

GCSE to A Level PE Transition

OCR H555



A Level PE is perfect if..

- You specialise in only one sport.
- You spend your own time already playing/competing/coaching/watching sport
- You grasp concepts of human biology reasonably well
- You enjoyed paper two at GCSE, things non-human body related
- You are also studying psychology, physics or biology.
- You are good with understanding a clear separation between units.

The transition can be hard due to:

- A Level PE is like three subjects in one, taught by three separate teachers or three very different topics which sometimes feel like they don't connect
- You may be an 'all rounder' when it comes to sport and you haven't specialised in one sport, which is now the only one assessed.
- The level of your knowledge required of the body is comparable to A Level Biology, which is a big leap from GSCE.
- One unit starts off pretty comparable with history, so there are lots of dates and events you need to recall and is a lot of writing!
- For every hour we give you in the classroom we expect it matched in your own time.
- There are no 'practical' lessons as such.

The A Level Course:

Unit 1	Anatomy and Physiology, Exercise Physiology and Biomechanics	30% - 2 hour paper (May/June Y13)
Unit 2	Skill Acquisition and Sports Psychology	20% - 1 hour exam (May/June Y13)
Unit 3	Social Cultural Issues in sport	20% 1 hour exam (May/June Y13)
Unit 4 (NEA)	Practical footage Oral NEA Exam	15% Practical (Deadline March Y13) 15% Oral Exam (Feb of Y13)

Full Spec: <https://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf>

What are the Barriers?

- In the past students who have not done GCSE PE have studied A Level PE and still been successful. If you are a specialist in sport and absorb a lot of it in your free time you may already be fuelled with an adequate foundation of knowledge to get you going.
- Having done GCSE previously you may find yourself complacent at A Level because you are used to 'GCSE' standard and struggle to go beyond that. It is a big step up which requires all the extra time we enforce, regardless of if you achieved especially well at GCSE or not.
- The NEA component of GCSE is helpful in understanding the requirement of the NEA aspect at A Level. Those 14 hours you spent in year 11 doing your coursework are a good investment for A Level, with many parallels being made between the two.

What could I do now?

Get on social media and start following some of these accounts!



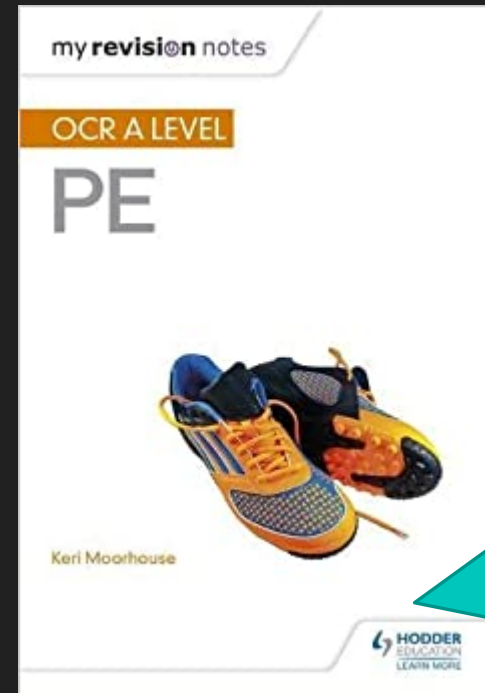
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sport England,
Olympics, RFU...

This revision notes book
condenses the course into
one book and is popular
with past students. Find it
at
<https://www.hoddereducation.co.uk/sport-pe?se=887>



On the Web there are a host of good websites and youtube channels that can help or keep you up to date with relevant sporting knowledge

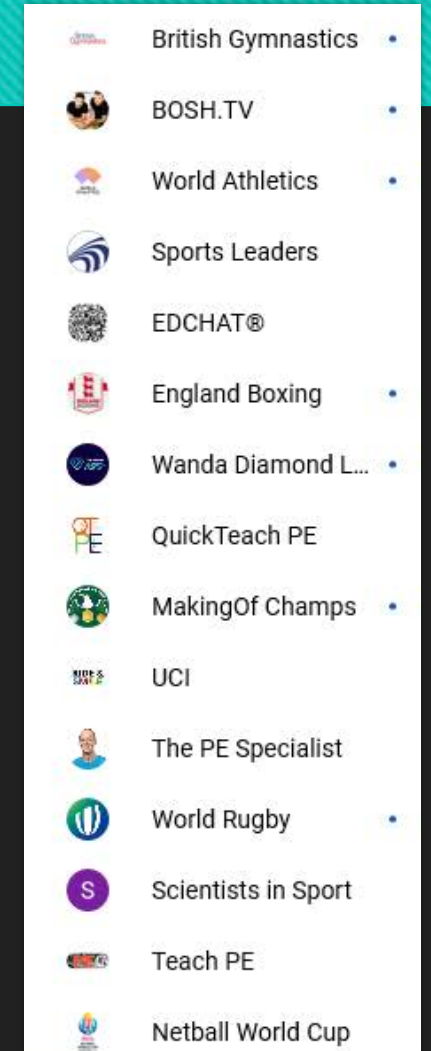
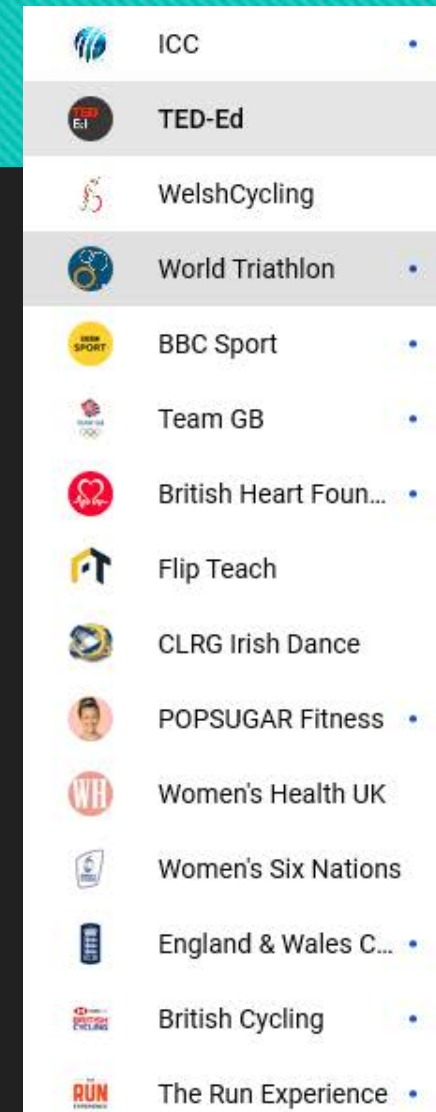
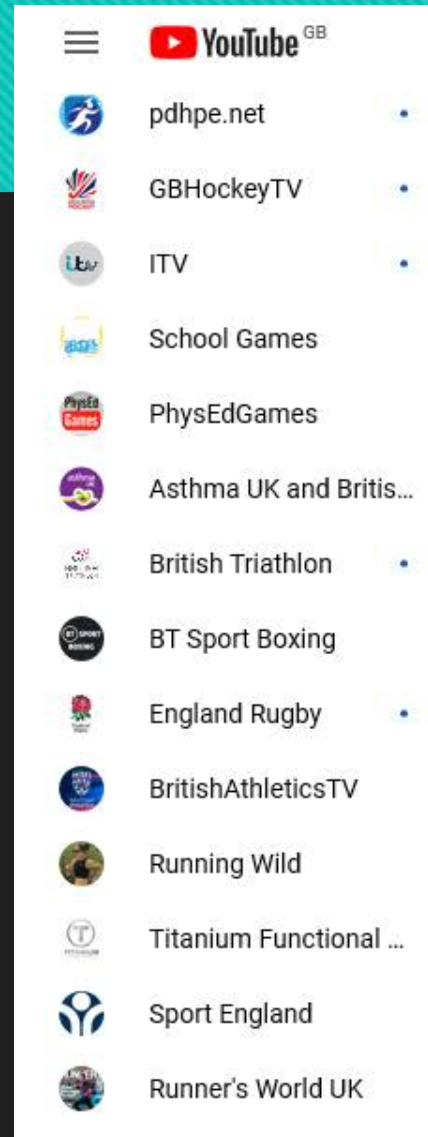
<https://www.studyalevelpe.co.uk/>

<https://revisionworld.com/a2-level-level-revision/physical-education-level-revision/pe-level-past-papers/ocr-level-pe-past-papers>

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

<https://www.ocr.org.uk/Images/234840-guide-to-non-exam-assessment-as-and-a-level.pdf>

If you are a regular on youtube, subscribe to these channels to broaden your access to information helpful for your a Level in PE.



On TV

No easier way than watching some of these to draw your attention to some issues in sport which have relevance to the course!

NETFLIX



amazon prime video

- All or Nothing – documentary insight into the worlds most successful teams, all blacks, Brazilian Football & Man City (unit 2).
- Andy Murray Resurfacing – documentary looking at a world class sportsman and his battle back from injury (Unit 1 and 2)

- The English Game – 6 part drama on the invention of football educating us on the class divide (Unit 3)
- Cheer – American documentary series on the life of a cheerleading squad striving for success (Unit 1 and 2)
- The Last Dance – Chicago Bulls Story
- Icarus – doping in sport and the Russian scandal (unit 1)
- Redeemed and the Dominant – Professional Crossfit 'fittest athletes in the world' Unit 1
- Sir Alex Ferguson secrets of success – unit 2 sports psychology
- Losers – insight into what turns defeat into success – unit 2
- Fittest in Dubai – cross fit world champs finals
- Eddie Strongman- strength training unit 1



- Shame in the game: racism as football (unit 3)
- Eliud Kipchoge: My Sub Two-Hour Marathon (unit 1)
- The 1981 London Marathon: An historical first (unit 3)
- The Billy Monger story (unit 1 and 2)

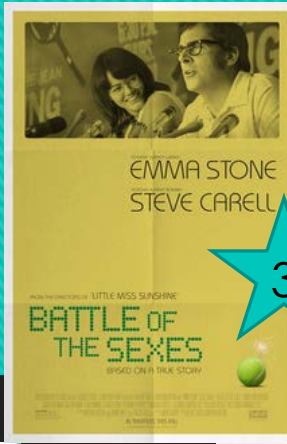
Films



1+
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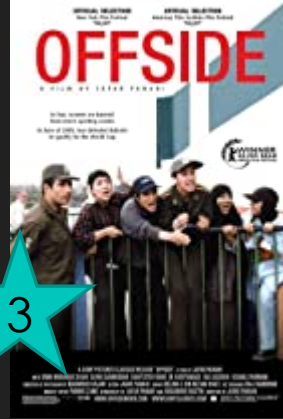
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1



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3



3



1+
2



1



1+
2



1+
2

Getting Ahead: Unit One: A&P, Ex Physiology, Biomechanics

Teacher: Mr O'Connor



This is the biggest Unit which consists of three areas: A&P (a PE version of human biology) Exercise Physiology (how we train and what happens when we do?) and Biomechanics (a PE version of A Level Physics!).

Considering all the sports we do, which one really is the hardest and why?!

How do I have time to spin in the air when most people cant spin on the floor?

How can I be good at so many events?
Can I change my body to get better at something else?

How can I become better without doing anything illegal?



Getting Ahead:

Unit Two: Skill Acquisition and Sports Psychology
Teachers: Mr Noone and Mr Moon

This unit is split into two: Skill Acquisition which visits how we learn skills and improve and Sports Psychology which investigates how the mind can impact our performance

How come its so hard to learn to ride a bike or ski, but know its done its easy?

How can athletes keep their cool and perform with such ease in the biggest events in their life?!



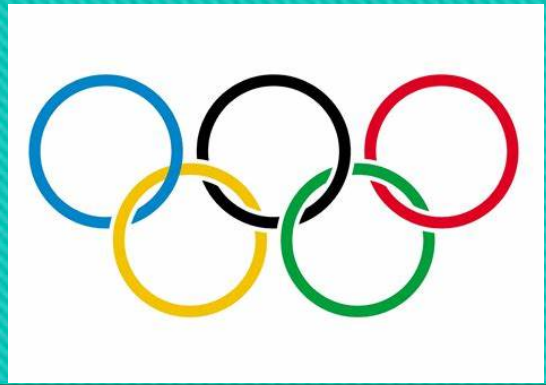
Can we good at anything if we put our mind to it? Or do we all have limits?

Thinking of your favourite sportsperson, what is it that has got them to where they are?

“Winning isn't everything--but wanting to win is.” — Vince Lombardi

Getting Ahead: Unit Three: Social and Cultural Issues in Sport

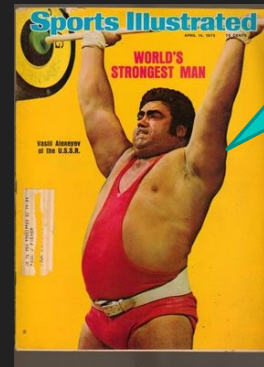
Teachers: Miss Ellis and Mrs Law



The Third Unit stretches across a wide time span from pre-industrial Britain to today, taking in everything from how sport first started, to the Olympic movement, media, women in sport all the way up to today's use of VAR



Sport is a big part of lots of people's life, but can you imagine a time it didn't exist? How did it start and grow so big?



What effect does media have on the growth of our sports? Is it really that important?



Were records years ago more creditable than the ones set now?



Does modern technology make sport better or worse?

Getting Ahead: Unit Four: NEA

Teachers: Mr Noone

Download the NEA Guide and find your sport
<https://www.ocr.org.uk/Images/234840-guide-to-non-exam-assessment-as-and-a-level.pdf>

1. You need to know exactly how you are physically assessed and need to be able to do as many of the skills listed as possible competitively and in isolation.

2e.4. Badminton

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

Learners may be assessed either as a team – doubles or as an individual – singles.

The learner(s) is/are assessed performing the acquired and developed skills of Badminton.

Core skills, to include:

Candidates must be assessed within full competitive situations.

Serving:

- Short
- Long

Return of serve

Forehand Shots:

- Overhead clear
- Drop shot
- Lift/underarm clear
- Smash
- Drive

Net shots

- Drop shot
- Drive

Backhand shots:

- Drop shot
- Drive

Footwork and court positioning

Teamwork and communication with partner (doubles only)

Advanced skills, to include:

Serving:

- Flick

Backhand shots:

- Overhead clear
- Lift/underarm clear
- Smash

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Principals of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence
- Applying tactics in different competitive situations (singles or doubles tactics)
- Applying different systems/formations of play in different situations e.g. attacking and defensive formations in doubles
- Applying other ploys/tactics to outwit opponent
- Intercepting in doubles, disguising your shot, switching positions
- Awareness of the rules and regulations of the sport and their application

Level	Justification	Action/development plan	Justification of evaluation
6	<ul style="list-style-type: none"> fully justifies their selection of an appropriate area of performance for improvement fully justifies why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces an excellent action plan to improve the identified weakness, including full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) includes a wide range of progressive practices including adaptations depending on progress (GCE) includes a very good action plan to improve the identified weakness, including full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) 	<ul style="list-style-type: none"> fully justifies their evaluation comments and their action plan with appropriate application of a wide range of relevant theoretical knowledge and concepts
5	<ul style="list-style-type: none"> fully justifies their selection of an appropriate area of performance for improvement fully justifies why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces an excellent action plan to improve the identified weakness, including full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) includes a wide range of progressive practices including adaptations depending on progress (GCE) includes a very good action plan to improve the identified weakness, including full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) 	<ul style="list-style-type: none"> fully justifies their evaluation comments and their action plan with appropriate application of a range of relevant theoretical knowledge and concepts
4	<ul style="list-style-type: none"> gives some justification for their selection of an appropriate area of performance for improvement gives some justification why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces an adequate action plan to improve the identified weakness, including full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) includes a wide range of progressive practices including adaptations depending on progress (GCE) includes a good action plan to improve the identified weakness, including full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) 	<ul style="list-style-type: none"> justifies their evaluation comments and their action plan with appropriate application of a range of relevant theoretical knowledge and concepts
3	<ul style="list-style-type: none"> gives some justification for their selection of an appropriate area of performance for improvement gives some justification why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces an adequate action plan to improve the identified weakness, including full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) includes a wide range of progressive practices including adaptations depending on progress (GCE) includes a good action plan to improve the identified weakness, including full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) 	<ul style="list-style-type: none"> justifies their evaluation comments and their action plan with appropriate application of a limited range of relevant theoretical knowledge and concepts
2	<ul style="list-style-type: none"> gives limited justification for their selection of an appropriate area of performance for improvement gives limited justification why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces a limited action plan to improve the identified weakness, including full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) includes a limited range of progressive practices including adaptations depending on progress (GCE) includes a limited range of progressive practices including adaptations depending on progress (GCE) 	<ul style="list-style-type: none"> justifies their evaluation comments and their action plan with application of some relevant theoretical knowledge and concepts



2. Your oral exam consists of you delivering a 20 minute talk on a performer in your chosen sport. You watch a 10 minute clip and write notes all about a player, then analyse their performance stating strengths and weaknesses in their play. You then choose the thing they need to improve most and talk through a training programme they need to follow.

Final Checklist

- For A Level PE you need to be playing a sport regularly and competitively. It will be your responsibility to produce film footage showing you in action, doing all skills you are capable of. All footage must be dated between Sep 2020- March 2022.
- Be Ready for a very different looking PE, there will be no practical lessons and a lot of homework to keep you on track. You must be organised with juggling all the same units at the same time!
- Become an expert in your sport! Like GCSE using examples throughout our course is highly encouraged and there is no easier way than linking as much as you can to what you know best.
- Make a habit of reading the sports pages in the paper or articles on social media which typically have articles which are of relevance to our course eg drugs, gambling, injury, sponsorship etc – it all helps!