


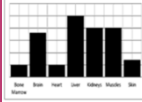



Physiological factors affecting performance (01)



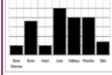
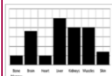
1.1a Skeletal and muscular systems ML yr12 2021

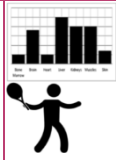
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Year/Term	Topic Area	Content	
Year 12 Term 1a MLI	Joints, movements and muscles 	<ul style="list-style-type: none"> • Shoulder: Movement:-flexion, extension, abduction, adduction, horizontal flexion/ extension, medial and lateral rotation, circumduction. Muscles - deltoid, latissimus dorsi, pectoralis major, trapezius, teres minor (Sheets 1.3) • Elbow: Movement:-flexion, extension Muscles:- biceps brachii, triceps brachii (Sheets 1.4) • Wrist: Movement:-flexion, extension Muscles:- wrist flexors, wrist extensors (Sheets 1.4) • Hip: Movement:- flexion, extension, abduction, adduction, medial and lateral rotation Muscles:- iliopsoas, gluteus maximus, medius and minimus, adductor longus, brevis and magnus(sheets 1.5) • Knee: Movement:-flexion, extension Muscles:- hamstring group: biceps femoris, semi-membranosus , semi-tendinosus, quadriceps group: rectus femoris, vastus lateralis, vastus intermedius and vastus medialis (Sheets 1.6) • Ankle: Movement:-dorsi flexion, plantar flexion Muscles:-tibialis anterior, soleus, gastrocnemius(Sheets 1.6) • Planes of movement: (sheets 1.2) <ul style="list-style-type: none"> • frontal • transverse • sagittal 	
Year 12 Term 1b MLI	Functional roles of muscles and types of contraction 	<ul style="list-style-type: none"> • roles of muscles: (sheets 1.2) <ul style="list-style-type: none"> agonist antagonist fixator • types of contraction (sheets 2.1/2.2) <ul style="list-style-type: none"> isotonic <ul style="list-style-type: none"> concentric eccentric isometric. 	
Year 12 Term 1b MLI	Analysis of movement  	<ul style="list-style-type: none"> • analyse movement with reference to: (sheets 2.3-2.5) <ul style="list-style-type: none"> joint type movement produced agonist and antagonist muscles involved type of muscle contraction taking place. 	
Year 12 Term 1b MLI	Muscle contraction during exercise of differing intensities and during recovery	<ul style="list-style-type: none"> • muscle fibre types: (sheets 4.1 – 4.2) <ul style="list-style-type: none"> • slow oxidative • fast oxidative glycolytic • fast glycolytic • recruitment of different fibre types during exercise of differing intensities and during recovery. 	

Year 12	skeletal muscle contraction 	• structure and role of motor units in skeletal muscle contraction (sheets 3.1)	
Term 1b MLI		• nervous stimulation of the motor unit: (sheets 3.2) motor neuron action potential neurotransmitter 'all or none' law.	

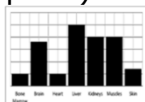
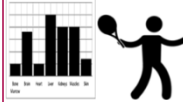


1.1b Cardiovascular and respiratory systems

Year/Term	Topic Area	Content	
Year 12 Term 2a MLI	Cardiovascular system at rest 	the relationship between, and resting values for: (sheets 5.1-5.5) <ul style="list-style-type: none"> • heart rate • stroke volume • cardiac output • methods of calculating the above cardiac cycle: <ul style="list-style-type: none"> • diastole • systole • conduction system of the heart linked to the cardiac cycle. 	
Year 12 Term 2a MLI	Cardiovascular system during exercise of differing intensities and during recovery  	Effects of different exercise intensities and recovery on: (sheets 6.1-6.3) <ul style="list-style-type: none"> • heart rate • stroke volume • cardiac output • methods of calculating the above Redistribution of cardiac output during exercise of differing intensities and during recovery: (sheets 6.4-6.5) <ul style="list-style-type: none"> • vascular shunt mechanism • role of the vasomotor centre • role of arterioles • role of pre-capillary sphincters Mechanisms of venous return during exercise of differing intensities (sheets 6.6) and during recovery <ul style="list-style-type: none"> • Regulation of heart rate during exercise: (sheets 6.7 onwards) <ul style="list-style-type: none"> • neural factors • hormonal factors • intrinsic factors 	
Year 12 Term 2b MLI	Respiratory system at rest 	Mechanics of breathing at rest and the muscles involved: (sheets 7.1 -7.2-7.3) <ul style="list-style-type: none"> • diaphragm • external intercostal • at the alveoli • at the muscles. Relationship between resting values for: (sheets 7.4) <ul style="list-style-type: none"> • breathing frequency • tidal volume • minute ventilation • methods of calculating the above 	
Year 12 Term 2b MLI	Respiratory system during exercise of differing intensities and during recovery	Effects of differing intensities of exercise and recovery on (sheets 8.6-8.8) <ul style="list-style-type: none"> • breathing frequency • tidal volume • minute ventilation Mechanics of breathing during exercise of differing intensities and during recovery, including additional muscles involved: (sheets 8.1) <ul style="list-style-type: none"> • inspiration – sternocleidomastoid, pectoralis minor • expiration – internal intercostal, rectus abdominis. Regulation of breathing during exercise of different intensities and during recovery (sheets 8.2)	





- neural control
 - chemical control
- Effect of differing intensities of exercise and recovery on gas (sheets 8.3-8.5) exchange at the alveoli and at the muscles
- changes in pressure gradient
 - changes in dissociation of oxyhaemoglobin.

1.1.c. Energy for exercise RC Yr12 2021



Year/Term	Topic Area	Content
Year 12 Term 1a RC	*Adenosine Triphosphate (ATP) and energy transfer	ATP as 'energy currency' (sheets 9.1) Principle of energetically coupled reactions: <ul style="list-style-type: none"> • breakdown of ATP to ADP (Adenosine Diphosphate) + P(phosphate) • resynthesis of ATP from ADP + P_o 
Year 12 Term 1a RC	*Energy systems and ATP resynthesis 	Energy systems: (sheets 9.2) <ul style="list-style-type: none"> • ATP-PC (Phosphocreatine) system (sheets 9.3) • glycolytic system (sheets 9.4) • aerobic system (sheets 9.5) For each system: <ul style="list-style-type: none"> • type of reaction (aerobic or anaerobic) • chemical or food fuel used • specific site of the reaction • controlling enzyme • ATP yield • specific stages within the system • by-products.
Year 12 Term 1a RC	*ATP resynthesis during exercise of differing intensities and durations 	The energy continuum (sheets 9.6-9.8) Predominant energy system used during exercise: <ul style="list-style-type: none"> • how intensity and duration of exercise influence which energy system is predominantly used to resynthesise ATP • interpretation of figures relating to the contribution of the three energy systems to exercise of different intensities and durations Interplay of energy systems during intermittent exercise and factors that affect this interplay <ul style="list-style-type: none"> • intensity of exercise • duration of exercise • recovery periods • fitness levels.
Year 12 Term 1b RC	*The recovery process 	How the body returns to its pre-exercise state: <ul style="list-style-type: none"> • Excess Post exercise Oxygen Consumption (EPOC) (sheets 10.1) Fast components of EPOC, the processes that occur and the duration: (sheets 10.2) <ul style="list-style-type: none"> • replenishment of blood and muscle oxygen stores • re-synthesis of ATP and PC Slow components of EPOC, the processes that occur and the duration: (sheets 10.3) <ul style="list-style-type: none"> • elevated circulation • elevated ventilation • elevated body temperature • lactate removal and conversion to glycogen Effect of exercise intensity on EPOC and implications of the recovery process for planning exercise or training sessions. (sheets 10.5)

1.1.d. Environmental effects on body systems


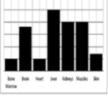
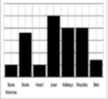

Year/Term	Topic Area	Content
Year 12 Term 2a RC	*Exercise at altitude  	Effect of altitude on the cardiovascular and respiratory systems: (sheets 11.1-11.3) <ul style="list-style-type: none"> • reduced arterial PO₂ (partial pressure of oxygen) leading to impaired muscle O₂ delivery • elevated heart rate and ventilation • acclimatisation, including the importance of timing arrival, at altitude (above 2400m)
	*Exercise in the heat	Effect of heat on the cardiovascular and respiratory systems: <ul style="list-style-type: none"> • temperature regulation (sheets 11.4-11.5) • cardiovascular drift.
*note – Mock Exam Week in April (Start of Term 3a).		




1.2 Exercise physiology

1.2.a. Diet and nutrition and their effect on physical activity and performance





Year/Term	Topic Area	Content
Year 12 Term 2a RC	Diet and nutrition 	Function and importance of the components of a healthy, balanced Diet: (sheets 12.1-12.3) (old / student sheets started 1.1 again) <ul style="list-style-type: none"> • carbohydrates • proteins • fats • minerals • vitamins • fibre • water Energy intake and expenditure and energy balance in physical activity and performance. (sheets 12.4)
Year 12 Term 3a RC	Ergogenic aids 	Use of ergogenic aids; potential benefits and risks: (sheets 13.1) <ul style="list-style-type: none"> • pharmacological aids: (sheets 13.2) <ul style="list-style-type: none"> – anabolic steroids – erythropoietin (EPO) – human growth hormone (HGH) • physiological aids: (sheets 13.3) <ul style="list-style-type: none"> – blood doping, – intermittent hypoxic training (IHT) – cooling aids • nutritional aids: (sheets 13.4-13.7) <ul style="list-style-type: none"> – amount of food – composition of meals – timing of meals – hydration – glycogen/carbohydrate loading – creatine – caffeine – bicarbonate – nitrate.

1.2.b. Preparation and training methods in relation to improving and maintaining physical activity and performance

Year/Term	Topic Area	Content
Year 12 Term 3a MLI Year 12 Term 3a MLI	 Aerobic training 	<p>Aerobic capacity and maximal oxygen uptake (VO₂ max) (sheets 14.1-14.2)</p> <p>How VO₂ max is affected by: <u>(old / student sheets started 2.1 again)</u></p> <ul style="list-style-type: none"> • individual physiological make-up • training • age • gender <p>Methods of evaluating aerobic capacity: (sheets 14.3)</p> <ul style="list-style-type: none"> • laboratory test of VO₂max using direct gas analysis • NCF multi-stage fitness test • Queen's College step test • Cooper 12 minute run <p>Intensity and duration of training used to develop aerobic capacity: (sheets 14.5)</p> <ul style="list-style-type: none"> • continuous training • high intensity interval training (HIIT) <p>The use of target heart rates as an intensity guide (sheets 14.4)</p> <p>Physiological adaptations from aerobic training:</p> <ul style="list-style-type: none"> • cardiovascular • respiratory • muscular • metabolic <p>Activities and sports in which aerobic capacity is a key fitness Component (sheets 14.6-14.7)</p>
Year 13 Term 1a	Strength training  	<p>Types of strength: (sheets 15.1) <u>(old / student sheets started 3.1 again)</u></p> <p>Activities and sports in which strength is a key fitness component (sheets 15.2)</p> <ul style="list-style-type: none"> • strength endurance • maximum strength • explosive/elastic strength • static and dynamic strength <p>Factors that affect strength: (sheets 15.3)</p> <ul style="list-style-type: none"> • fibre type • cross sectional area of the muscle <p>Methods of evaluating each type of strength: (sheets 15.4)</p> <ul style="list-style-type: none"> • grip strength dynamometer • 1 Repetition Maximum(1RM) • press up or sit-up test • vertical jump test <p>Training to develop strength: (sheets 15.5- 15.7)</p> <ul style="list-style-type: none"> • repetitions • sets • resistance guidelines used to improve each type of strength • use of multi-gym • weights • plyometrics • circuit/interval training: <ul style="list-style-type: none"> – work intensity – work duration – relief interval – number of work/relief intervals <p>Physiological adaptations from strength training: (sheets 15.8)</p> <ul style="list-style-type: none"> • muscle and connective tissues • neural • metabolic




<p>Year 13 Term 1a</p>	<p>Flexibility training</p> 	<p>Types of flexibility (sheets 16.1) (old / student sheets started 4.1 again) Activities and sports in which flexibility is a key fitness component.</p> <ul style="list-style-type: none"> • static flexibility (active and passive) • dynamic flexibility <p>Factors that affect flexibility: (sheets 16.2)</p> <ul style="list-style-type: none"> • type of joint • length of surrounding connective tissue • age • gender <p>Methods of evaluating flexibility: (sheets 16.3)</p> <ul style="list-style-type: none"> • sit and reach test • goniometer <p>Training used to develop flexibility: (sheets 16.4-16.5)</p> <ul style="list-style-type: none"> • passive stretching • proprioceptive neuromuscular facilitation (PNF) • static stretching • dynamic stretching • ballistic stretching • isometric stretching <p>Physiological adaptations from flexibility training: (sheets 16.6)</p> <ul style="list-style-type: none"> • muscle and connective tissues 	
<p>Year 13 Term 1b</p>	<p>Periodisation of training</p> 	<p>Periodisation cycles: (Sheets 17.1-17.4)</p> <ul style="list-style-type: none"> • macrocycle • mesocycle • microcycle <p>Phases of training:</p> <ul style="list-style-type: none"> • preparatory • competitive • transition <p>Tapering to optimise performance</p> <p>How to plan personal health and fitness programmes for aerobic, strength and flexibility training.</p> <p>*note – Mock Exam Week in November (Start of Term 1b).</p>	
<p>Year 13 Term 1b</p>	<p>Impact of training on lifestyle diseases</p> 	<p>The effect of training on lifestyle diseases:</p> <ul style="list-style-type: none"> • cardiovascular system : (sheets 18.1) <ul style="list-style-type: none"> – coronary heart disease (CHD) – stroke – atherosclerosis – heart attack • respiratory system (sheets 18.2) <ul style="list-style-type: none"> – asthma – chronic obstructive pulmonary disease (COPD). 	

1.2.c. Injury prevention and the rehabilitation of injury




Year/Term	Topic Area	Content
Year 13 Term 1b	*Acute and chronic injuries 	<p>Acute injuries resulting from a sudden stress to the body: (sheets 19.2)</p> <ul style="list-style-type: none"> • hard tissue injuries • soft tissue injuries • concussion <p>Chronic injuries resulting from continuous stress to the body: (sheets 19.3)</p> <ul style="list-style-type: none"> • soft tissue injuries • hard tissue injuries
Year 13 Term 1b	*Injury prevention 	<p>-Intrinsic risk factors: (sheets 20.2)</p> <ul style="list-style-type: none"> • individual variables • training effects <p>Extrinsic risk factors: (sheets 20.3)</p> <ul style="list-style-type: none"> • poor technique/training • incorrect equipment/clothing • inappropriate intensity, duration or frequency of activity <p>Debate surrounding effective warm up and cool down. (sheets 20.4)</p>
Year 13 Term 2a	*Responding to injuries and medical conditions in a sporting context 	<p>Assessing sporting injuries using 'SALTAPS' (sheets 21.1)</p> <ul style="list-style-type: none"> • See • Ask • Look • Touch • Active • Passive • Strength <p>Acute management of soft tissue injuries using 'PRICE' (sheets 21.2)</p> <ul style="list-style-type: none"> • Protection • Rest • Ice • Compression • Elevation <p>Recognising concussion: IRB's 'Recognise and Remove' 6 R's (sheets 21.3)</p> <ul style="list-style-type: none"> • Recognise • Remove • Refer • Rest • Recover • Return.
Year 13 Term 2a	*Rehabilitation of injury 	<p>Treatment of common sporting injuries: (sheets 22.1-22.9)</p> <ul style="list-style-type: none"> • injuries: <ul style="list-style-type: none"> – fractures – simple, stress – joint injuries – dislocation, sprain, torn cartilage – exercise-induced muscle damage • treatments: <ul style="list-style-type: none"> – stretching – massage – heat, cold and contrast therapies – anti-inflammatory drugs – physiotherapy – surgery.

1.3 Biomechanics

1.3.a. Biomechanical principles, levers and the use of technology

Year/Term	Topic Area	Content
Year 13 Term 2b	Biomechanical principles 	Define and apply Newton’s laws of motion: (sheets 1.1) <ul style="list-style-type: none"> • Newton’s first law: inertia • Newton’s second law: acceleration • Newton’s third law: reaction Force: (sheets 1.2) <ul style="list-style-type: none"> • net force • balanced and unbalanced force • weight • reaction • friction • air resistance • factors affecting friction and air resistance and their manipulation in sporting performance (sheets 1.3) • free body diagrams showing vertical and horizontal forces acting on a body at an instant in time and the resulting motion(sheets 1.5) • calculations of force, momentum, acceleration and weight(sheets 1.6) • definition of centre of mass (sheets 1.9) • factors affecting the position of the centre of mass • the relationship between centre of mass and stability. (sheets 1.10)
Year 13 Term 2b	Levers 	Components of a lever system: (sheets 2.1-2.2) <ul style="list-style-type: none"> • load • effort • fulcrum • effort arm • load arm • 1st class lever • 2nd class lever • 3rd class lever • mechanical advantage of a 2nd class lever.
Year 13 Term 2b	Analysing movement through the use of technology 	Definitions and uses of: (sheets 3.1-3.3) <ul style="list-style-type: none"> • limb kinematics • force plates • wind tunnels How each type of technology may be used to optimise performance in sport.

1.3.b. Linear motion, angular motion, fluid mechanics and projectile motion

Year/Term	Topic Area	Content
Year 13 Term 3a	<p>*Linear motion</p> 	<p>Definition of linear motion. (sheets 4.1)</p> <ul style="list-style-type: none"> • creation of linear motion by the application of a direct force through the centre of mass • definitions, calculations and units of measurement for each of the following quantities of linear motion: <ul style="list-style-type: none"> • distance • displacement • speed • velocity • acceleration/deceleration <p>Plot and interpret graphs of linear motion: (sheets 4.2-4.5)</p> <ul style="list-style-type: none"> • distance/time graphs • speed/time graphs • velocity/time graphs.
Year 13 Term 3a	<p>*Angular motion</p> 	<p>Definition of angular motion (sheets 5.1)</p> <ul style="list-style-type: none"> • creation of angular motion through the application of an eccentric force about one (or more) of the three axes of rotation: <ul style="list-style-type: none"> • longitudinal • frontal • transverse <p>Definitions, calculations and units of measurement for each quantity of angular motion: (sheets 5.2)</p> <ul style="list-style-type: none"> • moment of inertia • angular velocity • angular momentum <p>Factors affecting the size of the moment of inertia of a rotating body: (sheets 5.3)</p> <ul style="list-style-type: none"> • mass of the body (or body part) • distribution of the mass from the axis of rotation <p>The relationship between moment of inertia and angular velocity (sheets 5.4-5.5)</p> <p>The conservation of angular momentum during flight in relation to the angular analogue of Newton's first law of motion</p> <p>Interpret graphs of angular velocity, moment of inertia and angular momentum.</p>
Year 13 Term 3a	<p>*Fluid mechanics</p> 	<p>Factors that impact the magnitude of air resistance (on land) or drag (in water) on a body or object: (sheets 6.1-6.2)</p> <ul style="list-style-type: none"> • velocity • mass • frontal cross-sectional area • streamlining and shape • surface characteristics.

Year 13

Term 3a

factors affecting the horizontal distance travelled by a projectile: (sheets 7.1)

- height of release
- speed of release
- angle of release

Year 13

Term 3a

free body diagrams showing the forces acting on a projectile once in flight: (sheets 7.2)

- weight
- air resistance

Resolution of forces acting on a projectile in flight using the parallelogram of forces (sheets 7.3-7.4)

Patterns of flight paths as a consequence of the relative size of air resistance and weight

- parabolic (symmetrical) flight path
 - shot put
- non-parabolic (asymmetric) flight path
 - badminton shuttle

The addition of lift to a projectile through the application of Bernoulli's principle: (sheets 7.5)

- angle of attack to create an upwards lift force on a projectile:
 - discus
 - javelin
 - ski jumper

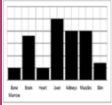
Design of equipment to create a downwards lift force: (sheets 7.6)

- F1 racing cars
- track cycling

Use of spin in sport to create a Magnus force, causing deviations to expected flight paths: (sheets 7.7-7.9)






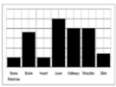

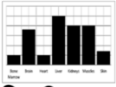

- imparting spin to a projectile through the application of an eccentric force
- types of spin:
 - top spin, side spin and back spin in tennis and table tennis
 - side spin in football
 - hook and slice in golf.

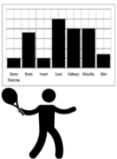
*Projectile motion



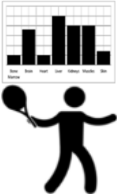
*Projectile motion


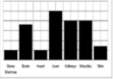


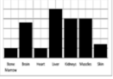
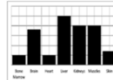

2.1 Skill Acquisition DB


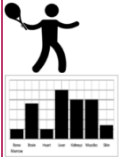
Year/Term	Topic Area	Content
Year 12 Term 1a	Classification of skills 	<ul style="list-style-type: none"> • justification of placement of skills on continua: <ul style="list-style-type: none"> • difficulty (simple/complex) • environmental influence (open/closed) • pacing (self-paced/externally paced) • muscular involvement (gross/fine) • continuity (discrete/serial/continuous) <ul style="list-style-type: none"> • organisation (low/high).
Year 12 Term 1a	Types and methods of practice 	<p>characteristics and uses of each:</p> <ul style="list-style-type: none"> • part practice • whole practice • whole/part-whole practice • progressive/part practice <ul style="list-style-type: none"> • massed practice • distributed practice • fixed practice
Year 12 Term 1a	Transfer of skills 	<ul style="list-style-type: none"> • types of transfer: <ul style="list-style-type: none"> • positive • negative • proactive • retroactive • bilateral
Year 12 Term 1b	Principles and theories of learning movement skills 	<ul style="list-style-type: none"> • theories of learning: <ul style="list-style-type: none"> • operant conditioning • cognitive theory of learning • Bandura's theory of social/observational learning.
Year 12 Term 2a	Stages of learning 	<p>characteristics of the stages of learning:</p> <ul style="list-style-type: none"> • cognitive • associative <ul style="list-style-type: none"> • autonomous.
Year 12 Term 2a	Guidance  	<ul style="list-style-type: none"> • types and uses of guidance: <ul style="list-style-type: none"> • verbal guidance • visual guidance • manual guidance • mechanical guidance • advantages and disadvantages of using each type of guidance.
Year 12 Term 2b	Feedback  	<p>types and uses of feedback:</p> <ul style="list-style-type: none"> • intrinsic • extrinsic <ul style="list-style-type: none"> • positive • negative • knowledge of performance

		<ul style="list-style-type: none"> • knowledge of results • advantages and disadvantages of using each type of feedback. 	
Year 12 Term 2b +3a	*Memory models 	<p>Atkinson and Shiffren's multi-store memory model</p> <ul style="list-style-type: none"> • use of selective attention • Craik and Lockhart's levels of processing model <ul style="list-style-type: none"> • relate both models to learning and performing physical activity skills. 	

2.2 Sports psychology DB


Year/Term	Topic Area	Content	
Year 12 Term 3b + Year 13 Term 1a	Individual differences 	<p><u>personality</u></p> <ul style="list-style-type: none"> • definition of personality • theories of personality: <ul style="list-style-type: none"> – trait – extroversion/introversion, stable/unstable, type a/type b – social learning – interactionist <p><u>attitudes</u></p> <ul style="list-style-type: none"> • definition of attitude • factors affecting attitude formation • components of attitude: <ul style="list-style-type: none"> – cognitive – affective – behavioural methods of attitude change: <ul style="list-style-type: none"> – persuasive communication – cognitive dissonance <p><u>motivation</u></p> <ul style="list-style-type: none"> • definitions of: <ul style="list-style-type: none"> – intrinsic motivation – extrinsic motivation • uses and effects of: <ul style="list-style-type: none"> – intrinsic motivation – extrinsic motivation <p><u>arousal</u></p> <ul style="list-style-type: none"> • definition of arousal • effects of arousal: <ul style="list-style-type: none"> – drive theory – inverted U theory – catastrophe theory <p><u>anxiety</u></p> <ul style="list-style-type: none"> • definition of anxiety • types of anxiety: <ul style="list-style-type: none"> – state and trait • response to anxiety: <ul style="list-style-type: none"> – somatic and cognitive – zone of optimal functioning. <p><u>aggression</u></p> <ul style="list-style-type: none"> • definition of aggression • theories of aggression: <ul style="list-style-type: none"> – instinct 	

		<ul style="list-style-type: none"> – social learning – frustration-aggression hypothesis – aggressive cue hypothesis <u>social facilitation</u> • definition of social facilitation and social inhibition <ul style="list-style-type: none"> • the effect of an audience on: <ul style="list-style-type: none"> – introverts/extroverts – beginners/experts – simple/complex skills – gross/fine skills • evaluative apprehension • strategies to minimise social inhibition. 	
Year 13 Term 1b	Group and team dynamics in sport 	<ul style="list-style-type: none"> • definition of a group • the formation of groups and sports teams using stages of group development <ul style="list-style-type: none"> • forming • storming • norming <ul style="list-style-type: none"> • performing • Steiner’s model of group effectiveness • Ringelmann effect and social loafing. 	
Year 13 Term 1b	Goal setting in sports performance  	<ul style="list-style-type: none"> • importance and effectiveness of goal setting <ul style="list-style-type: none"> • for attentional focus • persistence on tasks • raising confidence and self-efficacy <ul style="list-style-type: none"> • control of arousal and anxiety • to monitor performance • the SMART principle (Specific, 	
Year 13 Term 2a	*Attribution  	Weiner’s model of attribution <ul style="list-style-type: none"> • stability dimension (unstable and stable) • locus of control dimension (internal and external) <ul style="list-style-type: none"> • controllability dimension <ul style="list-style-type: none"> • learned helplessness as a barrier to sports performance • mastery orientation to optimise sports performance 	
Year 13 Term 2a	*Confidence and self-efficacy in sports performance.  	<ul style="list-style-type: none"> • definitions of sports confidence and self-efficacy <ul style="list-style-type: none"> • the impact of sports confidence on: <ul style="list-style-type: none"> • performance • participation • self-esteem • Vealey’s model of sports confidence: <ul style="list-style-type: none"> • trait sports confidence • competitive orientation • state sports confidence • subjective perceptions of outcome • Bandura’s theory of self-efficacy: <ul style="list-style-type: none"> • performance accomplishments <ul style="list-style-type: none"> • vicarious experiences • verbal persuasion 	

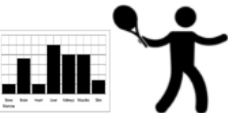
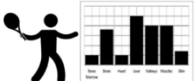
		<ul style="list-style-type: none"> • emotional arousal. 	
<p>Year 13 Term 2b</p>	<p>*Leadership in sport</p> 	<p>characteristics of effective leaders</p> <ul style="list-style-type: none"> • emergent or prescribed leaders <ul style="list-style-type: none"> • leadership styles <ul style="list-style-type: none"> • autocratic • democratic • laissez-faire • theories of leadership <ul style="list-style-type: none"> • trait perspective • social learning • interactionist <p>• Chelladurai's multi-dimensional model of sports leadership.</p>	
<p>Year 13 Term 2b</p>	<p>*Stress management to optimise performance</p> 	<p>definition and causes of stress</p> <ul style="list-style-type: none"> • use of cognitive stress management techniques: <ul style="list-style-type: none"> • positive thinking/self-talk • negative thought stopping <ul style="list-style-type: none"> • rational thinking • mental rehearsal <ul style="list-style-type: none"> • imagery • goal setting • mindfulness • use of somatic stress management techniques: <ul style="list-style-type: none"> • progressive muscular relaxation <ul style="list-style-type: none"> • biofeedback • centring technique <ul style="list-style-type: none"> • breathing control. 	



3.1 Sport and society

Year/Term	Topic Area	Content
Year 12 Term 1a+b Term 2a	Emergence and evolution of modern sport 	<p>how social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain:</p> <ul style="list-style-type: none"> • social class • gender • law and order • education/literacy • availability of time • availability of money • type and availability of transport <p>• how social and cultural factors shaped the characteristics of, and participation in, sport in post 1850 industrial Britain:</p> <ul style="list-style-type: none"> • social class <ul style="list-style-type: none"> – amateurism and professionalism • gender/changing status of women <ul style="list-style-type: none"> • law and order • education/literacy • availability of time/changing work conditions <ul style="list-style-type: none"> • availability of money • transport notably the railways • influence of public schools: <ul style="list-style-type: none"> – on the promotion and organisation of sports and games – on the promotion of ethics through sports and games – the ‘cult’ of athleticism – meaning, nature and impact – on the spread and export of games and the games ethic • how social factors shaped the characteristics of, and participation in, sport in 20th century Britain: <ul style="list-style-type: none"> • class <ul style="list-style-type: none"> – amateurism and professionalism • gender/changing role and status of women <ul style="list-style-type: none"> • law and order • education • availability of time • availability of money • transport • how contemporary factors are shaping the characteristics of, and participation in, sport in the 21st century: <ul style="list-style-type: none"> • class <ul style="list-style-type: none"> – amateurism and professionalism • gender/changing role and status of women <ul style="list-style-type: none"> • law and order • education • availability of time • availability of money <ul style="list-style-type: none"> • transport • globalisation of sport <ul style="list-style-type: none"> – media coverage – freedom of movement for performers <ul style="list-style-type: none"> – greater exposure of people to sport.

<p>Year 12 Term 2b Term 3a</p>	<p>Global sporting events</p> 	<p>the modern Olympic Games</p> <ul style="list-style-type: none"> • background and aims (1896) • political exploitation of the Olympic Games <ul style="list-style-type: none"> – Berlin 1936, Third Reich Ideology – Mexico City 1968 'Black Power' demonstration – Munich 1972 Palestinian terrorism – Moscow 1980 boycott lead by USA – Los Angeles 1984 boycott by Soviet Union <p>hosting global sporting events</p> <ul style="list-style-type: none"> • positive and negative impacts on the host country/city of hosting a global sporting event (such as the Olympic Games or FIFA World Cup) <ul style="list-style-type: none"> – sporting – social – economic – political.
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3.2 Contemporary issues in physical activity and sport

Year/Term	Topic Area	Content
<p>Year 12 Term 3b Year 13 Term 1a</p>	<p>*Ethics and deviance in sport</p> 	<ul style="list-style-type: none"> • drugs and doping in sport • legal supplements versus illegal drugs and doping • reasons why elite performers use illegal drugs/doping <ul style="list-style-type: none"> • consequences/implications to: <ul style="list-style-type: none"> – society – sport – performers • strategies to stop the use of illegal drugs and doping <ul style="list-style-type: none"> • violence in sport • causes in relation to players and spectators <ul style="list-style-type: none"> • implications to: <ul style="list-style-type: none"> – society – sport – performers • strategies to prevent violence in relation to players and spectators <ul style="list-style-type: none"> • gambling in sport • match fixing/bribery • illegal sports betting.
<p>Year 13 Term 1b</p>	<p>*Commercialisation and media</p> 	<ul style="list-style-type: none"> • factors leading to the commercialisation of contemporary physical activity and sport: <ul style="list-style-type: none"> • growing public interest and spectatorship • more media interest <ul style="list-style-type: none"> • professionalism • advertising • sponsorship • positive and negative impacts of the commercialisation of physical activity and sport on <ul style="list-style-type: none"> • society • individual sports <ul style="list-style-type: none"> • performers • spectators • coverage of sport by the media today and reasons for changes since the 1980s

		<ul style="list-style-type: none"> • television <ul style="list-style-type: none"> – terrestrial – free-to-air – satellite – subscription <ul style="list-style-type: none"> – pay-per-view <ul style="list-style-type: none"> • radio – dedicated sports stations – local and national radio <ul style="list-style-type: none"> • written press <ul style="list-style-type: none"> – newspapers – magazines • internet • positive and negative effects of the media on sport <ul style="list-style-type: none"> • individual sports <ul style="list-style-type: none"> • performers • spectators • relationship between sport and the media <ul style="list-style-type: none"> • sport as a commodity • links with advertising and sponsorship ('golden triangle').
Year 13 Term 2a	<p>*Routes to sporting excellence in the UK</p> 	<ul style="list-style-type: none"> • development routes from talent identification through to elite performance • the role of school, clubs, universities in contributing to elite sporting success • the role of UK Sport and National Institutes in developing sporting excellence/high performance sport • strategies to address drop-out/failure rates from elite development programmes/at elite level.
Year 13 Term 2a+2b	<p>*Modern technology in Sport – its impact on Elite level sport, participation, fair outcomes and entertainment</p> 	<p>Elite performance:</p> <ul style="list-style-type: none"> • the extent to which modern technology has affected elite level sport including increased/improved: <ul style="list-style-type: none"> – access – facilities – equipment – monitoring of exercise – safety <p>General participation:</p> <ul style="list-style-type: none"> • the extent to which modern technology has increased participation including increased/improved: <ul style="list-style-type: none"> – access – facilities – equipment – monitoring of exercise – safety • the extent to which modern technology has limited or reduced participation including: <ul style="list-style-type: none"> – cost – the range of alternatives to physical activity and sport <p>Fair outcomes:</p> <ul style="list-style-type: none"> • the extent to which modern technology has increased fair outcomes including: <ul style="list-style-type: none"> – better timing devices – increased accountability of officials – more accurate decision making – improved detection of foul play – improved detection of doping • the extent to which modern technology has limited or decreased fair outcomes including:

		<ul style="list-style-type: none">– access to modern technology can be limited– performance enhancing drug testing technology cannot keep up with new drug development<ul style="list-style-type: none">– pressure on officials due to the exposure and scrutiny of their decisions <p>Entertainment:</p> <ul style="list-style-type: none">• the extent to which modern technology has increased entertainment including:<ul style="list-style-type: none">– action replays– multiple camera angles– slow motion technology– improved analysis– punditry• the extent to which modern technology has reduced or limited entertainment including:<ul style="list-style-type: none">– interruption and delay– reduced live attendances.	
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