

Qualification
Accredited

OCR
Oxford Cambridge and RSA

AS and A LEVEL

Assessment Grid

PHYSICAL EDUCATION

H155/H555
For first teaching in 2016

Evaluation and Analysis of Performance
for Improvement (EAPI)

Version 2



OCR AS and A Level Evaluation and Analysis of Performance for Improvement (EAPI) assessment grid

Learners should be marked on their overall performance using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

For example, where a learner shows:

- Prompting and timing - no additional prompts required and within permitted time = potentially could be levels 4, 5 or 6 at this point.
- Evaluation of performance:
 - Strengths and weaknesses - many are showed and are accurately described = middle of level 4
 - Justification of selection - some is given = middle of level 4
- Action (AS)/Development (A Level) plan – a good plan is produced with good justification given along with a good range of ideas for sessions and progressive practices = top end of level 4
- Application of theory – very good application of relevant theory from several areas of the prescribed content for physiology and psychology and attempted for socio-cultural with some success = lower end of level 5

So going back to the prompting and timing column, we can see that as the rest of the statements the candidate is meeting are mainly in the top half of level 4, with one at the bottom of level 5, we would judge this to be top end of level 4

- Best fit = top end of Level 4 (19/20 marks)

Centres may like to use a form of tick sheet based on the Level of Response like the one below to tick where in each level a learner is positioned. For example, ticks on the left indicate high in the band, ticks in the middle for middle of the level marks and ticks to the right indicate low marks in the level:

	Prompting and timing	Evaluation of performance	Action/ development plan	Application of theory	Best fit
Level 6	✓				
Level 5	✓			✓	
Level 4	✓	✓	✓		✓
Level 3					
Level 2					
Level 1					
Level 0					

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Level	Prompting and timing	Evaluation of performance	Action (AS) / Development (A Level) plan	Application of theory
6 (26–30 marks)	<ul style="list-style-type: none"> requires no additional prompting in their response does not exceed the time allowed 	<ul style="list-style-type: none"> accurately describes all the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> fully justifies their selection of an appropriate area of performance for improvement produces an excellent plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including: <ul style="list-style-type: none"> appropriate frequency and duration of sessions an excellent range of progressive practices an excellent range of detailed coaching points 	<ul style="list-style-type: none"> excellent use of relevant theoretical knowledge and concepts <u>from the prescribed content</u> which are applied accurately and with depth and detail to the response, including: <ul style="list-style-type: none"> across the response as a whole, a range of theory from several different topic areas in each of physiology and psychology must be applied successfully physiological and psychological theory should be included in both the evaluation section and in the plan (but not necessarily evenly balanced between the two sections) socio-cultural theory must be used in the response (but not necessarily in both sections)
5 (21–25 marks)	<ul style="list-style-type: none"> requires no additional prompting in their response does not exceed the time allowed 	<ul style="list-style-type: none"> accurately describes most of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives a very good justification for their selection of an appropriate area of performance for improvement produces a very good plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including: <ul style="list-style-type: none"> appropriate frequency and duration of sessions a very good range of progressive practices a very good range of detailed coaching points 	<ul style="list-style-type: none"> very good use of relevant theoretical knowledge and concepts <u>from the prescribed content</u> which are applied accurately and with depth and detail to the response, including: <ul style="list-style-type: none"> across the response as a whole, a range of theory from several different topic areas in each of physiology and psychology must be applied successfully physiological and psychological theory should be included in both the evaluation section and in the plan (but not necessarily evenly balanced between the two sections) socio-cultural theory must be used in the response (but not necessarily in both sections)
4 (16–20 marks)	<ul style="list-style-type: none"> requires no additional prompting in their response does not exceed the time allowed 	<ul style="list-style-type: none"> accurately describes many of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives a good justification for their selection of an appropriate area of performance for improvement produces a good plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including: <ul style="list-style-type: none"> appropriate frequency and duration of sessions a good range of progressive practices a good range of detailed coaching points 	<ul style="list-style-type: none"> good use of relevant theoretical knowledge and concepts <u>from the prescribed content</u> which are applied with reasonable accuracy, depth and detail to the response, including: <ul style="list-style-type: none"> across the whole response, a range of theory from each of physiology and psychology must be applied from several different topic areas; quality of application may be slightly inconsistent but generally successful physiological and psychological theory should be included in both the evaluation section and in the plan (but not necessarily evenly balanced between the two sections) socio-cultural theory may be limited in depth/detail/accuracy where included and may not be required for this level depending on the quality of the overall response
3 (11–15 marks)	<ul style="list-style-type: none"> requires an additional prompt in their response exceeds the time allowed 	<ul style="list-style-type: none"> with some accuracy, describes some of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives some justification for their selection of an appropriate area of performance for improvement produces an adequate plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including: <ul style="list-style-type: none"> appropriate frequency and duration of sessions an adequate range of progressive practices an adequate range of coaching points 	<ul style="list-style-type: none"> uses some relevant theoretical knowledge and concepts <u>from the prescribed content</u> which are applied to the response, including: <ul style="list-style-type: none"> across the whole response, theory from each of physiology and psychology must be applied on several occasions; quality of application may be slightly inconsistent but generally successful physiological and psychological theory should be included in both the evaluation section and in the plan (but not necessarily evenly balanced between the two sections) socio-cultural theory is not required for this level (if included may be limited in depth/detail/accuracy)
2 (6–10 marks)	<ul style="list-style-type: none"> requires occasional additional prompting in their response exceeds the time allowed 	<ul style="list-style-type: none"> with limited accuracy, describes some of the strengths and weaknesses of the performance, including some of: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives limited justification for their selection of an area of performance for improvement produces a limited plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including: <ul style="list-style-type: none"> frequency and duration of sessions, which may be appropriate a limited range of progressive practices a limited range of coaching points 	<ul style="list-style-type: none"> limited use of theoretical knowledge and concepts <u>from the prescribed content</u>: <ul style="list-style-type: none"> across the whole response, theory from each of physiology and psychology must be used some theory should be included in both the evaluation section and in the plan but may only be from physiology or psychology in each section quality of application may be inconsistent and lacking detail socio-cultural theory is not required at this level (if included may lack relevance and/or accuracy)
1 (1–5 marks)	<ul style="list-style-type: none"> requires regular additional prompting in their response exceeds the time allowed 	<ul style="list-style-type: none"> with little accuracy, describes a few strengths and weaknesses of the performance, including some of: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives little or no justification for their selection of an area of performance for improvement produces a very limited plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including: <ul style="list-style-type: none"> frequency and duration of sessions, which may be appropriate a very limited range of practices a very limited range of coaching points 	<ul style="list-style-type: none"> very limited use of theoretical knowledge <u>from the prescribed content</u>: <ul style="list-style-type: none"> some reference made to theory from physiology and/or psychology will be attempted within the whole response not applied and may lack relevance and accuracy
0	<i>No evidence worthy of credit</i>			