage should be one continuous recording, containing the following:

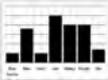
1. Footage of the candidate watching their clip – both they and the footage must be clearly visible. We should also be able to see them making their notes at this point.
2. Footage of the candidate talking through their EAPI with you.

**Tips for filming**

- Candidates should identify themselves or be introduced at the start of their EAPI response and hold up any notes which they have made during the observation of the performance.
- Footage should not break to allow further note taking to happen off camera.
- A good vantage point to film point 1 is from behind the candidate watching over their shoulder while they observe the performance.
- Centres are reminded that only blank paper and a pen may be brought into the room where the EAPI is being conducted.
- The footage may not be replaying whilst the candidate is completing their talk.

# What has changed?

## AS Level

| What has changed – Specification  | Detail   |
|---|--|
| <p>Content of the AS Level in Physical Education (H155)</p> <p>Page 5</p> | <p>The content of OCR's AS Level in Physical Education is divided into four components. Each examined component is further sub divided into topic areas and the detailed content associated with those topics.</p> <p><b>Component 01: Physiological factors affecting performance</b></p> <p>1.1 Applied anatomy and physiology</p> <p>1.2 Exercise physiology</p> <p>1.3 Biomechanics, including technology in sport.</p> <p><b>Component 02: Psychological and socio-cultural themes in physical education</b></p> <p>2.1 Skill acquisition</p> <p>2.2 Sports psychology</p> <p>2.3 Sport and society.</p> <p><b>Component 04: Practical Performances (NEA)</b></p> <p>Performance or coaching of an activity taken from the approved lists*.<br/>*The approved lists can be found in section 2e of the 'OCR AS and GCE guide to NEA in Physical Education'.</p> <p><b>Component 05: Evaluation and Analysis of Performances for Improvement (NEA)</b></p> <p>This component requires learners to draw upon knowledge, understanding and skills learnt throughout their course of study. This will allow them to analyse and evaluate a peer's performance.</p> <p>The activity which is analysed and evaluated must be taken from the approved list. Candidates do not need to have performed or coached in this activity.</p> <p>The content of this specification allows for practical examples from physical activities and sports to show how theory can be applied and to reinforce understanding. Areas of the specification where this may be assessed are marked with the following symbol:</p>  <p>This specification contains a 5% quantitative skills requirement. The use of quantitative skills is spread across the components and areas of the specification where this may be assessed are marked with the following symbol:</p>  <p>There is a synoptic element to the assessment of AS level Physical Education and this will be assessed in each component. This specification is designed to be co-teachable with OCR's A Level in Physical Education.</p> |

| What has changed – Specification                         | Detail  |
|--|---|
| <p>2d. Content of non-exam assessment</p> <p>Page 21</p> | <p>In Practical Performances, learners are internally assessed through the NEA in one practical activity (either performing or coaching one chosen activity from the approved lists) and in Evaluation and Analysis of Performance for Improvement, analysing and critically evaluating a peers' performance.</p> <p><b>Practical Performances (H155/04)</b></p> <p>For the practical performances approved activities list see section 2e of the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment.</p> <p>Learners can be assessed in the role of performer or coach in one activity.</p> <p>Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.</p> <p>This component is internally marked using the assessment criteria found in section 2b.3 (performance) and section 2c.1 (coaching) of the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment.</p> <p><b>Evaluation and Analysis of Performance for Improvement (H155/05)</b></p> <p>Learners will observe a live or recorded performance by a peer in either their own assessed performance activity or another activity from the approved list. Through observation, learners will provide an oral response analysing and critically evaluating their peers' performance. Teachers must refer to and follow the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment for further detail on this area of assessment.</p> |
| <p>3a. Forms of assessment</p> <p>Page 22</p>            | <p>OCR's AS Level in Physical Education consists of two components that are externally assessed and two components that are assessed by the centre and externally moderated by OCR.</p> <p>Components 01 and 02 will be assessed using a mixture of objective response and multiple choice questions, short and medium length answers and extended response items. Relevant contextual information, data sources and stimulus material will be used in relation to questions as appropriate. These components assess AO1, AO2 and AO3.</p> <p>AO4 is assessed within the 2 NEA components.</p>  |

| What has changed – Specification  | Detail  |                                |            |            |  |  |                  |   |  |  |  |            |            |            |            |   |      |      |    |   |   |      |      |    |   |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
|---|---|--------------------------------|------------|------------|--|--|------------------|---|--|--|--|------------|------------|------------|------------|---|------|------|----|---|---|------|------|----|---|----------------------------|---|---|---|----|--|---|---|---|----|--------------|------------|------------|------------|------------|
| <p>3b. AO weightings in AS Level in Physical Education</p> <p>Page 23</p> | <p>The relationship between the assessment objectives and the components are shown in the following table:</p> <table border="1" data-bbox="619 309 1479 869"> <thead> <tr> <th colspan="5" data-bbox="619 309 1479 360"><b>H155 Physical Education</b></th> </tr> <tr> <th data-bbox="619 360 1002 501" rowspan="2"><b>Component</b></th> <th colspan="4" data-bbox="1002 360 1479 443"><b>% of overall AS level in Physical Education (H155)</b></th> </tr> <tr> <th data-bbox="1002 443 1118 501"><b>AO1</b></th> <th data-bbox="1118 443 1235 501"><b>AO2</b></th> <th data-bbox="1235 443 1351 501"><b>AO3</b></th> <th data-bbox="1351 443 1479 501"><b>AO4</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="619 501 1002 577">01: Physiological factors affecting performance</td> <td data-bbox="1002 501 1118 577">12.5</td> <td data-bbox="1118 501 1235 577">12.5</td> <td data-bbox="1235 501 1351 577">10</td> <td data-bbox="1351 501 1479 577">0</td> </tr> <tr> <td data-bbox="619 577 1002 685">02: Psychological and socio-cultural themes in physical education</td> <td data-bbox="1002 577 1118 685">12.5</td> <td data-bbox="1118 577 1235 685">12.5</td> <td data-bbox="1235 577 1351 685">10</td> <td data-bbox="1351 577 1479 685">0</td> </tr> <tr> <td data-bbox="619 685 1002 734">04: Practical Performances</td> <td data-bbox="1002 685 1118 734">0</td> <td data-bbox="1118 685 1235 734">0</td> <td data-bbox="1235 685 1351 734">0</td> <td data-bbox="1351 685 1479 734">15</td> </tr> <tr> <td data-bbox="619 734 1002 810">05: Evaluation and Analysis of Performance for Improvement</td> <td data-bbox="1002 734 1118 810">0</td> <td data-bbox="1118 734 1235 810">0</td> <td data-bbox="1235 734 1351 810">0</td> <td data-bbox="1351 734 1479 810">15</td> </tr> <tr> <td data-bbox="619 810 1002 869"><b>Total</b></td> <td data-bbox="1002 810 1118 869"><b>25%</b></td> <td data-bbox="1118 810 1235 869"><b>25%</b></td> <td data-bbox="1235 810 1351 869"><b>20%</b></td> <td data-bbox="1351 810 1479 869"><b>30%</b></td> </tr> </tbody> </table> | <b>H155 Physical Education</b> |            |            |  |  | <b>Component</b> | <b>% of overall AS level in Physical Education (H155)</b> |  |  |  | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> | <b>AO4</b> | 01: Physiological factors affecting performance | 12.5 | 12.5 | 10 | 0 | 02: Psychological and socio-cultural themes in physical education | 12.5 | 12.5 | 10 | 0 | 04: Practical Performances | 0 | 0 | 0 | 15 | 05: Evaluation and Analysis of Performance for Improvement | 0 | 0 | 0 | 15 | <b>Total</b> | <b>25%</b> | <b>25%</b> | <b>20%</b> | <b>30%</b> |
| <b>H155 Physical Education</b>  |   |                                |            |            |  |  |                  |   |  |  |  |            |            |            |            |   |      |      |    |   |   |      |      |    |   |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| <b>Component</b>  | <b>% of overall AS level in Physical Education (H155)</b>   |                                |            |            |  |  |                  |   |  |  |  |            |            |            |            |   |      |      |    |   |   |      |      |    |   |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
|   | <b>AO1</b>  | <b>AO2</b>                     | <b>AO3</b> | <b>AO4</b> |  |  |                  |   |  |  |  |            |            |            |            |   |      |      |    |   |   |      |      |    |   |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| 01: Physiological factors affecting performance                           | 12.5  | 12.5                           | 10         | 0          |  |  |                  |   |  |  |  |            |            |            |            |   |      |      |    |   |   |      |      |    |   |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| 02: Psychological and socio-cultural themes in physical education         | 12.5  | 12.5                           | 10         | 0          |  |  |                  |   |  |  |  |            |            |            |            |   |      |      |    |   |   |      |      |    |   |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| 04: Practical Performances  | 0   | 0                              | 0          | 15         |  |  |                  |   |  |  |  |            |            |            |            |   |      |      |    |   |   |      |      |    |   |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| 05: Evaluation and Analysis of Performance for Improvement                | 0   | 0                              | 0          | 15         |  |  |                  |   |  |  |  |            |            |            |            |   |      |      |    |   |   |      |      |    |   |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| <b>Total</b>  | <b>25%</b>  | <b>25%</b>                     | <b>20%</b> | <b>30%</b> |  |  |                  |   |  |  |  |            |            |            |            |   |      |      |    |   |   |      |      |    |   |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| <p>3h. Calculating qualification results</p> <p>Page 24</p>               | <p>A learner's overall qualification grade for OCR's AS Level in Physical Education will be calculated by adding together their marks from the four components taken to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.</p>  |                                |            |            |  |  |                  |   |  |  |  |            |            |            |            |   |      |      |    |   |   |      |      |    |   |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |

| What has changed – Specification        | Detail  |              |   |                                      |  |  |            |       |      |       |                 |        |                    |    |   |                     |    |   |                     |    |                        |                                      |    |  |                                      |         |                                      |    |   |                     |    |   |                     |   |                                   |                       |
|---|---|--------------|---|--------------------------------------|--|--|------------|-------|------|-------|-----------------|--------|--------------------|----|---|---------------------|----|---|---------------------|----|------------------------|--------------------------------------|----|--|--------------------------------------|---------|--------------------------------------|----|---|---------------------|----|---|---------------------|---|-----------------------------------|-----------------------|
| <p>4a. Final entries</p> <p>Page 25</p> | <p>Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules and ensuring that you choose the entry option for the moderation you intend to use.</p> <p>Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.</p> <p>All learners taking an AS Level in Physical Education must be entered for one of the following entry options:</p> <table border="1" data-bbox="619 568 1474 1621"> <thead> <tr> <th colspan="2">Entry option</th> <th colspan="3">Components</th> </tr> <tr> <th>Entry code</th> <th>Title</th> <th>Code</th> <th>Title</th> <th>Assessment type</th> </tr> </thead> <tbody> <tr> <td rowspan="4">H155 A</td> <td rowspan="4">Physical Education</td> <td>01</td> <td>Physiological factors affecting performance</td> <td>External assessment</td> </tr> <tr> <td>02</td> <td>Psychological and socio-cultural themes in physical education</td> <td>External assessment</td> </tr> <tr> <td>04</td> <td>Practical Performances</td> <td>NEA (moderation via filmed evidence)</td> </tr> <tr> <td>05</td> <td>Evaluation and Analysis of Performance for Improvement</td> <td>NEA (moderation via filmed evidence)</td> </tr> <tr> <td rowspan="3">H155 C*</td> <td rowspan="3">Physical Education (Carried forward)</td> <td>01</td> <td>Physiological factors affecting performance</td> <td>External assessment</td> </tr> <tr> <td>02</td> <td>Psychological and socio-cultural themes in physical education</td> <td>External assessment</td> </tr> <tr> <td>*</td> <td>Performance in physical education</td> <td>NEA (Carried forward)</td> </tr> </tbody> </table> | Entry option |   | Components                           |  |  | Entry code | Title | Code | Title | Assessment type | H155 A | Physical Education | 01 | Physiological factors affecting performance | External assessment | 02 | Psychological and socio-cultural themes in physical education | External assessment | 04 | Practical Performances | NEA (moderation via filmed evidence) | 05 | Evaluation and Analysis of Performance for Improvement | NEA (moderation via filmed evidence) | H155 C* | Physical Education (Carried forward) | 01 | Physiological factors affecting performance | External assessment | 02 | Psychological and socio-cultural themes in physical education | External assessment | * | Performance in physical education | NEA (Carried forward) |
| Entry option                            |   | Components   |   |                                      |  |  |            |       |      |       |                 |        |                    |    |   |                     |    |   |                     |    |                        |                                      |    |  |                                      |         |                                      |    |   |                     |    |   |                     |   |                                   |                       |
| Entry code                              | Title   | Code         | Title   | Assessment type                      |  |  |            |       |      |       |                 |        |                    |    |   |                     |    |   |                     |    |                        |                                      |    |  |                                      |         |                                      |    |   |                     |    |   |                     |   |                                   |                       |
| H155 A                                  | Physical Education  | 01           | Physiological factors affecting performance                   | External assessment                  |  |  |            |       |      |       |                 |        |                    |    |   |                     |    |   |                     |    |                        |                                      |    |  |                                      |         |                                      |    |   |                     |    |   |                     |   |                                   |                       |
|   |   | 02           | Psychological and socio-cultural themes in physical education | External assessment                  |  |  |            |       |      |       |                 |        |                    |    |   |                     |    |   |                     |    |                        |                                      |    |  |                                      |         |                                      |    |   |                     |    |   |                     |   |                                   |                       |
|   |   | 04           | Practical Performances  | NEA (moderation via filmed evidence) |  |  |            |       |      |       |                 |        |                    |    |   |                     |    |   |                     |    |                        |                                      |    |  |                                      |         |                                      |    |   |                     |    |   |                     |   |                                   |                       |
|   |   | 05           | Evaluation and Analysis of Performance for Improvement        | NEA (moderation via filmed evidence) |  |  |            |       |      |       |                 |        |                    |    |   |                     |    |   |                     |    |                        |                                      |    |  |                                      |         |                                      |    |   |                     |    |   |                     |   |                                   |                       |
| H155 C*                                 | Physical Education (Carried forward)  | 01           | Physiological factors affecting performance                   | External assessment                  |  |  |            |       |      |       |                 |        |                    |    |   |                     |    |   |                     |    |                        |                                      |    |  |                                      |         |                                      |    |   |                     |    |   |                     |   |                                   |                       |
|   |   | 02           | Psychological and socio-cultural themes in physical education | External assessment                  |  |  |            |       |      |       |                 |        |                    |    |   |                     |    |   |                     |    |                        |                                      |    |  |                                      |         |                                      |    |   |                     |    |   |                     |   |                                   |                       |
|   |   | *            | Performance in physical education                             | NEA (Carried forward)                |  |  |            |       |      |       |                 |        |                    |    |   |                     |    |   |                     |    |                        |                                      |    |  |                                      |         |                                      |    |   |                     |    |   |                     |   |                                   |                       |
| <p>4d. Moderation</p> <p>Page 27</p>    | <p>The purpose of moderation is to bring the marking of internally-assessed components in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learner's work.</p> <p>Centres will receive the outcome of moderation when the provisional results are issued.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• <b>Moderation Adjustments Report</b> – Listing any scaling that has been applied to internally assessed components.</li> <li>• <b>Moderator Report to Centres</b> – A brief report by the moderator on the internal assessment of learners' work.</li> <li>• Full details of the visiting moderation process can be found in the 'OCR AS and GCE guide to NEA in Physical Education'.</li> </ul>   |              |   |                                      |  |  |            |       |      |       |                 |        |                    |    |   |                     |    |   |                     |    |                        |                                      |    |  |                                      |         |                                      |    |   |                     |    |   |                     |   |                                   |                       |

## A Level

| What has changed – Specification   | Detail  |
|--|---|
| <p>2b. Content of the A Level in Physical Education (H555)</p> <p>Page 5</p> | <p>The content of OCR's A Level in Physical Education is divided into five components. Each examined component is further sub divided into topic areas and the detailed content associated with those topics.</p> <p><b>Component 01: Physiological factors affecting performance</b></p> <p>1.1 Applied anatomy and physiology</p> <p>1.2 Exercise physiology</p> <p>1.3 Biomechanics.</p> <p><b>Component 02: Psychological factors affecting performance</b></p> <p>2.1 Skill acquisition</p> <p>2.2 Sports psychology.</p> <p><b>Component 03: Socio-cultural issues in physical activity and sport</b></p> <p>3.1 Sport and Society</p> <p>3.2 Contemporary issues in physical activity and sport.</p> <p><b>Component 05: Practical Performances (NEA)</b></p> <p>Performance or coaching of an activity taken from the approved lists*.</p> <p>*The approved lists can be found in section 2e of the 'OCR AS and GCE guide to NEA in Physical Education'.</p> <p><b>Component 06: Evaluation and Analysis of Performances for Improvement (NEA)</b></p> <p>This component requires learners to draw upon knowledge, understanding and skills learnt throughout their course of study. This will allow them to analyse and evaluate a peer's performance.</p> <p>The activity which is analysed and evaluated must be taken from the approved list. Candidates do not need to have performed or coached in this activity.</p> <p>The content of this specification allows for practical examples from physical activities and sports to show how theory can be applied and to reinforce understanding. Areas of the specification where this may be assessed are marked with the following symbol:</p>  <p>This specification contains a 5% quantitative skills requirement. The use of quantitative skills is spread across the components and areas of the specification where this may be assessed are marked with the following symbol:</p>  <p>There is a synoptic element to the assessment of A level Physical Education and this will be assessed in each component. This specification is designed to be co-teachable with OCR's AS Level in Physical Education.</p> <p>This specification is fully co-teachable with the AS qualification. All additional GCE content contained in this specification is marked with an *. This * can be found to the left of each topic header that applies to the additional GCE content.</p> |

| What has changed – Specification                         | Detail   |
|--|--|
| <p>2d. Content of non-exam assessment</p> <p>Page 32</p> | <p>In Practical Performances, learners are internally assessed through the NEA in one practical activity (either performing or coaching one chosen activity from the approved lists) and in the EAPI, Evaluation and Analysis of Performance for Improvement, analysing and critically evaluating a peers' performance.</p> <p><b>Practical Performances (H555/05)</b></p> <p>For the practical performances approved activities list see section 2e of the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment.</p> <p>Learners can be assessed in the role of performer or coach in one activity.</p> <p>Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.</p> <p>This component is internally marked using the assessment criteria found in section 2b.3 (performance) and section 2c.1 (coaching) of the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment.</p> <p><b>Evaluation and Analysis of Performance for Improvement (H555/06)</b></p> <p>Learners will observe a live or recorded performance by a peer in either their own assessed performance activity or another activity from the approved list. Through observation, learners will provide an oral response analysing and critically evaluating their peers' performance.</p> <p>Teachers must refer to and follow the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment for further detail on this area of assessment.</p> |
| <p>3a. Forms of assessment</p> <p>Page 33</p>            | <p>OCR's A Level in Physical Education consists of three components that are externally assessed and one component that is internally assessed by the centre and externally moderated by OCR.</p> <p>Components 01 (Physiological factors affecting performance), 02 (Psychological factors affecting performance) and 03 (Socio-cultural issues in physical activity and sport) will be assessed using a mixture of objective response, short and medium length answers and extended response items. It may also include the use of multiple choice answer questions. These components assess AO1, AO2 and AO3.</p> <p>AO4 is assessed within the 2 NEA components.</p>   |

| What has changed – Specification   | Detail   |                                |            |            |  |  |                  |  |  |  |  |            |            |            |            |   |       |       |      |   |   |      |      |      |   |  |      |      |      |  |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
|--|--|--------------------------------|------------|------------|--|--|------------------|--|--|--|--|------------|------------|------------|------------|---|-------|-------|------|---|---|------|------|------|---|--|------|------|------|--|----------------------------|---|---|---|----|--|---|---|---|----|--------------|------------|------------|------------|------------|
| <p>3b. AO weightings in A Level in Physical Education</p> <p>Page 34</p> | <p>The relationship between the assessment objectives and the components are shown in the following table:</p> <table border="1" data-bbox="619 309 1474 898"> <thead> <tr> <th colspan="5" data-bbox="619 309 1474 360"><b>H555 Physical Education</b></th> </tr> <tr> <th data-bbox="619 360 1002 501" rowspan="2"><b>Component</b></th> <th colspan="4" data-bbox="1002 360 1474 443"><b>% of overall A level in Physical Education (H555)</b></th> </tr> <tr> <th data-bbox="1002 443 1118 501"><b>AO1</b></th> <th data-bbox="1118 443 1235 501"><b>AO2</b></th> <th data-bbox="1235 443 1351 501"><b>AO3</b></th> <th data-bbox="1351 443 1474 501"><b>AO4</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="619 501 1002 573">01: Physiological factors affecting performance</td> <td data-bbox="1002 501 1118 573">11.66</td> <td data-bbox="1118 501 1235 573">11.66</td> <td data-bbox="1235 501 1351 573">6.66</td> <td data-bbox="1351 501 1474 573">0</td> </tr> <tr> <td data-bbox="619 573 1002 645">02: Psychological factors affecting performance</td> <td data-bbox="1002 573 1118 645">6.66</td> <td data-bbox="1118 573 1235 645">6.66</td> <td data-bbox="1235 573 1351 645">6.66</td> <td data-bbox="1351 573 1474 645">0</td> </tr> <tr> <td data-bbox="619 645 1002 716">03: Socio-cultural issues in physical activity and sport</td> <td data-bbox="1002 645 1118 716">6.66</td> <td data-bbox="1118 645 1235 716">6.66</td> <td data-bbox="1235 645 1351 716">6.66</td> <td data-bbox="1351 645 1474 716"></td> </tr> <tr> <td data-bbox="619 716 1002 770">05: Practical Performances</td> <td data-bbox="1002 716 1118 770">0</td> <td data-bbox="1118 716 1235 770">0</td> <td data-bbox="1235 716 1351 770">0</td> <td data-bbox="1351 716 1474 770">15</td> </tr> <tr> <td data-bbox="619 770 1002 842">06: Evaluation and Analysis of Performance for Improvement</td> <td data-bbox="1002 770 1118 842">0</td> <td data-bbox="1118 770 1235 842">0</td> <td data-bbox="1235 770 1351 842">0</td> <td data-bbox="1351 770 1474 842">15</td> </tr> <tr> <td data-bbox="619 842 1002 898"><b>Total</b></td> <td data-bbox="1002 842 1118 898"><b>25%</b></td> <td data-bbox="1118 842 1235 898"><b>25%</b></td> <td data-bbox="1235 842 1351 898"><b>20%</b></td> <td data-bbox="1351 842 1474 898"><b>30%</b></td> </tr> </tbody> </table> | <b>H555 Physical Education</b> |            |            |  |  | <b>Component</b> | <b>% of overall A level in Physical Education (H555)</b> |  |  |  | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> | <b>AO4</b> | 01: Physiological factors affecting performance | 11.66 | 11.66 | 6.66 | 0 | 02: Psychological factors affecting performance | 6.66 | 6.66 | 6.66 | 0 | 03: Socio-cultural issues in physical activity and sport | 6.66 | 6.66 | 6.66 |  | 05: Practical Performances | 0 | 0 | 0 | 15 | 06: Evaluation and Analysis of Performance for Improvement | 0 | 0 | 0 | 15 | <b>Total</b> | <b>25%</b> | <b>25%</b> | <b>20%</b> | <b>30%</b> |
| <b>H555 Physical Education</b>   |  |                                |            |            |  |  |                  |  |  |  |  |            |            |            |            |   |       |       |      |   |   |      |      |      |   |  |      |      |      |  |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| <b>Component</b>   | <b>% of overall A level in Physical Education (H555)</b>   |                                |            |            |  |  |                  |  |  |  |  |            |            |            |            |   |       |       |      |   |   |      |      |      |   |  |      |      |      |  |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
|  | <b>AO1</b>   | <b>AO2</b>                     | <b>AO3</b> | <b>AO4</b> |  |  |                  |  |  |  |  |            |            |            |            |   |       |       |      |   |   |      |      |      |   |  |      |      |      |  |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| 01: Physiological factors affecting performance                          | 11.66  | 11.66                          | 6.66       | 0          |  |  |                  |  |  |  |  |            |            |            |            |   |       |       |      |   |   |      |      |      |   |  |      |      |      |  |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| 02: Psychological factors affecting performance                          | 6.66   | 6.66                           | 6.66       | 0          |  |  |                  |  |  |  |  |            |            |            |            |   |       |       |      |   |   |      |      |      |   |  |      |      |      |  |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| 03: Socio-cultural issues in physical activity and sport                 | 6.66   | 6.66                           | 6.66       |            |  |  |                  |  |  |  |  |            |            |            |            |   |       |       |      |   |   |      |      |      |   |  |      |      |      |  |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| 05: Practical Performances   | 0  | 0                              | 0          | 15         |  |  |                  |  |  |  |  |            |            |            |            |   |       |       |      |   |   |      |      |      |   |  |      |      |      |  |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| 06: Evaluation and Analysis of Performance for Improvement               | 0  | 0                              | 0          | 15         |  |  |                  |  |  |  |  |            |            |            |            |   |       |       |      |   |   |      |      |      |   |  |      |      |      |  |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| <b>Total</b>   | <b>25%</b>   | <b>25%</b>                     | <b>20%</b> | <b>30%</b> |  |  |                  |  |  |  |  |            |            |            |            |   |       |       |      |   |   |      |      |      |   |  |      |      |      |  |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |
| <p>3h. Calculating qualification results</p> <p>Page 35</p>              | <p>A learner's overall qualification grade for OCR's A Level in Physical Education will be calculated by adding together their marks for Components 01, 02 and 03. The learner's marks for Practical Performances and Evaluation and Analysis of Performance for Improvement will both be multiplied by 1.5 and added to this to give their total weighted mark.</p> <p>This total weighted mark will then be compared to the qualification level grade boundaries for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.</p>  |                                |            |            |  |  |                  |  |  |  |  |            |            |            |            |   |       |       |      |   |   |      |      |      |   |  |      |      |      |  |                            |   |   |   |    |  |   |   |   |    |              |            |            |            |            |

| What has changed – Specification | Detail   |              |  |                                      |  |  |            |       |      |       |                 |           |                       |    |   |                     |    |   |                     |    |  |                     |    |                        |                                      |    |  |                                      |            |   |    |   |                     |    |   |                     |    |  |                     |   |                                   |                       |
|----------------------------------|--|--------------|--|--------------------------------------|--|--|------------|-------|------|-------|-----------------|-----------|-----------------------|----|---|---------------------|----|---|---------------------|----|--|---------------------|----|------------------------|--------------------------------------|----|--|--------------------------------------|------------|---|----|---|---------------------|----|---|---------------------|----|--|---------------------|---|-----------------------------------|-----------------------|
| 4a Final entries<br><br>Page 35  | <p>Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules and ensuring that you choose the entry option for the moderation you intend to use.</p> <p>Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.</p> <table border="1" data-bbox="616 488 1471 1765"> <thead> <tr> <th colspan="2">Entry option</th> <th colspan="3">Components</th> </tr> <tr> <th>Entry code</th> <th>Title</th> <th>Code</th> <th>Title</th> <th>Assessment type</th> </tr> </thead> <tbody> <tr> <td rowspan="5">H555<br/>A</td> <td rowspan="5">Physical<br/>Education</td> <td>01</td> <td>Physiological factors affecting performance</td> <td>External assessment</td> </tr> <tr> <td>02</td> <td>Psychological factors affecting performance</td> <td>External assessment</td> </tr> <tr> <td>03</td> <td>Socio-cultural issues in physical activity and sport</td> <td>External assessment</td> </tr> <tr> <td>05</td> <td>Practical Performances</td> <td>NEA (moderation via filmed evidence)</td> </tr> <tr> <td>06</td> <td>Evaluation and Analysis of Performance for Improvement</td> <td>NEA (moderation via filmed evidence)</td> </tr> <tr> <td rowspan="4">H555<br/>C*</td> <td rowspan="4">Physical<br/>Education<br/>(Carried<br/>forward)</td> <td>01</td> <td>Physiological factors affecting performance</td> <td>External assessment</td> </tr> <tr> <td>02</td> <td>Psychological factors affecting performance</td> <td>External assessment</td> </tr> <tr> <td>03</td> <td>Socio-cultural issues in physical activity and sport</td> <td>External assessment</td> </tr> <tr> <td>*</td> <td>Performance in physical education</td> <td>NEA (Carried forward)</td> </tr> </tbody> </table> | Entry option |  | Components                           |  |  | Entry code | Title | Code | Title | Assessment type | H555<br>A | Physical<br>Education | 01 | Physiological factors affecting performance | External assessment | 02 | Psychological factors affecting performance | External assessment | 03 | Socio-cultural issues in physical activity and sport | External assessment | 05 | Practical Performances | NEA (moderation via filmed evidence) | 06 | Evaluation and Analysis of Performance for Improvement | NEA (moderation via filmed evidence) | H555<br>C* | Physical<br>Education<br>(Carried<br>forward) | 01 | Physiological factors affecting performance | External assessment | 02 | Psychological factors affecting performance | External assessment | 03 | Socio-cultural issues in physical activity and sport | External assessment | * | Performance in physical education | NEA (Carried forward) |
| Entry option                     |  | Components   |  |                                      |  |  |            |       |      |       |                 |           |                       |    |   |                     |    |   |                     |    |  |                     |    |                        |                                      |    |  |                                      |            |   |    |   |                     |    |   |                     |    |  |                     |   |                                   |                       |
| Entry code                       | Title  | Code         | Title  | Assessment type                      |  |  |            |       |      |       |                 |           |                       |    |   |                     |    |   |                     |    |  |                     |    |                        |                                      |    |  |                                      |            |   |    |   |                     |    |   |                     |    |  |                     |   |                                   |                       |
| H555<br>A                        | Physical<br>Education  | 01           | Physiological factors affecting performance            | External assessment                  |  |  |            |       |      |       |                 |           |                       |    |   |                     |    |   |                     |    |  |                     |    |                        |                                      |    |  |                                      |            |   |    |   |                     |    |   |                     |    |  |                     |   |                                   |                       |
|                                  |  | 02           | Psychological factors affecting performance            | External assessment                  |  |  |            |       |      |       |                 |           |                       |    |   |                     |    |   |                     |    |  |                     |    |                        |                                      |    |  |                                      |            |   |    |   |                     |    |   |                     |    |  |                     |   |                                   |                       |
|                                  |  | 03           | Socio-cultural issues in physical activity and sport   | External assessment                  |  |  |            |       |      |       |                 |           |                       |    |   |                     |    |   |                     |    |  |                     |    |                        |                                      |    |  |                                      |            |   |    |   |                     |    |   |                     |    |  |                     |   |                                   |                       |
|                                  |  | 05           | Practical Performances                                 | NEA (moderation via filmed evidence) |  |  |            |       |      |       |                 |           |                       |    |   |                     |    |   |                     |    |  |                     |    |                        |                                      |    |  |                                      |            |   |    |   |                     |    |   |                     |    |  |                     |   |                                   |                       |
|                                  |  | 06           | Evaluation and Analysis of Performance for Improvement | NEA (moderation via filmed evidence) |  |  |            |       |      |       |                 |           |                       |    |   |                     |    |   |                     |    |  |                     |    |                        |                                      |    |  |                                      |            |   |    |   |                     |    |   |                     |    |  |                     |   |                                   |                       |
| H555<br>C*                       | Physical<br>Education<br>(Carried<br>forward)  | 01           | Physiological factors affecting performance            | External assessment                  |  |  |            |       |      |       |                 |           |                       |    |   |                     |    |   |                     |    |  |                     |    |                        |                                      |    |  |                                      |            |   |    |   |                     |    |   |                     |    |  |                     |   |                                   |                       |
|                                  |  | 02           | Psychological factors affecting performance            | External assessment                  |  |  |            |       |      |       |                 |           |                       |    |   |                     |    |   |                     |    |  |                     |    |                        |                                      |    |  |                                      |            |   |    |   |                     |    |   |                     |    |  |                     |   |                                   |                       |
|                                  |  | 03           | Socio-cultural issues in physical activity and sport   | External assessment                  |  |  |            |       |      |       |                 |           |                       |    |   |                     |    |   |                     |    |  |                     |    |                        |                                      |    |  |                                      |            |   |    |   |                     |    |   |                     |    |  |                     |   |                                   |                       |
|                                  |  | *            | Performance in physical education                      | NEA (Carried forward)                |  |  |            |       |      |       |                 |           |                       |    |   |                     |    |   |                     |    |  |                     |    |                        |                                      |    |  |                                      |            |   |    |   |                     |    |   |                     |    |  |                     |   |                                   |                       |

| What has changed – Specification     | Detail   |
|--------------------------------------|--|
| <p>4d. Moderation</p> <p>Page 38</p> | <p>The purpose of moderation is to bring the marking of internally assessed components in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learners' work.</p> <p>The moderation for the practical element of the Physical Education NEA will be conducted via remote moderation.</p> <p>The moderation for the Performance Analysis part of the Physical Education NEA will be conducted via remote moderation.</p> <p>Centres will receive the outcome of moderation when the provisional results are issued. This will include: <b>Moderation Adjustments Report</b> – Listing any scaling that has been applied to internally assessed components.</p> <p><b>Moderator Report to Centres</b> – A brief report by the moderator on the internal assessment of learners' work.</p> |

## AS and A Level NEA guide

| What has changed – Guide to NEA                             | Detail   |
|---|--|
| <p>1a. What is non-exam assessment (NEA)?</p> <p>Page 1</p> | <p>Non-exam assessment (NEA) is the name for the internally assessed component of Physical Education (PE); this includes the Practical Performances and the Evaluation and Analysis of Performance for Improvement (EAPI).</p> <p>High, medium or low control levels will be set for each of the NEA stages: task setting, task taking and task marking. For each stage, the level of control will ensure reliability and authenticity, and make assessments more manageable for teachers and learners.</p> <p>Weighting of non-exam assessment is defined by the DFE subject criteria and will be 30% of the total assessment for either AS or GCE in Physical Education.</p> |

| What has changed – Guide to NEA   | Detail  |
|---|---|
| <p>1c. Summary of the NEA component</p> <p>Page 2</p>                           | <p><b>Internal assessment</b></p> <p>Learners are internally assessed and externally moderated through the NEA in one practical activity and one Evaluation and Analysis of Performance for Improvement (EAPI) task.</p> <p><b>Practical Performances (H155/04 and H555/05)</b></p> <p>For the practical performances approved activities list see section 2e. This list is fixed and cannot be added to. The only exception to this is detailed in sections 1d and 1e.</p> <p>Learners can be assessed in the role of either Performer or Coach.</p> <p>Learners are required to demonstrate effective performance, the use of tactics and techniques as well as the ability to observe the rules and conventions under applied conditions and assessment is carried out by the teacher using the assessment criteria found in sections 2b.3 and 2c.1.</p> <p><b>Evaluation and Analysis of Performance for Improvement (H155/05 and H555/06)</b></p> <p>Learners will be assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). Assessment is carried out by the teacher using the assessment criteria found in section 2d.4.</p> |
| <p>3c.3. Requirement to film the moderation day</p> <p>Page 113</p>             | <p>This section will not be relevant in 2021 as we will not be conducting visiting moderation. Instead, centres must provide filmed evidence. Our filming requirements are listed above.</p>  |
| <p>3c.4. Requirement to film a sample of on-site activities</p> <p>Page 113</p> | <p>Link to above</p>  |

| What has changed – Specification  | Detail               |  |
|-----------------------------------|----------------------|--|
| Appendix A: Key dates<br>Page 114 | <b>By 31st March</b> | Centres complete the PE mark input form (downloadable from the forms section of the subject webpage)<br>Centre submit to Moderator and OCR by <b>31st March</b> : <ul style="list-style-type: none"> <li>• 100% of your EAPI marks and your evidence sample</li> <li>• The PE mark input form with the EAPI mark</li> <li>• The Centre Authentication form</li> </ul>                      |
|                                   | By 15th May          | <ul style="list-style-type: none"> <li>• The Electronic input of marks via Interchange</li> <li>• Filmed evidence for all activities/sports &amp; associated Log Books</li> <li>• Coaching Plans &amp; associated filmed evidence for any candidate being assessed as a coach.</li> </ul> Submit 100% of your practical marks, filmed evidence sample and competitive logs <b>15th May</b> |
|                                   | August               | Results are issued and reports to centres are released to centres.   |

## Summary of updates

| Date             | Version | Section  | Summary of change  |
|------------------|---------|--|--|
| 3 December 2020  | 2       | What has changed - Specification:<br>Revised entry codes for summer 2021 | Updated the entry code table with additional information.                        |
| 10 December 2020 | 3       | Filming requirements   | Updated information on filming requirements and moderation arrangements for 2021 |

## Support

OCR's team of expert Subject Advisors has created videos, webinars, and other resources to guide you through these changes and help you prepare your students for their exams in summer 2021.

These resources can be found [here](#).

## Contact Us

If you would like to contact us, you can do so at:

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