

Exam Board: AQA

Course Information Exam Board Website link:

<https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582/specification-at-a-glance>

Exam Info:

Paper 1: Factors affecting participation in physical activity and sport

What's assessed

- Section A: Applied anatomy and physiology
- Section B: Skill acquisition
- Section C: Sport and society

How it's assessed

- Written exam: 2 hours
- 105 marks
- 35% of A-level

Paper 2: Factors affecting optimal performance in physical activity and sport

What's assessed

- Section A: Exercise physiology and biomechanics
- Section B: Sport psychology
- Section C: Sport and society and technology in sport

How it's assessed

- Written exam: 2 hours
- 105 marks
- 35% of A-level

Non- exam assessment: Practical performance in physical activity and sport

What's assessed

- Students assessed as a performer or coach in the full sided version of one activity.
Plus:
- written/verbal analysis of performance.

How it's assessed

- Internal assessment, external moderation
- 90 marks
- 30% of A-level

Head of Department: Miss Stephanie Cox

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Homework Expectations:

1 piece of homework per week, per unit.

Long Term Plan

Year 12 Section 1- Applied Anatomy and Physiology and Exercise Physiology

Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<p>The cardiovascular system</p> <p>The respiratory System</p> <p>Cardiorespiratory topic assessment.</p>	<p>The Neuromuscular System</p> <p>The Muscular Skeletal system and analysis of movement in physical activities</p> <p>Cardiorespiratory, Neuromuscular, muscular skeletal and movement analysis topic assessment</p>	<p>Energy Systems</p> <p>Paper 1 practice assessment.</p>	<p>Diet and Nutrition and their effect on physical activity and performance</p> <p>Preparation and training methods in relation to maintaining physical activity and performance.</p> <p>End of section assessment</p>	<p>Injury prevention and the rehabilitation of injury.</p> <p>Revision</p> <p>Paper 1 and Exercise Physiology section of Paper 2 assessment.</p>	<p>NEA work- Completion of coursework.</p> <p>Practical footage required prior to this term.</p>
<p>Critical Key Vocabulary:</p> <p>Health</p> <p>Fitness</p> <p>Anticipatory Rise</p>	<p>Critical Key Vocabulary</p> <p>Plane, Axis</p> <p>Sagittal Plane</p> <p>Transverse Axis</p> <p>Frontal Plane</p>	<p>Critical Key Vocabulary</p> <p>ATP</p> <p>The ATP-PC System</p> <p>The Lactic Acid System, Anaerobic</p>	<p>Critical Key Vocabulary</p> <p>Carbohydrate.</p> <p>Fibre.</p> <p>Fat (saturated fat, trans fat and</p>	<p>Critical Key Vocabulary</p> <p>Acute</p> <p>Chronic</p> <p>Proprioceptive training</p> <p>Strength Training</p>	<p>Critical Key Vocabulary</p>

<p>Vascular Shunt Vasoconstriction Vasodilation Cardiac Conduction System Chemoreceptor Proprioceptor Baroreceptor Haemoglobin Oxyhaemoglobin Oxyhaemoglobin Dissociation Curve Bohr Shift Systolic Diastolic CardioVascular Drift Arteriovenous Oxygen Difference Residual volume. Expiratory reserve volume. Inspiratory reserve</p>	<p>Sagittal axis Transverse Plan Longitudinal Axis Flexion Extension Hyperextension Abduction Adduction Horizontal Abduction Horizontal Adduction Isotonic Concentric Isotonic Eccentric Isometric Slow twitch (type I). Fast glycolytic (type IIx). Fast oxidative glycolytic (type IIa). Sympathetic and parasympathetic. Muscle spindles. Golgi tendon organ. Motor Units Spatial Summation Wave Summation All or None Law</p>	<p>Glycolytic system The Aerobic System Intensity and Duration The Energy Continuum The Recovery Process Glycogen Glucose EPOC</p>	<p>cholesterol), protein, vitamins (C,D, B-12, B-complex), minerals (sodium, iron, calcium), water (hydration before, during and after physical activity). Creatine Sodium bicarbonate Caffeine Glycogen loading Quantitative and qualitative. Objective and subjective. Validity and reliability. Static and Ballistic Stretching Specificity Progressive Overload Reversibility Recovery Frequency Intensity Time</p>	<p>Hyperbaric Chambers Cryotherapy Hydrotherapy Compression garments Massage/foam roller Ice Bath</p>	
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volume.	Tetanic		Type		
Tidal volume.			Macro Cycle, Meso Cycle, Micro Cycle		
Minute Ventilation.			Proprioceptive Neuromuscular Facilitation (PNF).		

Year 12 Core Knowledge	Paper 1 content Health and Fitness Hormonal, neural and chemical regulation of Heart rate Transportation of Oxygen Venous return and Starling's Law Cardiovascular Drift Arterio-venous Oxygen Difference Lung Volumes and Gaseous exchange sites. Neural and chemical regulation of pulmonary ventilation Impact of poor lifestyle choices. Muscle fibre types Nervous System PNF Recruitment of muscle fibres Joint actions in planes and axis Joint types, articulating bones, antagonistic pairs and muscle contractions. Energy systems Energy transfer in varying intensities and durations of exercise Factors affecting VO2Max Measurements of energy expenditure Impact of specialist training methods on energy systems.
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	<p>Paper 2 content</p> <p>Exercise- related functions of food classes</p> <p>Evaluate effects of dietary supplements and manipulation</p> <p>Field testing and Laboratory conditions</p> <p>Warm up and Cool downs</p> <p>Principles of training</p> <p>Periodisation</p> <p>Training methods</p> <p>Types of injury</p> <p>Injury prevention</p>
<p>Year 12</p> <p>Core Skills</p>	<p>Evaluation</p> <p>Analysis</p> <p>Application</p> <p>Independent Study</p> <p>Writing</p>

Year 12- Skill Acquisition

Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<p>Skill, skill continuums and transfer of skills</p> <p>Impact of skill classification on structure of practice for learning</p> <p>End of section assessment</p>	<p>Principles and theories of learning and performance</p> <p>End of section assessment</p>	<p>Principles and theories of learning and performance</p> <p>Use of guidance and feedback</p> <p>Paper 1 practice assessment.</p>	<p>Memory models</p> <p>End of section assessment</p>	<p>Efficiency of information processing</p> <p>Paper 1 and Exercise Physiology section of Paper 2 assessment.</p>	<p>Efficiency of information processing</p> <p>End of section assessment</p>
<p>Critical Key Vocabulary</p> <p>skill continua</p> <p>Transfer of learning:</p> <p>Positive</p> <p>Negative</p> <p>Zero</p> <p>Bilateral</p> <p>Methods of practice:</p> <p>Whole.</p>	<p>Critical Key Vocabulary</p> <p>Stages of learning:</p> <ul style="list-style-type: none"> - Cognitive - associative - autonomous <p>Learning plateau</p> <p>Insight learning</p> <p>Behaviourism</p> <p>Operant conditioning</p> <p>Social Learning</p>	<p>Critical Key Vocabulary</p> <p>Stages of learning:</p> <ul style="list-style-type: none"> - Cognitive - associative - autonomous <p>Learning plateau</p> <p>Insight learning</p> <p>Behaviourism</p> <p>Operant conditioning</p> <p>Social Learning</p> <p>Observational learning</p>	<p>Critical Key Vocabulary</p> <p>Senses</p> <p>Receptors</p> <p>Proprioception</p> <p>Perception</p> <p>DCR process</p> <p>Selective attention</p> <p>Baddeley and Hitch, working memory model</p>	<p>Critical Key Vocabulary</p> <p>Environment</p> <p>Display</p> <p>Sensory organs</p> <p>Perceptual mechanism</p> <p>Translatory mechanism</p> <p>Effector mechanism</p> <p>Muscular system output data</p> <p>Feedback data</p>	<p>Critical Key Vocabulary</p> <p>Display</p> <p>Sensory organs</p> <p>Perceptual mechanism</p> <p>Translatory mechanism</p> <p>Effector mechanism</p> <p>Muscular system output data</p> <p>Feedback data</p>

Progressive part.	Observational learning	Constructivism		Simple reaction time	Simple reaction time
Whole-part-whole.	Constructivism			Choice reaction time	Choice reaction time
Types of practice:	Social development theory	Social development theory		Hick's law.	Hick's law.
Massed		Methods of guidance:		Psychological refractory period.	Psychological refractory period.
Distributed		- Verbal		Single channel hypothesis.	Single channel hypothesis.
Variable		- Visual		Anticipation: Temporal.	Anticipation: Temporal.
Mental practice		- Manual		Spatial.	Spatial.
		- Mechanical		Recall.	Recall.
		Types of feedback:		Recognition.	Recognition.
		- Knowledge of performance		Initial conditions.	Initial conditions.
		- Knowledge of results		Response specifications.	Response specifications.
		- Positive and negative		Sensory consequences.	Sensory consequences.
		- Intrinsic		Response outcomes.	Response outcomes.
		- Extrinsic		Decision making process:	Decision making process:

				<ul style="list-style-type: none"> - Chunking - Chaining - Response time - Chema 	<ul style="list-style-type: none"> - Chunking - Chaining - Response time - Chema.
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Year 12 Core Knowledge	<p> Characteristics of skill. Use of skill continua. Transfer of learning. Methods of presenting practice. Types of practice. Stages of learning Learning plateau. Insight learning (Gestalt). Behaviourism. Operant conditioning (Skinner). Social learning. Observational learning (Bandura). Constructivism. Social development theory (Vygotsky). Methods of guidance Types of feedback Information processing model Schmidt's schema theory </p>
Year 12 Core Skills	<p> Evaluation Analysis Application Independent Study Writing </p>

Year 12- Sport and Society (PS to complete)

Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<p>Pre-Industrial Britain</p> <p>Industrial & Post-Industrial Britain</p> <p>Pre & post assessment</p>	<p>Industrial & Post-Industrial Britain</p> <p>Post World War II</p> <p>Pre & post Industrial Britain, Post World War II assessment</p>	<p>Post World War II</p> <p>Pre & post Industrial Britain, Post World War II assessment</p>	<p>Sociological Theory Applied to Equal Opportunities</p> <p>Pre & post Industrial Britain, Post World War II, Society, Socialisation, issues, structures assessment</p>	<p>Sociological Theory Applied to Equal Opportunities</p> <p>Pre & post Industrial Britain, Post World War II, Society, Socialisation, issues, structures, Under represented groups assessment</p>	<p>Sociological Theory Applied to Equal Opportunities</p> <p>End of year 12 assessment</p>
<p>Critical Key Vocabulary</p> <p>Feudal System</p> <p>Aristocracy</p> <p>Mob football</p> <p>Rural</p> <p>Real Tennis</p>	<p>Critical Key Vocabulary</p> <p>Churches and local authorities.</p> <p>Public schools/universities</p> <p>national governing bodies.</p>	<p>Critical Key Vocabulary</p> <p>Commercialisation</p> <p>Media</p> <p>Sport</p> <p>Sponsorship</p> <p>Female</p>	<p>Critical Key Vocabulary</p> <p>Society</p> <p>Socialisation</p> <p>Social processes</p> <p>Social issues</p> <p>Social structures/stratification</p>	<p>Critical Key Vocabulary</p> <p>Discrimination</p> <p>Stereotyping</p> <p>Prejudice</p> <p>Barriers</p> <p>Solutions</p>	<p>Critical Key Vocabulary</p> <p>Health benefits.</p> <p>Fitness benefits.</p> <p>Social benefits</p> <p>Sport England</p> <p>Local national partners</p>

Revolution	amateur	Players	Disability	Under-represented groups	Grass roots
Urbanisation	professionals	Officials	Ethnic group.		
Transport and communication.	Church		Gender.		
The British Empire.	Association Football		Disadvantaged		
Provision through factories.	Lawn Tennis				
	Athletics				

Year 12 Core Knowledge	Pre-Industrial Britain Industrial & Post-Industrial Britain Post World War II Sociological Theory Applied to Equal Opportunities
Year 12 Core Skills	Evaluation Analysis Application Independent Study Writing

Year 13- Biomechanical Movement

Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<p>Mock assessment full Paper 1 and partial Paper 2 content</p> <p>NEA Practical performance and coursework completion</p>	<p>Biomechanical principles and levers Linear Motion Angular Motion</p> <p>End of topic assessment</p>	<p>Projectile Motion Fluid Mechanics</p> <p>Mock Assessments Full Paper 1 and Paper 2.</p> <p>NEA Practical performance and coursework completion (final deadline for changes).</p>	<p>Moderation Period</p> <p>Revision</p>	<p>Revision</p>	<p>Study Leave</p>
<p>Critical Key Vocabulary</p>	<p>Critical Key Vocabulary Inertia Acceleration Action/reaction</p> <p>Speed, Distance Centre of mass Base support Gravity Body Mass</p> <p>Mechanical Advantage Lever</p> <p>Gravity Frictional force</p>	<p>Critical Key Vocabulary</p> <p>Horizontal displacement Projectiles Vector Parabolic flight</p> <p>Drag The Bernoulli Principle</p>	<p>Critical Key Vocabulary</p> <p>As previous</p>	<p>Critical Key Vocabulary</p>	<p>Critical Key Vocabulary</p>

	Air resistance Internal muscular force Weight Velocity Displacement Acceleration Momentum Mass Speed Distance Angular Displacement Angular Velocity Angular Acceleration				
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Year 13 Core Knowledge	Newton's Laws Definitions, equations and units of example scalars Centre of Mass Factors affecting stability Lever classes and mechanical advantages/disadvantages Forces acting during linear motion Definitions, equations and units of example vectors Definitions, equations and units of example scalars Relationship between impulse and increasing and decreasing momentum Newton's laws to angular motion Definitions and units for angular motion Conservation of angular momentum during flight, moment of inertia and angular velocity. Factors affecting horizontal displacement of projectiles Factors affecting flight paths
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	<p>Vector components of parabolic flight</p> <p>Dynamic fluid force</p> <p>Factors that reduce and increase drag</p> <p>The Bernoulli principle applied to sporting situations.</p>
<p>Year 13</p> <p>Core Skills</p>	<p>Evaluation</p> <p>Analysis</p> <p>Application</p> <p>Independent Study</p> <p>Writing</p>

Year 13- Sport Psychology

Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<p>Aspects of personality</p> <p>Attitudes</p> <p>Arousal</p> <p>Mock assessment full Paper 1 and partial Paper 2 content</p>	<p>Anxiety</p> <p>Aggression</p> <p>Motivation</p> <p>Achievement motivation theory</p>	<p>Social facilitation</p> <p>Group dynamics</p> <p>Importance of goal setting</p> <p>Mock Assessments Full Paper 1 and Paper 2.</p>	<p>Attribution theory</p> <p>Self-efficacy and confidence</p> <p>Leadership</p> <p>Stress Management</p>	<p>Revision</p>	<p>Study Leave</p>
<p>Critical Key Vocabulary</p> <p>Nature vs Nurture</p> <p>Trait</p> <p>social learning</p> <p>Interactionist perspective</p> <p>Triadic model</p> <p>Theories of arousal:</p> <p>- Drive theory</p>	<p>Critical Key Vocabulary</p> <p>Types of Anxiety:</p> <ul style="list-style-type: none"> - Somatic - cognitive - competitive trait - competitive state <p>Aggression:</p> <ul style="list-style-type: none"> - Instinct theory - Frustration-aggression - Hypothesis - Social learning theory - Aggressive cue theory <p>Motivation:</p>	<p>Critical Key Vocabulary</p> <p>Social facilitation and inhibition:</p> <ul style="list-style-type: none"> - Zajonc's model <p>Evaluation apprehension</p> <p>Group formation</p> <p>Tuckman's model</p> <p>Cohesion:</p> <ul style="list-style-type: none"> - Task and social 	<p>Critical Key Vocabulary</p> <p>Attribution process.</p> <p>Weiner's Model</p> <p>Self-serving bias.</p> <p>Attribution retraining.</p> <p>Learned helplessness.</p> <p>Characteristics of self-efficacy, self-confidence and self-esteem.</p>	<p>Critical Key Vocabulary</p>	<p>Critical Key Vocabulary</p>

<ul style="list-style-type: none"> - inverted U theory - catastrophe theory -zone of optimal functioning theory. <p>Characteristics of peak flow experience</p>	<ul style="list-style-type: none"> - Intrinsic - Extrinsic - tangible - intangible <p>Atkinson's Model of achievement motivation.</p> <p>Achievement goal theory</p>	<p>Steiner's model of potential and actual productivity, faulty group processes</p> <p>Ringelmann effect and social loafing</p> <ul style="list-style-type: none"> - Outcome goals - Performance related goals - Process goals. <p>Goal setting- SMARTER</p>	<p>Bandura's Model of self-efficacy.</p> <p>Vealey's Model of self-confidence.</p> <p>Characteristics of effective leaders.</p> <p>Styles of leadership:</p> <ul style="list-style-type: none"> - Autocratic - Democratic - Laissez-faire. <p>Prescribed and emergent leaders.</p> <p>Fiedler's contingency theory</p> <p>Chelladurai's multi-dimensional model.</p> <p>Explanation of cognitive techniques:</p> <ul style="list-style-type: none"> - Mental rehearsal. - Visualisation. - Imagery. - Attentional control 		
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			<p>and cue utilisation.</p> <ul style="list-style-type: none"> - Thought stopping - Positive self-talk. <p>Explanation of somatic techniques:</p> <ul style="list-style-type: none"> - Biofeedback - Centering - Breathing control - Progressive muscle relaxation. 		
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<p>Year 13 Core Knowledge</p>	<p>Aspects of personality</p> <p>Attitudes</p> <p>Arousal</p> <p>Anxiety</p> <p>Aggression</p> <p>Motivation</p> <p>Achievement motivation theory</p> <p>Social facilitation</p> <p>Group dynamics</p> <p>Importance of goal setting</p> <p>Attribution theory</p> <p>Self-efficacy and confidence</p> <p>Leadership</p> <p>Stress management</p>
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**Year 13
Core Skills**

Evaluation
Analysis
Application
Independent Study
Writing

Year 13- Sport and society and technology in sport (PS to Complete)

Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<p>Concepts of physical activity & sport</p> <p>Development of elite performers</p> <p>Mock assessment full Paper 1 and partial Paper 2 content</p>	<p>Development of elite performers</p> <p>Ethics in sport</p> <p>Violence in sport</p>	<p>Drugs in sport</p> <p>Sport & Law</p> <p>Mock Assessments Full Paper 1 and Paper 2.</p>	<p>Impact of commercialisation on physical activity and sport and the relationship between sport and the media</p> <p>The role of technology in physical activity & sport</p>	<p>Revision & preparation for exam</p> <p>Past papers</p>	<p>Study Leave</p>
<p>Critical Key Vocabulary</p> <p>PE</p> <p>Sport</p> <p>Recreation</p> <p>School sport</p> <p>Factors</p> <p>National Governing Bodies.</p>	<p>Critical Key Vocabulary</p> <p>Institutes</p> <p>Development</p> <p>Gold event series</p> <p>UK Sport</p> <p>Talent ID</p> <p>Win ethic Sportsmanship</p>	<p>Critical Key Vocabulary</p> <p>Erythropoietin (EPO).</p> <p>Anabolic steroids.</p> <p>Beta blockers.</p> <p>Physical</p> <p>Psychological</p>	<p>Critical Key Vocabulary</p> <p>Performer.</p> <p>Coach.</p> <p>Official.</p> <p>Audience.</p> <p>Sport</p> <p>Technology Analytics</p>	<p>Critical Key Vocabulary</p>	<p>Critical Key Vocabulary</p>

National Institutes of Sport.	Gamesmanship	Positives	Testing		
UK Sport.	Deviance	Negatives	Injury Prevention		
Similarities	Positive	Strategies	Sport.		
Differences	Negative	Testing	Performer.		
	Amatuer	Law	Coach.		
	Oath	Legislation	Audience		
	Violence	Performers	Equipment		
		Coaches	Facilities		
		Officials			
		Spectators			

Year 13 Core Knowledge	<p>Concepts of physical activity and sport</p> <p>Development of elite performers in sport</p> <p>Ethics in sport</p> <p>Violence in sport</p>
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	<p>Drugs in sport</p> <p>Sport and the law</p> <p>Impact of commercialisation on physical activity and sport and the relationship between sport and the media</p> <p>The role of technology in physical activity and sport</p>
<p>Year 13</p> <p>Core Skills</p>	<p>Evaluation</p> <p>Analysis</p> <p>Application</p> <p>Independent Study</p> <p>Writing</p>

Grade Descriptors:

Grade	Descriptors
A	<p>To achieve grade A, candidates will be able to:</p> <p>Demonstrate an excellent breadth and depth of knowledge and understanding across most areas of the specification.</p> <p>Demonstrate sustained application of excellent knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Be consistently successful when analysing or evaluating any of the topics across most areas of the specification, articulating their ideas accurately, concisely, and logically.</p> <p>Apply the full range of basic and most advanced skills both consistently and successfully in high level formal or competitive situations.</p> <p>Analyse and evaluate their own/another Candidates performance in a formal or competitive setting with excellent levels of depth and breadth.</p>
C	<p>To achieve grade C, candidates will be able to:</p> <p>Demonstrate a good level of knowledge and understanding across many areas of the specification, but with some noticeable inconsistency or gaps.</p> <p>Apply some knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport with variable success.</p> <p>Produce a good level of relevant analysis and evaluation on some of the topics from the specification, although this will not always be precise, accurate, concise, or logical.</p> <p>Apply a most basic skills consistently and some advanced skills consistently well in formal or competitive situations.</p> <p>Analyse and evaluate their own/another Candidates performance in a formal or</p>

	competitive setting with a good level of depth or breadth.
E	<p>To achieve grade E, candidates will be able to:</p> <p>Demonstrate some knowledge and understanding across many areas the specification, although significant gaps will be evident.</p> <p>Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport on some occasions with limited success.</p> <p>Attempt relevant analysis and evaluation on some occasions in a limited range of topics from the specification; this will often lack precision, accuracy, conciseness, and logical structure.</p> <p>Apply some basic skills with limited consistency and success in formal or competitive situations.</p> <p>Show a limited ability to analyse and evaluate performance in a formal or competitive situation.</p>