



Y13 Learning Journey. Subject: PE A Level

Exam Requirements: Your A-level in PE is structured, and examined, in the following way:

Paper One:	Paper Two:	NEA:
Section A: Applied anatomy and physiology Section B: Skill acquisition Section C: Sport and society How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 105 marks • 35% of A-level 	Section A: Exercise physiology and biomechanics Section B: Sport psychology Section C: Sport and society and technology in sport How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 105 marks • 35% of A-level 	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 <ul style="list-style-type: none"> • Internal assessment, external moderation • 90 marks • 30% of A-level

Overview of the Year:

Week Beginning	The focus of your learning or revision this week:			Key assessment pieces or specific homework tasks (including deadlines of any coursework/NEAs)
	JN 1 HOUR	JOS 2 HOURS	LG 2 HOURS	
05/09/22	<u>Aspects of personality</u> - Understanding of the nature vs nurture debate in the development of personality. Trait, social learning.	Sympathetic and parasympathetic nervous system	Development of Elite Performers UK Sport	
12/09/22	<u>Aspects of personality</u> - interactionist perspective. Hollander, Lewin.		UK SPORT	
19/09/22	<u>Aspects of personality</u> - How knowledge of interactionist perspective can improve performance.		EIS	
26/09/22	<u>Attitudes</u> - Triadic model. Components of an attitude. Formation of attitudes. Changing attitudes through cognitive dissonance and persuasive communication.		EIS – INNOVATION/PERFORMANCE PATHWAYS	
03/10/22	<u>Attitudes</u> - Triadic model. Components of an attitude. Formation of attitudes. Changing attitudes through cognitive dissonance and persuasive communication.		NGB'S – CONSOLIDATION OF ALL ORGANISATIONS	

10/10/22	<u>Arousal</u> - Theories of arousal. Drive theory, inverted U theory, catastrophe theory and zone of optimal functioning theory.	Sympathetic and parasympathetic nervous system	DRUGS - Strategies for the elimination of performance enhancing drugs in sport and NEA	<u>NEA – WEAKNESS 1 ANALYSIS FINAL HAND IN</u>
17/10/22	<u>Arousal</u> - Practical applications of theories of arousal and their impact on performance.	<u>Revision and practical coursework initial hand-in.</u> To include AT LEAST one piece of footage with a timeline stored on a data device that can be handed to JOS. NO LINKS!	DRUGS - Argument for and against drug taking and testing	<u>practical coursework initial hand-in.</u> To include AT LEAST one piece of footage with a timeline stored on a data device that can be handed to JOS. NO LINKS!
Half Term				
31/10/22	<u>Arousal</u> - Characteristics of peak_flow experience.	<u>Assessment Unit 3.1.1.4 and 3.1.1.6</u> Muscles and Energy Systems Test	Assessment – ethics in sport	Assessment Unit 3.1.1.4 and 3.1.1.6 LG - ASSESSMENT Chapter 13.3 Ethics in Sport, Deviance, Chapter 13.4 Violence in Sport in relation to performers, spectators and sport Chapter 13.5 Drugs in sport
07/11/22	<u>Assessment to include</u> personality, attitudes and arousal	3.2.3.1.12 Self-efficacy and confidence and test feedback	Chapter 13.6 - Sport and Law - Uses of Sports Legislation in relation to the performer	<u>WEAKNESS 2 ANALYSIS DRAFT HAND IN</u>
14/11/22	<u>Anxiety</u> - Types of anxiety. Somatic, cognitive, competitive trait and competitive state.	3.2.3.1.12 Self-efficacy and confidence	Chapter 13.6 - Sport and Law - Uses of Sports Legislation in relation to the official/coach/spectator	
21/11/22	<u>Anxiety</u> - Advantages and disadvantages of using observations, questionnaires and physiological measures to measure anxiety.	<u>3.2.3.1.12 Self-efficacy and confidence</u>	Chapter 13.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media	
28/11/22	<u>Aggression</u> - Difference between aggression and assertive behaviour. Theories of aggression. Instinct theory, frustration-aggression hypothesis, social learning theory and aggressive cue theory.	3.2.3.1.13 Leadership	Chapter 13.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media	<u>WEAKNESS 2 ANALYSIS FINAL HAND IN</u>
05/12/22	<u>Aggression</u> - Difference between aggression and assertive behaviour. Theories of aggression. Instinct theory, frustration-aggression hypothesis, social learning theory and aggressive cue theory.	3.2.3.1.13 Leadership	Chapter 13.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media	<u>FULL ASSESSMENT JN, LG, JOS BIOMECHANICS LG/JN – ALL Y13 CONTENT</u>
12/12/22	<u>Aggression</u> - Strategies to control aggression.	3.2.3.1.14 Stress management	Chapter 13.7 Impact of commercialisation on physical activity	<u>WEAKNESS 1 EVALUATION DRAFT HAND IN</u>

			and sport and the relationship between sport and the media	
19/12/22	<u>Aggression</u> - Strategies to control aggression.	3.2.3.1.14 Stress management	Chapter 13.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media	
Christmas Break				
09/01/23	<u>Motivation</u> - Intrinsic, extrinsic, tangible and intangible.	<u>Assessment Unit 3.2.3.1.12, 3.2.3.1.13 and 3.2.3.1.14</u>		<u>Assessment Unit 3.2.3.1.12, 3.2.3.1.13 and 3.2.3.1.14</u>
16/01/23	<u>Achievement motivation theory</u> - Atkinson's Model of achievement motivation. Characteristics of personality components of achievement motivation. Need to achieve (Nach) and Need to avoid failure (Naf).	Indirect calorimetry. Lactate sampling. VO2 max test. Respiratory exchange ratio (RER).	ASSESSMENT - Chapter 13.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media	LG - ASSESSMENT - Chapter 13.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media WEAKNESS 1 - EVALUATION FINAL HAND IN
23/01/23	<u>Achievement motivation theory</u> - Impact of situational component of achievement motivation. Incentive value and probability of success.	<u>3.1.3.1.1 Pre-industrial (pre-1780) Characteristics and impact on sporting recreation.</u> -Rural, local, two-tier class system. Limited to mob football and real tennis.	Chapter 13.8 The role of technology in physical activity and sport - Use of tech in data collection	
30/01/23	<u>Achievement motivation theory</u> - Achievement goal theory. Impact of outcome orientated goals and task orientated goals. Strategies to develop approach behaviours leading to improvements in performance.	Characteristics of popular and rational recreation linked to the two-tier class system.	Video and Analysis Programs - Notational match analysis and Biomechanics Testing and Recording equipment - Metabolic Cart	
06/02/23	Assessment Week One			FINAL PRACTICAL HAND-IN JOS
Half Term				
20/02/23	<u>Social facilitation</u> - Social facilitation and inhibition. Zajonc's model. Evaluation apprehension.	3.1.3.1.2 Industrial and post-industrial (1780 – 1900) 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). Industrial Revolution. Urbanisation. Transport and communication. The British Empire. Provision through factories. Churches and local authorities.	Use of GPS and motion-tracking software, Monitoring Data Integrity Sports Analytics - Monitoring of fitness for performance, analytics in skill and technique development	WEAKNESS 2 EVALUATION DRAFT HAND IN

27/02/23	<u>Social facilitation</u> - Strategies to eliminate the adverse effects of social facilitation and social inhibition.	Three-tier class system (emphasis on middle class and working class). Development of national governing bodies. Characteristics of sport. Consideration of the changing role of women in sport. The status of amateur and professional performers.	Use of analytics in game analysis and talent ID/scouting The development of equipment and facilities in physical activity and sport - Technology and facility development- the Olympic legacy (surfaces/multi-use)	
06/03/23	<u>Group dynamics</u> - Group formation. Tuckman's model. Cohesion. Task and social. Steiner's model of potential and actual productivity, faulty group processes. Including cooperation and coordination.	3.1.3.2.1 Sociological theory applied to equal opportunities Understanding of the definitions of the following key terms in relation to the study of sport and their impact on equal opportunities in sport and society: <ul style="list-style-type: none"> •• society •• socialisation •• social processes •• social issues •• social structures/stratification. 	An understanding of the role of technology in sport and it's positive and negative impacts on sport, the performer, the coach and the audience	WEAKNESS 2 EVALUATION FINAL HAND IN
13/03/23	<u>Group dynamics</u> - Ringelmann effect and social loafing.	3.1.3.2.1 Sociological theory applied to equal opportunities Understanding social action theory in relation to social issues in physical activity and sport.	ASSESSMENT - Chapter 13.8 The role of technology in physical activity and sport	ASSESSMENT - Chapter 13.8 The role of technology in physical activity and sport
20/03/23	<u>Importance of goal setting</u> - Benefits of types of goal setting. Outcome goals, performance related goals, process goals. Principles of effective goal setting. SMARTER (specific, measurable, achievable, realistic, time bound, evaluate, re-do)	Underrepresented groups in sport. Disability Ethnic group Gender Disadvantaged	CATCH-UP/NEA/DIRT	
27/03/23	<u>Attribution theory</u> - Attribution process. Weiner's Model and its application to sporting situations. Link between attribution, task persistence and motivation.	Underrepresented groups in sport. Disability Ethnic group Gender Disadvantaged	3.1.3.1.3 Post World War II (1950-present) The emergence of elite female footballers in modern-day sport	
03/04/23	<u>Attribution theory</u> - Attribution process. Weiner's Model and its application to sporting situations. Link	Health benefits. Fitness benefits. Social benefits of physical activity	Elite female officials in football The rationalisation and modern-day development of lawn tennis	

	between attribution, task persistence and motivation.	The interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport.		
Easter Break				
24/04/23	Assessment Week Two			
01/05/23	<u>Attribution theory</u> <u>Self-serving bias</u> . Attribution retraining. Learned helplessness. General and specific. Strategies to avoid learned helplessness leading to improvements in performance.	The characteristics and functions of key concepts and how they create the base of the sporting development continuum. The similarities and the differences between these key concepts: Physical recreation. Sport. Physical education. School sport.	The emergence of elite female tennis players in modern day sport The rationalisation and modern-day development of track and field athletics	
08/05/23	Revision	The characteristics and functions of key concepts and how they create the base of the sporting development continuum. The similarities and the differences between these key concepts: Physical recreation. Sport. Physical education. School sport.	The emergence of elite female athletes in modern day sport - The golden triangle. Commercialisation, media, sponsorship recap	
15/05/23	Revision	Revision	The impact of social media on sport - Revision	
22/05/23	Provisional start to the A-level Exams			

<p>Exam Practice:</p> <p>You can find past papers to help support your revision and develop your exam technique here:</p> <p>On G drive in the PE folder and those used in class assessments.</p> <p>www.aqa.org – AQA website has the most up to date exam papers, mark schemes and examiners reports.</p>	<p>Revision Materials:</p> <p>We advise that you use the following revision materials:</p> <p>www.teachpe.com – has information sheets with quizzes at the end to test your knowledge.</p> <p>www.theeverlearner.com – has explanation footage with session notes, practice questions, mark schemes and model answers.</p>
<p><u>Glossaries:</u></p> <p>Vocabulary lists to support your revision can be found here:</p> <p>The best glossary available is in your text book.</p> <p>What is particularly helpful is that each chapter has specific key terms to the side of the page for that topic area.</p>	<p><u>Advice and Guidance for Revision</u></p> <p>Ensure that you use the assessment objectives to gain maximum marks based on the command word in the question.</p> <p>following assessment objectives.</p> <ul style="list-style-type: none">• AO1: Demonstrate knowledge e.g. name or state• AO2: Apply knowledge to physical activity and sport.• AO3: Analyse and evaluate