

Physical Education

Brief Overview of the Course

(for further details, please see our Sixth Form Prospectus)

Exam Board: AQA

Specification web link: [A-level Physical Education 7582 | Specification | Specification At A Glance | AQA](#)

Topics Covered Year 12	Topics Covered Year 13
<u>Applied Anatomy and Physiology</u> 3.1.1.1 Cardio-Respiratory System 3.1.1.2 Cardiovascular System 3.1.1.3 Respiratory System 3.1.1.4 Neuromuscular System 3.1.1.5 The musculoskeletal system and analysis of movement in physical activities 3.1.1.6 Energy Systems <u>Skill Acquisition</u> 3.1.2.1 – Skill, skill continuums and transfer of skills 3.1.2.2 – Impact of skill classification on structure of practice for learning. 3.1.2.3 – Principles and theories of learning and performance. 3.1.2.4 – Use of Guidance and Feedback 3.1.2.5.1 – General information processing 3.1.2.5.2 – Efficiency of information processing <u>Sport and Society</u> 3.1.3.1 – Sport and Society (Pre-industrial, Industrial and post-industrial, Post World War) 3.1.3.2 – Impact of sport on society and society on sport (Sociological theory and equal opportunities) <u>Exercise Physiology</u> 3.2.1.1 – Diet and Nutrition 3.2.1.2 – Preparation and Training methods 3.2.1.3 – Injury Prevention	<u>Biomechanical Movement</u> 3.2.2.1 - Biomechanical Principles 3.2.2.2 – Levers 3.2.2.3 - Linear Motion 3.2.2.4 - Angular Motion 3.2.2.5 - Projectile Motion 3.2.2.6 - Fluid Mechanics <u>Sports Psychology</u> 3.2.3.1.1 – Aspects of personality 3.2.3.1.2 – Attitudes 3.2.3.1.3 – Arousal 3.2.3.1.4 – Anxiety 3.2.3.1.5 – Aggression 3.2.3.1.6 – Motivation 3.2.3.1.7 – Achievement motivation theory 3.2.3.1.8 – Social facilitation 3.2.3.1.9 – Group dynamics 3.2.3.1.10 – Importance of goal setting 3.2.3.1.11 – Attribution theory 3.2.3.1.12 – Self-efficacy and confidence 3.2.3.1.13 – Leadership 3.2.3.1.14 – Stress Management <u>Sport and Society and Technology</u> 3.2.4.1 – Concepts of Physical Activity 3.2.4.2 – Development of Elite Performers 3.2.4.3 – Ethics in Sport 3.2.4.4 – Violence in Sport 3.2.4.5 – Drugs in Sport 3.2.4.6 – Sport and the Law 3.2.4.7 – Commercialisation 3.2.4.8 - Technology

Meet the Staff:

- **Mr Payne (Head of PE)**
Sport and Society & Technology in Sport, NEA
- **Mr R Williams**
Applied Anatomy & Physiology, Exercise Physiology & Biomechanics
- **Mr O'Neil**
Skill Acquisition and Sports Psychology

Course Breakdown

70% Theory (EXAM)
30% Coursework (NEA)

<u>Paper 1:</u> Section A: Applied Anatomy and Physiology Section B: Skill Acquisition Section C: Sport and Society Written Paper	35%	• 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data
<u>Paper 2:</u> Section A: Exercise Physiology and Biomechanics Section B: Sport Psychology Section C: Sport and Society and Technology in Sport Written Paper	35%	• 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data
<u>NEA/Coursework:</u> Practical performance in physical activity and sport – 15% Written analysis and evaluation of performance – 15%	30%	• 90 marks • One activity (45 marks) plus written analysis and evaluation (45 marks) • Internal assessment, external moderation

Please follow the instructions in the boxes below. The aim of these activities is to introduce you to the study of PE by:

- reinforcing your core knowledge and understanding
- encouraging you to think more deeply about PE
- supporting you to develop a deeper understanding of and appreciation for PE as an academic discipline

Task 1: Anatomy and Physiology

A) Choose a sporting movement from your main sport (*e.g. shooting in football, a pass in netball, a rugby tackle, a tennis serve, sprint start*).

Create a one-page "Movement Analysis Summary" which includes:

- The joint involved
- Articulating bones
- The type of movement at the joint
- The agonist muscle
- The antagonist muscle
- Type of muscle contraction
- Plane and Axis
- Lever System

Do this for the following joints (*if applicable to the movement*).

- Shoulder
- Elbow
- Hip
- Knee

B) Research the following receptors and complete the table.

Receptor	What does it detect?	Where is it found?	Why is it important during exercise?
Chemoreceptors			
Baroreceptors			
Proprioceptors			

Task 2: Skill Acquisition and Sports Psychology

A) Watch a video of a professional athlete performing three different skills in your sport.

Classify them using the following continua (*the ones in bold were not covered at GCSE so you will need to research these*).

- Open - Closed
- Gross - Fine
- Self-paced – Externally-Paced
- **Discrete – Serial - Continuous**
- **High - Low**

Justify your choices.

B) Research “*Transfer of Learning*” in sport (*Positive, Negative, Bilateral and Zero*).

Complete the following table:

Type of Transfer	Definition	Example 1	Example 2
Positive Transfer			
Negative Transfer			
Zero Transfer			
Bilateral Transfer			

Now apply it to your own sport and answer the following:

1. What skills from another sport might help someone perform better in your sport?
2. Give two examples of positive transfer.
3. Are there any skills from another sport that could negatively affect performance in your sport?
4. Explain how a coach could use transfer of learning to improve performance.

Task 3: Sport and Society

- A) Watch this video on "Mob Football" [Royal Shrovetide Football 2024 - the craziest football game](#) and answer the following questions:
1. Describe mob football
 2. Identify three characteristics of mob football
 3. Why do you think games such as mob football were popular in pre-industrial Britain?
 4. Explain how mob football reflects society back in pre-industrial Britain
 5. Using examples from the video, explain how Royal Shrovetide Football differs from modern football in terms of:
 - Rules and regulations
 - Facilities
 - Participation
 - Organisation
- B) Watch this video on "Real Tennis" [Real Tennis with Andrew Stewart - YouTube](#) and answer the following questions:
1. Describe "Real Tennis"
 2. Identify three characteristics of "Real Tennis"
 3. Explain why "Real Tennis" was popular among the upper class?
 4. Explain why "Real Tennis" was largely inaccessible to the lower working class?

Referring to both activities, explain how sport reflected social divisions in pre-industrial society.

Task 4: Coursework

On the specification, go to your preferred sport: [A-level Physical Education Specification Specification for first teaching in 2016](#)

1. Select a defensive skill that you are confident to write about.
2. Break this defensive skill down into 3 technical errors. For example, a rugby tackle can be broken down into footwork, body position and leg drive.
3. For each technical error, break it down into multiple sub sections of what went wrong.

Use the example below to help you and use the same template.

Sport: **Football.**

Defensive Skill (From the specification): **Defensive heading for distance and height.**

Technical Error 1: **Poor Footwork**

- *Was stationary before jumping and did not move feet.*
- *Reduced force production.*
- *No momentum transferred through the header.*

Technical Error 2: **Poor Jump/Take-Off**

- *Little bend through hips, knees, and ankles.*
- *Reduced vertical force.*
- *Lower jump height.*
- *Difficulty reaching the highest point.*

Technical Error 3: **Head and Neck Position Errors**

- *Blinking or turning away from the ball.*
- *Failed to bring head back before contact.*
- *Did not engage neck muscles.*
- *Loss of heading power.*

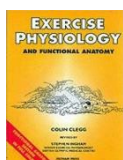
Recommended Reading List and the Department's 'Top Pick' Title

As an A Level student, we want you to value academic endeavour (scholarship) and develop a thirst for learning in your chosen subject. Our curriculum will help you to understand that scholarship is not just about learning facts, it is about nurturing powerful knowledge.

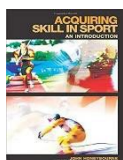
We will help you with this by directing you to resources that will not only deepen your knowledge and strengthen your understanding of the A Level content, but also broaden it beyond that of the exam board specification.

Please find the full subject reading list alongside our prospectus on the Sixth Form section of the STRS website here: [Sixth Form Prospectus • Sir Thomas Rich's School](#). We would encourage you to explore as many of these titles as you can.

From the published reading list, the most highly recommended book(s)/article(s) to read before September are:



Clegg, C. 1995. *Exercise Physiology and Functional Anatomy*. Feltham Press



Honeybourne, J. 2006. *Acquiring Skill in Sport: An Introduction*. Routledge



Bean, A. 2017. *The Complete Guide to Sports Nutrition*. Bloomsbury Publishing.

Once you have read the recommended book/chapter/article, consider the following:

- What did you learn from the reading?
- Have you identified any patterns or made any connections?
- What unanswered questions has the reading left you with?
- Did you agree entirely with what you have read? If so, why? If not, why not?
- Are there any themes or topics that you would like to explore further?

Other Recommended Activities

Please find below a selection of suggested additional activities that the department feel would be useful for you to explore prior to starting the A Level course in September.

SCHOLARLY ARTICLES (please email Mr Payne, Head of PE, to access the articles below: jnp@strs.org.uk)

Polley, M. 2008. 'The amateur rules': Amateurism and professionalism in post-war British athletics. Contemporary British History, pages 81-114.

Quennerstedt, M. Ohman, M & Armour, K. 2014. Sport and exercise pedagogy and questions about learning. Sport, Education and Society, pages 885-898.

Alexandris, K. Tsorbatzoudis, C. & Grouios, G. 2017. Perceived Constraints on Recreational Sport Participation: Investigating their Relationship with Intrinsic Motivation, Extrinsic Motivation and Amotivation, Journal of Leisure Research, pages 233-252.

Zaichkowsky, L. 2004. [Arousal in Sport. Applied Psychology.](#)

Weinberg, R. S. (2002) Goal setting in sport and exercise: Research to practice. Exploring sport and exercise psychology, pages 25-48.