

# PHYSICAL EDUCATION TERM BY TERM CURRICULUM

[Specification link - AQA 7582 Physical Education A level](#)



January 2023

YEAR 12

TERM	Section A – Applied Anatomy and Physiology. Exercise Physiology and Biomechanics	Section B Paper 1: Factors affecting participation in physical activity and sport Section B: Skill acquisition Paper 2: Factors affecting optimal performance in physical activity and sport Section B: Sport psychology	Section C 3.1.3 Sport and society 3.2.4 Sport and society and the role of technology in physical activity and sport
1	<p>3.1.1.2 Cardiovascular system.</p> <ul style="list-style-type: none"> <li>The hormonal, neural and chemical regulation of responses during physical activity and sport.</li> <li>Understanding of the impact of physical activity and sport on the health and fitness of the individual.</li> <li>Venous return. Starling's law of the heart.</li> <li>Transportation of oxygen. Arterio-venous oxygen difference (A-VO<sub>2</sub> diff).</li> </ul>	<p>Paper 1: Introduction to the course.</p> <p>3.1.2.1 Skill, skill continuums and transfer of skills</p> <ul style="list-style-type: none"> <li>Characteristics of skill.</li> <li>Use of skill continua.</li> <li>Justification of skill placement on each of the continua.</li> <li>Transfer of learning.</li> <li>Understanding of how transfer of learning impacts on skill development.</li> </ul> <p>3.1.2.2 Impact of skill classification and stage of learning on structure of practice for learning.</p> <ul style="list-style-type: none"> <li>Methods of presenting practice.</li> <li>Stages of learning and how feedback differs between the different stages of learning.</li> <li>Learning plateau. Causes and solutions.</li> </ul>	<p>3.1.3.1.1 Pre-industrial (pre-1780.)</p> <ul style="list-style-type: none"> <li>Characteristics of society and impact on sporting recreation.</li> <li>Characteristics of sporting recreation (limited to mob football and real tennis).</li> </ul> <p>Characteristics and impact on sport (limited to development of association football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games).</p> <ul style="list-style-type: none"> <li>Industrial Revolution.</li> <li>Urbanisation.</li> <li>Transport and communication.</li> <li>The British Empire.</li> <li>Provision through factories.</li> <li>Churches and local authorities.</li> <li>Public schools/universities</li> <li>Three-tier class system (emphasis on middle class and working class).</li> <li>Development of national governing bodies.</li> <li>Consideration of the changing role of women in sport.</li> <li>The status of amateur and professional performers.</li> </ul>
		Checkpoint Assessment and Review	

<p>2</p>	<p><b>3.1.1.3 Respiratory system</b></p> <ul style="list-style-type: none"> <li>• Understanding of lung volumes and the impact of and on physical activity and sport.</li> <li>• Gas exchange systems at alveoli and muscles. The neural and chemical regulation of pulmonary ventilation during physical activity and sport. Receptors involved in regulation of pulmonary ventilation during physical activity.</li> <li>• Impact of poor lifestyle choices on the respiratory system.</li> </ul> <p><b>3.1.1.6 Energy systems</b></p> <ul style="list-style-type: none"> <li>• Energy transfer in the body. Energy transfer during short duration/high intensity exercise.</li> <li>• Energy transfer during long duration/lower intensity exercise.</li> <li>• Energy continuum of physical activity. Energy transfer during long duration/lower intensity exercise.</li> <li>• Factors affecting VO<sub>2</sub> max/aerobic power. Energy transfer during short duration/high intensity exercise.</li> </ul>	<p><b>Paper 1:</b></p> <p><b>3.1.2.4 Use of guidance and feedback</b></p> <ul style="list-style-type: none"> <li>• Methods of guidance</li> <li>• Understand the different purposes and types of feedback.</li> <li>• Understanding of how feedback and guidance impacts on skill development.</li> </ul> <p><b>3.1.2.3 Principles and theories of learning and performance</b></p> <ul style="list-style-type: none"> <li>• Social learning Observational learning (Bandura).</li> <li>• Constructivism Social development theory (Vygotsky).</li> <li>• Cognitive theories. Insight learning (Gestalt).</li> <li>• Behaviourism Operant conditioning (Skinner).</li> </ul> <p>Understanding of how theories of learning impact on skill development.</p> <p><b>Paper 2:</b></p> <p><b>3.1.6.1.1 Aspects of personality</b></p> <ul style="list-style-type: none"> <li>• Understanding of the nature vs nurture debate in the development of personality.</li> <li>• Interactionist perspective.</li> <li>• How knowledge of interactionist perspective can improve performance.</li> </ul>	<p><b>3.1.3.1.3 Post World War II (1950 to present)</b></p> <p>The changing status of amateur and professional performers: limited to development of:</p> <ul style="list-style-type: none"> <li>• association football.</li> <li>• tennis.</li> <li>• athletics.</li> </ul> <p>Factors affecting the emergence of elite female performers in:</p> <ul style="list-style-type: none"> <li>• football (players and officials).</li> <li>• tennis.</li> <li>• athletics.</li> </ul> <p>in late 20th and early 21st century.</p> <p>Characteristics and impact of the Golden Triangle limited to development of</p> <ul style="list-style-type: none"> <li>• association football.</li> <li>• tennis.</li> <li>• athletics.</li> </ul>
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<p>3</p>	<p><b>3.1.1.5 The musculo-skeletal system and analysis of movement in physical activities</b> Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction.</p> <p><b>3.1.1.5 The musculo-skeletal system and analysis of movement in physical activities</b></p> <ul style="list-style-type: none"> <li>• Joint actions in the sagittal plane/transverse axis. Joint actions in the frontal plane/sagittal axis. Joint actions in the transverse plane/longitudinal axis.</li> </ul> <p><b>3.1.1.4 Neuromuscular system</b></p> <ul style="list-style-type: none"> <li>• Characteristics and functions of different muscle fibre types for a variety of sporting activities. Nervous system.</li> <li>• The recruitment of muscle fibres.</li> <li>• Role of proprioceptors in PNF.</li> </ul>	<p><b>Paper 2:</b> <b>3.2.3.1.6 Motivation</b> Types of motivation</p> <p><b>3.1.6.1.2 Attitudes</b></p> <ul style="list-style-type: none"> <li>• Triadic model</li> <li>• Components of an attitude.</li> <li>• Formation of attitudes.</li> <li>• Changing attitudes through cognitive dissonance and persuasive communication.</li> </ul> <p><b>3.1.6.1.3 Arousal</b></p> <ul style="list-style-type: none"> <li>• Theories of arousal.</li> <li>• Practical applications of theories of arousal and their impact on performance.</li> <li>• Characteristics of peak flow experience.</li> </ul> <p><b>3.1.6.1.4 Anxiety</b></p> <ul style="list-style-type: none"> <li>• Types of anxiety</li> <li>• Advantages and disadvantages of using observations, questionnaires and physiological measures to measure anxiety.</li> </ul>	<p><b>3.1.3.2.1 Sociological theory applied to equal opportunities</b> Understanding of the key terms relating to the study of sport and their impact on equal opportunities in sport and society.</p> <ul style="list-style-type: none"> <li>• Society.</li> <li>• Socialisation (primary and secondary).</li> <li>• Social processes (social control and social change).</li> <li>• Social issues (causes and consequences of inequality).</li> <li>• Social structure.</li> </ul> <p>Understanding social action theory in relation to social issues in physical activity and sport.</p> <p>Underrepresented groups in sport.</p> <ul style="list-style-type: none"> <li>• Disability.</li> <li>• Ethnic group.</li> <li>• Gender.</li> <li>• Disadvantaged.</li> </ul> <p>Understanding the key terms relating to equal opportunities.</p> <ul style="list-style-type: none"> <li>• Discrimination.</li> <li>• Stereotyping.</li> <li>• Prejudice.</li> </ul> <p>The barriers to participation in sport and physical activity and possible solutions to overcome them for under represented groups in sport.</p>
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<p>4</p>	<p><b>3.2.2.2 Levers</b></p> <ul style="list-style-type: none"> <li>• Three classes of lever and examples of their use in the body during physical activity and sport.</li> </ul> <p><b>3.2.2.1 Biomechanical principles</b></p> <ul style="list-style-type: none"> <li>• Newton's Three Laws of linear motion applied to sporting movements. Definitions, equations and units of example scalars. Centre of mass. Factors affecting stability</li> </ul>	<p><b>Paper 2:</b></p> <p><b>Checkpoint test and review</b></p> <p><b>3.1.6.1.5 Aggression</b></p> <ul style="list-style-type: none"> <li>• Difference between aggression and assertive behaviour.</li> <li>• Theories of aggression.</li> </ul> <p><b>3.1.6.1.7 Social Facilitation</b></p> <ul style="list-style-type: none"> <li>• Social facilitation and inhibition</li> <li>• Zajonc's model</li> <li>• Evaluation apprehension</li> <li>• Strategies to eliminate the adverse effects of social facilitation and social inhibition.</li> </ul> <p><b>3.1.6.1.8 Group Dynamics</b></p> <p><b>Group formation</b></p> <p><b>Tuckman's model.</b></p> <ul style="list-style-type: none"> <li>• Cohesion</li> <li>• Steiner's model</li> <li>• Strategies to improve cohesion, group productivity and overcome social loafing to enhance team performance.</li> </ul> <p>Checkpoint assessment and review</p>	<p>Benefits of raising participation.</p> <ul style="list-style-type: none"> <li>• Health benefits.</li> <li>• Fitness benefits.</li> <li>• Social benefits.</li> </ul> <p>The interrelationship between Sport England, local and national partners to increase participation at grass roots level and under represented groups in sport.</p> <p><b>3.2.4.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media</b></p> <ul style="list-style-type: none"> <li>• The positive and negative impact of commercialisation, sponsorship and the media.</li> </ul> <p><b>3.2.4.1 Concepts of physical activity and sport</b></p> <p>The characteristics and functions of key concepts and how they create the base of the sporting development continuum.</p> <ul style="list-style-type: none"> <li>• Physical recreation.</li> <li>• Sport.</li> <li>• Physical education.</li> <li>• School sport</li> </ul> <p>The similarities and the differences between these key concepts</p>
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<p>5</p>	<p><b>3.2.1.2 Preparation and training methods in relation to maintaining physical activity and performance</b></p> <ul style="list-style-type: none"> <li>• Understanding of the key terms relating to laboratory conditions and field tests. Physiological effects and benefits of a warm-up and cool down.</li> <li>• Training methods to improve physical fitness and health. Impact of specialist training methods on energy systems</li> </ul> <p>Revision for mock exams</p>	<p><b>Paper 2:</b></p> <p><b>3.1.6.1.9 Importance of goal setting</b></p> <ul style="list-style-type: none"> <li>• Benefits of types of goal setting, Outcome goals, task-orientated. Performance related goals, process goals.</li> <li>• Principles of effective goal setting, SMARTER (specific, measurable, achievable, realistic, time bound, evaluate, re-do).</li> </ul> <p><b>Revision Skill Acquisition paper 1:</b></p> <ul style="list-style-type: none"> <li>• Skill Classification and Transfer of Learning</li> <li>• Theories of Learning</li> <li>• Methods to present and types of practice</li> </ul> <p><b>Revision Sport Psychology paper 2:</b></p> <ul style="list-style-type: none"> <li>• Anxiety and cohesion</li> <li>• Attitude and goal setting</li> </ul>	<p><b>3.2.4.8 The role of technology in physical activity and sport</b></p> <p>Understanding of technology for sports analytics</p> <ul style="list-style-type: none"> <li>• Use of technology in data collection (quantitative and qualitative, objective and subjective, validity and reliability of data).</li> <li>• Video and analysis programmes.</li> <li>• Testing and recording equipment (metabolic cart for indirect calorimetry).</li> <li>• Use of GPS and motion tracking software and hardware.</li> <li>• Maintaining data integrity.</li> </ul>
<p>6</p>	<p>Revision for mock exams</p> <p><b>3.2.2.3 Linear motion</b></p> <ul style="list-style-type: none"> <li>• Definitions, equations and units of vectors. Definitions, equations and units of scalars. An understanding of the forces acting on a performer during linear motion.</li> </ul> <p>NEA Coursework</p> <ul style="list-style-type: none"> <li>• Coursework analysis introduction</li> </ul>	<p>Revision for mock exams</p>	<p>Revision for mock exams</p> <p><b>3.2.4.8 The role of technology in physical activity and sport</b></p> <p>Functions of sports analytics.</p> <ul style="list-style-type: none"> <li>• Monitor fitness for performance.</li> <li>• Skill and technique development.</li> <li>• Injury prevention. Game analysis.</li> <li>• Talent ID/scouting.</li> </ul> <p>The development of equipment and facilities in physical activity and sport, and their impact on participation and performance.</p> <ul style="list-style-type: none"> <li>• Impact of material technology on equipment – adapted (disability, age).</li> <li>• Facilities – Olympic legacy, (surfaces, multiuse).</li> </ul> <p>The role of technology in sport and its positive and negative impacts.</p>

TERM	Section A – Applied Anatomy and Physiology. Exercise Physiology and Biomechanics	Section B	Section C
1	<p>3.2.1.2 Preparation and training methods in relation to maintaining physical activity and performance</p> <ul style="list-style-type: none"> <li>Principles of training.</li> <li>Application of principles of periodisation</li> </ul> <p>NEA Coursework</p> <ul style="list-style-type: none"> <li>Evaluation section introduction, analysis draft hand in.</li> </ul> <p>3.2.2.3 Linear motion</p> <ul style="list-style-type: none"> <li>Definitions, equations and units of vectors. Definitions, equations and units of scalars. An understanding of the forces acting on a performer during linear motion.</li> <li>The relationship between impulse and increasing and decreasing momentum in sprinting through the interpretation of force/time graphs.</li> </ul> <p>3.1.1.5 The musculo-skeletal system and analysis of movement in physical activities 3.2.2.2 Levers</p> <ul style="list-style-type: none"> <li>Revision</li> </ul>	<p>Paper 1:</p> <p>3.1.2.5 Memory models</p> <p>3.1.2.5.1 General information processing</p> <ul style="list-style-type: none"> <li>Input.</li> <li>Decision making</li> <li>Baddeley and Hitch, working memory model memory system.</li> <li>Output.</li> <li>Feedback.</li> </ul> <p>3.1.2.5.2 Efficiency of information processing</p> <ul style="list-style-type: none"> <li>Application of Whiting’s information processing model to a range of sporting contexts.</li> <li>Applied understanding of information processing terms within a sporting context.</li> <li>Definitions of and the relationship between reaction time, response time, movement time.</li> <li>Factors affecting response time.</li> <li>Definitions of anticipation.</li> <li>Strategies to improve response time.</li> <li>Schmidt’s schema theory</li> </ul> <p>Application of schema theory in sporting situations. Strategies to improve information processing.</p>	<p>3.2.4.2 Development of elite performers in sport</p> <p>The factors required to support progression from talent identification to elite performance.</p> <p>The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance</p> <ul style="list-style-type: none"> <li>National Governing Bodies.</li> <li>National Institutes of Sport.</li> <li>UK Sport.</li> </ul> <p>The support services provided by National Institutes of Sports for talent development.</p> <p>The key features of UK Sport’s World Class Performance Programme, Gold Event Series and Talent Identification and Development.</p> <p>3.2.4.4 Violence in sport</p> <p>The causes and implications of violence in sport</p> <ul style="list-style-type: none"> <li>Performer.</li> <li>Spectator.</li> <li>Sport.</li> </ul> <p>Strategies for preventing violence within sport to the performer and spectator.</p>

<p>2</p>	<p><b>3.1.1.6 Energy systems</b></p> <ul style="list-style-type: none"> <li>• Measurements of energy expenditure.</li> </ul> <p><b>3.2.2.6 Fluid mechanics</b></p> <ul style="list-style-type: none"> <li>• Dynamic fluid force. Factors that reduce and increase drag and their application to sporting situations. The Bernoulli principle applied to sporting situations.</li> </ul> <p><b>3.2.2.4 Angular motion</b></p> <ul style="list-style-type: none"> <li>• Application of Newton's laws to angular motion. Definitions and units for angular motion. Conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity.</li> </ul> <p><b>3.2.1.2 Preparation and training methods in relation to maintaining physical activity and performance</b></p> <ul style="list-style-type: none"> <li>• Training methods revision.</li> </ul> <p><b>3.1.1.2 Cardiovascular system 3.1.1.3 Respiratory system</b></p> <ul style="list-style-type: none"> <li>• Revision.</li> </ul> <p><b>3.2.1.1 Diet and nutrition and their effect on physical activity and performance</b></p> <ul style="list-style-type: none"> <li>• Understand the exercise-related function of food classes. Positive and negative effects of dietary supplements/manipulation on the performer.</li> <li>• Positive and negative effects of dietary supplements/manipulation on the performer.</li> </ul>	<p><b>Paper 2:</b></p> <p><b>3.2.3.1.7 Achievement Motivation Theory</b></p> <ul style="list-style-type: none"> <li>• Atkinson's Model of achievement motivation. Characteristics of personality components of achievement motivation.</li> <li>• Impact of situational component of achievement motivation.</li> <li>• Achievement goal theory.</li> <li>• Strategies to develop approach behaviours leading to improvements in performance.</li> </ul> <p><b>3.2.3.1.11 Attribution theory</b></p> <ul style="list-style-type: none"> <li>• Attribution process.</li> <li>• Weiner's Model and its application to sporting situations.</li> <li>• Link between attribution, task persistence and motivation.</li> <li>• Self-serving bias.</li> <li>• Attribution retraining.</li> <li>• Learned helplessness.</li> <li>• Strategies to avoid learned helplessness leading to improvements in performance.</li> </ul> <p><b>3.2.3.1.12 Self-efficacy and confidence</b></p> <ul style="list-style-type: none"> <li>• Characteristics of self-efficacy, self-confidence and self-esteem.</li> <li>• Bandura's Model of self-efficacy.</li> <li>• Vealey's Model of self-confidence.</li> <li>• Effects of home field advantage. Strategies to develop high levels of self-efficacy leading to improvements in performance.</li> </ul> <p>Walking, talking mock Review of walking, talking mock.</p>	<p><b>3.2.4.5 Drugs in sport</b></p> <p>The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance.</p> <p>The physiological effects of drugs on the performer and their performance.</p> <ul style="list-style-type: none"> <li>• Erythropoietin (EPO).</li> <li>• Anabolic steroids.</li> <li>• Beta blockers.</li> </ul> <p>The positive and negative implications to the sport and the performer of drug taking.</p> <ul style="list-style-type: none"> <li>• Physiological adaptations.</li> <li>• Social and psychological rewards (for the sport and the performer).</li> <li>• Negative impact on current and future health.</li> <li>• Social and psychological repercussions (for the sport and the performer).</li> </ul> <p>Strategies for elimination of performance enhancing drugs in sport.</p> <p>Arguments for and against drug taking and testing.</p> <p><b>3.2.4.6 Sport and the law</b></p> <p>The uses of sports legislation.</p> <ul style="list-style-type: none"> <li>• Performers (contracts, injury, loss of earnings).</li> <li>• Officials (negligence). Coaches (duty of care).</li> <li>• Spectators (safety, hooliganism).</li> </ul>
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3	<p><b>3.2.2.5 Projectile motion</b></p> <ul style="list-style-type: none"> <li>• Factors affecting horizontal displacement of projectiles. Factors affecting flight paths of different projectiles. Vector components of parabolic flight.</li> </ul> <p><b>3.2.1.3 Injury prevention and the rehabilitation of injury</b></p> <ul style="list-style-type: none"> <li>• Types of injury.</li> <li>• Understanding different methods used in injury prevention, rehabilitation and recovery. Physiological reasons for methods used in injury rehabilitation. Importance of sleep and nutrition for improved recovery.</li> <li>• Revision.</li> <li>• Mocks.</li> <li>• Mock review.</li> </ul>	<p><b>Paper 2:</b></p> <p><b>3.2.3.1.13 Leadership</b></p> <ul style="list-style-type: none"> <li>• Characteristics of effective leaders.</li> <li>• Styles of leadership.</li> <li>• Leadership styles for different sporting situations. Prescribed and emergent leaders.</li> <li>• Theories of leadership in different sporting</li> </ul> <p><b>3.2.3.1.14 Stress Management</b></p> <ul style="list-style-type: none"> <li>• Explanation of the term's 'stress' and 'stressor'.</li> <li>• Use of warm up for stress management.</li> <li>• Effects of cognitive and somatic techniques on the performer.</li> <li>• Explanation of cognitive techniques.</li> <li>• Explanation of somatic techniques.</li> <li>• Coursework.</li> <li>• Revision.</li> <li>• Mocks.</li> <li>• Mock review.</li> </ul>	<p><b>Revision for mock</b></p> <ul style="list-style-type: none"> <li>• Mock review paper 1.</li> <li>• Mock review paper 2.</li> </ul>
4	<p><b>3.1.1.4 Neuromuscular system</b></p> <ul style="list-style-type: none"> <li>• Revision.</li> </ul> <p><b>3.2.1.2 Preparation and training methods in relation to maintaining physical activity and performance</b></p> <ul style="list-style-type: none"> <li>• Principles of Training</li> <li>Revision.</li> </ul> <p><b>3.2.2.1 Biomechanical principles 3.2.2.6 Fluid mechanics</b></p> <ul style="list-style-type: none"> <li>• Revision.</li> </ul> <p><b>3.2.2.2 Levers, planes and axes</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <p><b>3.2.1.1 Diet and nutrition and their effect on physical activity and performance</b></p> <ul style="list-style-type: none"> <li>• Revision.</li> </ul>	<p>Finalise Coursework. Revision for Paper 1 and Paper 2.</p> <p>Create revision schedule with emphasis of topics not been tested previously.</p>	<p>Finalise Coursework. Revision for Paper 1 and Paper 2.</p> <p>Create revision schedule with emphasis of topics not been tested previously on specification.</p>



5	<p><b>3.2.2.3 Linear motion</b></p> <ul style="list-style-type: none"> <li>• Revision.</li> </ul> <p><b>3.1.1.6 Energy systems</b></p> <ul style="list-style-type: none"> <li>• Revision with Measurements of energy expenditure.</li> </ul> <p><b>3.2.2.4 Angular motion</b></p> <ul style="list-style-type: none"> <li>• Revision.</li> </ul> <p><b>3.2.1.3 Injury prevention and the rehabilitation of injury</b></p> <ul style="list-style-type: none"> <li>• Revision recovery methods.</li> </ul> <p><b>3.1.1.2 Cardiovascular system 3.1.1.3 Respiratory system</b></p> <ul style="list-style-type: none"> <li>• Revision.</li> </ul> <p><b>3.2.2.5 Projectile motion</b></p> <ul style="list-style-type: none"> <li>• Revision.</li> </ul>	<p>Revision for Paper 1 and Paper 2.</p> <p>Create revision schedule with emphasis of topics not been tested previously on specification.</p>	<p>Revision for Paper 1 and Paper 2.</p> <p>Create revision schedule with emphasis of topics not been tested previously on specification.</p>
6	Final Exams		