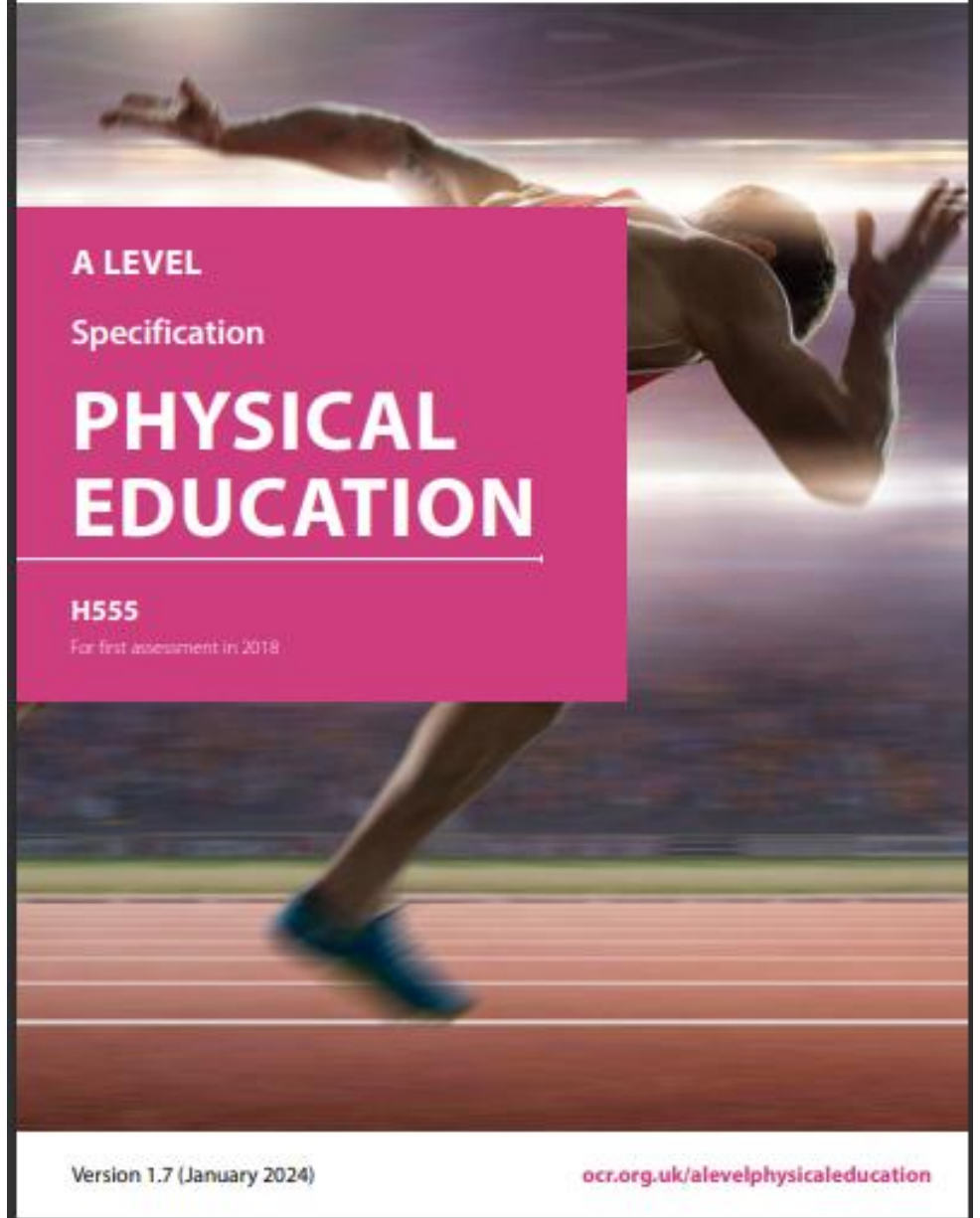
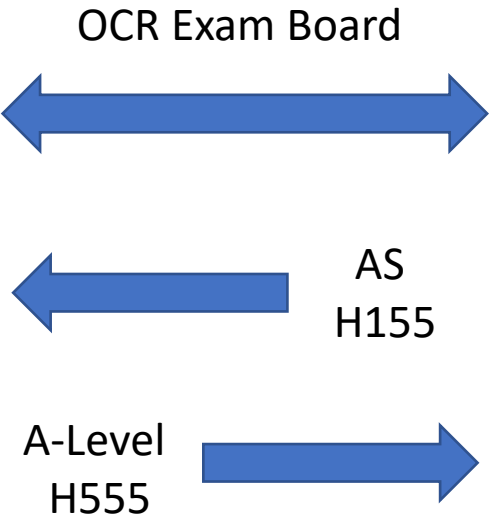


AS LEVEL  
Specification  
**PHYSICAL  
EDUCATION**  
H155  
For first assessment in 2017

Version 2.0 (January 2024) [ocr.org.uk/alevelphysicaleducation](https://ocr.org.uk/alevelphysicaleducation)



A LEVEL  
Specification  
**PHYSICAL  
EDUCATION**  
H555  
For first assessment in 2018

Version 1.7 (January 2024) [ocr.org.uk/alevelphysicaleducation](https://ocr.org.uk/alevelphysicaleducation)

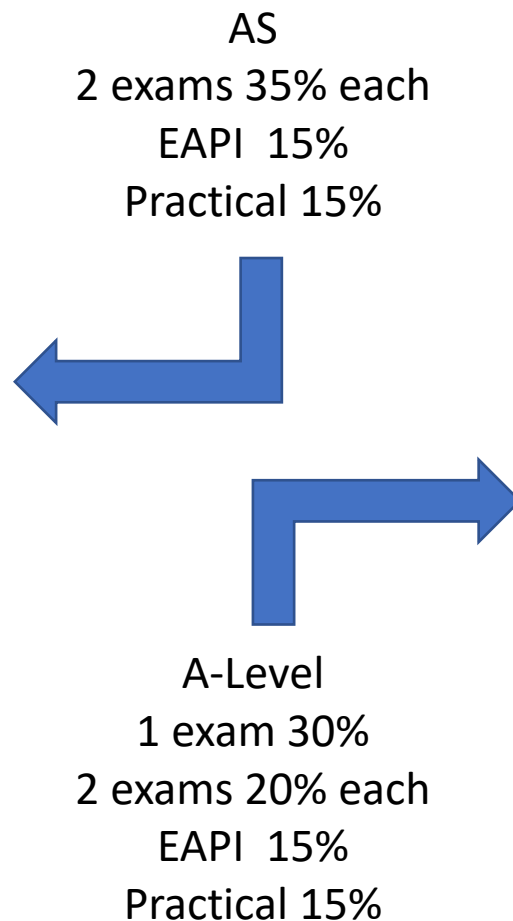
## 2 The specification overview

### 2a. OCR's AS Level in Physical Education (H155)

Learners take Components 01, 02, 04 and 05 to be awarded the OCR AS Level in Physical Education.

Content Overview	Assessment Overview
<b>H155/01 Physiological factors affecting performance</b> This component will assess: <ul style="list-style-type: none"><li>1.1 Applied anatomy and physiology</li><li>1.2 Exercise physiology</li><li>1.3 Biomechanics, including technology in sport</li></ul>	<b>Written paper: 1 hour 15 minute</b> <b>35% of total AS Level</b> <b>70 marks</b> This paper consists of a mixture of objective response, short and medium length answers, and extended response items. This paper will also include multiple choice questions
<b>H155/02 Psychological and socio-cultural themes in physical education</b> This component will assess: <ul style="list-style-type: none"><li>2.1 Skill acquisition</li><li>2.2 Sports psychology</li><li>2.3 Sport and society</li></ul>	<b>Written paper: 1 hour 15 minute</b> <b>35% of total AS Level</b> <b>70 marks</b> This paper consists of a mixture of objective response, short and medium length answers, and extended response items. This paper will also include multiple choice questions.
<b>H155/04 Practical Performances</b> This component will assess either: <ul style="list-style-type: none"><li>core and advanced skills in performing one activity</li></ul> or <ul style="list-style-type: none"><li>core and advanced skills in coaching one activity.</li></ul>	<b>Non-exam assessment (NEA)</b> <b>15% of total AS Level</b> <b>30 marks</b> This NEA will consist of one activity taken from the approved list. Learners can be assessed in the role of performer or coach.
<b>H155/05 Evaluating and Analysing Performance for Improvement</b> This component draws upon the knowledge, understanding and skills a learner has learnt throughout the course and enables them to analyse and evaluate a peer's performance in one activity.	<b>Non-exam assessment (NEA)</b> <b>15% of total AS Level</b> <b>30 marks</b> This NEA will consist of observing a live or recorded performance by a peer and then providing an oral response analysing and critically evaluating the performance.

Advice is to get two folders one for each paper



## 2 The specification overview

### 2a. OCR's A Level in Physical Education (H555)

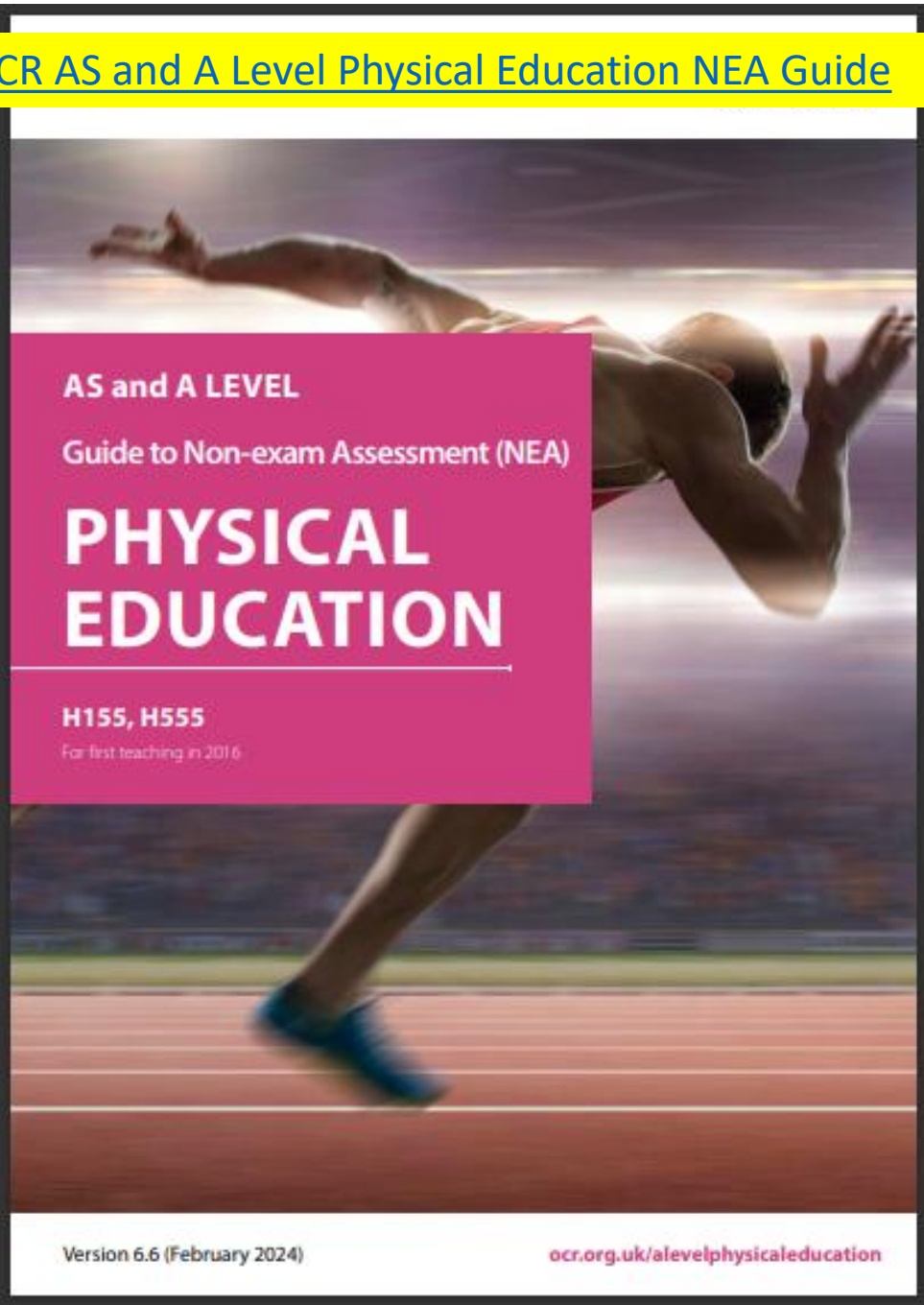
Learners take Components 01, 02, 03, 05 and 06 to be awarded the OCR A Level in Physical Education.

Content Overview	Assessment Overview
<b>H555/01 Physiological factors affecting performance</b> This component will assess: <ul style="list-style-type: none"><li>1.1 Applied anatomy and physiology</li><li>1.2 Exercise physiology</li><li>1.3 Biomechanics</li></ul>	<b>Written paper: 2 hours</b> <b>30% of total A Level</b> <b>90 marks</b> This paper consists of a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.
<b>H555/02 Psychological factors affecting performance</b> This component will assess: <ul style="list-style-type: none"><li>2.1 Skill acquisition</li><li>2.2 Sports psychology</li></ul>	<b>Written paper: 1 hour</b> <b>20% of total A Level</b> <b>60 marks</b> This paper consists of a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.
<b>H555/03 Socio-cultural issues in physical activity and sport</b> This component will assess: <ul style="list-style-type: none"><li>3.1 Sport and society</li><li>3.2 Contemporary issues in physical activity and sport</li></ul>	<b>Written paper: 1 hour</b> <b>20% of total A Level</b> <b>60 marks</b> This paper consists of a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.
<b>H555/05 Practical Performances</b> This component will assess either: <ul style="list-style-type: none"><li>core and advanced skills in performing one activity</li></ul> or <ul style="list-style-type: none"><li>core and advanced skills in coaching one activity.</li></ul>	<b>Non-exam assessment (NEA)</b> <b>15% of total A Level</b> <b>30 marks, weighted up to 45 marks</b> This NEA will consist of one activity taken from the approved list. Learners can be assessed in the role of performer or coach.
<b>H555/06 Evaluating and Analysing Performance for Improvement</b> This component draws upon the knowledge, understanding and skills a learner has learnt throughout the course and enables them to analyse and evaluate a peer's performance in one activity.	<b>Non-exam assessment (NEA)</b> <b>15% of total A Level</b> <b>30 marks, weighted up to 45 marks</b> This NEA will consist of observing a live or recorded performance by a peer and then providing an oral response analysing and critically evaluating the performance.



Link

15% practical to be picked from this list



Acrobatic gymnastics	Diving	Sculling	Netball
Amateur boxing	Equestrian	Skiing	Polybat
Association football	Figure skating	Snowboarding	Powerchair football
Athletics	Futsal	Squash	Rock climbing
Badminton	Gaelic football	Swimming	Rowing
Basketball	Goalball	Table cricket	Rugby league
Blind cricket	Golf	Table tennis	Rugby union
BMX	Gymnastics	Tennis	Sailing
Boccia	Handball	Trampolineing	
Camogie	Hockey	Triathlon	
Canoeing	Hurling	Volleyball	
Cricket	Ice hockey	Water polo	
Cross country running	Inline roller hockey	Wheelchair basketball	
Cycling	Kayaking	Wheelchair rugby	
Dance	Lacrosse	Windsurfing	



## Top Half of practical assessment grid

Level	Range of skills	Quality of skills	Physical attributes	Decision making	Effective performance	Level
6 (27–30 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and most advanced skills under competitive pressure in authentic performance situations <b>and full performance conditions (GCE)</b></li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed very consistently with an outstanding standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed very consistently with an excellent standard of accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates outstanding levels of physical fitness and psychological control to perform highly effectively</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses the most appropriate skills on almost all occasions, maintaining their composure under competitive pressure</li> <li>demonstrates an outstanding understanding of the activity through their application of team strategies/tactics/compositional ideas</li> <li>demonstrates excellent awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates outstanding awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</b></li> <li><b>communication with other player(s)/performer(s) is outstanding (team activities only)</b></li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of skills performed is maintained under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner has a very significant influence on game situations and other performers around them</li> <li>the overall level of performance is outstanding and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at an outstanding level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation</li> </ul>	6 (27–30 marks)
Outstanding (national, best in country)						
5 (22–26 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and most advanced skills under competitive pressure in authentic performance situations <b>and full performance conditions (GCE)</b></li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed very consistently with an excellent standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed consistently with a very good standard of accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very good levels of physical fitness and psychological control to perform very effectively</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on most occasions</li> <li>demonstrates an excellent understanding of the activity through their application of team strategies/tactics/compositional ideas</li> <li>demonstrates excellent awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</b></li> <li><b>communication with other player(s)/performer(s) is excellent (team activities only)</b></li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of skills performed is maintained under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner has a significant influence on game situations and other performers around them</li> <li>the overall level of performance is excellent and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at an excellent level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation</li> </ul>	5 (22–26 marks)
Excellent (Regional, 1 <sup>st</sup> team Club player)						
4 (16–21 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and many advanced skills under competitive pressure in authentic performance situations <b>and full performance conditions (GCE)</b></li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed consistently with a very good standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates good levels of physical fitness and psychological control to perform very effectively</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on many occasions</li> <li>demonstrates a very good understanding of the activity through their application of appropriate team strategies/tactics/compositional ideas</li> <li>demonstrates very good awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</b></li> <li><b>communication with other player(s)/performer(s) is very good (team activities only)</b></li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of skills performed is maintained under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner influences some game situations and other performers around them</li> <li>the overall level of performance is very good and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at a very good level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation</li> </ul>	4 (16–21 marks)
Very Good (Club Player)						

Name –

Year 11 – Sports Course Studied? –

Grade –

Science Course Studied -

Grades –

Sport chosen for A-Level practical assessment –

Level of Participation -

Post 16 Plan –

Specific area of interest -

# Aggression



# Definitions

- Aggression is any form of behaviour directed towards the goal of harming or injuring another living being who is motivated to avoid such treatment (Baron 1977)
- Any behaviour that is intended to harm another individual by physical or verbal means.(Bull 1990)
- An act with the intention to harm or injure an individual who is motivated to avoid such harm. (Baron 1994)

# Types of Aggression

- Instrumental aggression
  - Displaying aggressive behaviour in pursuit of a non aggressive goal
  - Sometimes referred to as channelled aggression (most aggression in sport is this type)
  - A good example would be a martial arts fighter who is intending to hurt his opponent but only because that is required if he wants to achieve the non aggressive goal of winning the fight.
  - They will normally shake hands after which shows that the aggression was just a tool to try and win.



# Types of Aggression

- Hostile aggression
  - Aggressive behaviour with the sole intention of inflicting harm (either physical or psychological) on another person.
  - Not used to achieve a non aggressive goal
  - Never within the rules of play
  - Sometimes referred to as reactive aggression as it can be in reaction to an incident and also accompanied by anger

# Types of Aggression

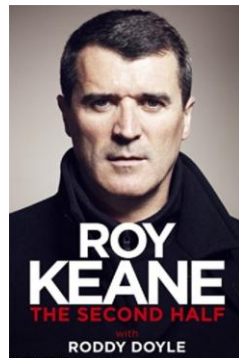
- Assertive behaviour
  - Different from aggressive behaviour as the individual is playing within the rules of the game.
  - 4 criteria
    - Goal directed
    - Is not intended to harm or injure
    - Uses only legitimate force (even if that amount of force could be classed as aggression in non sporting contest)
    - Does not break rules of the game



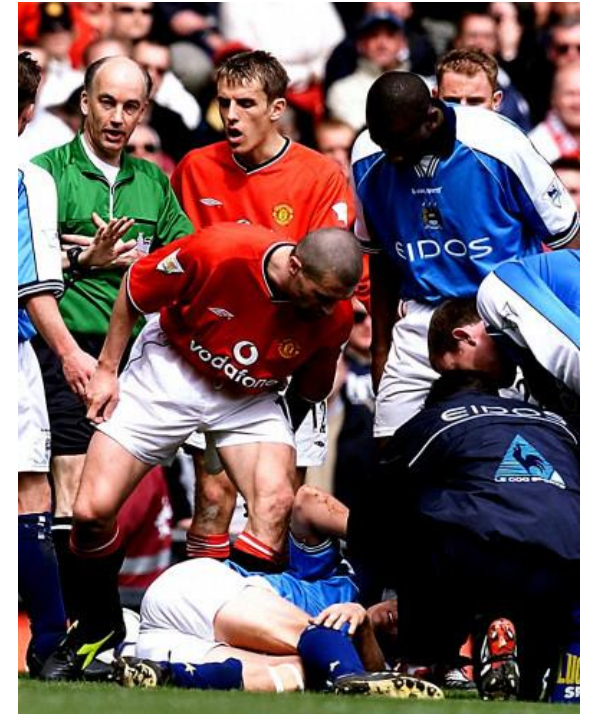
## Example Hostile Aggression



4  
years  
later



He wrote: "I'd waited long enough. I f\*cking hit him hard. The ball was there (I think). Take that you c\*\*\*. And don't ever stand over me ..



# Types of Aggression recap

Type of Aggression / Behaviour	Key Points	Real Life example



	Types of aggression		
Scenario	Instrumental aggression (aggressive behaviour in pursuit of non aggressive goal)	Hostile aggression (Sole intention of causing harm)	Assertive behaviour (not intended to causes harm or injury uses legitimate force is within laws of game)
Manu Tuilagi Punch / Ben Flower Punch <a href="https://youtu.be/4WcvUrNuZ4U?si=XDMdVMiChAPMxFu7">https://youtu.be/4WcvUrNuZ4U?si=XDMdVMiChAPMxFu7</a>	<a href="https://youtu.be/fm6hcetQycQ?si=My29k9HZUBJ4q2ZX">https://youtu.be/fm6hcetQycQ?si=My29k9HZUBJ4q2ZX</a>		
Hockey player pushing opponent <a href="https://youtu.be/fm6hcetQycQ?si=My29k9HZUBJ4q2ZX">https://youtu.be/fm6hcetQycQ?si=My29k9HZUBJ4q2ZX</a>			
Andy Murray smashing racquet <a href="https://youtu.be/Aj91nJOmj-Q?si=FyHWepCeitv84lho">https://youtu.be/Aj91nJOmj-Q?si=FyHWepCeitv84lho</a>			
American football tackles <a href="https://youtu.be/v-1MQ0Cnbhs?si=hImx2VbeC2M1FFni">https://youtu.be/v-1MQ0Cnbhs?si=hImx2VbeC2M1FFni</a>			
Courtney Laws Tackle <a href="https://youtu.be/S3QDOWk1qlo?si=w91og-HalZTZaAkc">https://youtu.be/S3QDOWk1qlo?si=w91og-HalZTZaAkc</a>			

# Where would we go next???

- Now that we understand what classes as aggression and what the different types of aggression are we would move onto looking at the causes of aggression.
- There are 3 different theories that psychologists use to try and explain aggression.
  - Instinct theory
  - Social Learning theory
  - Frustration aggression theory
  - Aggressive cue hypothesis
- You would need to be able to outline all three theories (AO1) Give sporting examples of them being used (AO2) and evaluate the strengths and weaknesses each theory (AO3)

The next slides briefly cover the four theories mentioned above. Next year we would spend a lesson on each and complete tasks aimed at understanding the theories and importantly being able to evaluate their effectiveness when being applied to sport. Take a look over the slides and draw your own conclusions, which theory best explains aggression? Then attempt to answer the exam questions at the end of this document. Please bring these with you in September.

1.17

## Aggression: definition and theories

### Definition of aggression

Any behaviour that is intended to harm another individual by physical or verbal means. (Bull 1990)

An act with the intention to harm or injure an individual who is motivated to avoid such harm. (Baron 1994)



This is a trait view of  
aggression

### Instinct theory

- a trait theory proposed by Freud (1920) (Lorenz 1966)
- states that aggression is inevitable as it is genetically inherited, and is therefore predictable
- the aggressive trait is called the 'death instinct' which is behaving aggressively, even when self destructive (not in the individual's best interests).

# Instinct theory of aggression (Lorenz 1966)

- Suggests that we have a built in instinct to be aggressive that builds up until we release it by being aggressive.
- This build up can be released by being aggressive towards other people.
- Or it can be released in socially acceptable ways (such as sport) in a process called catharsis.
- Many people seem to relate to this theory however there is very little research based evidence to back it up so few people use it as a means of explaining aggression.
- If this was true then everyone would be aggressive no matter what their culture or up bringing.



1.17

## Aggression: definition and theories

### Definition of aggression

Any behaviour that is intended to harm another individual by physical or verbal means. (Bull 1990)

An act with the intention to harm or injure an individual who is motivated to avoid such harm. (Baron 1994)



### Social Learning theory

This is a social learning views of  
aggression

- proposed by Bandura (1966)
- aggression is learned through imitation of others, particularly of role models
- aggression is more likely to be copied if the role model is reinforced for it
- aggression is more likely if it is the social norm of the group, which may link to the sport being played. Eg: American football

# Social Learning theory of aggression (Bandura 1977)

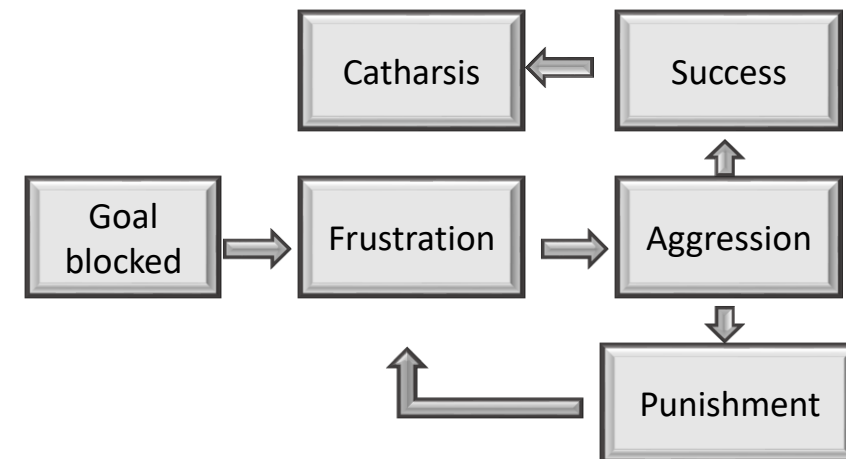
- Says that aggression is behaviour that we learn by watching others be aggressive
- It works in the same way that the social learning theory did when we spoke about in terms of personality
- Someone important is aggressive
- You copy them
- Your actions get reinforced (positively)
- You learn the aggressive behaviour
- No instinct to be aggressive (disputes the instinct theory)
- If we can learn to be aggressive then we can also learn to not be aggressive



### Frustration aggression hypothesis

- proposed by Dollard (1939)
- this theory proposed that frustration is caused by the environment blocking the goals of the performer, which inevitably triggers aggression.
- if the aggressive act is successful, frustration will be released through catharsis.
- if the act is unsuccessful or is punished, then there will be a further build up of aggression.

This is an interactionist theories of aggression – they each have a trait and social learning component



## Frustration –aggression theory of aggression (Dollard et al 1939)

- This theory says that aggression comes from you having your goals blocked or your progress towards your goals blocked, this is said to cause frustration which then turns into aggression
- Most people can think of a time when they have been frustrated and then got aggressive so people agree with this part of the theory
- However the theory states that frustration will always result in aggression and because this is simply not true the theory cannot be used to accurately explain the cause of aggression

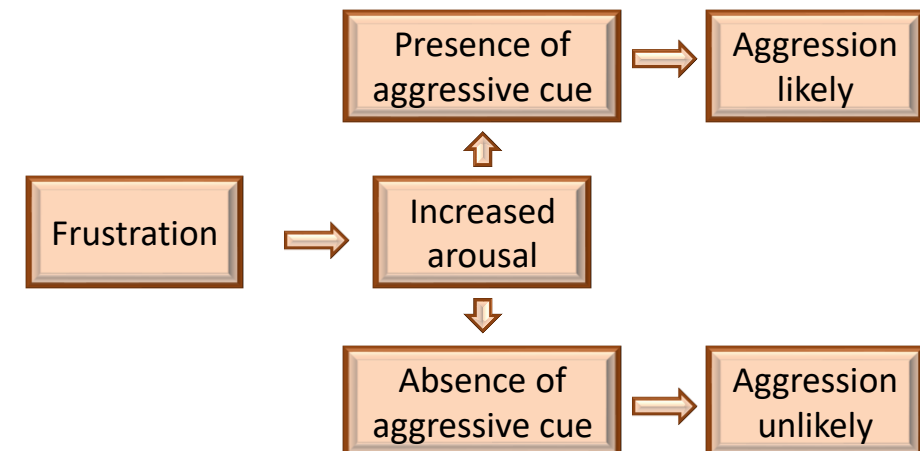


### Aggressive cue hypothesis



- proposed by Berkowitz (1969)
- this theory proposed that frustration leads to increased arousal which creates a readiness for aggression
- aggression will only be triggered if provoked by a cue from the environment. e.g. if a player's arousal is high and the referee makes a decision which is considered unfair, an aggressive act will follow.

This is an interactionist theories of aggression – they each have a trait and social learning component



# Aggressive Cue Hypothesis (Berkowitz 1974)

- When we become frustrated there is an increase in their arousal
- This increase creates an predisposition (readiness) for aggression
- If aggression is going to occur according to the theory certain stimuli must be present that act as cue's
- The athlete associates the cues with having to be aggressive (so is aggressive)

Theory	AO1 Describe	AO2 Example	AO3 Compare Contrast + / -

1.
  - i. Explain the frustration–aggression hypothesis.

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1	i	<p>Three marks from:</p> <table><tr><td>1.</td><td>Frustration develops when goal-directed behaviour is blocked</td></tr><tr><td>2.</td><td>Frustration always leads to aggression</td></tr><tr><td>3.</td><td>If the individual successfully releases the aggression it leads to a cathartic feeling / feels good</td></tr><tr><td>4.</td><td>If they do not release the aggression / are punished for <u>aggression</u> then this leads to more frustration (which can further increase aggression)</td></tr><tr><td>5.</td><td>Interactionist view says that the frustration generated by the environmental triggers an aggressive gene</td></tr></table>	1.	Frustration develops when goal-directed behaviour is blocked	2.	Frustration always leads to aggression	3.	If the individual successfully releases the aggression it leads to a cathartic feeling / feels good	4.	If they do not release the aggression / are punished for <u>aggression</u> then this leads to more frustration (which can further increase aggression)	5.	Interactionist view says that the frustration generated by the environmental triggers an aggressive gene	3 (AO1)	<b>Accept</b> points made through practical examples
1.	Frustration develops when goal-directed behaviour is blocked													
2.	Frustration always leads to aggression													
3.	If the individual successfully releases the aggression it leads to a cathartic feeling / feels good													
4.	If they do not release the aggression / are punished for <u>aggression</u> then this leads to more frustration (which can further increase aggression)													
5.	Interactionist view says that the frustration generated by the environmental triggers an aggressive gene													

ii. Identify a strength and a weakness of this hypothesis.

Strength

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Weakness

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Two marks from:  
Strengths – Sub-max 1

1. Realistic	More realistic than instinct theory
2. Evident	Can see it happening in sport when an individual is blocked from achieving their aim Or Evidence of it happening in sport Or Frustration can be seen to lead to aggression
3. Catharsis	You do get a sense of catharsis once frustration is released as aggression
4. F – A Link	Acknowledge a link between frustration and aggression
5. Manage	Could be useful to help coaches (managers / other players) to manage aggression in certain players

Weaknesses – Sub-max 1

6. NOT	Frustration does not always lead to aggression
7. environment	Aggression can occur without any frustration being present Or Doesn't take into account different environments / circumstances / aggression can be socially learned
8. Unpunished	Unpunished aggression does not always lead to catharsis Or Aggression isn't always satisfying / can lead to regret
9. Instinct	Doesn't take into account those born with aggressive traits
10. Motivated	Not everyone becomes frustrated when goal directed behavior is blocked Or Some become motivated instead of frustrated

2  
(AO1)

Sub-max one  
mark for  
strength

Sub-max one  
mark for  
weakness

2. Aggressive cue hypothesis is one theory that explains aggression.

Give **two** sporting examples of aggressive cues.

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**[2]**

Two marks from:

1. Weapons / objects	e.g. Ice hockey stick / Hockey stick / golf club / baseball bat / opposition shirt
2. Nature of game / sport	Boxing / Ice Hockey / Rugby
3. Places	Playing at a football pitch where you've been injured in a previous fixture / boxing ring
4. People	Playing rugby against a close rival / being provoked by someone verbally abusing you in rugby / high tackle in rugby / being fouled with a bad tackle in football
5. Nature of event	Derby match
6. Perceived unfairness	Incorrect referee decision
7. Witnessing violence	Seeing <u>team mate</u> punched

2  
(AO2)

Mark 1<sup>st</sup> two only

**Accept** other suitable practical examples

3. Evaluate the instinct theory of aggression.

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(Evaluate instinct theory)

Four marks from:

(Strengths) ~~submax~~ 3

1. It can be a natural human instinct to be aggressive  
or aggression could be a result of genetics / inherited / innate / trait
2. aggression can be hard to control
3. Some people are consistently/always aggressive  
or aggression is predictable in some people
4. You can feel a release of aggression/catharsis when ~~channeling~~ aggression into sport

(Weaknesses) ~~submax~~ 3

5. Not all humans/cultures show aggressive behaviour
6. Too simplistic/ too generalised
7. Aggression is often not spontaneous or aggression is usually provoked  
Aggression is often learned / copied / influenced by upbringing/influenced by socialisation
8. or people can learn not to be aggressive (disproving the theory)  
or people can control aggressive instincts (disproving the theory)
9. Aggression is shown by people at different times / depending on environmental situation

**4**  
**(4 ×**  
**AO3)**