



# PHYSICAL EDUCATION

A-LEVEL

Examination Board: OCR

## Course content:

1.	<p><b>Physiological factors affecting performance</b></p> <ul style="list-style-type: none"> <li>• The skeletal and muscular systems - <i>learning the names of the muscles and applying them to sporting actions using technically correct terminology</i></li> <li>• Basic concepts in biomechanics - <i>the application of some of the laws of physics to the sporting world. What is motion? How is motion created? How are Newton's Laws of Motion reflected in PE and Sport?</i></li> <li>• The CV system - <i>the structure and the function of the CV system including how heart beat is regulated and how it changes during exercise</i></li> <li>• The Respiratory system - <i>the structure and the function of the respiratory system including how breathing rate is regulated and how it changes during exercise</i></li> <li>• Energy Systems - <i>how ATP is resynthesized and for what activities in sport and games. The recovery process.</i></li> <li>• Environmental effects on the body systems - <i>how the body copes with training at altitude or in the heat. How is acclimatises.</i></li> <li>• Diet and Nutrition - <i>ergogenic aids, different food groups, best pre and post exercise meals. Hydration protocols.</i></li> <li>• Preparation and training methods in relation to improving and maintaining physical activity and performance - <i>what types of training are best suited to different sporting activities and the reasons why. The impact of leading a healthy lifestyle on health.</i></li> <li>• Injury and Rehabilitation - <i>different types of injury and how to treat them. Exploring recovery programmes and how to get the injured athlete back to their best.</i></li> </ul>
2.	<p><b>Psychological Factors Affecting Sports Performance</b></p> <p>Skill acquisition</p> <ul style="list-style-type: none"> <li>• Individual aspects of performance</li> <li>• Group dynamics of performance and goal setting</li> </ul> <p>Mental preparation for physical activities</p> <ul style="list-style-type: none"> <li>• Classification of motor skills and abilities</li> <li>• The development of motor skills</li> <li>• Information processing</li> <li>• Motor control of skills in physical activity</li> <li>• Guidance and feedback advantages and disadvantages</li> <li>• Learning skills in physical activity:             <ul style="list-style-type: none"> <li>▪ Motivation and arousal</li> <li>▪ Theories relating to the learning of movement skills</li> <li>▪ Transfer of skills - positive and negative</li> </ul> </li> </ul> <p>Sport Psychology</p> <ul style="list-style-type: none"> <li>• Attribution in sport Weiner's model of attribution, stability, locus of control and controllability</li> <li>• Confidence and self efficacy in sports performance - <i>understand the role it plays in performance. Vealey and Bandura's models.</i></li> <li>• Leadership in sport - <i>social learning, what makes an effective leader, Chelladurai's multi-dimensional model.</i></li> <li>• Stress management to optimise performance - <i>how to control anxiety in sport, cognitive stress management theories, somatic stress management techniques.</i></li> </ul>

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# PHYSICAL EDUCATION *continued*

## A-LEVEL

3.	<b>Socio-Cultural Factors in Physical Activity and Sport</b> Sport and society <ul style="list-style-type: none"><li>• Emergence and evolution of modern sport</li><li>• Social and cultural factors shaping sports and pastimes in post -1850 <i>industrial Britain</i></li><li>• Social and cultural factors shaping sports and pastimes in the twentieth century</li><li>• Sport in the twenty-first century – <i>time money transport, education, law and order</i></li><li>• Global sporting events – <i>modern Olympics, Paralympics, political and social impacts.</i></li></ul> Contemporary issues in physical activity and sport <ul style="list-style-type: none"><li>• Ethics and Deviance in Sport – <i>drug taking, performance enhancement, gamesmanship, strategies to stop doping</i></li><li>• Violence in sport – <i>causes, solutions and who is affected.</i></li><li>• Gambling in sport – <i>illegal and legal betting on sports activities. Who suffers?</i></li><li>• Commercialisation and media – <i>what has lead to the commercialisation of sport? Positive and negative effects of it. Media coverage in sport (positive and negative)</i></li><li>• Routes to sporting excellence in the UK – <i>talent identification programmes, medal potential and dealing with fall out.</i></li></ul>
4.	<b>Practical Activities and Analysis of Performance in sport</b> This part of the course involves selecting one sport that you are assessed in (how well you can play the sport). There is a vast selection of sports that you can choose from and you do not have to take part in them at school. You also must evaluate another performer in a sport and explain using technical vocabulary, what they do well and what they need to improve upon. You will also need to show knowledge of how young performers are able to start playing the sport and draw on knowledge of the other modules to complete your presentation.

### Assessment:

All **examined** assessment takes place at the end of Year 13.

Physiological factors affecting sport and performance – 2 hour paper

Socio-cultural issues in physical activity and sport – 1 hour paper.

Psychological factors affecting performance – 1 hour paper

Area 4 is assessed as coursework which needs to be completed by March of Y13 and moderated in May Year 13.

### Skills acquired:

Skills of observation, analysis and comparison plus the ability to formulate opinions based on a sound theory and practice.

### Links with other subjects:

Biology and Psychology.

### Possible careers:

PE or Sports Teaching; Sports Science and Technology; or Sport and Leisure Management.

### Prior experience:

Students need to have shown a strong commitment to sports participation in school and are preferred to have gained a Level 5 in GCSE PE, although a Level 4 will be considered.

### Student comments:

*"Hard work but enjoyable - you need to be committed."*

*"More theory than most people think and the emphasis is on analysing as well as performing sport."*