



A-Level Overview: Physical Education

Year 1

Term	Applied Anatomy, Physiology and Biomechanical Movement - Mr. Hawkins	Sport and Society and the Role of Technology in Physical Activity and Sport - Mr. Bowett	Skill Acquisition and Sport Psychology - Mr. Hawkins	Key Skills / Coursework / PSAs / Deadlines
1	<p>3.1.1.2 Cardiovascular system</p> <ul style="list-style-type: none"> • Understanding of the impact of physical activity and sport on the health and fitness of the individual. • The hormonal, neural and chemical regulation of responses during physical activity and sport. • Receptors involved in regulation of responses during physical activity. • Transportation of oxygen. • Venous return. • Starling's law of the heart. 	<p>3.1.3.1 Emergence of globisation of sport in the 21st century</p> <ul style="list-style-type: none"> • The characteristics and impact on sporting recreation • Characteristics of popular and rational recreation linked to the two-tier class system. <p>3.1.3.2 Industrial and post-industrial (1780-1900)</p> <ul style="list-style-type: none"> • Characteristics and impact on sport (limited to development of association football, lawn 	<p>3.1.2.1 Skill, skill continuums and transfer of skills</p> <ul style="list-style-type: none"> • Characteristics of skill. • Use of skill continua. • Justification of skill placement on each of the continua. • Transfer of learning. • Understanding of how transfer of learning impacts on skill development. <p>3.1.2.2 Impact of skill classification on structure of practice for learning</p> <ul style="list-style-type: none"> • Methods of presenting practice. 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of attacking skills, defensive skills</p>

	<ul style="list-style-type: none"> • Cardiovascular drift. • Arterio-venous oxygen difference (A-VO diff). 	<p>tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games).</p>	<ul style="list-style-type: none"> • Types of practice. • Understanding how knowledge of skill classification informs practice structure (presentation and type) to allow learning/development of skills. 	<p>and tactics and strategies.</p>
2	<p>3.1.1.3 Respiratory system</p> <ul style="list-style-type: none"> • Understanding of lung volumes and the impact of and on physical activity and sport. • Gas exchange systems at alveoli and muscles. • The hormonal, neural and chemical regulation of pulmonary ventilation during physical activity and sport. • Receptors involved in regulation of pulmonary 	<p>3.1.3.3 Post World War II (1950 to present)</p> <ul style="list-style-type: none"> • Characteristics and impact on sport (limited to development of association football, tennis and athletics). 	<p>3.1.2.3 Principles and theories of learning and performance</p> <ul style="list-style-type: none"> • Stages of learning and how feedback differs between the different stages of learning. • Learning plateau. • Cognitive theories. • Behaviourism. • Social learning. • Constructivism. • Understanding of how theories of learning impact on skill development. 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of</p>

	<p>ventilation during physical activity.</p> <ul style="list-style-type: none"> ● Impact of poor lifestyle choices on the respiratory system. 		<p>3.1.2.4 Use of guidance and feedback</p> <ul style="list-style-type: none"> ● Methods of guidance. ● Understand the different purposes and types of feedback. ● Understanding of how feedback and guidance impacts on skill development. 	<p>attacking skills, defensive skills and tactics and strategies.</p>
3	<p>3.1.1.4 Neuromuscular system</p> <ul style="list-style-type: none"> ● Characteristics and functions of different muscle fibre types for a variety of sporting activities. ● Nervous system. ● Role of proprioceptors in PNF. ● The recruitment of muscle fibres. <p>3.1.1.5 The musculo-skeletal system and analysis of</p>	<p>3.2.4.1 Concepts of physical activity and sport</p> <ul style="list-style-type: none"> ● The characteristics and functions of key concepts and how they create the base of the sporting development continuum ● The similarities and the differences between these key concepts. 	<p>3.1.2.5.1 General information processing model</p> <ul style="list-style-type: none"> ● Input. ● Decision making. ● Output. ● Feedback. <p>3.1.2.5.2 Efficiency of information processing</p> <ul style="list-style-type: none"> ● Application of Whiting's information processing model to a range of sporting contexts. 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive</p>

	<p>movement in physical activities</p> <ul style="list-style-type: none"> • Joint actions in the sagittal plane/transverse axis. • Joint actions in the frontal plane/sagittal axis. • Joint actions in the transverse plane/longitudinal axis. • Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction. <p>3.2.2.2 Levers</p> <ul style="list-style-type: none"> • Three classes of lever and examples of their use in the body during physical activity and sport. • Mechanical advantage and mechanical disadvantage of each class of lever. 		<ul style="list-style-type: none"> • Applied understanding of information processing terms within a sporting context. • Definitions of and the relationship between reaction time, response time, movement time. • Factors affecting response time. • Definitions of anticipation. • Strategies to improve response time. • Schmidt's schema theory. • Application of schema theory in sporting situations. • Strategies to improve information processing. 	<p>matches, and provide written commentary for the performing of attacking skills, defensive skills and tactics and strategies.</p>
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4	<p>3.1.1.6 Energy systems</p> <ul style="list-style-type: none"> • Energy transfer in the body. • Energy continuum of physical activity. • Energy transfer during short duration/high intensity exercise. • Energy transfer during long duration/lower intensity exercise. • Factors affecting VO max/aerobic power. • Measurements of energy expenditure. • Impact of specialist training methods on energy systems. 	<p>3.1.3.2.1 Sociological theory applied to equal opportunities</p> <ul style="list-style-type: none"> • Understanding of the definitions of the following key terms in relation to the study of sport and their impact on equal opportunities in sport and society: <ul style="list-style-type: none"> - society - socialisation - social processes - social issues - social structures/stratification. • Understanding social action theory in relation to social issues in physical activity and sport. • Underrepresented groups in sport. • Understanding the terms equal opportunities, discrimination, 	<p>3.2.3.1.1 Aspects of personality</p> <ul style="list-style-type: none"> • Understanding of the nature vs nurture debate in the development of personality. • Interactionist perspective. • How knowledge of interactionist perspective can improve performance. <p>3.2.3.1.2 Attitudes</p> <ul style="list-style-type: none"> • Triadic model. <p>3.2.3.1.3 Arousal</p> <ul style="list-style-type: none"> • Theories of arousal. • Practical applications of theories of arousal and their impact on performance. • Characteristics of peak flow experience. 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of attacking skills, defensive skills and tactics and strategies.</p> <p>Possible visit to Bath University TBC.</p>
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		<p>stereotyping and prejudice.</p> <ul style="list-style-type: none"> • The barriers to participation in sport and physical activity and possible solutions to overcome them for under represented groups in sport. • Benefits of raising participation. • The interrelationship between Sport England, local and national partners to increase participation at grass roots level and under represented groups in sport. 		
5	<p>3.2.1.2 Preparation and training methods in relation to maintaining physical activity and performance</p> <ul style="list-style-type: none"> • Understanding key data terms for laboratory 	<p>3.2.4.2 Development of elite performers in sport</p> <ul style="list-style-type: none"> • The personal, social and cultural factors required to support progression from talent 	<p>3.2.3.1.4 Anxiety</p> <ul style="list-style-type: none"> • Types of anxiety. • Advantages and disadvantages of using observations, questionnaires and physiological measures to 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge</p>

	<p>conditions and field tests.</p> <ul style="list-style-type: none"> • Physiological effects and benefits of a warm-up and cool down. • Principles of training. • Application of principles of periodisation. • Training methods to improve physical fitness and health. <p>Mock Exam</p>	<p>identification to elite performance.</p> <ul style="list-style-type: none"> • The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance. • The key features of national governing bodies' whole sport plans. • The support services provided by national institutes of sports for talent development. <p>The key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification</p>	<p>measure anxiety.</p> <p>3.2.3.1.5 Aggression</p> <ul style="list-style-type: none"> • Difference between aggression and assertive behaviour. • Theories of aggression. • Strategies to control aggression. <p>3.2.3.1.6 Motivation</p> <ul style="list-style-type: none"> • Motivation. <p>Mock Exam</p>	<p>through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of attacking skills, defensive skills and tactics and strategies.</p> <p>Possible visit to Southampton FC (Bath) & Bath University TBC</p>
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		and Development. Mock Exam		
6	NEA - Coursework	NEA - Coursework	NEA - Coursework	Deadline for NEA coursework - End of Term 6

Year 2

Term 1	<p>3.2.1.1 Diet and nutrition and their effect on physical activity and performance</p> <ul style="list-style-type: none"> • Understand the exercise-related function of food classes. • Positive and negative effects of dietary supplements/m anipulation on the performer. <p>3.2.1.1 Injury prevention and the rehabilitation of injury</p> <ul style="list-style-type: none"> • Understand Types of injury. • Understanding different methods used in injury prevention, 	<p>3.2.4.3 Ethics in sport</p> <ul style="list-style-type: none"> • Amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic. • Positive and negative forms of deviance in relation to the performer. <p>3.2.4.4 Violence in sport</p> <ul style="list-style-type: none"> • The causes and implications of violence in sport in relation to the performer, spectator and sport. • Strategies for preventing violence within 	<p>3.2.3.1.7 Achievement motivation theory</p> <ul style="list-style-type: none"> • Atkinson's model of achievement motivation. • Characteristics of personality components of achievement motivation. • Impact of situational component of achievement motivation. • Achievement goal theory. • Strategies to develop approach behaviours leading to improvements in performance. 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of attacking skills, defensive skills</p>
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	<p>rehabilitation and recovery.</p> <ul style="list-style-type: none"> • Physiological reasons for methods used in injury rehabilitation. • Importance of sleep and nutrition for improved recovery. 	<p>sport to the performer and spectator.</p>		<p>and tactics and strategies.</p> <p>Possible visit to Bath Rugby or Southampton FC (Bath) TBC</p>
2	<p>3.2.2.1 Biomechanical principles</p> <ul style="list-style-type: none"> • Newton's three laws of linear motion applied to sporting movements. • Definitions, equations and units of example scalars. • Centre of mass. • Factors affecting stability. 	<p>3.2.4.5 Drugs in sport</p> <ul style="list-style-type: none"> • The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance. • The physiological effects of drugs on the performer and their performance. • The positive and negative implications to the sport and the performer of drug taking. • Strategies for elimination of 	<p>3.2.3.1.8 Social facilitation</p> <ul style="list-style-type: none"> • Social facilitation and inhibition. • Evaluation apprehension. • Strategies to eliminate the adverse effects of social facilitation and social inhibition. <p>3.2.3.1.9 Group dynamics</p> <ul style="list-style-type: none"> • Group formation. • Cohesion. • Steiner's model of potential and actual productivity, 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of attacking skills,</p>

		<p>performance enhancing drugs in sport.</p> <ul style="list-style-type: none"> Arguments for and against drug taking and testing. 	<p>faulty group processes.</p> <ul style="list-style-type: none"> Ringelmann effect and social loafing. Strategies to improve cohesion, group productivity and overcome social loafing to enhance team performance. 	<p>defensive skills and tactics and strategies.</p>
3	<p>3.2.2.3 Linear motion</p> <ul style="list-style-type: none"> An understanding of the forces acting on a performer during linear motion. Definitions, equations and units of vectors and scalars. The relationship between impulse and increasing and decreasing momentum in sprinting through the interpretation of force/time graphs. 	<p>3.2.4.6 Sport and the Law</p> <ul style="list-style-type: none"> The uses of sports legislation. <p>3.2.4.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media</p> <ul style="list-style-type: none"> The positive and negative impact of commercialisation, sponsorship and the media 	<p>3.2.3.1.10 Importance of goal setting</p> <ul style="list-style-type: none"> Benefits of types of goal setting. Principles of effective goal setting. <p>3.2.3.1.11 Attributing theory</p> <ul style="list-style-type: none"> Attribution process. Weiner's model and its application to sporting situations. Link between attribution, task persistence and motivation. 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of</p>

	<p>3.2.2.4 Angular motion</p> <ul style="list-style-type: none"> • Application of Newton’s laws to angular motion. • Definitions and units for angular motion. <p>Conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity.</p>		<ul style="list-style-type: none"> • Self-serving bias. • Attribution retraining. • Learned helplessness. • Strategies to avoid learned helplessness leading to improvements in performance. 	<p>attacking skills, defensive skills and tactics and strategies.</p>
4	<p>3.2.2.5 Projectile motion</p> <ul style="list-style-type: none"> • Factors affecting horizontal displacement of projectiles. • Factors affecting flight paths of different projectiles. • Vector components of parabolic flight. <p>3.2.2.6 Fluid mechanics</p> <ul style="list-style-type: none"> • Dynamic fluid force. 	<p>3.2.4.8 The role of technology in physical activity and sport</p> <ul style="list-style-type: none"> • Understanding of technology for sports analytics. • Functions of sports analytics. • The development of equipment and facilities in physical activity and sport, and their impact on participation and performance. 	<p>3.2.3.1.12 Self-efficacy and confidence</p> <ul style="list-style-type: none"> • Characteristics of self-efficacy, self-confidence and self-esteem. • Bandura’s model of self-efficacy. • Vealey’s model of self-confidence. • Effects of home field advantage. • Strategies to develop high levels of self-efficacy leading to 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Deadline to submit video footage with</p>

	<ul style="list-style-type: none"> • Factors that reduce and increase drag and their application to sporting situations. • The Bernoulli principle applied to sporting situations. 	<ul style="list-style-type: none"> • The role of technology in sport and its positive and negative impacts. 	<p>improvements in performance.</p> <p>3.2.3.1.13 Leadership</p> <ul style="list-style-type: none"> • Characteristics of effective leaders. • Styles of leadership. • Evaluation of leadership styles for different sporting situations. • Prescribed and emergent leaders. • Theories of leadership in different sporting situations. <p>3.2.3.1.14 Stress management</p> <ul style="list-style-type: none"> • Explanation of the terms 'stress' and 'stressor'. • Use of warm up for stress management. • Effects of cognitive and somatic 	<p>additional commentary for the performing of attacking skills, defensive skills and tactics and strategies.</p> <p>Possible visit to Cardiff Metropolitan University</p> <p>To attend an AQA specific revision seminar.</p>
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			<p>techniques on the performer.</p> <ul style="list-style-type: none"> • Explanation of cognitive techniques. • Explanation of somatic techniques. 	
5	Revision & Exams	Revision & Exams	Revision & Exams	Past exam questions.
6	Exams	Exams	Exams	