

A LEVEL PHYSICAL EDUCATION



Course Outline

&

Taster lesson - Aggression

Activity

Identify which of the following statements show aggression and which show assertion:

- an athlete shoulder-pushing another on the final bend in a 1,500 metre race
- a boxer landing the final knock-out punch
- a rugby forward player punching a member of the opposition in a scrum
- a cyclist in a race cutting up another rider and causing a pile-up
- a squash player smashing her racquet against the wall in frustration
- a football player pulling another player off the ball by the shirt
- a netball player verbally abusing another player.

Course Outline

Have you ever wondered...

- Why some people can run faster than others?
- How your personality affects your performance?
- Why people take drugs?
- How technology can help you?

Opt for A Level Physical Education to find out the answers.

Studying A Level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, you will also develop a wide ranging knowledge into the how and why of physical activity and sport.



The development of transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking and acting under pressure are exciting benefits of choosing this course.





A Level Trip to Loughborough University

TRIPS



ACTIVE LEARNING

teamwork





CHRISTMAS SQUAD

A Level PE

Taught by 3 STAFF

Mrs Swan, Miss Barrell, Mr Hallahan

70% Exam **30%** Coursework

This is a **theory** based course

1 hour of practical per fortnight.







Course Outline

3 externally assessed written papers at the end of year 13

- Physiological Factors - 2hrs – **30%**
- Psychological Factors - 1hr – **20%**
- Socio-Cultural Studies - 1hr – **20%**

70% EXAM

Content Overview

H555/01 Physiological factors affecting performance

This component will assess:

- 1.1 Applied anatomy and physiology
- 1.2 Exercise physiology
- 1.3 Biomechanics

H555/02 Psychological factors affecting performance

This component will assess:

- 2.1 Skill acquisition
- 2.2 Sports psychology

H555/03 Socio-cultural issues in physical activity and sport

This component will assess:

- 3.1 Sport and society
- 3.2 Contemporary issues in physical activity and sport

Assessment Overview

Written paper: 2 hours
30% of total A Level
90 marks

This paper consists of a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.

Written paper: 1 hour
20% of total A Level
60 marks

This paper consists of a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.

Written paper: 1 hour
20% of total A Level
60 marks

This paper consists of a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.

Assessment Framework

Physiological factors affecting performance (30%):

- **2 hour** written examination assessing: Applied anatomy and physiology, exercise physiology and biomechanics

■ **Psychological factors affecting performance (20%):**

- **1 hour** written examination assessing:
- Skill acquisition and sports psychology.

■ **Socio-cultural issues in physical activity and sport (20%):**

- **1 hour** written examination assessing: Sport and society, contemporary issues in physical activity and sport.

■ **Non-exam assessment – NEA (30%):**

- Coursework assessing:
- Performing **or** coaching (15%) plus evaluating and analysing performance for improvement (15%).

Coursework (NEA)

H555/05 Practical Performances

This component will assess either:

- core and advanced skills in performing one activity
- or
- core and advanced skills in coaching one activity.

Non-exam assessment (NEA)

15% of total A Level

30 marks, weighted up to 45 marks

This NEA will consist of one activity taken from the approved list. Learners can be assessed in the role of performer or coach.

H555/06 Evaluating and Analysing Performance for Improvement

This component draws upon the knowledge, understanding and skills a learner has learnt throughout the course and enables them to analyse and evaluate a peer's performance in one activity.

Non-exam assessment (NEA)

15% of total A Level

30 marks, weighted up to 45 marks

This NEA will consist of observing a live or recorded performance by a peer and then providing an oral response analysing and critically evaluating the performance.

Where can I find the criteria for my practical activity?

(worth 15%)

OCR Website

<https://www.ocr.org.uk/Images/234840-guide-to-non-exam-assessment-as-and-a-level.pdf>

EAPI (oral exam 15%)

- Observe a performance in **ONE** activity
- Make an **oral** response
- Critically evaluate the performance
- Describe **strengths & weaknesses**
- Create an **action plan** for improvement
- **Justify** comments with relevant concepts studied in theory lessons.



Standards in A-Level PE

- Be prepared to learn – this is a theory based course.
- Complete your independent learning tasks – you will not be allowed in the lesson without them!
- Extra reading is crucial

**Hard work + high standards =
A grade**

Organisation in A-Level PE

You will need:

- a) 3 Files with dividers
- b) Your text book EVERY lesson
- c) A4 Paper
- d) FULL writing equipment including pens/pencils/highlighters
- e) Have the correct kit for all practical lessons

Summer Homework

Demo – school website

PE & Performing Arts

3 areas of study to complete work for

PSYCHOLOGICAL FACTORS

SOCIO-CULTURAL ISSUES

PHYSIOLOGICAL FACTORS

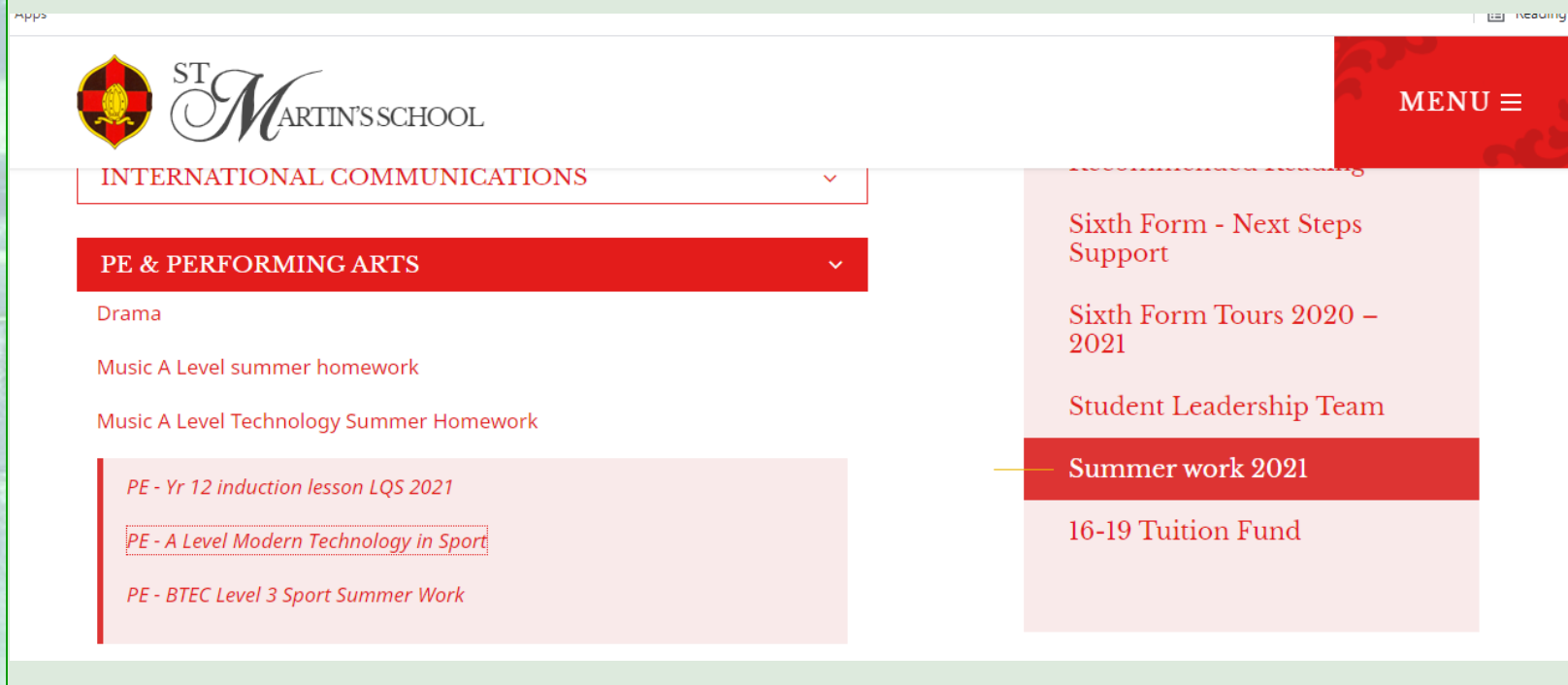
PSYCHOLOGICAL FACTORS

Research

1. Atkinson & Shiffren's multi-store memory model.
1. Craik & Lockhart's levels of processing model.
2. Print / copy out both models and write a brief description of each model (relate to the learning & performance of movement skills).


SOCIO-CULTURAL ISSUES

Follow the link below to look into Modern Technology in Sport



The screenshot shows the St Martin's School website. The header includes the school's crest and name, a 'MENU' button, and a 'Log in' link. The 'INTERNATIONAL COMMUNICATIONS' menu is expanded, showing 'PE & PERFORMING ARTS'. Under 'PE & PERFORMING ARTS', the following items are listed: Drama, Music A Level summer homework, Music A Level Technology Summer Homework, and a list of links including 'PE - Yr 12 induction lesson LQS 2021', 'PE - A Level Modern Technology in Sport' (which is highlighted with a red box), and 'PE - BTEC Level 3 Sport Summer Work'. On the right side, a 'Sixth Form' menu is also visible, listing 'Sixth Form - Next Steps Support', 'Sixth Form Tours 2020 - 2021', 'Student Leadership Team', 'Summer work 2021', and '16-19 Tuition Fund'.

Apps | Log in

 **ST MARTIN'S SCHOOL**

INTERNATIONAL COMMUNICATIONS ▼

PE & PERFORMING ARTS ▼

- Drama
- Music A Level summer homework
- Music A Level Technology Summer Homework
- [PE - Yr 12 induction lesson LQS 2021](#)
- [PE - A Level Modern Technology in Sport](#)
- [PE - BTEC Level 3 Sport Summer Work](#)

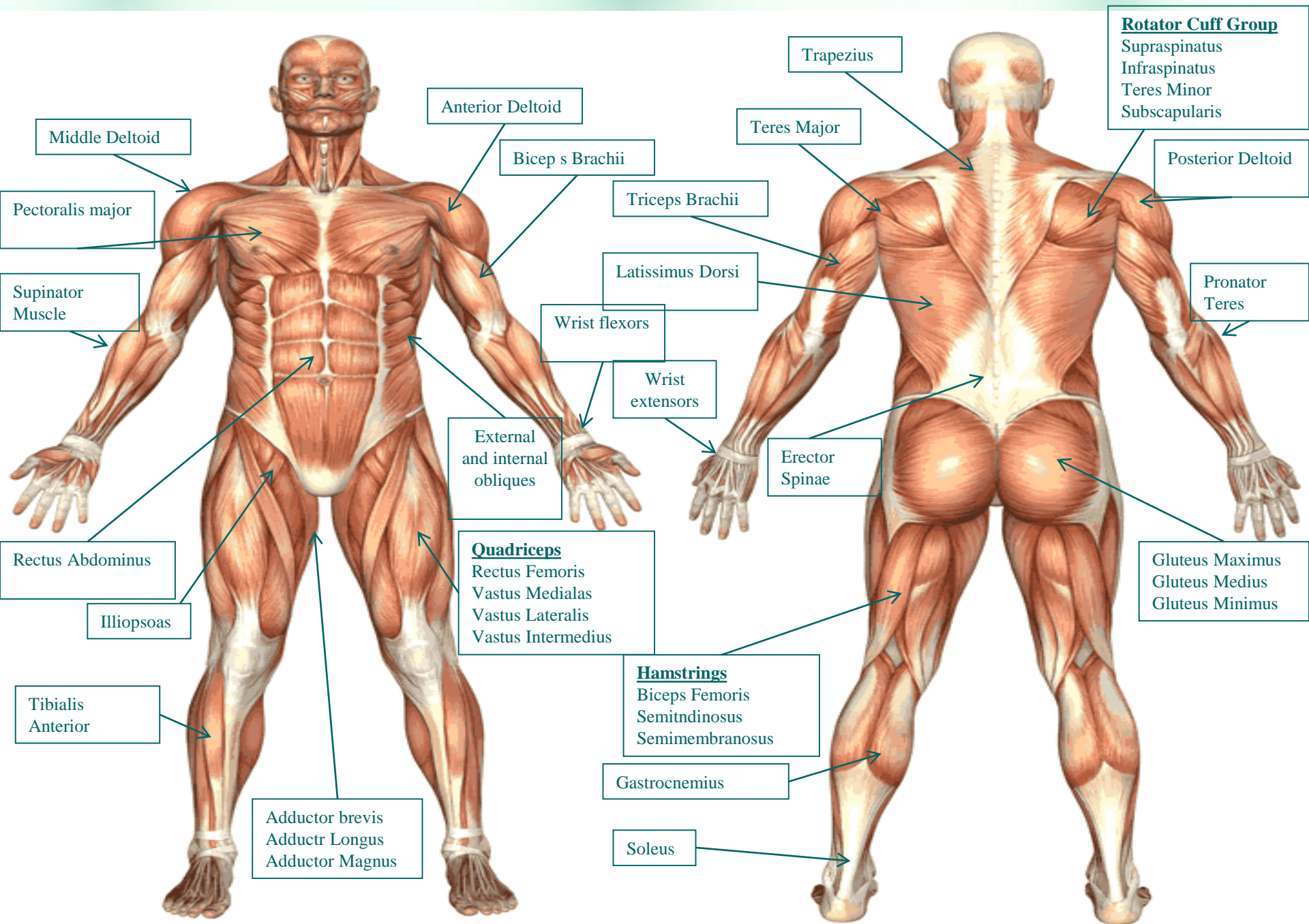
MENU ≡

- [Sixth Form - Next Steps Support](#)
- [Sixth Form Tours 2020 - 2021](#)
- [Student Leadership Team](#)
- [Summer work 2021](#)
- [16-19 Tuition Fund](#)

PHYSIOLOGICAL FACTORS

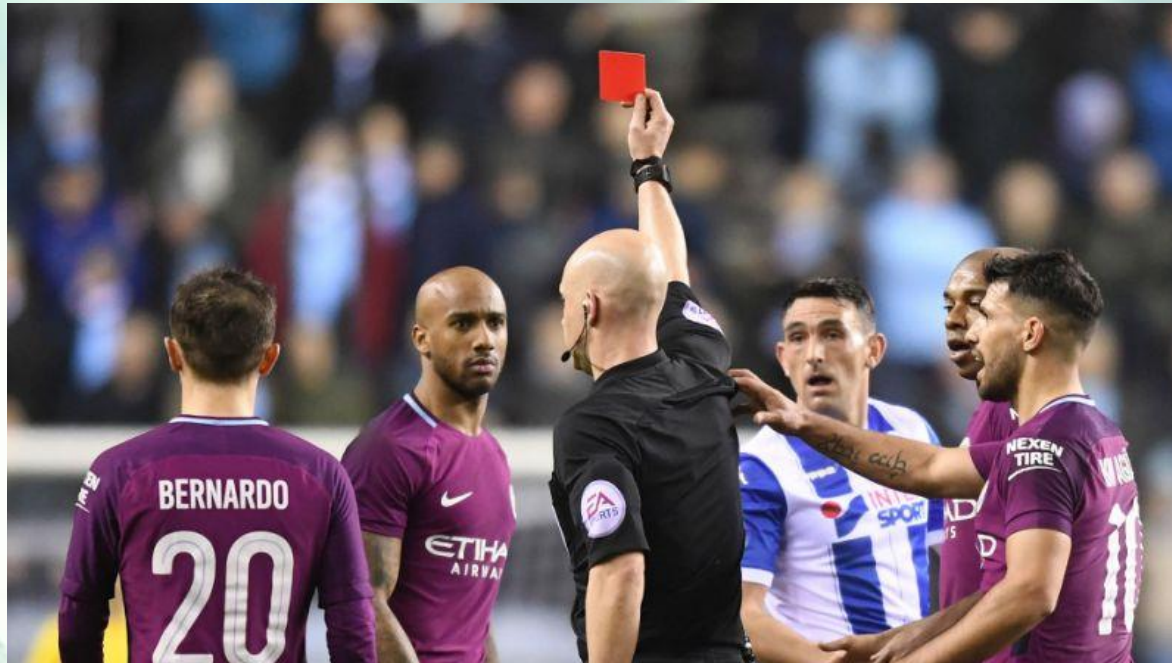
It is expected that prior to starting year 12 that you learn the muscles and locations on the attached slide.

This will be tested in your first lesson.



Taster Lesson

Aggression



Activity

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Aggression

Learning Objectives

- **DEFINITION** (AS OPPOSED TO ASSERTION)
- **PSYCHOLOGICAL THEORIES OF AGGRESSION**
- METHODS OF **ELIMINATING** AGGRESSION IN SPORT

AGGRESSION



What is aggression?

Using the starter activity how can we
DEFINE aggression?

What key words would we include in the
definition?

How can you differentiate between
aggression & assertion?

AGGRESSION OR ASSERTION

- “Aggression is the **intent** to **harm** either physically or psychologically **outside** the **laws** of the event”
- “Assertion is forceful behaviour directed to achieve a goal **WITHIN** the rules of the game.”

Why are people aggressive?

Watch the clip.

If you deem the behaviour to be aggressive according to the definition list the REASONS / CAUSES.

JUST ONE CLICK!

<http://www.youtube.com/watch?v=tz428AaGzoA&safe=active>

Ronan O'Gara punch



PSYCHOLOGICAL THEORIES

- FRUSTRATION THEORY
- INSTINCT THEORY
- SOCIAL LEARNING THEORY
- AGGRESSIVE CUE HYPOTHESIS



Tom Youngs @TomYoungs87

2h

@SalesiMaafu good shot mate, go well in the final. #rocky



SalesiMaafu

@SalesiMaafu



@TomYoungs87 cheers mate. The jersey can overcome us in the heat of battle. I owe you a pint. #respect

AGGRESSIVE CUE



Aggression is **dysfunctional** behaviour and needs to be eliminated.

Assertion is functional behaviour



How can aggression be eliminated?

List as many ways as you can think of



ELIMINATING AGGRESSION

- Punish aggressive behaviour – cards, fines, bans
- Avoid situation – change position / time out
- Reward fair play
- Highlight non-aggressive role models
- Control arousal – stress management
- Increase peer pressure - highlight could let the team down
- Ensure players are aware of their ‘wider role’ in society.

Example exam question
10 mark question

Evaluate critically theories of aggression that seek to explain why negative responses often occur in sporting situations. Use practical examples.

Aggression

Learning Objectives

- **DEFINITION** (AS OPPOSED TO ASSERTION)
- **THEORIES** OF AGGRESSION
- METHODS OF **ELIMINATING** AGGRESSION IN SPORT

Why Study A-Level Physical Education?

Physical Education provides a suitable foundation for study in both Physical Education and Sports Studies/Science at degree level.

Physical education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.

The specification provides an excellent base for those intending to pursue careers in teaching and coaching, sports development, the leisure industry, physiotherapy, personal training and professional sport.



Adam
Gemili

