

Biddulph High School Curriculum Intent:

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential. Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society. Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges. We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

Curriculum Intent for Physical Education:

All teachers will follow the scheme of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced. Teachers will ensure that gaps are closed through regular monitoring within the classroom. Do it now tasks (DINT) will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

A Level Physical Education Long Term Plans						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	<p>Paper 1 Applied Anatomy & Physiology</p> <p>Skill Acquisition</p> <p>Sport & Society</p>	<p>Paper 1 Applied Anatomy & Physiology</p> <p>Skill Acquisition</p> <p>Sport & Society</p>	<p>Paper 1 Applied Anatomy & Physiology</p> <p>Skill Acquisition</p> <p>Sport & Society</p>	<p>Paper 1 Applied Anatomy & Physiology</p> <p>Skill Acquisition</p> <p>Sport & Society</p>	<p>Start NEA Written coursework</p> <p>Gather video footage of any 'summer' practical activities</p>	<p>Complete x1 NEA Essay</p> <p>Paper 1 Mock exam</p>
13	<p>Paper 2</p> <p>Exercise physiology and biomechanics</p> <p>Sport psychology</p> <p>Sport and society and technology in sport</p>	<p>Paper 2</p> <p>Exercise physiology and biomechanics</p> <p>Sport psychology</p> <p>Sport and society and technology in sport</p>	<p>Paper 2</p> <p>Exercise physiology and biomechanics</p> <p>Sport psychology</p> <p>Sport and society and technology in sport</p> <p>Paper 1 & 2 Mock Exams</p> <p>Continue 2nd NEA Essay</p>	<p>Paper 2</p> <p>Exercise physiology and biomechanics</p> <p>Sport psychology</p> <p>Sport and society and technology in sport</p> <p>Complete all NEA work including video footage and annotation</p>	<p>Paper 1 & 2 Final Exams</p>	

A Level Physical Education: Medium Term Overview		
Year 12	Unit Title: AQA A Level PE Paper 1	No of Lessons: 9 across the fortnight
Overview/Intent	Paper 1 will cover three main areas: Section A: Applied anatomy and physiology Section B: Skill acquisition Section C: Sport and society	
Essential Skills (what must students be able to demonstrate):		
The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.		
<ul style="list-style-type: none"> • AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. • AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 		
Section A: Applied Anatomy and Physiology		
Lessons: 3.1.1.5 The musculo-skeletal system and analysis of movement in physical activities <ul style="list-style-type: none"> • Joint actions in linked to planes and axis. • Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction. 	Essential Knowledge (what must students know): 3.1.1.5 Student must 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 <ul style="list-style-type: none"> • Movements of the body including flexion, extension, abduction, adduction, horizontal abduction and adduction, plantar flexion and dorsi flexion. 	

	<ul style="list-style-type: none"> • Joints actions linked to sagittal plane, transverse axis; frontal plane, sagittal axis; transverse plane, longitudinal axis.
<p>3.1.1.4 Neuromuscular system</p> <ul style="list-style-type: none"> • Characteristics of different muscle fibre types. • Nervous system • Role of proprioceptors • Recruitment of fibre types. 	<p>3.1.1.4 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.</p> <ul style="list-style-type: none"> • Types of fibres including: Slow twitch (type I). Fast glycolytic (type IIx). Fast oxidative glycolytic (type IIa). • Sympathetic and parasympathetic nervous system. • Muscle spindles and golgi tendon organs. • Motor units, spatial summation, wave summation, all or none law and tetanic contractions.
<p>3.1.1.(1&2&3) Cardio-respiratory 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. • Starling’s law of the heart. • Cardiovascular drift. • Arterio-venous oxygen difference (A-VO₂ diff). • Understanding of lung volumes and the impact of and on physical activity and sport. • Gas exchange systems at alveoli and muscles. • The neural and chemical regulation of pulmonary ventilation during physical activity and sport. • Receptors involved in regulation of pulmonary ventilation during physical activity. • Impact of poor lifestyle choices on the respiratory system. 	<p>3.1.1.(1&2&3)</p> <p>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.</p> <ul style="list-style-type: none"> • Health (heart disease, high blood pressure, effects of cholesterol, stroke). Fitness (cardiac output – trained and untrained individuals, maximal and submaximal exercise). • Anticipatory rise. Redistribution of blood (vascular shunting vasoconstriction, vasodilation). Cardiac conduction system. Sympathetic and parasympathetic. Carbon dioxide. • Chemoreceptor, proprioceptor, baroreceptor. • Transport of gases via Haemoglobin. Myoglobin. Oxyhaemoglobin disassociation curve. Bohr shift. • Variations in response to an exercise session. Variations between trained and untrained individuals. Adaptations to body systems resulting in training effect. • Residual volume. Expiratory reserve volume. Inspiratory reserve volume. Tidal volume. Minute Ventilation. • Gaseous exchange of oxygen and carbon dioxide. Principles of diffusion and partial pressures. • Regulation of pulmonary ventilation using the sympathetic and parasympathetic. The influence of carbon dioxide. • The role of chemoreceptor, proprioceptor, baroreceptor in pulmonary ventilation. • Impact of smoking and the impact on oxygen transport.

<p>3.1.1.6 Energy systems 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 VO₂ max/aerobic power. Measurements of energy expenditure. Impact of specialist training methods on energy systems.</p>	<p>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.</p> <ul style="list-style-type: none"> • Processes of Aerobic energy system (glycolysis, kreb/citric acid cycle, beta oxidation, electron transport chain). Anaerobic energy systems (ATP-PC system, anaerobic glycolytic system). • The energy continuum for physical activity and sport of different intensities and durations. • Differences in ATP generation between fast and slow twitch muscle fibre. • Duration and intensity of exercise on Anaerobic energy system. ATP-PC system. Anaerobic glycolytic system (lactate accumulation, lactate threshold, OBLA, lactate producing capacity and sprint/power performance). • Duration and intensity of exercise on Aerobic energy system. Oxygen consumption during exercise (maximal and submaximal oxygen deficit). Oxygen consumption during recovery (excess post-exercise oxygen consumption EPOC). • Indirect calorimetry. Lactate sampling. VO₂ max test. Respiratory exchange ratio (RER). • Altitude training. High Intensity Interval Training (HIIT). Plyometrics. Speed Agility Quickness.
<p>Section B: Skill Acquisition</p>	
<p>Lessons:</p> <ul style="list-style-type: none"> • Defining, Developing and Classifying Skills in Physical Education • Transfer of Learning • Planning a Training Session • Learning Plateaus • Feedback, Guidance and Stages of Learning • Information Processing: Input / Perceptual Mechanism • Information Processing: Selective Attention • Information Processing: Memory • Information Processing: Reaction time, Movement Time and response time. • Schema Theory • Behaviourism/ Operant Conditioning Theories 	<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • Define, explain and give practical examples of the 6 skill classifications • To identify and give examples of 5 types of skill transfer • Explain and evaluate the 3 Methods of Presenting Practice. • Explain and evaluate the 4 Types of Practice. • To understand the causes of a plateau and ways to overcome this. • Give the function of feedback, Identify the different types and recommend ways of making Feedback more effective. • To identify and give examples of the 4 forms of guidance and explain the limitations of each form • Explain the different stages of learning and identify the most appropriate type of feedback and guidance to use for each stage. • Outline where Selective attention occurs in the information processing model, explain its importance as part of the perceptual mechanism and how it can be improved • List the characteristics of short and long term memory and Identify and explain ways to improve your long term memory.

<ul style="list-style-type: none"> • Cognitive / Insight Theories • Social Learning Theories • Social Development Theory 	<ul style="list-style-type: none"> • Define and explain movement time, response time and reaction time, • Describe Hicks law then evaluate the importance of reaction time by giving a practical example of both Simple and Choice reaction time. • Explain and give examples of factors that affect reaction time and give at least 4 examples of how reaction time can be improved • Explain and give examples of the effect that the Psychological refractory period and the Single Channel Hypothesis have on reaction time. • Explain with examples the Schema theory and outline what a coach can do to help develop Schema. • Explain and evaluate using suitable examples, Behaviourism/Operant Conditioning Theories of learning. • Distinguish between Positive Reinforcement, negative reinforcement and punishment • Explain and evaluate using suitable examples, Cognitive/Insight Theories of learning. • Explain and evaluate using suitable examples, Social Learning Theories. • Explain and evaluate using suitable examples, Social Development theory of Learning (Constructivism).
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Section C: Sport and Society

<p>Lessons:</p> <ul style="list-style-type: none"> • Life in pre-industrial Britain, Characteristics of popular recreation • Mob football, Real Tennis • Real Tennis, Footmen • Life in industrial and post-industrial Britain, The Industrial Revolution • Rational recreation • Urbanisation, Transport and communication • The influence of the church and local authorities • The emergence of the middle class- 3 tier society 	<p>Essential Knowledge (what must students know):</p> <p>Characteristics of society and their impact on sporting recreation</p> <ul style="list-style-type: none"> • Two tier class system • Rural • Limited communication/technology/transport • Widespread illiteracy • Harsh lifestyle <p>Characteristics of sporting recreation (limited to mob football and real tennis).</p> <p>Characteristics and impact on sport (limited to development of association football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games).</p> <ul style="list-style-type: none"> • Industrial Revolution.
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<ul style="list-style-type: none"> • The British Empire, The role of the Wenlock Games • The development of NGBs • The difference between amateurism and professionalism, Positive impacts of 19th century amateurism • Positive impacts of 19th century professionalism, Key features of 20th century amateurs • Key features of modern day amateurs, Positives of modern day amateurism • Modern day professionalism • Development of association football • The emergence of elite female footballers in modern day sport • Development of lawn tennis • The emergence of elite female tennis players in modern day sport • Development of track and field athletics, The emergence of elite female athletes in modern day sport • The Golden Triangle • The impact of social media on sport • The sociology of sport, Definition of society • Socialisation- primary, secondary and gender, Social processes • Social issues and social structures • The social action theory, Understanding key terms; equal opportunities, discrimination, stereotyping and prejudice • The barriers to participation and the possible solutions 	<ul style="list-style-type: none"> • Urbanisation. • Transport and communication. • The British Empire. • Provision through factories. • Churches and local authorities. • Public schools/universities • Three-tier class system (emphasis on middle class and working class). • Development of national governing bodies. • Consideration of the changing role of women • in sport. • The status of amateur and professional performers. <p>Characteristics and impact of the Golden Triangle (limited to development of association football, tennis and athletics).</p> <ul style="list-style-type: none"> • The interrelationship between commercialisation (including sponsorship), media (radio, TV, satellite, internet and social media) and sports and governing bodies. <p>The changing status of amateur and professional performers (limited to development of association football, tennis and athletics).</p> <p>Factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century.</p> <ul style="list-style-type: none"> • Characteristics of football, athletics and tennis. <p>Understanding of the key terms relating to the study of sport and their impact on equal opportunities in sport and society.</p> <ul style="list-style-type: none"> • Society. • Socialisation (primary and secondary). • Social processes (social control and social change). • Social issues (causes and consequences of inequality). • Social structures/stratification (eg schools/ sports clubs).
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<ul style="list-style-type: none"> • The benefits of raising participation • The role Sport England and local and national partners have on increasing participation at grass roots level and for those underrepresented groups in sport 	<p>Understanding social action theory in relation to social issues in physical activity and sport.</p> <ul style="list-style-type: none"> • Impact of sport on society and of society on sport. <p>Underrepresented groups in sport.</p> <ul style="list-style-type: none"> • Disability. • Ethnic group. • Gender. • Disadvantaged. <p>Understanding the key terms relating to equal opportunities.</p> <ul style="list-style-type: none"> • Discrimination • Stereotyping • Prejudice <p>The barriers to participation in sport and physical activity and possible solutions to overcome them for under represented groups in sport.</p> <p>Benefits of raising participation.</p> <ul style="list-style-type: none"> • Health benefits. • Fitness benefits. • Social benefits. <p>The interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport.</p>
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A Level Physical Education: Medium Term Overview

Year 13	Unit Title: AQA A Level PE Paper 2	No of Lessons: 9 across the fortnight
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<p>Overview/Intent</p>	<p>Paper 2 will cover three main areas:</p> <p>Section A: Exercise Physiology and Biomechanics</p> <p>Section B: Sports Psychology</p> <p>Section C: Sport and Society and Technology in Sport</p>
<p>Essential Skills (what must students be able to demonstrate):</p> <p>The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.</p> <p>AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.</p>	
<p>Section A: Exercise Physiology and Biomechanics</p>	
<p>Lessons:</p> <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/manipulation on the performer. 	<p>Essential Knowledge (what must students know):</p> <p>3.2.1.1 Students should understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems:</p> <ul style="list-style-type: none"> • Analyse - Carbohydrate. Fibre. 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). • Creatine, sodium bicarbonate, caffeine, Glycogen loading.

<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 of the key terms relating to laboratory conditions and field tests. • 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>3.2.1.2 Students should understand quantitative methods, the types and use of data for planning, monitoring and evaluating physical training, and to optimise performance.</p> <ul style="list-style-type: none"> • Quantitative and qualitative. Objective and subjective. Validity and reliability. • Stretching for different types of physical activity (static and ballistic). • Specificity, progressive overload, reversibility, recovery, Frequency Intensity Time Type of Training (FITT) principles. • Macro cycle, Meso cycle, Micro cycle. Preparation, competition, transition. Tapering, peaking. • HIIT/interval training (anaerobic power). Continuous training (aerobic power). Fartlek (aerobic power). Circuit training (muscular endurance). Weight training (strength). Proprioceptive Neuromuscular Facilitation (PNF) (flexibility).
<p>3.2.1.3 Injury prevention and the rehabilitation of injury</p> <ul style="list-style-type: none"> • Types of injury. • Understanding different methods used in injury prevention, rehabilitation and recovery. • Physiological reasons for methods used in injury rehabilitation. • Importance of sleep and nutrition for improved recovery. 	<p>3.2.1.3 Students should understand quantitative methods, the types and use of data for planning, monitoring and evaluating physical training, and to optimise performance.</p> <ul style="list-style-type: none"> • Acute (fractures, dislocations, strains, sprains). Chronic (achilles tendonitis, stress fracture, 'tennis elbow'). • Injury prevention methods: Screening. Protective equipment. Warm up, flexibility training (active, passive, static and ballistic), taping 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 Hyperbaric chambers, cryotherapy.

<p>3.2.2 Biomechanical movement</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. • Levers • Forces and linear motion. • Units of vectors • Units of scalars • Impulse and force/time graphs • Angular motion • Projectile motion • Fluid mechanics 	<p>3.2.2 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.</p> <ul style="list-style-type: none"> • First law (inertia), second law (acceleration), third law (action/reaction). • Force. • Speed, distance. • Height of centre of mass, area of base of support, position of line of gravity and body mass. • 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. • Forces during linear motion; gravity, frictional force, air resistance, internal-muscular force, weight. • Vector definitions, equations and units - Weight, velocity, displacement, acceleration and momentum. • Scalar definitions, equations and units - Mass, speed and distance. • The relationship between impulse and increasing and decreasing momentum in sprinting through the interpretation of force/time graphs. • Application of Newton’s laws to angular motion. • Conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity. • Factors affecting horizontal displacement of projectiles. Factors affecting flight paths of different projectiles (Shot put, badminton shuttle). • Vector components of parabolic flight. • 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)).
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Section B: Sports Psychology

<p>Lessons:</p> <ul style="list-style-type: none"> • Personality – Trait, Social Learning and Interactionist approach 	<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • Define personality and outline what is meant by Type A / Extrovert and Type B / Introvert personalities • Explain the Trait theory of personality and give examples from sports • Explain the Social Learning theory of personality and give examples from sports • Explain the Interactionist theory of personality and give examples from sports
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<ul style="list-style-type: none"> • Attitude • Arousal • Anxiety • Stress Management • Aggression in Sport • Motivation • Achievement Motivation • Social Facilitation and Inhibition • Group Dynamics 	<ul style="list-style-type: none"> • Critically evaluate psychometric tests of personality. • Understand what attitudes are and how they are formed. • Recognise and interpret the attitude triadic model and outline methods of improving attitude using the model. • Understand how you can change an attitude by practical applications of Persuasive Communication and Cognitive Dissonance Theory. • Explain why developing positive attitudes, contributes to sporting success. • Describe what is meant by the term 'arousal' and its importance in performance. Recognise and explain what is meant by Peak Flow. • Recognise the Cognitive and Somatic effects that arousal can have on the individual. • From a coaching perspective, know the correct levels of arousal for different individuals and for different sporting situations. • Explain arousal in terms of psychological theory and be able to apply theories of Drive, Inverted U and Catastrophe to performance. • Define and explain the different types of anxiety and their effects on a performer. • Critically evaluate the different ways of measuring anxiety. • Outline at least 4 different cognitive and somatic anxiety-reducing techniques. • Explain the different types of goals that may be used to reduce anxiety. • Recognise aggression in sport and the difference between this and assertion. • Explain why aggression occurs using a range of theories. • Explain strategies for a coach, an official and an individual to control aggression. • Explain the different forms of motivation • Know how motivation affects performance • Understand the problems that Extrinsic motivation may cause. • Explain achievement motivation and the characteristics of the motives to achieve (nAch) and to avoid failure (Naf). • Describe the development of approach and avoidance behaviours. • Explain how the motive to achieve depends on incentive value and probability of success. • Explain how the presence of an audience may affect performance. • Explain the different strategies that may be used to reduce audience effects. • Differentiate between a group, a crowd or individuals. • Describe the stages a group go through to become a team • Understand how you can help the group formation. • Understand the difference between social and task cohesion
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<ul style="list-style-type: none"> • Goal Setting • Attribution Theory • Self-efficacy and Confidence • Leadership 	<ul style="list-style-type: none"> • Describe a range of strategies to develop cohesion • Apply a range of strategies to overcome Faulty group processes such as social loafing. • Identify and give examples of different types of goals • Identify and explain the SMARTER principle • Define Attribution and evaluate why we attribute our wins and losses to different factors. • Understand the difference between Internal, external, stable and unstable factors of attribution • Explain how an understanding of attribution theory can help a performer improve and stay motivated. • Recommend practical methods for changing somebody's attributions • Define and explain the difference between self-confidence and self-efficacy. • Explain the different ways of improving self-efficacy • Explain the phenomenon of home-field advantage and suggest circumstances in which it is more likely to occur. • Explain the qualities that are required to become a good leader. • Explain the different types of leader. • Describe how leaders are appointed. • Explain the effectiveness of the different styles of leadership. • Explain the need for leaders to be adaptable according to Fielder's and Chelladurai's models
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Section C: Sport and Society and Technology in Sport

<p>Lessons:</p> <ul style="list-style-type: none"> • Concepts of Physical activity and sport • Development of elite performers • Organisations involved in the development of elite performers • Support services • World class performance pathway • Amateurism and gamesmanship 	<p>Essential Knowledge (what must students know):</p> <p>The characteristics and functions of key concepts and how they create the base of the sporting development continuum.</p> <ul style="list-style-type: none"> • Physical recreation. • Sport. • Physical education. • School sport. <p>The similarities and the differences between these key concepts.</p> <p>The factors required to support progression from talent identification to elite performance.</p> <p>The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance.</p> <ul style="list-style-type: none"> • National Governing Bodies.
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<ul style="list-style-type: none"> • Causes and implications of violence in sport • Drugs in sport • Sport and the law • Commercialisation of sport • Sports Analytics • Video analysis and programmes • Testing, GPS and data integrity • Functions of sport analysis • Equipment • Positives and negatives of technology 	<ul style="list-style-type: none"> • National Institutes of Sport. • UK Sport. <p>The support services provided by National Institutes of Sports for talent development.</p> <p>The key features of UK Sport’s World Class Performance Programme, Gold Event Series and Talent Identification and Development.</p> <ul style="list-style-type: none"> • Or equivalent current named programmes. <p>Understanding of the key terms relating to ethics in sport.</p> <ul style="list-style-type: none"> • Amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic. <p>Positive and negative forms of deviance in relation to the performer.</p> <p>The causes and implications of violence in sport.</p> <ul style="list-style-type: none"> • Performer • Spectator • Sport <p>Strategies for preventing violence within sport to the performer and spectator.</p> <p>The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance.</p> <ul style="list-style-type: none"> • Erythropoietin (EPO). • Anabolic steroids. • Beta blockers. <p>The positive and negative implications to the sport and the performer of drug taking.</p> <ul style="list-style-type: none"> • 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 the performer).
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	<p>Strategies for elimination of performance enhancing drugs in sport.</p> <p>Arguments for and against drug taking and testing.</p> <p>The uses of sports legislation.</p> <ul style="list-style-type: none">• Performers (contracts, injury, loss of earnings).• Officials (negligence).• Coaches (duty of care).• Spectators (safety, hooliganism). <p>The positive and negative impact of commercialisation, sponsorship and the media.</p> <ul style="list-style-type: none">• Performer.• Coach.• Official.• Audience.• Sport. <p>Understanding of technology for sports analytics</p> <ul style="list-style-type: none">• Use of technology in data collection (quantitative and qualitative, objective and 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. <p>Functions of Sports Analytics</p> <ul style="list-style-type: none">• Monitor fitness for performance.• Skill and technique development.• Injury prevention.• Game analysis.• Talent ID/scouting.
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	<p>The development of equipment and facilities in physical activity and sport, and their impact on participation and performance.</p> <ul style="list-style-type: none"> • Impact of material technology on equipment – adapted (disability, age). • Facilities – Olympic legacy, (surfaces, multiuse). <p>The role of technology in sport and its positive and negative impacts.</p> <ul style="list-style-type: none"> • Sport. • Performer. • Coach. • Audience.
<p>Non-Examined Assessment: Synoptic Assessment</p>	
<p>Overview/Intent</p>	<p>The non-exam assessment (NEA) aspect of the qualification requires students to develop their ability and aptitude in physical activity, demonstrating appropriate skills and techniques outlined below.</p> <p>This aspect of the specification requires students to:</p> <ul style="list-style-type: none"> • perform a range of skills and techniques in physical activity and sport • make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and understanding of rules and regulations while performing physical activity and sport • apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance • evaluate performance in physical activity and sport, applying relevant knowledge and understanding. <p>There are two aspects to the NEA:</p> <ol style="list-style-type: none"> 1. performance assessment (practical performance) 2. performance analysis assessment (analysis and evaluation).
<p>Performance assessment (practical performance)</p>	
<p>Students are required to be assessed in one activity in the role of player/performer or coach. Students can be assessed only in activities identified in the specification.</p> <p>Students are required to be assessed in the full context of their chosen activity and role.</p> <p>They will be assessed in three areas of assessment:</p> <ul style="list-style-type: none"> • Area of assessment 1: Technical quality – aspect 1 (15 marks). • Area of assessment 2: Technical quality – aspect 2 (15 marks). • Area of assessment 3: Application of strategic/tactical awareness (15 marks). 	
<p>Player/performer:</p>	<p>Player/performer</p>

<p>Area of assessments 1 and 2 Detailed guidance explaining the relevant skills/techniques is outlined for each activity.</p>	<p>Area of assessment 3 Students will be assessed on their execution and performance of the following considerations:</p> <ul style="list-style-type: none"> • general strategies employed to achieve the overall aim/objective • specific tactics that help achieve the strategies/decision making skills • game or performance plans related specifically to attacking and defensive play • specific set plays to outwit an opponent • ability to modify and execute changes as required either due to personal analysis of the situation or via the instructions of a leader/coach. 	
<p>Performance analysis assessment (analysis and evaluation)</p>		
<p>Students are required to analyse and evaluate, using appropriate theoretical content included in the specification, a performance as either player/performer or coach, in one activity from the specification. Students can analyse and evaluate their own performance or the performance of another. This can be completed either:</p> <ul style="list-style-type: none"> • in a purely written format, or • via a combination of a written format (eg continuous prose/PowerPoint slides etc) and additional verbal explanation (eg expanding on PowerPoint presentation/interview). <p>Students will be assessed on their performance analysis assessment in the following two skills:</p> <ul style="list-style-type: none"> • Analysis (20 marks) • Evaluation (25 marks) 		
<p>Analysis Students should identify and explain two weaknesses: one from Area of assessment 2 and one from Area of assessment 3. The weaknesses can be in their own performance or the performance of another. For each area of assessment, students may choose just one weakness (to show depth of knowledge) or more than one weakness (to show breadth of knowledge), but students must analyse weaknesses consistently in order to meet the bands in the assessment criteria. Weaknesses must:</p> <ul style="list-style-type: none"> • link to either the core or advanced skills/tactics at A-level • be from a competitive context • be analysed in relation to the desired outcome (this may be a comparison to an elite performer, correct technical model or own/others' successful performance). 	<p>Evaluation Students must demonstrate their knowledge of theoretical cause(s) and correction(s) for each of the weaknesses identified, ie the weakness(es) from Area of assessment 2 and the weakness(es) from Area of assessment 3. They must demonstrate depth of theoretical understanding across both weaknesses. All causes and corrective measures used by the students must be from the theoretical content within the specification.</p>	
<p>Careers Links:</p> <ul style="list-style-type: none"> • Sports science 	<p>Enrichment:</p>	<p>MYPB:</p>

<ul style="list-style-type: none">• PE teacher• Physiotherapist• Professional sportsperson• Sports coach/consultant• Sports policy at local and national level• Diet and fitness instructor• Personal trainer	Opportunity to participate in extracurricular clubs, including Duke of Edinburgh and in clubs in the wider community.	Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation
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