



# A Level PE Handbook

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## A Level Teaching Staff

Mr Lee x 3 – Applied Anatomy and Physiology, Exercise Physiology and Biomechanical movement.

Miss Keys x 3 - Skill acquisition and Sport psychology

Mr Richards x 3 - Sport and Society, Sport and Society and the role of technology in physical activity and sport.



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## Structure of the course

### A LEVEL

<b>PAPER 1</b>	<b>PAPER 2</b>
<b>Factors affecting participation in physical activity and sport</b>  <b>(35% of A Level)</b>  <b>Written exam - 2 hours – 105 marks</b>	<b>Factors affecting optimal performance in physical activity and sport</b>  <b>(35% of A Level)</b>  <b>Written exam - 2 hours – 105 marks</b>
<b>What's assessed</b>	<b>What's assessed</b>
<b>Section A:</b> Applied anatomy and physiology	<b>Section A:</b> Exercise physiology and biomechanics
<b>Section B:</b> Skill acquisition	<b>Section B:</b> Sport psychology
<b>Section C:</b> Sport and society	<b>Section C:</b> Sport and society and technology in sport

<b>Questions Paper 1 and Paper 2</b>  <ul style="list-style-type: none"> <li>• <b>Section A:</b> multiple choice, short answer and extended writing (35 marks)</li> <li>• <b>Section B:</b> multiple choice, short answer and extended writing (35 marks)</li> <li>• <b>Section C:</b> multiple choice, short answer and extended writing (35 marks)</li> </ul>	<p style="text-align: center;"><b>Non-exam assessment: Practical performance in physical activity and sport</b></p> <p style="text-align: center;"><b>Internal assessment, external moderation</b></p> <p style="text-align: center;">• 90 marks • 30% of A-level</p> <p><b>What's assessed</b></p> <p>Students assessed as a performer or coach in the full sided version of one activity.</p> <p>Plus: written/verbal analysis of performance.</p>
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### Theory Content

<b>Paper 1: Factors affecting participation in physical activity and sport</b>	<b>Paper 2: Factors affecting optimal performance in physical activity and sport</b>
<p style="text-align: center;"><b>Section A: Applied anatomy and physiology</b></p> <p>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 musculo-skeletal system and analysis of movement in physical activities.            3.1.1.6 Energy systems.</p>	<p style="text-align: center;"><b>Section A: Exercise physiology and biomechanics</b></p> <p>3.2.1.1 Diet and nutrition and their effect on physical activity and performance            3.2.1.2 Preparation and training methods in relation to maintaining physical activity and performance            3.2.1.3 Injury prevention and the rehabilitation of injury                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</p>
<p style="text-align: center;"><b>Section B: Skill acquisition</b></p> <p>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 Memory models.            3.1.2.5.2 Efficiency of information processing.</p>	<p style="text-align: center;"><b>Section B: Sport psychology</b></p> <p>3.2.3.1 Psychological factors that can influence an individual in physical activities.                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</p>



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<p><b>Section C: Sport and society</b></p> <p>3.1.3.1 Emergence of globalisation of sport in the 21st century.</p> <p>    3.1.3.1.1 Pre-industrial (pre-1780)</p> <p>3.1.3.1.2 Industrial and post-industrial (1780–1900)</p> <p>3.1.3.1.3 Post World War II (1950 to present)</p> <p>3.1.3.2 The impact of sport on society and of society on sport.</p> <p>    3.1.3.2.1 Sociological theory applied to equal opportunities.</p>	<p><b>Section C: Sport and society and technology in sport</b></p> <p>3.2.4.1 Concepts of physical activity and sport.</p> <p>3.2.4.2 Development of elite performers in sport.</p> <p>    3.2.4.3 Ethics in sport.</p> <p>    3.2.4.4 Violence in sport.</p> <p>    3.2.4.5 Drugs in sport.</p> <p>    3.2.4.6 Sport and the law.</p> <p>3.2.4.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media</p> <p>3.2.4.8 The role of technology in physical activity and sport</p>



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## Student Expectations and Policies

### Files

Students are expected to have specific Physical Education files for each of the sections with dividers to split the work up into relevant units. Students are expected to keep all methods of recording progress up to date within their file. Teachers will be checking to ensure that the files are well kept and organised. Any student who's file does not contain all material needed may be given one week to get the file up to date, if this is not completed by this date parents will be informed by a letter.

### Attendance

Students are expected to excuse themselves at least 24 hours in advance from any lessons they know they will miss. In the case of student absence a message should be sent to school so teachers can find this information out. It is the student's responsibility to find out what they have missed and collect the materials from their teacher. If a student's attendance falls below 90% then a letter will be sent home.

### Punctuality

If a student is late three times, they will be kept after the lesson for a brief discussion on this with the classroom teacher. If they are then late a further three times a letter will be sent home explaining teacher concerns with student punctuality.

### Deadlines

Students are expected to meet all deadlines with extensions being granted at the discretion of the teacher. If a student hands in a piece of work more than a week late, the teacher may refuse to mark that piece of work. Students may also be given lunchtime detentions to complete outstanding work, or after school detentions for repeat offenders.

### Assessments

Students will complete an assessment for every unit they study. If a student fails to achieve their target grade, or one grade below, the student will be asked to re-sit the assessment. All assessment results and development targets should be recorded by the student on their 'Learning Record' sheet which will be stuck onto the front of the divider for the corresponding unit.

At the end of every Unit the teacher will issue the student with a 'Unit feedback' sheet containing a teacher comment. It is expected that the student will respond to this comment and, using all the information given, set themselves appropriate development targets.

Students will be issued with a 'Traffic light' topic list (PLC's) which they will be expected to complete when that topic has been covered in lesson time. All PLC's must be completed on MYPLC.



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## Student Dress Code

### Theory Lessons

A Level Physical Education students are expected to dress for theory lessons according to the school sixth form dress code. Students will be told in advance by their classroom teachers if they need to come to a theory lesson in A Level PE kit.

### Practical Lessons

Students will be able to order and purchase a Warriner School A Level Physical Education T-shirt/training top and shorts, which they should have for every practical session. They are also expected to wear this for coaching within the school setting. Students may order more than one of these T-shirts. If for any reason they cannot access a polo shirt they are expected to bring an alternative polo shirt that only has a small logo or no logo.

Students are allowed to wear jumpers and waterproof clothing but should not wear hooded jumpers for practical sessions or for coaching. All jumpers worn should have a small or non-existent logo.

Students are expected to wear sporting tracksuit bottoms or shorts and not recreational 'joggers'. Shorts should not be exceptionally short or of a beach nature. Students are expected to have properly laced training shoes, and fashion trainers are not acceptable.



## A Level PE Handbook

### **TEXT BOOK LIST FOR THE A LEVEL COURSE**

- AQA PE for A-level 1: Year 1 and AS – £24.99 Authors: Carl Atherton, Symond Burrows, Ross Howitt and Sue Young (Editor Mike Murray) Publisher: Hodder Education ISBN-13: 9781471859564
- AQA PE for A-level 2: Year 2 - £24.99 Authors: Carl Atherton, Symond Burrows, Sue Young, Ross Howitt Publisher: Hodder Education ISBN-13: 9781471859595
- AQA Physical Education AS Course text book- £ 12.74  
Bevis, Murray, publishers Nelson Thornes.  
ISBN 978-1-4085-0015-6
- AQA Physical Education A2 Course text book- £ 13.24  
Bevis, Murray, publishers Nelson Thornes.  
ISBN 978—1-4085-0016-3
- AS Revise PE for AQA: AS Level Physical Education Student Revision Guide AQA: Unit 1 PHED 1 and Unit 2 PHED 2B - £17.45  
Roscoe, Davis, Roscoe  
ISBN-10: 1901424820
- Advanced Physical Education & Sport for AS Level - £9.99  
Honeybourne, Hill, Moors.  
ISBN-10: 0748753036
- ExeRcise Physiology and Functional Anatomy (Studies in Sport & Physical Education)  
- £19.68 Glegg, Denley Feltham Press Ltd; Revised edition edition (1 Oct 1994) ISBN-10: 0952074311





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## Paper 1 Scheme of Work

Week	Physiology	Psychology	Sociology	Practical / Synoptic/ Applied
1	Understanding of the impact of physical activity and sport on the health and fitness	Characteristics of skill.	Pre-industrial (pre-1780)	Video Preparation
2	The hormonal, neural and chemical regulation of responses during physical activity and sport.	Use of skill continua.	Industrial and post-industrial (1780 – 1900).	Video Preparation
3	Receptors involved in regulation of responses during physical activity.	Justification of skill placement on each of the continua.	Post World War II (1950 to present)	Video Preparation
4	Transportation of oxygen/ Venous return.	Transfer of learning.	<b>Unit Assessment</b>	Video Preparation
5	Starling's law of the heart. Cardiovascular drift.	Understanding of how transfer of learning impacts on skill development.	<b>Test feedback</b>	
6	Arterio-venous oxygen difference (A-VO <sub>2</sub> diff).	<b>Unit Assessment</b>	Sociological theory applied to equal opportunities	
7	<b>Unit Assessment</b>	<b>Test feedback</b>	Understanding social action theory in relation to social issues in physical activity and sport.	
8	<b>Test feedback</b>	Application of Whiting's information processing model to a range of sporting contexts.	Underrepresented groups in sport.	Work-rate Intensities
9	Mechanics of Breathing	Applied understanding information processing terms within a sporting context.	Understanding the terms equal opportunities, discrimination, stereotyping and prejudice.	Work-rate Intensities
10	Gaseous exchange	Definitions of and the relationship between reaction time, response time, movement time.	The barriers to participation in sport and physical activity and possible solutions to overcome them	
11	Effects of exercise	Factors affecting response time / Definitions of anticipation.	Benefits of raising participation.	
12	Receptors involved in regulation of pulmonary ventilation during physical activity.	Strategies to improve response time.	The interrelationship between Sport England, local and national partners to increase participation	
13	Impact of poor lifestyle choices on the respiratory system.	Schema Theory	<b>Unit Assessment</b>	
14	<b>Unit Assessment</b>	Application of schema theory in sporting situations.	<b>Test feedback</b>	
15	<b>Test feedback</b>	Strategies to improve information processing.		
16	Characteristics and functions of different muscle fibre types for a variety of sporting activities.	<b>Unit Assessment</b>		
17	Nervous system.	<b>Test feedback</b>		
18	Role of proprioceptors in PNF.	Memory models		
19	The recruitment of muscle fibres.	Input/ Decision making/output/feedback		
20	<b>Unit Assessment</b>	Methods of guidance.		



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21	<b>Test feedback</b>	Understand the different purposes and types of feedback.		Feedback
22	Joint actions in the sagittal plane/transverse axis.	Understanding of how feedback and guidance impacts on skill development.		Feedback
23	Joint actions in the frontal plane/sagittal axis.	<b>Unit Assessment</b>		
24	Joint actions in the transverse plane/longitudinal axis.	<b>Test feedback</b>		
25	Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction.	Stages of learning and how feedback differs between the different stages of learning.		
26	<b>Unit Assessment</b>	Constructivism.		
27	<b>Test feedback</b>	Learning plateau.		
28	Energy transfer in the body.	Cognitive theories.		
29	Energy continuum of physical activity.	Behaviourism.		
30	Energy transfer during short duration/high intensity exercise.	Social learning.		Work-rate Intensities
31	Energy transfer during long duration/lower intensity exercise.	Understanding of how theories of learning impact on skill development.		Work-rate Intensities
32	Factors affecting VO <sub>2</sub> max/aerobic power.	<b>Unit Assessment</b>		
33	Measurements of energy expenditure.	<b>Test feedback</b>		Fitness Testing
34	Impact of specialist training methods on energy systems.	Methods of guidance.		Fitness Testing
35	<b>Unit Assessment</b>	Understand the different purposes and types of feedback.		
36	<b>Test feedback</b>	Understanding of how feedback and guidance impacts on skill development.		
37		Methods of presenting practice.		Types of Practice
38		Types of practice.		Types of Practice
39		Understanding how knowledge of skill classification		
		<b>Unit Assessment</b>		
		<b>Test feedback</b>		



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### Paper 2 Scheme of Work

Week	Physiology	Psychology	Sociology	Practical / Coursework
1	Preparation and training methods in relation to maintaining physical activity /performance	Aspects of personality	Concepts of physical activity and sport	
2	Understanding key data terms for laboratory conditions and field tests.	Attitudes	Development of elite performers in sport	Warm Up
3	Physiological effects/ benefits of a warm-up/ cool down.	Theories of arousal.	The personal, social and cultural factors required to support progression from talent identification to elite performance.	Warm Up
4	Principles of training.	Types of anxiety.	The key features of national governing bodies' whole sport plans.	Principles of training
5	Application of principles of periodisation.	Difference between aggression and assertive behaviour.	<b>Unit assessment</b>	Principles of training
6	Training methods to improve physical fitness	Motivation	Amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic.	Training methods
7	<b>Unit Assessment</b>	Achievement motivation theory	Violence in sport	Training methods
8	Types of injury.	<b>Unit Assessment</b>	Strategies for preventing violence within sport to the performer and spectator.	Practical preparation
9	Understanding different methods used in injury prevention, rehabilitation and recovery.	Social facilitation and inhibition.	Drugs in sport	Practical performance
10	Physiological reasons for methods used in injury rehabilitation.	Group dynamics	The social and psychological reasons behind elite performers using illegal drugs	Practical performance
11	Importance of sleep and nutrition for improved recovery.	Importance of goal setting	<b>Unit assessment</b>	Practical performance
12	<b>Unit Assessment</b>	Attribution theory	Sport and the law	Practical performance
13	Understand the exercise-related function of food classes.	<b>Unit Assessment</b>	The positive and negative impact of commercialisation, sponsorship and the media.	Practical performance



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14	Positive and negative effects of dietary Supplements/manipulation on the performer.	Self-efficacy and confidence	The role of technology in physical activity and sport.	Practical performance
15	Creatine, sodium bicarbonate, caffeine, Glycogen loading.	Characteristics of effective leaders.	Understanding of technology for sports analytics.	Practical performance
16	<b>Unit Assessment</b>	Stress management	Functions of sports analytics.	Video Preparation
17	Measuring training intensity	<b>Unit Assessment</b>	The development of equipment and facilities in physical activity and sport,	Video Preparation
18	Injury prevention and recovery methods		The role of technology in sport and its positive / negative impacts.	Video Preparation
19	Food supplements		Unit assessment	Video Preparation
20	Athlete's diet			Video Preparation
21	Performance-enhancing drugs			Video Preparation
22	Specialised training methods			Video Preparation
23	<b>Unit Assessment</b>			
24	Newton's three laws of linear motion applied to sporting movements.			
25	Definitions, equations and units of example scalars.			
26	Centre of mass.			
27	Factors affecting stability.			
28	<b>Unit Assessment</b>			
29	Three classes of lever			
30	Mechanical advantage and mechanical disadvantage of each class of lever.			
31	An understanding of the forces acting on a performer during linear motion.			
32	Definitions, equations and units of vectors and scalars.			
33	The relationship between impulse and increasing and decreasing momentum in sprinting			
34	<b>Unit Assessment</b>			
35	Application of Newton's laws to angular motion.			
36	Definitions and units for angular motion.			
37	Conservation of angular momentum during flight, moment of inertia and its relationship			
38	Factors affecting horizontal displacement of			



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	projectiles.			
39	Vector components of parabolic flight.			
40	Fluid mechanics			
41	<b>Unit Assessment</b>			