Noel-Baker Physical Education Department

Bridging Activity – Year 12 A-Level

In opting to study the A-Level Physical Education course you agree to complete the following briging activity. This MUST be completed by the time you start your course.

Your work will be assessed in September.

Anyone not completing the work or producing such poor quality work will be re-interviewed about their place on the course.

The aims are for you to understand if you like the course and for you to be ready to start learning at post 16 level.

***Specification***

Edexcel – available electronically by clicking this [link](http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physical-education-2008.coursematerials.html) or by using an internet search browser and searching for ***A Level PE Edexcel Specification***.

*Unit 1 – Participation in sports and recreation (which is divided into two key areas)*

Part A – Healthy and active lifestyles

Part B – Opportunities and pathways

*Unit 2 – The Critical Sports Performer*

***Assessment***

You will be assessed through one end of year exam and a piece of coursework

***Exam***

Unit 1 Part A – worth 25% of the AS award and is marked out of 45 marks.

Unit 1 Part B – worth 25% of the AS award and is marked out of 45 marks.

***Coursework***

Unit 2 – worth 50% of the AS award and is marked out of 90 marks.

* 2.1: Personal Performance
* 2.2: Local Study
* 2.3: National Study
* 2.4: Performance Analysis

***Resources***

Below are a list of some resources which you can use for your revision and research during the course. Although this list contains the majority of books and websites that are available and suitable for the specification that you are studying, it is not an extensive list. If you find other resources please let us know and we can update this list. Also ensure that the resources that you may find link with the specification that you are studying, if in doubt, please ask.

***Books***

* Hill, M., Maskery, C. and Roberts, G. (2009) *Edexcel A2 PE*. Pearson Education Limited
  + ISBN – 978-0-435500-50-4 Cost = Available to loan from the school.
* Hill, M., Maskery, C. and Roberts, G. (2009) *Edexcel AS PE*. Pearson Education Limited
  + ISBN – 978-0-435500-60-3 Cost = Available to loan from the school.
* Honeybourne, J. Hill, M. and Moors, H. *Advanced Physical Education & Sport for A-Level (Third Edition).* Nelson Thomas
  + ISBN – 978-0748775293 Cost = From £6.77 New/Used from Amazon.
* Hill, M. (2005) *Revision Express A-Level Study Guide: Physical Education and Sport*. Longman
  + ISBN – 978-1408206638 Cost = From £13.48 New from Amazon
* David Morton et al (2009) *AS and A Level PE Through Diagrams: Oxford Revision Guides.* Oxford University Press.
  + ISBN - 978-0199180929 Cost = From £11.99 New from Amazon
* Rob James (2010) *- AS/A-Level Physical Education: Skills Acquisition & Sports Psychology Flash Revise Pocketbook*. Phillip Alan (Publisher)
  + ISBN - 978-1444115451 Cost = From £5.99 New from Amazon

***Websites:***

BBC Sport [www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)

Flash cards for various areas of PE - <http://www.teachpe.com/flash_cards.php>

Free revision guide and resources <http://www.teachpe.com/a_level.php>

Interactive PE Quizzes (Based on GCSE but good to recap from) <http://www.teachpe.com/index-quiz.php>

**AS Level**

**Physical Education**

**Bridging work**

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=https://theroyalhospitalschool.wordpress.com/2014/02/14/a-level-pe-enrichment-trip/&ei=b8jcVMOmGoeXaurJgrAE&bvm=bv.85761416,d.d2s&psig=AFQjCNEFZqzwPlKCR91HBtD8J_DGF5vOkg&ust=1423841751695482)

***Introduction***

In physical education all areas of the course inter-link. One key area that inter-links that you will begin to look at early in your course is the relationship between an active lifestyle and a healthy lifestyle alongside opportunities in the local area to allow these lifestyles to thrive.

In preparation for this we would like you to answer the question in the task section below using the guidance over the following pages to produce a report on prevision in the local area.

This information will assist you in the completion of your coursework in year 12. It is therefore essential that you complete this.

***The task***

A hypokinetic disorder is a disorder that is totally or partly due to a lack of physical activity

1. Detail examples of hypokinetic disorders.
2. Explain what negative effects on healthy will be apparent if an individual has a hypokinetic disorder.
3. Provide detailed information on the provision in your area aimed at preventing hypokinetic disorders.

***Some ideas to focus your work***

* The NHS website details what different forms of hypokinetic disorders are. Try and find those that are most relevant or that can be helped through increased activity in sport.
* Identify local providers that aim to improve peoples healthy
  + How do they achieve this?
  + What resources do they use to achieve this?
  + Where are they based?
  + What are the companies aims and how do they report too?
* Use the recommended resources in the section above to assist you in the completion of your work.

***Ideas for displaying your work***

* You are required to submit a report but this should not restrict you to just carrying out a sheet of A4 with just words on it.
  + Use tables, diagrams and graphs to illustrate point that you make in your work.
  + Use pictures of local provision – if you choose to do this where possible try and get your own pictures by visiting the venues (you will need to liaise with the staff to ensure that this is okay).
  + Use mid-maps, storyboards or flow diagrams to assist in the presentation of information or to present all of your information.

**Referencing - a very important (new) skill.**

Referencing may be a new skill to you, or you may never have referenced before. When you reference in your work you are providing an acknowledgement that although you are presenting the information it is not your own work. Without referencing those that had completed the work would not get credit for what they had done. If you do not reference in your work you are guilty of plagiarism. This is where you claim another author’s work as your own. Doing this on your coursework could risk your coursework being failed.

The easiest system to use to reference is the Harvard Reference System, and this is the most widely used referencing system. Evidence of the Harvavrd Referecing System can be found in this document in the recommended books section.

Referencing using the Harvard Reference System

* Mid-text reference
  + Use the name of the author and the year that the book/document etc. was published in brackets after the information you have referenced.
  + E.g. (Hill, 2010)
* Quotations
  + If you choose to include a section of someone’s work in your own work this is known as a quotation.
  + You must ensure that your quotation stands out from the page through putting the quote in italics and include speech marks either side of the copied sentence. After this you will need to include the name of the author and the date the book/document/website etc. was published. Finally, (where applicable) include the page number.
  + YOU SHOULD NOT QUOTE MORE THAN ONE PARAGRAPH OF ANOTHER AUTHORS’ WORK.
    - E.g. *“Fitness, ability, resources and time are considered as basic requisities necessary to partake in sport or physical activity”* (Hill, Maskery and Roberts, 2008 p2)

***Reference List***

At the end of your work you will need to include a reference list that details all of the information on each reference athat you have used in your work. This is very important as it will allow anyone reading your work to “check the facts” that you are presenting. An example of a complete reference list can be found on page 2 of this document.

***Bibliography list***

A bibliography list is a complete list over EVERY source of information that you have looked at to present your work. It is therefore very important that you keep a track of every source of information that you look at when researching your work so that you can present it at the end. When researching your work it is therefore worth making your reference list and bibliography at the same time rather than leaving it until the end when you have completed your work. Both the bibliography and the reference list appear at the end of the presented work.

Appendices

Appendix A – AS-A2 Scheme of work

Appendix B – Attitude to learning score descriptors

Appendix C – File divider and notes checker

**Appendix A -**

AS Scheme of Work

**Specification content**

**Unit 1 — Participation in Sport and Recreation**

Students will learn the theoretical parts of the course better if they are taught these topics through practical activity. This ‘hands-on’ approach to learning will help the candidates when they come to answer their written examination.

**Section A — Healthy and Active lifestyles**

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| **Topic** | **Content** | **T and L guidance** | **Resources** |
| **Topic Area 1** | **Requirements for participation:**  Fitness, ability, resources, time.  **Concepts of recreation and active leisure:**  Philosophy of mass participation, sport for all.  **Contemporary concerns:**  Obesity, coronary heart disease, diabetes, high blood pressure, high cholesterol, metabolic syndrome, sedentary lifestyles, activity patterns, ageing population, access, stress. | *Suggested one-two lessons to cover.*  *Part of induction.*  *Link to family and peers.*  *Press review and presentation.*  *Detail in area 2.* | *Student book Chapter 1.*  *Student book task page 5 .*  *Student book task page 12.*  *Teachers Resource Pack.*  *Worksheets 1.1, 1.2, 1.3 .* |
| **Topic Area 2**  **Health, fitness and exercise:** | Differences, links, positive health benefits (physical and psychological).  Physical – (energy expenditure) reduction in body fat; increased resting metabolic rate and/or increased proportion of muscle mass; reduced rates of mortality, CHD, obesity, reduce risk of osteoporosis, and help type II diabetes management.  Current trends.  Comparative cultures, eg USA, Finland, Japan. | *Suggested two lessons to cover.*  *Work on key terms – develop glossary.*  *Link to Active people survey – local stats.*  *Project work.* | *Student book Chapter 2.*  *Student book task page 22.*  *Student book tasks page 27. Student book tasks page 37.*  *Student book tasks page 39.*  *Teachers Resource Pack.*  *Worksheet 2.1.* |

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| **Topic** | **Content** | | **T and L guidance** | **Resources** | |
| **Topic Area 3**  **Nutrition and weight management:** | Energy intake, food groups, hydration, balance diet, food pyramid, cholesterol, dietary requirements for exercise.  **Balanced lifestyle:**  Energy balance (energy intake vs energy expenditure), work–life balance, dealing with stress. | *two lessons.*  *Food diary.*  *Comparison of different athletes diets – BBC Sports Academy.* | | | *Student book Chapter 2.*  *Student book task page 27.*  *Student book task page 28.*  *Student book tasks page 29.*  *Teachers Resource Pack.*  *Worksheet 2.1.*  *Worksheet 2.2.* |
| **Topic Area 4**  **Effects of ageing:** | Physical maturation, decline in physical capability (cardiovascular fitness muscular strength, lung function, resting metabolic rate, osteoporosis, flexibility). | *Suggested 1 lesson to cover.*  *Produce graph – visual time line.*  *Link to health Lifestyles – reformative.*  *Help the Aged = Ageing well/fit as a fiddle.* | | | *Student book – pp42-45.*  *Student book – take I t further task pp 44.*  *http://www.ageconcern.org.uk/AgeConcern/fit-as-a-fiddle.asp* |

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| **Topic** | **Content** | | **T and L guidance** | **Resources** | |
| **Topic Area 5**  **Effects of exercise — responses and adaptations of the body systems**  **PART 1** | **Muscular-skeletal system:**  Responses (fibre recruitment, force production, metabolism).  Adaptations (increase fibre size, increase force production .  Increase metabolic energy supply).  **Cardiovascular:**  Responses (> SV, HR, Q, redistribution of blood flow to working muscle).  Adaptations (increase in size of heart, SV, Q and capillaries). | *Suggested 10 lessons to cover both sections.*  *Active learning looking at short term responses of muscular skeletal system .*  *The major muscle groups — learning the muscles and their application in earlier lessons.*  *Increased fuel demands/lactic acid.*  *Isometric and isotonic contractions.*  *May need basic anatomy revision to underpin knowledge – how muscles work in pairs.*  *Active Learning — practical sessions demonstrating how exercise and fitness are linked to the cardiovascular system.*  *Practical application and information gathering.*  *Immediate and short term effects of exercise.*  *Blood pressure, heart rates and exercise how affected over sustained training.*  *Exercise and physical activity — the affects on the C/V system.* | | | *Student book chapter 3.*  *Student book task page 53.*  *Teachers Resource Pack.*  *Worksheet 3.1.*  *Worksheet 3.3.*  *Worksheet 3.4.*  *Student book chapter 3.*  *Student book task page 58.*  *Teachers Resource Pack.*  *Worksheet 3.5.* |

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| **Topic** | **Content** | | **T and L guidance** | **Resources** | |
| **Topic Area 6**  **Effects of exercise — responses and adaptations of the body systems**  **PART 2** | **Respiratory:**  Responses (Increased rate and depth of breathing, increased gas exchange).  Adaptations (improvements in respiratory muscle performance.).  **Neuro-muscular:**  Responses (increased number of muscle fibres recruited, increase in rate of fibre recruitment) .  Adaptations (improved co-ordination, increases in force production and rate of force production, increase in speed). | *Suggested 10 lessons to cover both sections.*  *Active lessons – use of information gathered during practical sessions.*  *Exercise and physical activity — the affects on the respiratory system.*  *Immediate and short term effects.*  *The effects of regular and long term participation.*  *Immediate and short term effects.*  *The effects of regular and long term participation.* | | | *Student book chapter 3.*  *Student book task page 62.*  *Teachers Resource Pack.*  *Worksheet 3.5.*  *Student book chapter 3.*  *Teachers Resource Pack.*  *Worksheet 3.5.* |
| **Topic Area 7**  **Fitness and training**  **PART 1** | **Components of physical fitness:**  Speed, strength, endurance (aerobic, muscular), flexibility, composition.  **Components of skill fitness:**  Coordination, balance, agility, reaction time, power, endurance (local muscle, cardiovascular, strength). | *Suggested two lessons to cover.*  *Work on key terms – develop glossary.*  *Link to Unit 2 fitness types.* | | | *Student book chapter 4.*  *Student book task page 74.*  *Teachers Resource Pack.*  *Worksheet 4.1.*  *Worksheet 4.2.*  *Worksheet 4.3.* |

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| **Topic** | **Content** | | **T and L guidance** | **Resources** | |
| **Topic Area 8**  **Fitness and training**  **PART 2** | **Methods of fitness training:**  Aerobic/anaerobic training, continuous, interval, power, circuit/weight/ resistance training, speed, fartlek, cross training, core stability, plyometrics, SAQ (speed, agility, quickness), stretching (static, ballistic, dynamic, proprioceptive neuromuscular facilitation — PNF).  **Principles of training:**  FITT, duration, recovery Application of fitness and training/overtraining.  **Appropriateness of programmes to differing clients:**  Young and old, trained and untrained, active and sedentary, healthy and unhealthy. | *Suggested two lessons to cover.*  *Work on key terms – develop glossary.*  *Project work – linked to own sports activity – foundation for task 4.1.*  *Project based on developing fitness programmes for different members of students families – eg grandparents, sporty sibling, parent who wants to lose weight.* | | | *Student book chapter 4.*  *Student book task page 79.*  *Teachers Resource Pack.*  *Worksheet 4.3.*  *Worksheet 4.4 .* |

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| **Topic** | **Content** | | **T and L guidance** | **Resources** | |
| **Topic Area 9**  **Fitness assessment** | **Rationale of assessment:**  Maximal v sub-maximal tests, reasons for testing/use of tests for assessment of fitness, limitations, validity and reliability, using Technology to assess fitness.  **Protocols of recognised fitness tests:**  Application, understanding, Physical Activity Readiness Questionnaire.  (PARQ), tests for different components of fitness, eg strength, power, speed, flexibility, endurance, body composition. | *Suggested two lessons to cover.*  *Work on key terms – develop glossary.*  *Active lessons — Healthy school week.*  *Staff MOT’s.*  *Fitness testing linked to strengths and weaknesses.* | | | *Student book chapter 4.*  *Exemplar PARQ – student book pp 90.*  *Student book task page 93.*  *Teachers Resource Pack.*  *Worksheet 4.5 .*  *Protocol of key fitness tests — http://www.topendsports.com/* |

**Section B — Opportunities and pathways**

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| **Topic** | **Content** | **T and L guidance** | **Resources** |
| **Topic Area 1**  **The development of competitive sport** | **Festivals of sport:**  Ancient, modern, popular recreations, the modern Olympic Games, international sports festivals.  **Emergence of ‘rational sport’ as a product of the Industrial Revolution:**  Codification (reason, need, process), development of national governing bodies, role of Oxbridge, export of the games ethic .  **20th century:**  Development of professional and international sport, ‘Spectatorism’, sport(s) as a business, rise of the ‘sports star’. | *Suggested 8 lessons to cover.*  *Work on key terms – develop glossary.*  *Time line of key historical developments.*  *Own Sports study.*  *Local examples of sports historical development.* | *Student book chapter 5.*  *Exemplar time line – student book Fig 5.1.*  *Student book task page 100.*  *Student book task page 101.*  *Student book task page 104.*  *Teachers Resource Pack.*  *Worksheets 5.1,5.2, 5.3.*  *Overview of popular recreations- http://www.pe4u.co.uk* |

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| **Topic** | **Content** | | | **T and L guidance** | | **Resources** | |
| **Topic Area 2**  **The development of competitive sport**  **Issues** | | **21st century:**  Globalisation of sport, Olympic case study, increase in commercialism and media influence, sponsorship, advertisement and endorsement (eg problems of Montreal games followed by ‘Hamburger games’ of 1984), ‘Americanisation’, TV (influence of/on sport, impact of non-terrestrial networks).  **Deviance in sport:**  Sportsmanship, gamesmanship, performance enhancing drugs, role of WADA future developments. | *Suggested 6 lessons to cover.*  *Mini Olympics review.*  *News reporting project on key issues – done in groups or as an individual.*  *Develop a scrap book of contemporary examples.*  *Regular review of press/media for related stories/examples.* | | *Student book chapter 5.*  *Student book task page 110.*  *Student book task page 101.*  *British Olympic Association education resource area — http://www.olympics.org.uk/education.aspx* | |
| **Topic Area 3**  **Performance pathways** | | **Sporting pyramid:**  Concept, how the base and peak interlink, difference between participation and performance Levels (foundation, participation, competition, elite), link to learning and development of skills as well as increasing training and support needs.  The roles of key UK agencies (Youth Sports Trust, UK Sport, Sport England etc), in managing the pyramid in the UK. | *Suggested two lessons to cover.*  *Application to students own sporting activity.*  *Link to local and national study.*  *Application to own sports pyramid.* | | *Student book chapter 6.*  *Student book task page 119.*  *Student book task page 121.*  *Teachers Resource Pack.*  *Worksheets 6.1, 6.2.* | |

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| **Topic** | **Content** | | | **T and L guidance** | | **Resources** | |
| **Topic Area 4**  **Performance pathways** | | **Traditional pathways:**  Role of schools, universities, clubs, sports colleges.  **Current models:**  National Framework for Sport, Game Plan, A Sporting Future for All, UKSI network, sports search programmes.  **Talent Identification:**  Concept, history of talent development in East Germany and Australia, UKSI and NGB talent identification schemes in the UK.  **Talent Development:**  Schools Games, World Class Programme TASS, AASE. | *Suggested 3 lessons to cover.*  *Link to local and national study.*    *Visit to ‘local’ UKSI.*  *Group work into other nations elite sports systems and presentation to rest of group.*  *Plotting of local examples/case studies on development pathway – link to national study.* | | *Student book chapter 6.*  *Teachers Resource Pack.*  *Worksheets 6.3, 6.4, 6.5.*  *Key websites.*  [www.sportsearch.org.uk](http://www.sportsearch.org.uk)  [www.tass.gov.uk](http://www.tass.gov.uk)  [www.sportsaid.org.uk](http://www.sportsaid.org.uk) | |

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| **Topic** | **Content** | | | | **T and L guidance** | | **Resources** | |
| **Topic Area 5**  **Lifelong involvement** | | Concepts (sport for all, mass participation, lifetime sports, leadership and volunteering programmes), Sport England’s participation segments benefits of increased participation .  **Constraints on participation:**  Opportunity, provision, esteem, cost, time, resources, geographical, pressure.  **Target groups:**  Definition, groups (gender, race, age, socio-economic background). | *Suggested 3 lessons to cover.*  *Use Sport England – active people survey date to analyse participation in students locality.*  *Link to local and national study.*    *Develop marketing campaign for a target group – which identifies key constraints.* | | | *Student book chapter 7.*  *Student book task page 140.*  *Student book tasks page 142.*  *Teachers Resource Pack.*  *Worksheets 7.1.*  *Worksheet 7.2.*  *http://www.sportengland.org/research/active\_people\_survey.aspx* | |
| **Topic Area 6**  **Reformative policies** | | Role of sports councils, eg Making England Active, multi-sport hubs, active places initiative, public service agreements.  Work of specialist agencies, eg Women’s Sports foundation, Federation of English Disability Sport, Kick It Out.  Concessions, programming, local schemes, school and county sports partnerships. | | *Suggested 3 lessons to cover.*    *Link to local and national study.*  *Disabled sport activity.*  *Local examples.* | | *Student book chapter 7.*  *Student book tasks page 142.*  *Teachers Resource Pack.*  *Worksheets 7.3.* | |

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| **Topic** | **Content** | **T and L guidance** | **Resources** |
| **Topic Area 7**  **Technical developments and cultural trends:** | Private gyms and health clubs, fashion and activity, role of media, technology linked to access, adrenaline and adventure sports, impact of 2012 Olympic Games. | *Suggested two lessons to cover.*  *Link to local and national study.*  *Local examples.* | *Student book chapter 7.*  *Student book tasks page 146.* |
| **Topic Area 8**  **Long Term Athlete Development (LTAD)** | Philosophy, models (eg elite, retention), reasons for LTAD review of current models, link to current sports models in the UK.  Early and Late Specialisation (‘FUNdamentals’, learning to train, training to train, training to compete, training to win, retirement and retainment. | *Suggested two lessons to cover.*  *Link to local and national study.*  *Personal sports examples – apply to own sporting activity – foundation for task 4.4 in A2.* | *Student book chapter 7.* |

A2 Scheme of Work

Specification content

Unit 3

Students will learn the theoretical parts of the course better if they are taught these topics through practical activity. This ‘hands-on’ approach to learning will help the candidates when they come to answer their written examination. We have offered Unit in 2 pathways to match the information as laid out in the specification but centres may also want to split this suggested scheme further to reflect the traditional strands of A2 PE and we have identified these in the table – exercise physiology strand (ExPhys), Sport Psychology Strand (SpPsy) and elite support strand ( ELS)

**Short Term Preparation**

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 1 | Sports Science – an introduction to the disciplines | Ex phys  Sp Psy  ELS | Overview of role sport science plays in the support of elite athletes  Overview of assessment of unit 3  Introduction of key terminology | Use of video clips showing how teams  prepare for global competitions – eg  teams warming up/team talks | Glossary of key terms – e-spec getting started |
| 2 | Short Term Physiological Preparation | ExPhys | Introduction of key terminology  Overview of warming up  Overview of sources of energy for exercise  Short term acclimatisation | Review of warm up stages  Application to students own sports  Activity | Student Book Chapter 1  Teachers Guide Worksheets  1.1 - 1.5 |
| 3 | Warming Up | ExPhys | Stages of warm up  Types of stretching  Intensity and duration of warm ups | Application to students own sports activity | Student Book Chapter 1  Student task pp 7  Teachers Guide Worksheets  1.6 to 1.8 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 4 | Energy Production for sport | ExPhys | Review of aerobic and anaerobic energy production  Theory of 3 energy pathways linked to sports activity | Applied learning – sporting practical linked to each energy pathway  Application to sporting activities in students own sport | Student Book Chapter 1 |
| 5 | Dietary manipulation | ExPhys | Dietary manipulation  Practice of carbo –loading  Hydration before and during sports activity  Practice of creatine loading | Students can keep diet diaries – research diet linked to sporting activities – compare | Student Book Chapter 1  Student task pp 18  Student task pp 20  Teachers Guide Worksheets 1.9 1.10 |
| 6 | Short term acclimatisation | ExPhys | Environmental factors that influence preparation and competition  Heat adaptation  Hydration planning  Effects of altitude | Students to research case studies show  how elite teams and performers  acclimatise to be able to compete in  different environments | Student Book Chapter 1  Teachers Guide Worksheets  3.1 |
| 7 | Short Term psychological preparation | SpPsy | Introduction of key terminology  Overview of motivation and stress control  Strategies used in short term psychological preparation  Overview of external influences that can influence short term preparation | Students can undertake questionnaires to determine their own stress levels | Student Book Chapter 2  Student task pp 32  Teachers Guide Worksheets  2.1 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 8 | Motivation | SpPsy | Types of motivation  Effect on sport  Link to different sporting activity  Difference between pressure on amateur and professional sports performers | Research different types of motivation – how do these relate to students own sport and role | Student Book Chapter 2 |
| 9 | Anxiety | SpPsy | Anxiety – cognitive and somatic – differences and links  Effects on short term preparation  Choking in sport | Students undertake SCA tests – compare  results – are there any trends in terms  how athletes who are more anxious  choosing particular sports | Student Book chapter 2  www.brianmac.co.uk/scat.htm |
| 10 | Stress Control | Sp Psy | Coping strategies  Linked to warm up phase | Active learning - Students to experiment  with different relaxation techniques | Student Book Chapter 2  Apply it pp 34  Teachers Guide Worksheets  2.2 |
| 11 | Short Term strategies to cope with stress | Sp Psy | Practical strategies  Benefits of each/ suitability for different sports activities | Active learning - Students to experiment  with different relaxation techniques | Student book Chapter 2 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 12 | Aggression & assertion | SpPsy | Definition of each  Theories behind aggression in sport  Effect on performance  Coping strategies | Use of video clips (from Youtube) and/or  Images of aggressive sports actions –  students to decide whether actions are  aggression or assertion | Student book chapter 2 |
| 13 | Mental rehearsal | SpPsy | Use and theory  Examples to include use of visualisation and imagery | Active learning – students can experiment with mental rehearsal techniques  Produce a review of the use of mental rehearsal in their own sport/role | Student book chapter 2 |
| 14 | Relaxation techniques | Sp Psy | Use of pre game rituals relaxation technique somatic and cognitive | Active learning – students can experiment with pre game rituals/techniques  Review of sports magazines/media to  identify examples of case studies of  rituals | Student book chapter 2 |
| 15 | External influences | Sp Psy | Theory of home advantage  Crowd effect  Importance of competition and effect on performance | Apply theory to own sport  Identify why home advantage may  benefit teams/individuals in a range of  sports | Student book chapter 2  Student task pp 36 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 16 | Social facilitation | SpPsy | Theory of social facilitation  Effect on sport  Application to different sporting activities | Apply theory to own sport  Identify how social facilitation may  affect teams/individuals in a range of  sports | Student Book chapter 2 |
| 17 | Evaluation Apprehension | SpPsy | Theory of evaluation apprehension  Effect on sport  Application to different sporting activities | Apply theory to own sport  Identify how evaluation apprehension  may affect teams/individuals in a range  of sports | Student Book chapter 2 |
| 18 | Strategies to cope with external influences | Sp Psy | Type of strategies used  Benefits of each  Application to a range of sporting activities and context | Active learning – students can experiment with coping strategies  Produce a review of the use of coping strategies in their own sport/role | Student Book chapter 2 |
| 19 | Short term technical preparation | ELS | Factors that affect selection of kit and equipment  Environmental and cultural factors that affect short term preparation | Review of sports magazines/media to  identify examples of case studies of  factors that affect kit and equipment | Student Book chapter 3  Student task pp 46  Teachers Guide Worksheets  3.1 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 20 | Ergogenic aids | ELS | Overview of the term ergogenic  Review of terms drugs and supplements  Use of ice vests ergogenic aids in the warm up phase | Review of sports  magazines/media to  identify examples of case studies  of the use of ergogenic aids in  short term preparation | Student Book chapter 3  Student task pp 50  Teachers Guide Worksheets 3.2 |
| 21 | Drugs & Supplements | ELS | Need for dietary supplementation  Issue of drug taking in sport  Case studies linked to sporting activities | Class debate on the use of drugs in sport | Student Book Chapter 3 |
| 22 | Use of holding camps | ELS | Theory of holding camps  Overview of the process and strategies that are used in holding camps  Analysis of pros and cons of holding camps  Examples/case studies of holding camp use | Active learning – visit to UKSI centre  Review on internet media sites  to find examples of holding  camps used before global sports  competitions | Student Book Chapter 8  <http://www.uksport.gov.uk/pages/winning_medals_home/>  Teachers Guide Worksheet 3.3 |
| 23 | Pre Game rituals | ELS | Theory of pre game rituals  Overview of the process and strategies  Analysis of pros and cons of pre game rituals  Examples/case studies of pre game rituals used by elite performers | Review on internet media sites  to find examples of pre game  rituals used before global sports  competitions | Student book chapter 8 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 24 | Fatigue – the concept | Ex Phys | Definition of fatigue – effects on performance  How body responds to fatigue -  Central governor theory | application to students own sporting activity | Student Book Chapter 4 |
| 25 | Fatigue – the effect on the body systems | Ex Phys | Depletion of fuels (PC & glycogen)  Waste product accumulation (lactic acid)  Effects of dehydration  Effects of electrolyte loss | Active learning – students undertake  range of practical sports activities to  investigate different levels of fatigue | Student Book Chapter 4  Teachers Guide Worksheet 4.2 |
| 26 | Recovery – the concept | Ex Phys | Timephases of recovery  Initial phase of recovery – cooling down. Lactic acid removal restoration of ATP/PC and glycogen stores  Longer phase (24 hours) DOMS | Tracking of recovery after sports activity – first few hours to 24 hours | Student Book Chapter 4 |
| 27 | Recovery – The strategies | Ex Phys | Use of ergogenic aids to aid recovery  Ice baths compression clothing  Analysis of pros and cons of recovery strategies | application to students own chosen sporting activity  Class debate on the use of ergogenic aids  such as compression clothing – is their  any proof of their benefits or are athletes  simply following fashion | Student Book Chapter 4 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 28 | Exam preparation – revision of short term preparation | Ex Phy/Sp Psy/ELS | Review of Unit content  Practice exam question | Revision notes  Key word tests  Exam question practice  Flash cards | Specimen questions – e-portfolio  Student book – exam cafe sections |
| 29 | Exam preparation – revision of short term preparation | Ex Phy/Sp Psy/ELS | Review of Unit content  Practice exam question | Revision notes  Key word tests  Exam question practice  Flash cards | Specimen questions – e-portfolio  Student book – exam cafe sections |
| 30 | Exam preparation – revision of short term preparation | Ex Phy/Sp Psy/ELS | Review of Unit content  Practice exam question | Revision notes  Key word tests  Exam question practice  Flash cards | Specimen questions – e-portfolio  Student book – exam cafe sections |

**Long Term Preparation & Managing Elite Performance**

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 1 | Managing elite performance | ELS | Overview of managing elite performance  Introduction of key terminology  Intro to international sports case studies | Groups of students undertake initial  research and review of international case  studies | Glossary of key terms – espec getting started  Student Book Chapter 8  Teachers Guide Worksheet 8.3 |
| 2 | History and development of elite support | ELS | Need for elite sports support  Link to development of nation building and shop window  Development of professional sports performers  Political and cultural effects on elite sports preparation | Students can research in small groups the  needs of athletes from a range of sports –  present findings to whole class | Student Book Chapter 8 |
| 3 | The academy model of elite sports preparation | ELS | Review of terminology academy/centre of excellence  Role in supporting elite athletes  Needs of elite athletes | Review use linked to own sport  Argue pros and cons of an academy model  If no academy model currently in student’s chosen sport – justify why one should be introduce  If students chosen sport does have an academy system – present an analysis | Student Book Chapter 8  Teachers Guide Worksheet 9.2 |
| 4 | Elite Sports study – East Germany | ELS | Overview of East German elite sports system  Use of talent identification  Sports Schools and centres of excellence  Issues of systems – political/use of drugs  Legacy of East German sports system | Students could in smaller groups research  elements of East German Model – the  present to rest of group  Use one of numerous documentaries  available on internet to give background  to East German model | Student Book Chapter 8  Student task pp 154  Teachers Guide Worksheet 8.1 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 5 | Elite sports study – Australia | ELS | Overview of Australian elite sports system  Use of talent identification  centres of excellence – role of AIS  Political background linked to Olympic failure in 1976  Legacy of Australian elite sports system | Students could in smaller groups research  elements of the Australian sports system  – then present to rest of group | Student Book Chapter 8 |
| 6 | Elite sports study – U.S.A. | ELS | Overview of USA elite sports system  Role of education system in nurturing elite sports talent  Issues of systems – win at all costs dominance  Legacy of USA elite sports system | Students could in smaller groups research  elements of the USA sports system  – then present to rest of group | Student Book Chapter 8  Teachers Guide Worksheet 8.2 |
| 7 | Case study – International study | ELS | Preparation and support for Task 4.2  Role of school and education systems | Overview of research methods | Student Book Chapter 10  See Unit 4 scheme of work |
| 8 | Case study – International study | ELS | Preparation and support for Task 4.2  Elite sports model – professional sports system | Students to undertake an initial research review and present justification of study culture | Student Book Chapter 10  See Unit 4 scheme of work |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 9 | Comparative review | ELS | What can the UK learn from other elite sport systems? | Students in groups can research and  present elements such as use of sports  search, sports boarding schools,  academic scholarships, draft into  professional sport | Student Book Chapter 8 |
| 10 | Use of technology in developing elite performance | ELS | Role of technology in training analysis  Enhancement and evaluation of sporting performance  Concept of sports science and support | Application to chosen sport and/or role | Student Book Chapter 9  Student task pp176 |
| 11 | The role of national agencies in athlete preparation | ELS | Role of national agencies  Sporting and political agencies  Case studies | Link to international study  Students present pictorial revision sheet  which shows different type of support for  elite athletes | Student book chapter 9  Teachers Guide Worksheet 9.3 |
| 12 | Long term physiological preparation | Ex Phys | Overview of key long term adaptations  Adaptation linked to time  Benefits of adaptation  Links to training planning and fitness analysis | Link to development plan in Unit 4  Application of possible adaptation linked  to chosen sport/role and fitness targets | Student book Chapter 5  Student task pp 78 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 13 | Aerobic adaptations to training | Ex phys | Adaptation of cardiac function – benefit to sporting performance  Adaptation of vascular system – benefit to sporting performance  Adaptation to respiratory system - benefit to sporting performance  Adaptations to other body systems | Small groups research and review  different adaptations and present to  rest of class | Student book Chapter 5  Student task pp 84 |
| 14 | Anaerobic adaptations to training | Ex phys | Increase in anaerobic stores  Adaptation to anaerobic enzymes  Adaptation to lactate tolerance – effects on sporting performance | Small groups research and review  different adaptations and present to  rest of class | Student book Chapter 5 |
| 15 | Adaptations linked to training methods | Ex Phys | Include following types of training  Continuous; interval; plyometrics/power training; circuit; weight; resistance; speed; fartlek; core stability; SAQ; stretching | Small groups research and review  different training methods and present to  rest of class | Student book Chapter 5 |
| 16 | Long term psychological preparation | Sports Psych | Overview of long term preparation  Definition of long term  Application to psychological training | Link to development plan in Unit 4  Students given a key topic from LT  psychological preparation – give a short  period 15mins to research topic and then  present to rest of group | Student book Chapter 6 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 17 | Goal Setting | SpPsy | Use and role of goal setting  SMART principles  Use of performance profiling | Students apply SMART principles to their  own goal setting | Student book Chapter 6 |
| 18 | Attribution theory | SpPsy | External and internal factors that can be attributed to success and failure  Weiner’s two dimensions of attribution  Applied attribution theory | Review of sports media – apply comments  from coaches/managers/performers to  attribution theory | Student book Chapter 6  Teachers Guide Worksheet 6.2 |
| 19 | Achievement Motivation | Sp Psy | Definition and theory of achievement motivation  Nach and Naff principles applied to sporting performance  Intrinsic and extrinsic factors and their affect on motivation | Application to students own chosen sport  Produce a pictogram of athletes linked to  NAFF/NACH | Student book Chapter 6  Teachers Guide Worksheet 6.1 |
| 20 | Skill development and tactics | Sp Psy | Use of Visualisation in long term psychological training | Active learning – students can experiment with visualisation techniques  Produce a review of the use of visualisation in their own sport/role | Student book Chapter 6 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 21 | Use of ritual | Sp Psy | Use of ritual in long term psychological training  Case/studies examples of elite performance and use of ritual | Review of earlier sessions on use of ritual – apply theory to sport psychology  Review on internet media sites  to find examples of ritual used before  global sports competitions  Video clips of rugby Haka’s | Student book chapter 6  Student task pp119 |
| 22 | Skill Training | Sp Psy | Training for decision making  Visual awareness training | Active learning – students can experiment  with techniques outlined in chapter 6  Produce a review of the use of skill  training technique in their own  sport/role | Student book chapter 6  Student tasks- pp122 pp123 |
| 23 | Group Cohesion | Sp Psy | Definition and theory of group cohesion  Tactics used to develop group cohesion  Application to sporting activity | Use of DVD’s such as behind scenes of  British Lions Tours to identify examples  of team building  Active learning –  students take part in group building  activity | Student book chapter 6  Student tasks- pp132 |
| 24 | Long term technical development | ELS | Role of mechanical/biomechanical science in improving sporting talent  Role of mechanical analysis and feedback in developing technique | Small groups research and review  different methods and present to  rest of class | Student Book Chapter 7  Teachers Guide Worksheet 7.1 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 25 | Refining technique | ELS | Importance of technique improvement  Perfect model  Technique as part of long term training | Apply examples from chosen sport – use  of BBC Sports Academy website to  develop range of case studies and  examples | Student book chapter 7  Student task pp 138 |
| 26 | Use of feedback in refining performance | ELS | Use of technology and feedback in developing elite performance  Use of video and computer software  Case study – use of prozone in elite team sports | Use internet sites of companies such as  prozone to research how feedback is  developing in elite sport | Student book chapter 7 |
| 27 | Use of ergogenic aids in long-term preparation | ELS | Ergogenic aids and their use in long term training  Use of force plates, pedometry, heart rate monitoring and GPS technology | Review on internet media sites  to find examples of technology used in  training used before global sports competitions | Student book chapter 7  Student task pp 144  Student task pp 145 |

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| Week | Content coverage | Strand | Theory | L & T Activities | Resources |
| 28 | Exam preparation – revision of short term preparation | Ex Phy/Sp Psy/ELS | Review of Unit content  Practice exam question | Revision notes  Key word tests  Exam question practice  Flash cards | Specimen questions – e-portfolio  Student book – exam cafe sections |
| 29 | Exam preparation – revision of short term preparation | Ex Phy/Sp Psy/ELS | Review of Unit content  Practice exam question | Revision notes  Key word tests  Exam question practice  Flash cards | Specimen questions – e-portfolio  Student book – exam cafe sections |
| 30 | Exam preparation – revision of short term preparation | Ex Phy/Sp Psy/ELS | Review of Unit content  Practice exam question | Revision notes  Key word tests  Exam question practice  Flash cards | Specimen questions – e-portfolio  Student book – exam cafe sections |

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|  | Unit 4 – The Critical Sports Performer  Specification content See Chapter 8 in student book |

4.1 Development Plan

| This could be a unit of work to be introduced to suit the department’s planning of the course eg at the start of the course so that the students can start to develop their plan over the summer after the AS examination. See section 4.1 in student book. | | |
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|  |  | Resources |
| Lesson 1 | Introduction to development plan – Review of strengths and weaknesses from task 2.4 | Student Book Chapter 10 |
| Lesson 2 | Select plan aim – outline methodology | Student Book Chapter 10  Teachers Guide Worksheet 10.1 |
| Lesson 3 | Undertake research  Develop a working time line to track plan | Student Book Chapter 10  Teachers Guide Worksheet 10.2  Teachers Guide Worksheet 10.3 |
| Lesson 4 | Research session – literature/internet review of area to develop – application to chosen sporting activity and chosen role | Student Book Chapter 10 |
| Lesson 5 | Draft 1 – Plan outline, methods on initial assessment and how progress will be monitored, resources required and set targets/goals for plan | Student Book Chapter 10 |
| Lesson 6 | Complete draft 1 – planning and research section | Student Book Chapter 10 |
| Lesson 7 | Submit plan for approval – revise content |  |
| Lesson 8 | Begin development plan – start monitoring and assessment | Student Book Chapter 10  Teachers Guide Worksheet 10.4 |
| Lesson 9 -12 | Continue to assess and monitor plan – use lesson time to complete training diary/ formal reviews of progress and/or competition | Student Book Chapter 10  Teachers Guide Worksheet 10.5 |
| Lesson 13 | Half way review – re test mid plan feedback |  |
| Lessons 14- 18 | Continue to assess and monitor plan – use lesson time to complete training diary/ formal reviews of progress and/or competition | Student Book Chapter 10 |
| Lesson 19 | Complete plan – final test – feedback on progress |  |

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| Lesson 20 | Complete write up of development plan and submit |  |

4.2 International Study

| This could be a unit of work to be introduced to suit the department’s planning of the course eg it is suggested that this section is taught along side the international case studies in unit 3. See section 4.2 in student book. | | |
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|  |  | Resources |
| Lesson 1 | Introduction to international study – concept and research pathways | Student Book Chapter 10  Teachers Guide Worksheet 10.7 |
| Lesson 2 | Selection of study culture – submission to include initial research and justification for culture chosen | Student Book Chapter 10 |
| Lesson 3 | Local structure of sport in chosen culture – grass roots organisation and sporting ethos of nation | Student Book Chapter 10 |
| Lesson 4 | School structure of sport in chosen culture – PE and School sport programmes | Student Book Chapter 10  Teachers Guide Worksheet 10.8 |
| Lesson 5 | Elite pathways/national provision/ global image of sport in chosen culture | Student Book Chapter 10 |
| Lesson 6 | The chosen culture – sports issues/world standing/ global image |  |
| Lesson 7 | Complete 1st draft for submission |  |
| Lessons 8-10 | Revise draft for final submission/marking |  |

4.3 Progressive Participation

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| --- | --- |
| Practical activity lessons to run alongside the theory lessons approximately 10/12 lessons for each activity — Lesson 1 | Assessing students current performance levels to ascertain standard and plan scheme of work to the correct level.  Issue the activity criteria for the students to decide their current level and set their goal for the activity. |
| Remainder of the lessons  4.3. Player/ Official/ leader | Based upon ability and potential.  Practices to improve skills in isolation and performance in the competitive situation.  Activities to stretch the students ability and understanding of the rules, regulations, strategies and tactics |
| Remainder of the lessons  4.3 Player/Official/ leader | Based upon ability and potential.  Develop the students’ skills so that they can be effective in competitive/competition situations as appropriate.  Develop the student’s leadership skills so that they can be effective and show knowledge and understanding in teaching/coaching situations |

4.4 Life Plan

| This could be a unit of work to be introduced to suit the department’s planning of the course eg it is suggested that this section is taught along side the international case studies in unit 3. See section 4.2 in student book. | | |
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|  |  | Resources |
| Lesson 1 | Introduction to life plan– concept and research pathways | Student Book Chapter 10  Teachers Guide Worksheet 10.13 |
| Lesson 2 | Playing pathway – creation of time line | Student Book Chapter 10  Teachers Guide Worksheet 10.4 |
| Lesson 3 | Trends in chosen sport – participation levels, injury statistics | Student Book Chapter 10 |
| Lesson 4 | Retirement phase | Student Book Chapter 10 |
| Lesson 5 | Complete 1st draft for submission |  |
| Lesson 6-8 | Revise draft for final submission/marking |  |

*Appendix B – Attitude to learning document to be attached here*

**Appendix C – File divider and Notes Checker**

*The row indicated in grey is the name of the section of the work and should also be the title for your page divider. The information in the white rows is the notes that should be in this section relating to this chapter.*

*The other columns in the table are for you to indicate whether you have been taught the section and whether or not you have the notes. Finally the last three columns are to be used by you to aid your revision, know means you know the information, understand means you understand it and able to means that you are able to give detailed examples about it.*

**Unit 1 - 1st year of the course (AS section if only doing one year)**

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| **Part A – Healthy active lifestyle** | | | | | |
| *The development of Active Leisure and recreation* | | | | | |
|  | Taught? | Notes? | Know | Unders. | Able to |
| Requirements for participation |  |  |  |  |  |
| Concepts of recreation and active leisure |  |  |  |  |  |
| Recreational Sport (Mass participation/grass roots) |  |  |  |  |  |
| Contemporary concerns   * Obesity * Coronary heart disease * Diabetes * High blood pressure * High cholesterol * Metabolic syndrome * Sedentary lifestyles * Activity Patterns * Ageing population * Access, opportunity, provision * Stress |  |  |  |  |  |
| *Healthy Lifestyle* | | | | | |
|  | Taught? | Notes? | Know | Unders. | Able to |
| Health, fitness and exercise |  |  |  |  |  |
| The positive benefits to achieving health and/or fitness |  |  |  |  |  |
| Energy expenditure and fat loss |  |  |  |  |  |
| Rate of fat loss |  |  |  |  |  |
| Basal Metabolic Rate |  |  |  |  |  |
| Coronary Heart Disease |  |  |  |  |  |
| Obesity |  |  |  |  |  |
| Osteoporosis |  |  |  |  |  |
| Type II Diabetes |  |  |  |  |  |
| Nutrition and weight management   * Food groups and a balanced diet * Taking energy in * Individual minerals * Hydration * Water and hydration * The role of water * Losing water * Dehydration * Maintaining hydration * Food pyramid * Cholesterol * Dietary requirements for exercise |  |  |  |  |  |
| Current trends in health |  |  |  |  |  |
| Balanced lifestyle   * Energy balance * Basal Metabolism for Basal Metabolic Rate (BMR) * Energy requirement for physical activity |  |  |  |  |  |
| Effects of aging   * Physical maturation * The ageing process * Muscular strength * Cardiovascular and cardiorespiratory endurance (lung function) * Lung functioning * Resting metabolic rate (RMR) * Flexibility |  |  |  |  |  |
| *Effects of exercise – responses and adaptations of the body systems* | | | | | |
|  | Taught? | Notes? | Know | Unders. | Able to |
| Muscular-Skeletal system   * Responses   + Muscular responses   + Skeletal responses * Adaptations   + Muscular adaptations   + Skeletal adaptions |  |  |  |  |  |
| Cardiovascular system   * Responses   + The immediate effects of exercise upon the heart rate   + The heart rate during exercise   + The effects of exercise on blood flow, blood velocity and blood pressure.   + Vascular shunting * Adaptations   + How the heart adapts   + Circulatory changes |  |  |  |  |  |
| Respiratory system   * Responses   + Diffusion   + Partial pressure of gases   + The mechanical process of inspiration   + Definitions of respiratory volumes, values, measures and capacities   + Anatomical dead space * Adaptations |  |  |  |  |  |
| Neuromuscular system   * Responses * Adaptations |  |  |  |  |  |
| *Fitness and training* | | | | | |
|  | Taught? | Notes? | Know | Unders. | Able to |
| Components of physical fitness   * Speed * Strength (maximal, static and dynamic) * Endurance (Aerobic, cardiovascular and muscular) * Flexibility * Body composition |  |  |  |  |  |
| Components of skill fitness   * Agility * Balance * Co-ordination * Power * Reaction Time |  |  |  |  |  |
| Methods of fitness training   * Aerobic training * Anaerobic training * Continuous training * Interval training * Power training * Circuit training * Stage training * Weight resistance training (fixed and free weights, isotonic (traditional) weight training, isometric weight training, isokinetic weight training * Speed training * Fartlek training * Cross training * Core stability training * Plyometric training * SAQ training * Stretching |  |  |  |  |  |
| Principles of training   * FITT * Specificity * Individual needs * Progressive overload * Regression/Reversibility * Variance * Overtraining |  |  |  |  |  |
| Appropriateness of programmes to differing clients   * Young and old * Ageing * Trained and untrained * Active and sedentary * Healthy and unhealthy |  |  |  |  |  |
| Fitness assessment   * Rationale for assessment * Reasons for testing * Maximal vs Sub Maximal * Validity and reliability * Technology in testing * Fitness testing * Protocol of recognised fitness tests * Tests for different components of fitness   + Strength   + Power   + Speed   + Flexibility   + Endurance (VO2 Max)   + Cardiovascular endurance   + Localised muscular endurance   + Body composition |  |  |  |  |  |

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| **Part B – Opportunities and pathways** | | | | | |
| *The development of competitive sport* | | | | | |
|  | Taught? | Notes? | Know | Unders. | Able to |
| **Festivals of sport** |  |  |  |  |  |
| Ancient, modern,  popular recreations,  the modern Olympic Games,  international sports festivals |  |  |  |  |  |
| **Emergence of ‘rational sport’ as a product of the Industrial Revolution** |  |  |  |  |  |
| Codification (reason, need, process),  development of national governing bodies,  role of Oxbridge,  export of the games ethic |  |  |  |  |  |
| **20th century** |  |  |  |  |  |
| Development of professional and international sport,  ‘Spectatorism’,  sport(s) as a business,  rise of the ‘sports star’ |  |  |  |  |  |
| **21st century** |  |  |  |  |  |
| Globalisation of sport,  Olympic case study,  increase in commercialism and media influence,  sponsorship,  advertisement and endorsement (eg problems of Montreal games followed by  ‘Hamburger games’ of 1984),  ‘Americanisation’,  TV (influence of/on sport, impact of non-terrestrial networks |  |  |  |  |  |
| **Deviance in sport** |  |  |  |  |  |
| Sportsmanship,  gamesmanship,  performance-enhancing drugs,  role of WADA (World Anti-Doping Agency),  future developments,  eg genetic engineering |  |  |  |  |  |
|  |  |  |  |  |  |
| *Performance pathways* |  |  |  |  |  |
|  | Taught? | Notes? | Know | Unders. | Able to |
| Sports Pyramid |  |  |  |  |  |
| Traditional pathways |  |  |  |  |  |
| Current models |  |  |  |  |  |
| Talent identification |  |  |  |  |  |
| Talent development |  |  |  |  |  |
|  |  |  |  |  |  |
| *Lifelong involvement* |  |  |  |  |  |
|  | Taught? | Notes? | Know | Unders. | Able to |
| Constraints on participation |  |  |  |  |  |
| Target groups |  |  |  |  |  |
| Reformative policies |  |  |  |  |  |
| Technical developments & cultural trends |  |  |  |  |  |
| Long Term Athlete Development (LTAD) |  |  |  |  |  |
| Constraints on participation |  |  |  |  |  |
| Target groups |  |  |  |  |  |
|  |  |  |  |  |  |

**Unit 2 – The critical sports performer**

* This section involves your coursework . You have 4 tasks
  + Task 2.1 Personal performance (30 marks)
  + Task 2.2 Local Study (15 marks)
  + Task 2.3 National Study (15 marks)
  + Task 2.4 Performance Analysis (30 marks)
* Your teacher will provide you with an individual checklist for each task to help you in the completion of it.

**Unit 3 – Participation for optimum sports performance (2nd year of the course)**

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| **Part A – Short term preparation** | | | | | |
| *Short-term physiological preparation* | | | | | |
|  | Taught? | Notes? | Know | Unders. | Able to |
| The warm up   * Why warm up * Stages of a warm up * Effects of a warm up * Stretching * What intensity and for what duration, should my warm up be? |  |  |  |  |  |
| Sources of energy for exercise and accessing stored energy   * Carbohydrates, proteins and fats * Storage and release |  |  |  |  |  |
| Manipulating the diet |  |  |  |  |  |
| Carbohydrate loading |  |  |  |  |  |
| Ingestion and digestion rates |  |  |  |  |  |
| Hydration |  |  |  |  |  |
| Rehydration |  |  |  |  |  |
| Supplements |  |  |  |  |  |
| Creatine loading |  |  |  |  |  |
| Short term acclimatisation – environmental factors   * Heat acclimation * Physiological responses to heat * Heat illness * Increased plasma volume * Hydration planning |  |  |  |  |  |
| Effects of altitude   * Altitude training * Responses and adaptions * Blood responses * Hyperventilation * Other responses |  |  |  |  |  |
| *Short-term psychological preparation* | | | | | |
|  | Taught? | Notes? | Know | Unders. | Able to |
| Motivation and Stress Control  - Self-efficacy theory |  |  |  |  |  |
| Anxiety   * Definitions |  |  |  |  |  |
| Causes of anxiety   * pre-disposition, innate * perceived importance * ascribing poor performance due to lack of ability * fear of failure |  |  |  |  |  |
| Effects of technique   * different theories (drive, inverted U, catastrophe theory) |  |  |  |  |  |
| Strategies to prevent anxiety and choking   * Imagery * Mental rehearsal * Coping skills * Performance monitoring review * Positive talk * Pre-performance routines * Relaxation techniques – music, breathing |  |  |  |  |  |
| Aggression   * Definitions (types) * Causes |  |  |  |  |  |
| **External Influences**  Home advantage/The crowd effect   * Social facilitation * Social inhibition (Ringlemann effect)   How to cope with crowds  Evaluation apprehension  The importance of competition  Environmental factors  Strategies for coping   * Self talk (cognitive strategy) * Imagery (cognitive strategy * Cue utilisation (behavioural strategy) * Relaxation techniques (cognitive and somatic anxiety) |  |  |  |  |  |
| *Short-term technical preparation* |  |  |  |  |  |
|  | Taught? | Notes? | Know | Unders. | Able to |
| Kit and equipment   * Selection * Environmental and cultural factors * Climate * Temperature and UV exposure * Humidity * Wind |  |  |  |  |  |
| Acclimatisation |  |  |  |  |  |
| Compression clothing |  |  |  |  |  |
| Ice vests and thermoregulation |  |  |  |  |  |
| Ergogenic aids for short term preparation   * Purpose * Mechanical aids * Chemical aids * Physiological aids * Psychological aids * Drugs and supplements * The future |  |  |  |  |  |
| Short-term preparation in practice   * Warming up * Physical preparation * Technical preparation * Mental preparation |  |  |  |  |  |
| Preparation   * Hydration and nutrition * The use of camps   + Holding camps   + Preparation camps |  |  |  |  |  |
| Adjustments to day night rhythms |  |  |  |  |  |
| Pre-match rituals |  |  |  |  |  |
| *Fatigue and recovery process* |  |  |  |  |  |
|  | Taught? | Notes? | Know | Unders. | Able to |
| Effects of fatigue on performance   * Depletion of fuels * Depletion of muscle glycogen stores * Accumulation of waste products |  |  |  |  |  |
| Central governor theory   * The role of lactic acid * Muscle fibre recruitment * Muscle glycogen depletion |  |  |  |  |  |
| Dehydration |  |  |  |  |  |
| Temperature regulation |  |  |  |  |  |
| Recovery   * Fast component * Slow component   + Cooling down   + Lactic acid removal   + Restoration of ATP, PC and glycogen stores post exercise   + EPOC   + DOMS   + Carbohydrate loading   + Ergogenic aids   + Ice baths   + Compression clothing |  |  |  |  |  |
| **Part B – Long term preparation** | | | | | |
| *Long-term physiological preparation* | | | | | |
|  | Taught? | Notes? | Know | Unders. | Able to |
| Objective led planning and periodization |  |  |  |  |  |
| Aerobic and anaerobic training   * Aerobic training   + Why train aerobically   + What are the likely repsonses or adaptations to aerobic training   + Borg’s rating of perceived exertion * Anaerobic training   + What are the likely responses or adaptations to anaerobic training? |  |  |  |  |  |
| Methods and approaches to training   * Continuous training   + What intensity and for what duration?   + How do I measure the intensity?   + How do I overload without changing the benefits or adaptations sought?   + What benefits can I get from this method of training?   + How would an elite athlete utilise this type of training? * Interval training   + What intensity and for what duration?   + How do I measure the intensity?   + How do I overload without changing the benefits and adaptations sought?   + What benefits can I get from this method?   + How would an elite athlete utilise this type of training? * Plyometric training   + What intensity and for what duration?   + How do I measure the intensity?   + How do I overload without changing the benefits or adaptations sought?   + What benefits can I get from this method?   + How would an elite athlete utilise this type of training? * Circuit training   + What intensity and for what duration?   + How do I measure the intensity?   + How do I overload without changing the benefits or adaptations sought?   + What benefits can I get from this method?   + How would an elite athlete utilise this type of training? * Weight or resistance training * Free and fixed weights * Sets and repetitions   + What intensity and for what duration?   + How do I measure the intensity?   + How do I overload without changing the benefits or adaptations sought?   + What benefits can I get from this method?   + How would an elite athlete utilise this type of training? * Speed Training * Fartlek Training * Core stability training * Speed, agility and quickness training * Stretching   + Static   + Ballistic   + Dynamic   + Active   + Passive   + Proprioceptive neuromuscular facilitation (PNF) |  |  |  |  |  |
| *Long-term psychological preparation* | | | | | |
|  | Taught? | Notes? | Know | Unders. | Able to |
| **Goal Setting**   * What is it? * Why is it important?   Types of goal   * Subjective * Objective * Performance * Outcome * Process * Short-term * Long-term |  |  |  |  |  |
| **Performance Profiling**   * What is it for? * How to develop a psychological skills training programme * Webs/wagon wheels * Psychological Methodologies * Imagery * Mental rehearsal * Self-talk * Goal setting * Progressive muscle-relaxation techniques * Arousal regulation * Concentration/attention techniques |  |  |  |  |  |
| **Motivation**   * Intrinsic * Extrinsic * Achievement motivation   o NACH  o NAF  o Influence of situational factors (incentive and probability of success)   * Task orientated * Ego orientated * Self-efficacy |  |  |  |  |  |
| **Attribution Theory**   * Locus of causality * Stability * Learned helplessness * Attribution re-training |  |  |  |  |  |
| **Skill Development and Tactics**   * Decision making and visual awareness training * Reaction, movement and response times * Selective attention * Limited channel capacity * Awareness * Perception * Perception Dimensions * Anticipation and deception * Recycling * Short and long term memory * Scanning (mental pictures on the move) * Attentional focus * Psychological refractory period * Ritual * Group cohesion * Group dynamics |  |  |  |  |  |
|  |  |  |  |  |  |
| *Long-term technical preparation* | | | | | |
|  | Taught? | Notes? | Know | Unders. | Able to |
| Mechanical aspects of long-term preparation |  |  |  |  |  |
| Refining technique |  |  |  |  |  |
| Observational feedback |  |  |  |  |  |
| The perfect model |  |  |  |  |  |
| Video and computer software |  |  |  |  |  |
| Technical Ergogenic Aids   * Force plates * Pedometry * Heart-rate monitoring * Power gauges * Wind tunnels and aerodynamics * GPS technology |  |  |  |  |  |
| **Part C – Managing Elite Performance** | | | | | |
| *Centres of Excellence* | | | | | |
|  | Taught? | Notes? | Know | Unders. | Able to |
| **Historical context**   * Why need for development of elite sport? (often political – ‘shop window’ effect!) * What did/do they do? * What was the impact? Results? * How have UK used this form our own elite development? |  |  |  |  |  |
| **Development of elite sport around the world**   * USA * Germany (former East Germany) * Australia * UK * USA, East Germany and Australia looked at/compared to UK as historically significant role in development of elite sport. |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| *Technical Support* | | | | | |
|  | Taught? | Notes? | Know | Unders. | Able to |
| The role of technology in training analysis |  |  |  |  |  |
| Performance analysis |  |  |  |  |  |
| Motion analysis |  |  |  |  |  |
| Sports Science and Support   * Elite performers in the 21st Century * Exercise physiologist * Sports psychologist * Nutrionist * Biomechanist * Sports vision specialist * Sports podiatrist |  |  |  |  |  |
| The role of national agencies   * Centralised model * Decentralised model * Three national systems |  |  |  |  |  |

**Unit 4 – The critical sports performer**

* This section involves your coursework . You have 4 tasks
  + Task 4.1 Development Plan (45 marks)
  + Task 4.2 International Study (15 marks)
  + Task 4.3 Progressive Participant (20 marks)
  + Task 4.4 Life Plan (10 marks)
* Your teacher will provide you with an individual checklist for each task to help you in the completion of it.