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# GCE PE 2016 Mapping Document: OCR 2008 Specification to the New Pearson 2015 Specification

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# Comparing the existing 2008 OCR GCE Physical Education specification to the new 2016 Pearson specification

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## Introduction

This document is designed to help centres compare the existing 2008 OCR GCE Physical Education specification (H154) with the 2016 Pearson GCE Physical Education specification (9PE0).

The document initially provides an overview of the 2016 Pearson PE A Level and a list of the key changes; subsequent tables then seek to compare the two specifications and highlight areas of similarity and difference. This information should help centres understand where existing OCR content is present in the 2016 Pearson specification and also where the 2016 Pearson specification incorporates material that is not covered in the previous OCR specifications.

## Our free support includes:

- a dedicated PE Adviser, Penny Lewis
- additional GCE Physical Education specimen papers
- student exemplars with assessment commentary
- mock marking training
- Getting Started Guide and course planners
- schemes of work and topic guides for every topic
- Getting Ready to Teach training events (GRTT).

**The 2016 Pearson A Level PE specification is split into four content components.**

## Component 1: Scientific Principles of Physical Education

(\*Component code: 9PE0/01)

***Written examination: 2 hours and 30 minutes***

***40% of the qualification***

***140 marks***

### Content overview

- Topic 1: Applied anatomy and physiology
  - Topic 2: Exercise physiology and applied movement analysis
- Biomechanics is embedded within the content of Topics 1 and 2.

### Assessment overview

- Students must answer all questions.
- The assessment comprises two sections: Section A – Applied anatomy and physiology and Section B – Exercise physiology and applied movement analysis.

- The assessment consists of short answer, long answer and extended answer questions.
- Calculators can be used in the assessment.

## **Component 2: Psychological and Social Principles of Physical Education**

(\*Component code: 9PE0/02)

*Written examination: 2 hours*

*30% of the qualification*

*100 marks*

### **Content overview**

- Topic 3: Skill acquisition
- Topic 4: Sport psychology
- Topic 5: Sport and society

### **Assessment overview**

- Students must answer all questions.
- The assessment comprises two sections: Section A – Skill acquisition and sport psychology and Section B – Sport and society.
- The assessment consists of short answer, long answer and extended answer questions.
- Calculators can be used in the assessment.

## **Component 3: Practical Performance (\*Component code: 9PE0/03)**

*Non-examined assessment: internally assessed, externally moderated*

*15% of the qualification*

*40 marks*

### **Content overview**

- Skills performed in one physical activity as a player/performer  
**OR**
- Skills performed in one physical activity as a coach

### **Assessment overview**

- It is recommended that the minimum duration for the student activity is approximately 54 hours, combining preparation and the assessed performance.
- The assessment will be internally marked by the centre and externally moderated by Pearson.

- The assessment consists of students completing one physical activity from the set list in the *Practical Performance Assessment Guide*.
- Students can be assessed in either the role of player/performer or coach.
- As a player/performer, students will be assessed against set assessment criteria which can be found in the *Practical Performance Assessment Guide*. There is separate assessment criteria for each physical activity. Generic assessment criteria is on *pages 31–35* of the specification.
- As a coach, students will be assessed against set assessment criteria which can be found on *pages 36–41* of the specification and in the *Practical Performance Assessment Guide*.

## **Component 4: Performance Analysis and Performance Development Programme**

(\*Component code: 9PE0/04)

***Non-examined assessment: internally assessed, externally moderated***

***15% of the qualification***

***40 marks***

### **Content overview**

- Topic 1: Applied anatomy and physiology
  - Topic 2: Exercise physiology and applied movement analysis
  - Topic 3: Skill acquisition
  - Topic 4: Sport psychology
- Biomechanics is embedded within the content of Topics 1 and 2.

### **Assessment overview**

- Carrying out and producing the Performance Analysis and PDP may take place over multiple sessions up to a combined duration of 54 hours.
- The assessment will be internally marked by the centre and externally moderated by Pearson.
- The assessment consists of students producing a Performance Analysis and then developing a Performance Development Programme.
- Students can be assessed in either the role of player/performer or coach.
- As a player/performer and coach students will be assessed against set assessment criteria which can be found on *pages 50–59* of the specification. There is separate assessment criteria for the Performance Analysis and the Performance Development Programme.

## Key changes:

- Assessment is linear
- Quantitative skills in line with Ofqual requirements represents 5% of the A Level assessment
- All content is compulsory – no optional units
- Analysis of Performance / Performance Development Programme are written studies
- Reduction from two to one practical performance
- No option of performance in the role of an official

## Summary of assessment arrangements

| OCR 2008   | Pearson 2016  |
|--|---|
| <b>Written exam</b> – 2 hours (30%)<br><b>Written exam</b> – 2 hours (30%)<br><b>Moderated</b> Practical assessment and Evaluating & planning for improvement in performance (20%)<br><b>Written exam</b> – 2 hours (30%)<br><b>Moderated</b> Practical assessment and Evaluation, appreciation and improvement in performance (20%) | <b>Written exam</b> – 2 hours and 30 minutes (40%)<br><b>Written exam</b> – 2 hours (30%)<br><b>Moderated</b> Practical assessment (15%)<br><b>Moderated</b> Performance analysis and Performance Development Programme (15%) |

## Overview of content

| OCR 2008 Specification  | Pearson 2016 Specification   |
|---|--|
| <p><b>Unit G451</b></p> <p><b>An introduction to Physical Education</b></p> <ul style="list-style-type: none"> <li>• Joints: movement; muscles</li> <li>• Motion and movement</li> <li>• Response of the cardiovascular system to physical activity</li> <li>• Response of the respiratory system to physical activity</li> <li>• Acquiring movement skills</li> <li>• Socio-cultural studies relating to participation in physical activity</li> </ul>   | <p><b>Component 1</b></p> <p><b>Topic 1 – Applied anatomy and physiology</b></p> <ul style="list-style-type: none"> <li>• Muscular skeletal system</li> <li>• Cardio-respiratory system and cardiovascular systems</li> <li>• Neuro-muscular system</li> <li>• Energy systems: fatigue and recovery</li> </ul>   |
| <p><b>Unit G452</b></p> <p><b>Acquiring, developing and evaluating practical skills in Physical Education</b></p> <p>Performing two chosen activities from two different activity profiles and Evaluating and Planning for improvement OR</p> <p>Performing one chosen activity and coaching/leading one chosen from two different activity profiles together with Evaluating and Planning for improvement OR</p> <p>Performing one chosen activity and officiating one chosen activity from two different activities together with Evaluating and Planning for improvement</p> | <p><b>Topic 2 – Exercise physiology and applied movement analysis</b></p> <ul style="list-style-type: none"> <li>• Diet and nutrition and their effect on physical activity and performance</li> <li>• Preparation and training methods in relation to maintaining and improving physical activity and performance</li> <li>• Injury prevention and the rehabilitation of injury</li> <li>• Linear motion</li> <li>• Angular motion</li> <li>• Projectile motion</li> <li>• Fluid mechanics</li> </ul> |
| <p><b>Unit G453</b></p> <p><b>Principles and concepts across different areas of Physical Education</b></p> <p><b>Section A</b></p> <ul style="list-style-type: none"> <li>• Historical Studies</li> <li>• Comparative Studies</li> </ul> <p><b>Section B</b></p> <ul style="list-style-type: none"> <li>• Sports Psychology</li> <li>• Biomechanics</li> <li>• Exercise and Sport Physiology</li> </ul> <p><b><i>Candidates to study three of the five possible options, with at least one from Section A</i></b></p>   | <p><b>Component 2</b></p> <p><b>Topic 3 – Skill acquisition</b></p> <ul style="list-style-type: none"> <li>• Coach and performer</li> <li>• The classification and transfer of skills</li> <li>• Learning theories</li> <li>• Practice methods</li> <li>• Guidance</li> <li>• Feedback</li> <li>• Memory models</li> </ul>   |

|   |  |
|---|--|
| <p><b>Unit G454</b></p>   | <p><b>Topic 4: Sport Psychology</b></p> <ul style="list-style-type: none"> <li>• Factors that can influence an individual in physical activities</li> <li>• Dynamics of a group/team and how they can influence the performance of an individual and/or a team</li> <li>• Goal setting</li> <li>• Attribution theory</li> <li>• Confidence and self-efficacy</li> <li>• Leadership</li> </ul>  |
| <p><b>The improvement of effective performance and the critical evaluation of practical activities in Physical Education</b><br/> Performing one chosen activity from one of the activity profiles and the Evaluation, Appreciation and Improvement of Performance OR<br/> Coaching/leading one activity chosen from the activity profiles and the Evaluation, Appreciation and Improvement of Performance OR<br/> Officiating one chosen activity and officiating one chosen activity from activity profiles and the Evaluation, Appreciation and Improvement of Performance</p> | <p><b>Topic 5: Sport and society</b></p> <ul style="list-style-type: none"> <li>• Factors leading to the emergence and development of modern day sport</li> <li>• Globalisation of sport</li> <li>• Commercialisation of sport</li> <li>• Ethics and deviance in sport</li> <li>• The relationship between sport and media</li> <li>• Development routes from talent identification through to elite performance</li> <li>• Participation and health of the nation</li> </ul>                        |
|   | <p><b>Component 3</b></p>  |
|   | <p><b>Practical performance</b></p> <ul style="list-style-type: none"> <li>• Practical performance in one physical activity, in the role of either player/performer or coach, from a set list outlined in the specification</li> </ul>   |
|   | <p><b>Component 4</b><br/> <b>Performance analysis and Performance Development Programme</b></p> <ul style="list-style-type: none"> <li>• Performance analysis in the role of either player/performer or coach in order to analyse and evaluate the effectiveness of their own performance</li> <li>• The Performance Development Programme in the role of player/performer or coach in order to plan, perform and record and then evaluate a programme to optimise personal performance.</li> </ul> |

## Detailed comparison

| OCR content  | 2016 Pearson content   | New content for Pearson 2016; not in OCR  | Content in OCR but not in 2016 Pearson  |
|--------------|--|---|---|
| G451         | <b>Topic 1 – Applied anatomy and physiology</b>                    | <ul style="list-style-type: none"> <li>+ stretch-shortening cycle</li> <li>+ calculation of force and resultant force</li> <li>+ structure and function of respiratory system</li> <li>+ anatomical components and structure of the cardio-vascular system</li> <li>+ anatomy of the neuro-muscular system</li> <li>+ physiology of a muscular contraction</li> </ul> | X define blood pressure and identify resting values   |
| G451<br>G453 | <b>Topic 2 – Exercise physiology and applied movement analysis</b> | <ul style="list-style-type: none"> <li>+ identified fitness tests</li> <li>+ interpreting, calculating and presenting data</li> <li>+ acute injuries</li> <li>+ chronic injuries</li> <li>+ prevention of injuries</li> <li>+ rehabilitation from injuries</li> <li>+ technique modification through application of technology</li> </ul>                             |   |
| G451         | <b>Topic 3 – Skill acquisition</b>                                 | <ul style="list-style-type: none"> <li>+ coaching styles to influence others</li> <li>+ uses of technology to support types of feedback</li> </ul>  |   |
| G453         | <b>Topic 4 - Sport Psychology</b>                                  | + Wood's Triadic Model  |   |
| G451         | <b>Topic 5 - Sport and society</b>                                 | <ul style="list-style-type: none"> <li>+ migration patterns of sporting labour</li> <li>+ franchises in sport (UK and USA)</li> </ul>   | <ul style="list-style-type: none"> <li>X surviving ethnic and sports in the UK</li> <li>X comparative study of Australia</li> <li>X comparative study of the USA</li> </ul> |



|                            |   |  |  |
|----------------------------|---|--|--|
|                            |   | + equality and diversity of disability and gender in sport   | X requirements for participation<br>X definitions and applications of concepts of sport, physical education, physical recreation and outdoor education |
| <b>G452</b><br><b>G454</b> | <b>Component 3 - Practical performance</b>                                      | + only one activity to be assessed (player/performer or coach)   | X two performances no longer assessed<br>X officiating no longer an option   |
| <b>G452</b><br><b>G454</b> | <b>Component 4 - Performance analysis and Performance Development Programme</b> | + written Performance Analysis in the role of either player/performer or coach in order to analyse and evaluate the effectiveness of their own performance<br>+ the Performance Development Programme in the role of player/performer or coach in order to plan, perform and record and then evaluate a programme to optimise personal performance | X observation of live performance as assessment for evaluation, appreciation and improvement   |