# **A-Level Physical Education**

#

**Specification content – 7582**

**Paper 1 Content (3.1):**

**3.1.1 – Applied Anatomy and Physiology**

**3.1.2 – Skill Acquisition**

**3.1.3 – Sport and Society**

**Paper 2 Content (3.2):**

**3.2.1 – Exercise Physiology**

**3.2.2 – Biomechanical Movement**

**3.2.3 – Sports Psychology**

**3.2.4 – Sport and Society and the role of technology in physical activity and sport**

**Command Words & Exam Paper Details**

**PAPER 1 CONTENT:**

**Factors affecting participation in physical activity and sport**

**3.1.1. - Anatomy and Physiology**

**3.1.1.1 Cardio-respiratory system**

Students should understand the relationship between the cardiovascular and respiratory systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery allow the body to meet the demands of exercise. They should also understand how taking part in physical activity and sport, as part of a healthy lifestyle, can have a positive effect on these systems.

**3.1.1.2 Cardiovascular system**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Understanding of the impact of physical activity and sport on the health and fitness of the individual. | Health (heart disease, high blood pressure, effects of cholesterol, stroke). Fitness (cardiac output – trained and untrained individuals, maximal and sub-maximal exercise). |  |  |  |  |
| The hormonal, neural and chemical regulation of responses during physical activity and sport. | Anticipatory rise. Redistribution of blood (vascular shunting vasoconstriction, vasodilation). Cardiac conduction system. Sympathetic and parasympathetic. Carbon dioxide |  |  |  |  |
| Receptors involved in regulation of responses during physical activity. | Chemoreceptor, proprioceptor, baroreceptor |  |  |  |  |
| Transportation of oxygen. | Haemoglobin. Myoglobin. Oxyhaemoglobin disassociation curve. Bohr shift |  |  |  |  |
| Venous return. | Mechanisms. Relationship with blood pressure (systolic, diastolic) |  |  |  |  |
| Starling’s law of the heart. |  |  |  |  |  |
| Cardiovascular drift. | Variations in response to an exercise session. Variations between trained and untrained individuals. Adaptations to body systems resulting in training effect |  |  |  |  |
| Arterio-venous oxygen difference (A-VO2 diff). |  |  |  |  |  |

**3.1.1.3 Respiratory system**

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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Understanding of lung volumes and the impact of and on physical activity and sport. | Residual volume. Expiratory reserve volume. Inspiratory reserve volume. Tidal volume. Minute Ventilation. |  |  |  |  |
| Gas exchange systems at alveoli and muscles. | Oxygen and carbon dioxide. Principles of diffusion and partial pressures |  |  |  |  |
| The hormonal, neural and chemical regulation of pulmonary ventilation during physical activity and sport. | Adrenaline. Sympathetic and parasympathetic. Carbon dioxide |  |  |  |  |
| Receptors involved in regulation of pulmonary ventilation during physical activity. | Chemoreceptor, proprioceptor, baroreceptor. |  |  |  |  |
| Impact of poor lifestyle choices on the respiratory system. | Smoking. Oxygen transport. |  |  |  |  |

**3.1.1.4 Neuromuscular system**

Students should understand the relationship between the nervous and muscular systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery allow the body to meet the demands of exercise

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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Characteristics and functions of different muscle fibre types for a variety of sporting activities. | Slow twitch (type I). Fast glycolytic (type IIx). Fast oxidative glycolytic (type IIa) |  |  |  |  |
| Nervous system. | Sympathetic and parasympathetic |  |  |  |  |
| Role of proprioceptors in PNF. | Muscle spindles. Golgi tendon organ |  |  |  |  |
| The recruitment of muscle fibres. | Motor units. Spatial summation. Wave summation. All or none law. Tetanic. |  |  |  |  |

**3.1.1.5 The musculo-skeletal system and analysis of movement in physical activities**

Students should understand the relationship between the muscular and skeletal systems to meet the demands of exercise. Students should be able to apply their knowledge and understanding to specific sporting actions and movement in a range of physical activities.

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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Joint actions in the sagittal plane/transverse axis. | Shoulder and hip (flexion, extension and hyperextension). Elbow and knee (flexion and extension). Ankle (plantar flexion and dorsi flexion). |  |  |  |  |
| Joint actions in the frontal plane/sagittal axis. | Shoulder and hip (adduction and abduction). |  |  |  |  |
| Joint actions in the transverse plane/longitudinal axis. | Shoulder and hip (horizontal abduction and adduction). |  |  |  |  |
| Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction | Isotonic (concentric and eccentric) Isometric |  |  |  |  |

**3.1.1.6 Energy Systems**

Students should develop knowledge and understanding of energy systems prior to exercise, during exercise of differing intensities and during recovery.

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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Energy transfer in the body | Aerobic energy system (glycolosis, kerb/citric acid cycle, beta oxidation, electron transport chain).Anaerobic energy systems (ATP-PC system, anaerobic glycolytic system). |  |  |  |  |
| Energy continuum of physical activity | Consideration for physical activity and sport of different intensities and durations.Differences in ATP generation between fast and slow twitch muscle fibres. |  |  |  |  |
| Energy transfer during short duration/high intensity exercise. | Anaerobic energy system.ATP-PC system.Short term lactate anaerobic system (lactate accumulation, lactate threshold, OBLA, lactate producing capacity and spirt/power performance) |  |  |  |  |
| Energy transfer during long duration/lower intensity exercise. | Aerobic energy system.Oxygen consumption during exercise (maximal and submaximal oxygen deficit).Oxygen consumption during recovery (EPOC) |  |  |  |  |
| Factors affecting VO2 max/aerobic power. |  |  |  |  |  |
| Measurements of energy expenditure. | Indirect calorimetry.Lactate sampling.VO2 max test.Respiratory exchange ratio (RER). |  |  |  |  |
| Impact of specialist training methods on energy systems. | Altitude training.High Intensity Interval Training (HITT).Plyometrics.Speed Ability Quickness. |  |  |  |  |

**3.1.2 Skill Acquisition**

This section focuses on how skill is acquired and the impact of psychological factors on performance. Students should develop knowledge and understanding of the principles required to optimise learning of new, and the development of existing, skills in a range of physical activities.

Students should be able to understand and interpret graphical representations associated with skill acquisition theories

**3.1.2.1 – Skill, skill continuums and transfer of skills**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Characteristics of skill | Knapp 1963LACEFACES |  |  |  |  |
| Use of continua | Open – closedDiscrete – serial – continuousGross – fineSelf-paced – externally-pacedHigh – lowSimple Complex  |  |  |  |  |
| Justification of skill placement | Give reasons why you have placed skills in the position you have |  |  |  |  |
| Transfer of learning | PositiveNegativeZeroBilateral |  |  |  |  |
| Understanding of how transfer of learning impacts on skill development | How are the above used?Evaluation of transfer |  |  |  |  |

**3.1.2.2. – Impact of skill classification on structure of practice for learning**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Methods of presenting practice | WholeProgressive PartWhole-part-whole |  |  |  |  |
| Types of practice | MassedDistributedVariableMental practice |  |  |  |  |
| Understanding how knowledge of skill classification informs practice structureLinking topic 3.1.2.1 with the above content |  |  |  |  |

**3.1.2.3 – Principles and theories of learning and performance**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Stages of learning | CognitiveAssociativeAutonomous |  |  |  |  |
| How does feedback differ between stages | Links to 3.1.2.4KoP, KoR, Positive, Negative, Intrinsic, extrinsic, terminal, concurrent |  |  |  |  |
| Learning plateau | Causes Solutions  |  |  |  |  |
| Cognitive theories | Insight learningGestalt |  |  |  |  |
| Behaviourism | Operant ConditioningSkinner |  |  |  |  |
| Social Learning | Observational LearningBandura |  |  |  |  |
| Constructivism | Social Development TheoryVgotsky |  |  |  |  |
| Understanding of how theories of learning impact on skill development |  |  |  |  |

**3.1.2.4 – Use of guidance and feedback**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Methods of guidance | VerbalVisualManualMechanicalAdvantages and disadvantages |  |  |  |  |
| Understand the different purposes and types of feedback | Knowledge of performanceKnowledge of resultsPositive and negativeIntrinsic and extrinsicTerminal and concurrent |  |  |  |  |
| Understanding of how feedback and guidance impacts on skill development |  |  |  |  |

**3.1.2.5 – Memory Models**

**3.1.2.5.1 General information processing model, to include:**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Input | SensesReceptorsProprioceptionSelective Attention |  |  |  |  |
| Decision Making | Baddeley and HitchWorking Memory ModelFunctions and Characteristics of components |  |  |  |  |
| Output |  |  |  |  |  |
| Feedback |  |  |  |  |  |

**3.1.2.5.2 Efficiency of information processing to include:**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Application of Whiting’s Model | Providing movement examples and linking to the model |  |  |  |  |
| Applied understanding of IP terms | EnvironmentDisplaySensory OrgansPerceptual mechanismTranslatory mechanismEffector mechanismMuscular system output dataFeedback data |  |  |  |  |
| Reaction TimeResponse TimeMovement Time | DefinitionsRelationship between the threeSimple reaction timeChoice reaction time |  |  |  |  |
| Factors affecting | Hick’s LawPsychological refractory periodSingle channel hypothesis |  |  |  |  |
| Anticipation | DefinitionTemporalSpatial |  |  |  |  |
| Strategies to improve response time |  |  |  |  |  |
| Schmidt’s schema theory  | RecallRecognitionInitial conditionsResponse specificationsSensory consequencesResponse outcomesParameters |  |  |  |  |
| Application | Links to sporting situation |  |  |  |  |
| Strategies to improve | Input – Selective attention, decision making processChunking, chaining, response time, schema |  |  |  |  |

**3.1.3 Sport and Society**

Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society. Students should be able to understand, interpret and analyse data and graphs relating to participation in physical activity and sport.

**3.1.3.1 – Emergence of globalisation of sport in the 21st century**

Students develop an understanding of popular and rational recreation leading to the emergence of modern sport through to the globalisation of sport in the 21st century. Specifically, students should understand the impact of the following social factors on the development of football, tennis and athletics

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| 3.1.3.1.1 Pre-industrial |
| Characteristics and impact on sporting recreation | Rural, local, two-tier class.Limited to mob football, real tennis and Much Wenlock Olympic Games |  |  |  |  |
| Characteristics of popular and rational recreation linked to the two-tier class system. | Upper and Lower class systems.Reflection of society |  |  |  |  |
| 3.1.3.1.2 Industrial and post-industrial  |
| Characteristics and impact on sport | Industrial RevolutionUrbanisationTransport and communicationThe British EmpireProvision through factoriesChurch and local authoritiesThree-tier class systemNGBCharacteristics of Sport Changing role of womenThe status of amateur and professional performers |  |  |  |  |
| Development of Association Football, Lawn Tennis and rationalisation of track and field | Analyse and evaluate the impact the changes have made on the development of football, tennis and athletics |  |  |  |  |
| 3.1.3.1.3 Post World War II |
| Characteristics and impact on sportAssociation footballTennis Athletics | Golden Triangle – Relationship between commercialism, media Radio/TV/Satellite/Internet/Social media and sports (Governing bodies)The changing status of amateur and professional performersFactors affecting the emergence of elite female performers in football (players/officials), tennis and athletics |  |  |  |  |

**3.1.3.2 – The impact of sport on society and of society on sport**

This section introduces some of the key terms, key concepts and benefits of physical activity to both the individual and society

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| 3.1.3.2.1 Sociological theory applied to equal opportunities  |
| Key terms in relation to sport and impact on equal opportunities | SocietySocialisationSocial ProcessesSocial issuesSocial structuresStratificationLinks to:Primary secondarySocial Control and social changeCauses and consequences of inequality – schools/clubs |  |  |  |  |
| Social Action Theory | Interactionist approachImpact of sport on societyImpact of society on sport |  |  |  |  |
| Underrepresented groups | DisabilityEthnic GroupGenderDisadvantaged |  |  |  |  |
| Key Terms  | Equal OpportunitiesDiscriminationStereotypingPrejudice |  |  |  |  |
| Barriers | What barriers are there to participationSolutions to overcome |  |  |  |  |
| Benefits of rising participation | Health BenefitsFitness BenefitsSocial Benefits |  |  |  |  |
| Interrelationship between:Sport England – Local and National PartnersIncrease participation at grass roots levelIncrease participation with underrepresented groups |  |  |  |  |

**PAPER 2 CONTENT:**

**Factors affecting optimal performance in physical activity and sport**

**3.2.1 Exercise Physiology**

Students should understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.

**3.2.1.1 Diet and nutrition and their effect on physical activity and performance**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Understand the exercise-related function of food classes. | Carbohydrate.Fats.Fat (saturated fat, trans fat and cholesterol), protein, vitamins (C, D, B-12, B-complex), minerals (sodium, iron, calcium), water (hydration before, during and after physical activity). |  |  |  |  |
| Positive and negative effects of dietary supplements/ manipulation on the performer.  | Creatine, sodium bicarbonate, caffeine, glycogen leading. |  |  |  |  |

**3.2.1.2 Preparation and training methods in relation to maintaining physical activity and performance**

Students should understand quantitative methods, the types and use of data for planning, monitoring and evaluating physical training, and to optimise performance.

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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Understanding key data terms for laboratory conditions and field tests. | Quantitative and qualitative.Objective and subjective.Validity and reliability. |  |  |  |  |
| Physiological effects and benefits of a warm-up and cool down. | Stretching for different types of physical activity (static and ballistic). |  |  |  |  |
| Principles of training. | Specificity, progressive overload, reversibility, recovery, Frequency Intensity Time Type of training (FITT) principles.  |  |  |  |  |
| Application of principles of periodization. | Macro cycle, Meso cycle, Micro cycle.Preparation, competition, transition.Tapering, peaking. |  |  |  |  |
| Training methods to improve physical fitness and health. | Interval training (anaerobic power)Continuous training (aerobic endurance)Fartlek (aerobic endurance)Circuit training (muscular endurance)Weight training (strength)Proprioceptive Neuromuscular Facilitation PNF (Flexibility) |  |  |  |  |

**3.2.1.3 Injury prevention and rehabilitation of injury**

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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Types of injury | Acute (fractures, dislocations, strains, sprains)Chronic (Achilles tendonitis, stress fracture, ‘tennis elbow’) |  |  |  |  |
| Understanding different methods used in injury prevention, rehabilitation and recovery. | Injury prevention methods: Screening.Protective equipment. Warm up, flexibility training (active, passive, static, ballistic), tapering and bracing.Injury rehabilitation methods (proprioceptive training, strength training, hyperbaric chambers, cryotherapy, hydrotherapy).Recovery from exercise (compression garments, massage/foam rollers, cold therapy, ice bath, cryotherapy). |  |  |  |  |
| Physiological reasons for methods used in injury rehabilitation. | Hyperbaric chambers, cryotherapy. |  |  |  |  |
| Importance of sleep and nutrition for improved recovery. |  |  |  |  |  |

**3.2.2 Biomechanical movement**

Students should develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport.

Students should have a knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.

**3.2.2.1 Biomechanical principles**

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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Newton’s three laws of linear motion applied to sporting movements. | First law (inertia), second law (acceleration), third law (action/reaction). Force. |  |  |  |  |
| Definitions, equations and units of example scalars. | Speed, distance. |  |  |  |  |
| Centre of mass. |  |  |  |  |  |
| Factors affecting stability. | Height of centre of mass, area of base of support, position of line of gravity and body mass. |  |  |  |  |

**3.2.2.2 Levers**

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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Three class 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. |  |  |  |  |  |

**3.2.2.3 Linear motion**

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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| An understanding of the forces acting on a performer during linear motion. | Gravity, frictional force, air resistance, internal-muscular force, weight. |  |  |  |  |
| Definitions, equations and units of vectors and scalars. | Mass, weight, speed, velocity, distance, displacement, acceleration and momentum. |  |  |  |  |

**3.2.2.4 Angular motion**

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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Application of Newton’s laws to angular motion. |  |  |  |  |  |
| Definitions and units for angular motion. | Angular displacement, angular velocity, angular acceleration. |  |  |  |  |
| Conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity. |  |  |  |  |  |

**3.2.2.5 Projectile motion**

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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Factors affecting horizontal displacement of projectiles. |  |  |  |  |  |
| Factors affecting flight paths of different projectiles. | Shot put, badminton shuttle. |  |  |  |  |
| Vector components of parabolic flight. |  |  |  |  |  |

**3.2.2.6 Fluid mechanics**

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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Dynamic fluid force. | Drag and lift. |  |  |  |  |
| Factors that reduce and increase drag and their application to sporting situations. |  |  |  |  |  |
| The Bernoulli principle applied to sporting situations. | Upward lift force (discus).Downward lift force (speed skiers, cyclists, racing cars). |  |  |  |  |

**3.2.3 Sports Psychology**

Students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport.

Students should be able to understand and interpret graphical representations associated with sport and psychological theories.

**3.2.3.1 Psychological factors that can influence an individual in physical activities**

**3.2.3.1.1 Aspects of personality**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Understanding of the nature vs nurture debate in the development of personality. | Trait, social learning. |  |  |  |  |
| Interactionist perspective. | Hollander, Lewin. |  |  |  |  |
| How knowledge of interactionist perspective can improve performance. |  |  |  |  |  |

**3.2.3.1.2 Attitudes**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Triadic model. | Components of an attitude.Formation of attitudes.Changing attitudes through cognitive dissonance and persuasive communication. |  |  |  |  |

**3.2.3.1.3 Arousal**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Theories of arousal | Drive theory, inverted U theory, catastrophe theory and zone of optimal functioning theory |  |  |  |  |
| Practical applications of theories of arousal and their impact on performance |  |  |  |  |  |
| Characteristics of peak flow experience |  |  |  |  |  |

**3.2.3.1.4 Anxiety**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Types of Anxiety | Somatic, cognitive, competitive trait and competitive state |  |  |  |  |
| Advantages and disadvantages of using observations, questionnaires and physiological measures to measure anxiety |  |  |  |  |  |

**3.2.3.1.5 Aggression**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Difference between aggression and assertive behaviour |  |  |  |  |  |
| Theories of aggression | Instinct theory, frustration-aggression hypothesis, social learning theory and aggressive cue theory |  |  |  |  |
| Strategies to control aggression |  |  |  |  |  |

**3.2.3.1.6 Motivation**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Motivation | Intrinsic, extrinsic tangible and intangible |  |  |  |  |

**3.2.3.1.7 Achievement motivation theory**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Atkinson’s model of achievement motivation |  |  |  |  |  |
| Characteristics of personality components of achievement motivation | Need to achieveNeed to avoid failure |  |  |  |  |
| Impact of situational component of achievement motivation  | Incentive value and probability of success |  |  |  |  |
| Achievement goal theory | Impact of outcome orientated goals and task orientated goals |  |  |  |  |
| Strategies to develop approach behaviours leading to improvements in performance |  |  |  |  |  |

**3.2.3.1.8 Social facilitaion**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Social facilitation and inhibition | Zajonic’s model |  |  |  |  |
| Evaluation apprehension |  |  |  |  |  |
| Strategies to eliminate the adverse effects of social facilitation and social inhibition |  |  |  |  |  |

**3.2.3.1.9 Group Dynamics**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Group formation | Tuckman’s model |  |  |  |  |
| Cohesion | Task and social |  |  |  |  |
| Steiner’s Model of potential and actual productivity, faulty group processes | Including cooperation and coordinatin |  |  |  |  |
| Ringelmann effect and social loafing |  |  |  |  |  |
| Strategies to improve cohesion, group productivity and overcome social loafing to enhance team performance |  |  |  |  |  |

**3.2.3.110 Importance of goal setting**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Benefits of goal setting | Outcome goals, task orientatedPerformance related goals, process goals |  |  |  |  |
| Principles of effective goal setting | SMARTER (specific, measureable, achievable, realistic, time bound, evaluate, re-do) |  |  |  |  |

**3.2.3.1.11 Attribution theory**

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| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Attribution process |  |  |  |  |  |
| Weiner’s model and its application to sporting situation |  |  |  |  |  |
| Link between attribution, task persistence and motivation |  |  |  |  |  |
| Self-serving bias |  |  |  |  |  |
| Attribution retraining |  |  |  |  |  |
| Learned helplessness | General and specific |  |  |  |  |
| Strategies to avoid learned helplessness leading to improvements in performance |  |  |  |  |  |

**3.2.3.1.12 Self-efficacy and confidence**

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| **Content** | **Additional information** | **RAG** |  | **RAG** | **RAG** | **Action** |
| Characteristics of self-efficacy, self-confidence and self-esteem |  |  |  |  |  |  |
| Bandura’s Model of self-efficacy | Performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal |  |  |  |  |  |
| Vealey’s model of self-confidence | Relationship between trait sport confidence, competitive orientation, the sport situation and state sport confidence |  |  |  |  |  |
| Effects of home field advantage |  |  |  |  |  |  |
| Strategies to develop high levels of self-efficacy to improvements in performance |  |  |  |  |  |  |

**3.2.3.1.13 Leadership**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Characteristics of effective leaders |  |  |  |  |  |
| Styles of leadership | Autocratic, democratic, laissez-faire |  |  |  |  |
| Evaluation of leadership styles for different sporting situations |  |  |  |  |  |
| Prescribed and emergent leaders |  |  |  |  |  |
| Theories of leadership in different sporting situations | Fiedler’s contingency theory and Chelladurai’s multi-dimensional model |  |  |  |  |

**3.2.3.1.14 Stress Management**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| Explanation of the terms ‘stress’ and ‘stressor’ |  |  |  |  |  |
| Use of warm up for stress management |  |  |  |  |  |
| Effects of cognitive and somatic techniques on the performer |  |  |  |  |  |
| Explanation of cognitive techniques | Psychological skills trainingMental rehearsalVisualisationImageryAttentional control and sue utilisationThought stoppingPositive self-talk |  |  |  |  |
| Explanation of somatic techniques | Biofeedback, centering, breathing control, progressive muscle relaxation |  |  |  |  |

**3.2.4 Sport and society and the role of technology in physical activity and sport**

**3.2.4 Sport and society and the role of technology in physical activity and sport**

Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.

**3.2.4.1 Concepts of physical activity and sport**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content** | **Additional information** | **RAG** | **RAG** | **RAG** | **Action** |
| The characteristics and functions of key concepts and how they create the base of sporting development continuum. | Physical recreation.Sport.Physical Education (Outdoor Education).School Sport. |  |  |  |  |
| The similarities and the differences between these key concepts. |  |  |  |  |  |

**3.2.4.2 Development of elite performers in sport**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| The personal, social and cultural factors required to support progression from talent identification to elite performance. |  |  |  |  |  |
| The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance. | National governing bodies.National institutes of sport.UK sport. |  |  |  |  |
| The key features of national governing bodies’ whole sport plans. |  |  |  |  |  |
| The support services provided by national institutes of sport for talent development. |  |  |  |  |  |
| The key features of UK Sport’s World Class Performance Programme, Gold Event Series and Talent Identification and Development. | Or equivalent current named programmes. |  |  |  |  |

**3.2.4.3 Ethics in sport**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic. |  |  |  |  |  |
| Positive and negative forms of deviance in relation to the performer. |  |  |  |  |  |

**3.2.4.4 Violence in sport**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| The causes and implications of violence in sport in relation to the performer, spectator and sport. |  |  |  |  |  |
| Strategies for preventing violence within sport to performer and spectator. |  |  |  |  |  |

**3.2.4.5** **Drugs in sport**

|  |  |  |  |  |  |
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| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| 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 performance. | Erythropoietin (EPO).Anabolic steroids.Beta Blockers. |  |  |  |  |
| The positive and negative implications to sport and the performer of drug taking. | Physiological adaptations.Social and psychological rewards (for the sport and the performer)Negative impact on current and future health.Social and psychological repercussions (for the sport and performer). |  |  |  |  |
| Strategies for elimination of performance enhancing drugs in sport. |  |  |  |  |  |
| Arguments for and against drug taking and testing. | Testing procedures will not be examined. |  |  |  |  |

**3.2.4.6 Sport and the law**

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| --- | --- | --- | --- | --- | --- |
| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| The uses of sports legislation. | Performers (contracts, injury, loss of earnings)Officials (negligence).Coaches (duty of care).Spectators (safety, hooliganism). |  |  |  |  |

**3.2.4.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media.**

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| --- | --- | --- | --- | --- | --- |
| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| The positive and negative impact of commercialisation, sponsorship and the media. | Performer.Coach.Official.Audience.Sport. |  |  |  |  |

**3.2.4.8 The role of technology in physical activity and sport**

Students should understand the types of and use of data analysis to optimise performance.

Students should be able to select and justify their selection of technology for analysis of physical activity and sport to optimise performance by:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content** | **Additional Information** | **RAG** | **RAG** | **RAG** | **Action** |
| Understanding of technology for sports analytics. | Use of technology in data collection (quantitative, qualitative, objective, subjective, validity and reliability of data).Video and analysis programmes.Testing and recording equipment (metabolic cart for indirect calorimetry).Use of GPS and motion tracking software and hardware.Maintaining data integrity. |  |  |  |  |
| Function of sports analytics. | Monitor fitness for performance.Skill and technique development.Injury prevention (vibration, electro stimulation).Game analysis.Talent ID/scouting. |  |  |  |  |
| The development of equipment and facilities in physical activity and sport, and their impact on participation and performance. | Impact of material technology on equipment – adapted (disability, age).Facilities – Olympic legacy (surfaces, multi-use). |  |  |  |  |
| The role of technology in sport and its positive and negative impacts. | Sport.Performer.Coach.Audience. |  |  |  |  |

**Command Words**

|  |  |
| --- | --- |
| **Command** | **Definition/Detail** |
| ANALYSE | Separate information into components and identify their characteristics |
| APPLY | Put into effect in a recognised way |
| ASSESS | Make an informed judgement |
| CALCULATE | Work out the value of something |
| COMMENT | Present an informed decision |
| COMPARE | Identify similarities and/or differences |
| COMPLETE | Finish a task by adding to given information |
| CONSIDER | Review and respond to given information |
| CONTRAST | Identify differences |
| DEFINE | Specify meaning  |
| DESCRIBE | Set out characteristics |
| DISCUSS | Present key points about different ideas or strengths and weaknesses of an idea |
| EVALUATE | Judge from available evidence |
| EXPLAIN | Set out purposes or reasons |
| GIVE | Produce an answer from recall |
| IDENTIFY | Name of otherwise characterise |
| INTERPRET | Translate information into recognisable form |
| JUSTIFY | Support a case with evidence |
| LABEL | Provide appropriate names on a diagram |
| NAME | Identify using a recognised technical term |
| OUTLINE | Set out main characteristics |
| PLOT | Mark on a graph |
| STATE | Express clearly and briefly |
| SKETCH | Draw approximately |
| SUGGEST | Present a possible case/solution |

**AO1 (Know) AO2 (Apply) AO3 (Analyse/Evaluate - IMPACT)**

**Exam Paper Details**

**Two Exam Papers:**

* Paper 1: Factors affecting participation in physical activity and sport
	+ Section A: Applied anatomy and physiology
	+ Section B: Skill Acquisition
	+ Section C: Sport and Society
* Paper 2: Factors affecting optimal performance in physical activity and sport
	+ Section A: Exercise Physiology and Biomechanics
	+ Section B: Sports Psychology
	+ Section C: Sport and Society and Technology in sport

**Details consistent for BOTH papers:**

* Written Exam of 2 hours (total 4 hours), sat in two different sessions
* Approximately 40 minutes per section, you need to maximise the time for the extended questions – AQA Exampro suggests; 12 minutes for each 8 mark and 20 minutes for each 15 mark, leaving 8 minutes for the remaining 12 marks (multiple choice and short answer questions.
* Each paper is worth 105 marks, each section 35 marks
* Each paper equates to 35% of the final A-Level grade

**Format of paper**:

All 6 sections (3 in paper 1 and 3 in paper 2) follow the same format.

* Part 1: Multiple Choice Questions – expected 2 questions per section
* Part 2: Short Answer Questions covering a range of content from the section
* Part 3: Extended Writing Questions – one 8 mark question and one 15 mark question per section

**Synoptic Element**:

Each paper will have a synoptic style question; this will always be an 8-mark or 15-mark question.

You will be expected to draw together different areas of knowledge, skills and understanding from across the full course (the 7 topic areas as listed at the start of this document) in order to demonstrate how they interrelate.

**Maximise success:**

* Read the question
* Indicate each command word with a circle or colour 1 around it
* Indicate key content with a square or colour 2 around it
* Indicate any other elements required to gain full marks with an underline or colour 3

e.g.

Evaluate the appropriateness of a marathon runner using an ice bath as a recovery method during their training programme

* Plan your response
	+ Short answer questions – may include key words to be used
	+ 8 mark extended writing – key words, application, indicate AO3 aspects
	+ 15 mark extended writing – use the space provided to plan – split as per your preparation sheet