

Switching to AQA from OCR

If you are thinking of switching from OCR to AQA (from September 2016), this resource is an easy reference guide. We will take you through a comparison of subject content and assessment.

Support

As well as great qualifications with AQA, you benefit from:

- comprehensive resources that will help you confidently plan, teach and prepare for exams and non-exam assessment
- advice from our subject experts
- proven training to help you to introduce new specifications, improve your teaching skills or develop your leadership potential.

Content

The human body and movement in physical activity and sport

Applied anatomy and physiology

New AQA specification (8582)	Current OCR specification (J586)
The structure and functions of the musculoskeletal system.	The development of the skeletal system and its role in physical activity.
	The development and maintenance of healthy joints and the ways in which different types of joints affect participation and performance in an active, healthy lifestyle.
	Understanding the muscular system in relation to physical performance.
	Role and function of tendons.
The structure and functions of the cardio-respiratory system.	Informed decision making, use of the principles of training and safe exercise.
Anaerobic and aerobic exercise.	

The short and long-term effects of exercise.	Long-term effects of an active, healthy lifestyle.
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Physical training

New AQA specification (8582)	Current OCR specification (J586)
The relationship between health and fitness and the role that exercise plays in both.	Key processes in Physical Education — Process 3.
The components of fitness, benefits for sport and how fitness is measured and improved.	Key processes in Physical Education — Process 4.
The principles of training and their application to personal exercise/training programmes.	Exercise and training principles that affect improving health and fitness.
	Definitions and examples of aerobic and anaerobic exercise and training.
How to optimise training and prevent injury.	Identifying potential hazards in a range of settings related to the role of performer, coach/leader or official.
Effective use of warm up and cool down.	How to reduce risks and injuries.
None – OCR only content.	Key concepts in Physical Education.
None – OCR only content.	Key processes in Physical Education — Process 1.

Movement analysis

New AQA specification (8582)	Current OCR specification (J586)
Lever systems, examples of their use in activity and the mechanical advantage they provide in movement.	None – AQA only content.
Planes and axes of movement.	

Use of data

New AQA specification (8582)	Current OCR specification (J586)
Demonstrate an understanding of how data is collected — both qualitative and quantitative.	None – AQA only content.
Present data.	
Analyse and evaluate data.	

Socio-cultural influences and well-being in physical activity in sport

Sport psychology

New AQA specification (8582)	Current OCR specification (J586)
Classification of skills (basic/complex, open/closed).	None – AQA only content.
The use of goalsetting and SMART targets to improve and/or optimise performance.	The importance of goal setting.
Basic information processing.	None – AQA only content.
Guidance and feedback on performance.	The importance of different types of feedback.
Mental preparation for performance.	Mental preparation.
	Motivation.
None – OCR only content.	The learning of skills through a range of methods.

Socio-cultural influences

New AQA specification (8582)	Current OCR specification (J586)
Engagement patterns of different social groups in physical activity and sport.	Levels of participation in sport and physical activity.
	Reasons for participation (positive and negative).
	Specific social, cultural and locational reasons affecting participation.
	School influences on participation.
Commercialisation of physical activity and sport.	Level of participation in sport and physical activity.
Ethical and socio-cultural issues in physical activity and sport.	Key processes in Physical Education – Process 2.
None – OCR only content.	Identification and description of pathways for involvement in physical activity.
None – OCR only content.	Reasons for participation and non-participation in physical activities and following an active, healthy lifestyle.
None – OCR only content.	Current government initiatives to promote active, healthy lifestyles.
None – OCR only content.	What schools provide to influence young people to get involved in physical activity as part of a healthy lifestyle.

Health, fitness and well-being

New AQA specification (8582)	Current OCR specification (J586)
Physical, emotional and social health, fitness and well-being.	Key processes in Physical Education — Process 5.
The consequences of a sedentary lifestyle.	
Energy use, diet, nutrition and hydration.	

Practical assessment

New AQA specification (8582)	Current OCR specification (J586)
<p>There are two aspects to the non-exam assessment (NEA).</p> <p>The NEA will be marked out of 100 marks.</p>	<p>B452: 60 marks</p> <p>B454: 60 marks</p> <p>Total: 120 marks</p>
<p>Performance assessment (75 marks)</p> <p>Students are required to be assessed in three different activities in the role of player or performer only. They must choose:</p> <ul style="list-style-type: none"> • a team activity • an individual activity • either a team or individual activity. <p>Students can only be assessed in activities identified in our specification.</p> <p>They can only be assessed once for an activity, even if it is in the individual and team activity list. For example, they may not be assessed in both doubles tennis and singles tennis.</p> <p>Part 1: Skills (10 marks per activity)</p> <p>Part 2: Full context (15 marks per activity)</p>	<p>Unit B452: Candidates must be assessed in two activities from two different activity profiles.</p> <p>Unit B454: Candidates can be assessed in any two activities but they cannot repeat an activity in the same role that was assessed in B452.</p> <p>Candidates may only choose to be assessed in the role of either coach/leader or official once across both units.</p>
<p>Performance analysis assessment — analysis and evaluation (25 marks)</p>	<p>Unit B452: Candidates are required to demonstrate their ability to analyse lifestyle in order to identify weaknesses and to plan appropriate action to bring about improvement.</p> <p>Unit B454: Candidates are required to demonstrate their ability to analyse performance for one of the activities permitted on the specification. This does not have to</p>

	be an activity that the candidate has been assessed in.
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