Name: _____ Date: _____

Welcome to OCR A-Level Physical Education (H555)

Congratulations on choosing OCR A-Level Physical Education. This course moves beyond the descriptive nature of GCSE into the scientific, psychological, and socio-cultural depths of human performance. You will develop the skills of a sports scientist, a psychologist, and a sociologist to evaluate performance at the highest level.

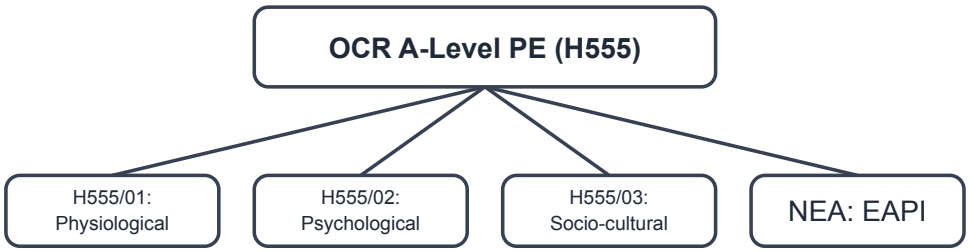
> **The Core Shift: Analysis & Evaluation**
> At A-Level, the assessment focus shifts from 'identifying' to **analyzing** and **evaluating**. You must explain *why* physiological processes occur, *how* psychological theories impact performance, and *evaluate* the effectiveness of socio-cultural interventions in sport. This is critical for both your written exams and your NEA.

The Three Pillars of OCR A-Level PE

Component & Pillar	Focus Areas & Academic Rigor
1. Physiological factors affecting performance (H555/01)	Covers **Applied Anatomy and Physiology**, **Exercise Physiology**, and **Biomechanics**. You will explore how body systems adapt to exercise and use physics to analyze forces, levers, and linear motion to optimize performance.
2. Psychological factors affecting performance (H555/02)	Focuses on **Skill Acquisition** and **Sports Psychology**. You will examine how athletes learn complex movements and how mental states like arousal, anxiety, and personality dictate success in high-pressure environments.
3. Socio-cultural issues in physical activity and sport (H555/03)	Analyzes the 'external' factors shaping sport. This includes **Sport and Society** and **Contemporary Issues**, such as commercialization, the evolution of modern games, and the impact of rapidly advancing technology.

The NEA: Evaluating and Analysing Performance for Improvement (EAPI)

A key component of your Non-Exam Assessment (NEA) is the **EAPI**. This involves observing a live or recorded performance and providing a detailed oral response. You must identify strengths and weaknesses of their skills, fitness and tactics, then create a formal development plan for improvement, drawing on your knowledge from all three areas of the course.


OCR A-Level PE (H555)
H555/01: Physiological
H555/02: Psychological
H555/03: Socio-cultural
NEA: EAPI

A-Level Readiness Checklist

Tick the boxes below to confirm your understanding of the OCR H555 specification:

[ ] I understand the shift from GCSE 'describing' to 'analysing and evaluating' for the A Level exams.
[ ] I recognize that the EAPI requires me to apply theory to improve practical performance verbally.
[ ] I am prepared to conduct independent research into the socio-cultural issues affecting modern sport.
[ ] I am committed to maintaining a high level of personal performance in my chosen practical activity. What is your chosen sport? _____

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A-Level PE NEA: Evaluating and Analysing Performance for Improvement (EAPI)

EAPI Success Criteria

To achieve top marks in your NEA, you must move beyond simple description. You are expected to:

- **Justify:** Explain *why* a strength is effective or *how* a weakness negatively impacts performance.
- **Impact:** Analyze the effect on the performer, their team, and the opposition.

Part 1: Evaluation of Performance

Watch a sport of your choice for 20 minutes. Focus your analysis on **one specific performer**. Record your observations in the tables below.

SKILLS: 3 Strengths & 3 Weaknesses	
Observation	**Justification & Impact** • **When/How?** • **Effect on the Athlete/ Their Team/Opposition?**
S1:	
S2:	
S3:	
W1:	

W2:	
W3:	

FITNESS: 2 Strengths & 2 Weaknesses	
Observation	**Justification & Impact** • **When/How?** • **Effect on the Athlete/ Their Team/Opposition?**
S1:	
S2:	
W1:	
W2:	

TACTICS: 2 Strengths & 2 Weaknesses	
Observation	**Justification & Impact** • **When/How?** • **Effect on the Athlete/ Their Team/Opposition?**
S1:	

S2:	
W1:	
W2:	

Part 2: The Development Plan

Select **ONE SKILL** weakness from your observations above to improve. Design a progressive action plan to develop this area over a training block.

1. Priority Weakness & Technical Breakdown
Identify the priority **SKILL** weakness and provide detailed coaching points with a technical breakdown in the *Preparation, Execution, Recovery* phase OR from *Head to Toe*.

2. Progressive Practices
Design three drills that increase in difficulty/complexity to improve this weakness.

Drill Description	**Coaching Points (Technical Cues)**
Practice 1:	

Practice 2:	
Practice 3:	

3: Structured Oral Response Framework

Using your notes, video yourself discussing the Evaluation of Performance, of the performer you observed, and The Development plan to improve the priority weakness you identified in the performance. Email your video to Ms Holt and Mr Butcher

(Your video should be about 20 minutes long)

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Pillar 1: Applied Anatomy & Biomechanics

This activity bridges the gap between your GCSE knowledge and the depth required for A-Level PE. We move beyond simple identification toward analyzing how the body functions as a machine to produce movement.

Part A: Musculoskeletal Review

At A-Level, you are expected to have a fluent recall of the major bones and muscles. Before moving to complex mechanics, ensure you can identify the following:

- **Bones:** Cranium, Clavicle, Scapula, Humerus, Radius, Ulna, Carpals, Metacarpals, Phalanges, Ribs, Sternum, Vertebrae, Pelvis, Femur, Patella, Tibia, Fibula, Tarsals, Metatarsals.
- **Muscles:** Deltoid, Pectorals, Biceps, Triceps, Latissimus Dorsi, Abdominals, Gluteals, Hip Flexors, Quadriceps, Hamstrings, Gastrocnemius, Tibialis Anterior.

1. Baseline Assessment: Select a complex sporting movement (e.g., a football goal kick or a netball chest pass). List the primary bones and muscles involved in the preparation and execution phases.

Part B: Advanced Antagonistic Muscle Action

At GCSE, you learned that muscles work in pairs (Agonist and Antagonist). At A-Level, we introduce the **Fixator** and the **Synergist** to provide a complete picture of joint stability and efficiency.

Role	A-Level Definition
Agonist	The 'prime mover'—the muscle that contracts to create the movement.
Antagonist	The muscle that relaxes and lengthens to allow the agonist to contract.
Fixator	A muscle that stabilizes the origin of the agonist so it can work efficiently.
Synergist	Muscles that assist the agonist by neutralizing extra movement or adding force.

2. Application Task: Analyze the upward phase of a **Bicep Curl**. Identify the specific muscles fulfilling each role below.

Role	Muscle Involved
Agonist	
Antagonist	
Fixator (e.g., at the shoulder)	

Part C: Biomechanics – Lever Systems

Levers are the 'mechanical' side of anatomy. Every movement in sport is the result of a lever system. Use your research skills to define the components and identify the three classes of levers.

Research Tip: The 'FLE' Rule
To remember which component is in the middle for each lever class, use the acronym **FLE 123**:

- **1st Class: F**ulcrum is in the middle.
- **2nd Class: L**oad is in the middle.
- **3rd Class: E**ffort is in the middle.

Lever Class	Fulcrum	Effort	Sporting Example (Joint/Movement)
1st Class	Middle	End	
2nd Class			
3rd Class			

3. <u>EXTENSION (optional):</u>

Synoptic Analysis: Research a **Vertical Jump**. Explain which lever system is operating at the **Ankle Joint** during the take-off phase. Identify the Fulcrum (joint), Effort (muscle), and Load (body weight) and evaluate the mechanical advantage of this system.

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Pillar 2: Classification of Skill and Stages of Learning

A-Level Transition: The Skill Continua

In GCSE PE, you likely described skills as simply 'open' or 'closed'. At A-Level, we recognize that skills exist on a **continuum**. A skill is rarely 100% one thing; its classification depends on the environmental sub-factors and the timing of the movement. Understanding where a skill sits on these continua helps coaches decide which practice methods (e.g., massed vs. distributed) will be most effective.

Sporting Action	Environmental (Open — Closed)	Pacing (Self — External)	Continuity (Discrete — Serial — Continuous)
A penalty flick in Field Hockey			
A 100m Freestyle swim			
A triple jump phase (Hop-Step-Jump)			
A pass during a 5-on-5 basketball fast break			

Mental Rehearsal and the Stages of Learning

Key Concepts

Cognitive Stage: The initial stage of learning. The performer is a novice, movements are jerky and uncoordinated, and they require high levels of conscious thought and external feedback.

Autonomous Stage: The final stage of learning. The performer is elite, the skill is 'automatic' and requires little conscious thought. They can focus on peripheral tactics rather than the technique itself.

1. Define 'Mental Rehearsal' and explain how it differs from physical practice.

2. Analyze how Mental Rehearsal benefits a performer in the Cognitive stage of learning. (Hint: Think about creating a 'mental blueprint' or reducing anxiety).

3. Evaluate the use of Mental Rehearsal for an elite performer in the Autonomous stage. How might they use it differently than a novice? (Consider focus on specific technical cues or complex tactical scenarios).

EXTENSION (optional):

Synoptic Challenge: Explain how the classification of a skill (e.g., whether it is 'Open' or 'Closed') might influence the type of mental rehearsal a performer uses before a competition.

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Pillar 3: Sport, Society, and Technology

At A-Level, Pillar 3 explores the complex relationship between sport and the world around it. We move beyond simply playing the game to analyzing how money (commercialization) and innovation (technology) change the nature of competition and the experience of the spectator.

Key Concept: Commercialization
Commercialization is the process of managing or running something principally for financial gain. In sport, this involves the 'Golden Triangle'—the interdependent relationship between sport, sponsorship, and the media.

Task 1: Evaluating Officiating Technology
Select either **VAR** (Football) or **Hawk-Eye** (Tennis/Cricket) and evaluate its impact on the modern game.

Pros (Advantages)	Cons (Disadvantages)

Task 2: Research & Socio-Cultural Analysis

Find a news article from **2023 or 2024** regarding a specific sporting controversy involving technology (e.g., a specific VAR decision in the Premier League, a TMO call in Rugby, or AI-assisted officiating in the Olympics).

Article Details (Title, Date, Source/URL):

Analysis Prompt: Summarize the controversy and analyze the socio-cultural impact. Consider how this event affected the **integrity of the sport** and the **emotional response of the fans**. Does technology make the sport 'fairer,' or does it strip away the human element that fans value?

EXTENSION (optional):

A-Level Tip: Synoptic Thinking

When writing your analysis, try to link back to Pillar 2. How might a controversial technology decision affect the **arousal levels** or **aggression** of a player on the pitch?

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EXTENSION (optional):

OCR A-Level PE: Synoptic Transition Assessment

This assessment is designed to mirror the **OCR (H555)** specification requirements. You must demonstrate synoptic thinking by linking concepts across **Physiological factors affecting performance (H555/01)**, **Psychological factors affecting performance (H555/02)**, and **Socio-cultural issues in physical activity and sport (H555/03)**. Pay close attention to the command verbs used in each prompt.

1. H555/01 & H555/02 Link: Discuss how a performer's **Stage of Learning** (e.g., Cognitive vs. Autonomous) might influence their ability to effectively coordinate **Agonist** and **Antagonist** muscle pairs during a complex movement like a vertical jump. (4 marks)

2. H555/01 & H555/02 Link: Evaluate the mechanical efficiency of a **Third-Class Lever** system when performing an 'Externally Paced' skill compared to a 'Self-Paced' skill. To what extent does the classification of the skill dictate the biomechanical demand on the athlete? (6 marks)

3. H555/01 & H555/02 Link: Analyze how the use of **Mental Rehearsal** can be used to mitigate the loss of a 'mental blueprint' during long-term injury rehabilitation. Consider the impact on the musculoskeletal system's readiness to return to competition. (4 marks)

4. H555/02 & H555/03 Link: Evaluate the impact of **Officiating Technology** (e.g., VAR or Hawk-Eye) on a performer currently in the **Cognitive stage** of learning. **To what extent** does the resulting delay in play affect the learner's ability to process intrinsic and extrinsic feedback? (6 marks)

5. H555/01 & H555/03 Link: Discuss the synoptic relationship between the **Commercialisation** of elite sport and the physiological risks to an athlete's **Lever systems**. Consider the ethical implications if technology is used to 'mask' injury to maintain commercial viability. (6 marks)