



## Year 13 Curriculum Overview

**Rationale:** The Year 13 A level PE curriculum is a broad and balanced curriculum designed to continue to develop students' understanding of the psychological, physiological and socio-cultural factors that impact performance in sport, which prepares them well to study sports science/ studies/ coaching or degree subjects such as Physiotherapy at higher education level. Students continue to develop their lifelong love of sport through independently participating/ competing as either performer or coach in their chosen sport, which forms part of the assessment at the close of this qualification.

Through the Psychological component of the course students study the topics such as Social Facilitation, Goal Setting and Stress. Through the Physiological component of the course students gain a deeper understanding of more key systems in the body and how they can be analysed to assess impact on performance. Through the Socio-cultural component of the course students focus on recent developments in sport such as the media, technological advances and deviance in sport. The practical component of the course is assessed through students demonstrating effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions and also in their ability to observe a performance and provide an oral analysis and critical evaluation of the performance.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Half Term 1	<p><b>Component 1: Physiological factors affecting performance</b></p> <p>Students will study the Energy Systems in this half term, learning how the body uses the aerobic and glycolytic systems to produce energy for movement. Students will develop an understanding of the intensity and timings of each system in order to critically evaluate each of the systems from a sport specific context.</p>	Internal assessment using past exam questions on Energy Systems	<p>Homework this half term focuses on reducing note taking to identify key terminology and learning points using the thinking hard strategy of 'reduce'. Students reflect on their notes to complete worksheets which include activities such as missing words and exam style questions.</p> <p>Optional Homework: Watch and make notes on the following video <a href="https://www.youtube.com/watch?v=y9F8YJtxHjl">https://www.youtube.com/watch?v=y9F8YJtxHjl</a> Use the flash cards within the following link to reinforce understanding of key words: <a href="https://quizlet.com/gb/598130849/ocr-a-level-pe-energy-systems-flash-cards/">https://quizlet.com/gb/598130849/ocr-a-level-pe-energy-systems-flash-cards/</a></p> <p>Suggested reading:</p>

			<a href="https://www.sport-fitness-advisor.com/energysystems.html">https://www.sport-fitness-advisor.com/energysystems.html</a> <a href="https://us.humankinetics.com/blogs/excerpt/understanding-energy-systems-training">https://us.humankinetics.com/blogs/excerpt/understanding-energy-systems-training</a>
	<p><b>Component 2: Psychological factors affecting performance</b></p> <p>Students will learn about the reasons that performers give following success and failure and the impact that this has on their confidence, motivation and therefore future performance. Students analyse a range of post-match interviews in order to identify what performers attribute their success and failure to, before proposing strategies to retrain attributional use in order to have a positive impact on performance. Students also analyse the impact of confidence and self-efficacy on performance, using psychological theories from psychologists such as Bandura and Vealey to design strategies which can be used to improve performer confidence in sporting situations.</p>	<p>On return from the summer break, students complete a full examination paper in class, in exam conditions which covers all topics covered in year 12.</p> <p>Following this, in-class assessment activities using past exam questions are used to allow students apply their knowledge and assess their progress in understanding the topics of attribution and self-confidence.</p>	<p>Homework includes analysing post-match interviews from current sporting events and fixtures, researching psychological models of attribution and completion of knowledge organisers for topics studied this half term.</p> <p>Optional Homework: Watch Match of Day (or another sports coverage programme in a sport of your choice) on BBC and analyse the attributions given in the post-match interviews by players and managers. Consider what attributes they use and the impact this would have on future performance. Consider whether the attribution use is positive or negative and think about how you could use attributional retraining to make it more positive.</p> <p>Optional Homework: Compare the key learning from James Morris' revision video to your notes: <u>Attribution:</u> <a href="https://www.youtube.com/watch?v=LuGv0CH9H_Q">https://www.youtube.com/watch?v=LuGv0CH9H_Q</a></p> <p><u>Self Confidence:</u> a) <a href="https://www.youtube.com/watch?v=jALf6IZ020M&amp;list=PLzh4kOin3WAqerm-kBZW-ErSmfjNrOLdw">https://www.youtube.com/watch?v=jALf6IZ020M&amp;list=PLzh4kOin3WAqerm-kBZW-ErSmfjNrOLdw</a> <a href="https://www.youtube.com/watch?v=DPy5PeA8ELo">https://www.youtube.com/watch?v=DPy5PeA8ELo</a></p>

			<p>Suggested reading: The Sports Performance Bulletin: <a href="https://www.sportsperformancebulletin.com/psychology/coping-with-emotions/sport-psychology-the-importance-of-attributions">https://www.sportsperformancebulletin.com/psychology/coping-with-emotions/sport-psychology-the-importance-of-attributions</a></p>
	<p><b>Component 3: Socio-cultural issues in physical activity and sport</b> During this half term students begin to study 'deviance in sport'. They learn about a range of performance enhancing drugs including, anabolic steroids, beta blockers and stimulants. Students develop an understanding of the physiological and psychological effects of these drugs, the impact they can have on performance and the sociological impact (for society, performers and the sport) of taking performance enhancing drugs. Students consider ethical debates such as whether 'drugs should be legalised in sport' and they consider strategies to reduce illegal drug taking in sport. Additionally, students learn about what causes violence in sport and the impact of gambling in sport.</p>	<p>Internal assessment using past exam questions assessment on deviance in sport (drugs, violence and gambling).</p>	<p>Homework includes researching the use of drugs in sport and real life case studies of athletes that have been found guilty of substance abuse in sport, and their consequences.</p> <p>Optional Homework: ICARUS documentary. Brian Fogel sets out to uncover the truth about doping in sport.</p> <p>Quizlet on Gambling &amp; Violence: <a href="https://quizlet.com/gb/410536314/violence-gambling-in-sport-flash-cards/">https://quizlet.com/gb/410536314/violence-gambling-in-sport-flash-cards/</a></p> <p>Suggested reading: The Secret Cyclist: Real Life as a Rider in the Professional Peloton</p> <p>Leap of Faith: The new autobiography from one of the greatest living jockeys</p> <p>iResearchNet: Deviance in Sport <a href="http://sociology.iresearchnet.com/sociology-of-sport/deviance-in-sport/">http://sociology.iresearchnet.com/sociology-of-sport/deviance-in-sport/</a></p>

	<p><b>Component 4: Practical Performance</b> Students will be regularly participating/ competing in one activity <u>or</u> will be regularly coaching one activity, outside of lesson time. Students will maintain a record of this in their Performance Log.</p>		<p>Homework: Weekly update of Performance Log and collation of video footage of performance, demonstrating all of the core and advanced skills identified on the specification for your chosen practical activity within the guide to Non-Examined Assessment (NEA): <a href="https://www.ocr.org.uk/Images/234840-as-and-a-level-guide-to-non-exam-assessment.pdf">https://www.ocr.org.uk/Images/234840-as-and-a-level-guide-to-non-exam-assessment.pdf</a></p>
Half Term 2	<p><b>Component 1: Physiological factors affecting performance</b> Students will study how the body recovers, repairs and returns to resting state following elevated oxygen consumption and metabolism during exercise and performance. They also investigate how environmental factors such as altitude and temperature impact physiological systems and therefore performance.</p>	<p>Internal assessment using past exam questions assessment on recovery and the impact of environmental factors on performance.</p> <p>Mock covering all content to date.</p>	<p>Homework includes reviewing note taking from lessons and the completion of a variety of worksheets, as well as revision activities to prepare for the internal assessment.</p> <p>Optional Homework: Watch and make notes on the following videos: <a href="https://www.youtube.com/watch?v=BxFJDYLU50c">https://www.youtube.com/watch?v=BxFJDYLU50c</a> <a href="https://www.youtube.com/watch?v=dG3sGGvEzns">https://www.youtube.com/watch?v=dG3sGGvEzns</a></p> <p>Suggested reading:</p> <ol style="list-style-type: none"> <li>1. Introduction to Excessive Post-Exercise Oxygen Consumption (EPOC): <a href="https://blog.nasm.org/excess-post-exercise-oxygen-consumption#:~:text=What%20is%20EPOC%3F,hours%2C%20according%20to%20some%20sources.">https://blog.nasm.org/excess-post-exercise-oxygen-consumption#:~:text=What%20is%20EPOC%3F,hours%2C%20according%20to%20some%20sources.</a></li> <li>2. Overview of EPOC: <a href="https://www.acefitness.org/resources/pros/expert-articles/5008/7-things-to-know-about-excess-post-exercise-oxygen-consumption-epoc/">https://www.acefitness.org/resources/pros/expert-articles/5008/7-things-to-know-about-excess-post-exercise-oxygen-consumption-epoc/</a></li> </ol>

			<p>3. Impact of Heat on Exercise Physiology:  <a href="https://intermountainhealthcare.org/blogs/topics/sports-medicine/2014/06/what-is-the-effect-of-heat-and-humidity-on-athletic-performance/">https://intermountainhealthcare.org/blogs/topics/sports-medicine/2014/06/what-is-the-effect-of-heat-and-humidity-on-athletic-performance/</a></p>
<p><b>Component 2: Psychological factors affecting performance</b>  This half term students study the topic of Leadership in sport and consider the characteristics of effective leadership as well as different styles of leadership. Students develop evaluative skills further in this topic by considering the trait, social learning and interactionist approach to leadership.</p>	<p>Internal assessment using past exam questions assessment on the Attribution, Self Confidence and Leadership topics.</p> <p>Mock covering all content to date.</p>	<p>Homework this half term focuses on creating revision resources for the Attribution, Self Confidence and Leadership topics and completion of Knowledge Organisers.</p> <p>Optional Homework: Compare the key learning from James Morris' revision video to your notes:  <b>Leadership:</b>  <a href="https://www.youtube.com/watch?v=EWm0xst9dSO">https://www.youtube.com/watch?v=EWm0xst9dSO</a></p> <p>Suggested reading:  Quiet Leadership: Winning Hearts, Minds and Matches (C Ancelotti, 2016)  <a href="https://www.amazon.co.uk/Quiet-Leadership-Winning-Hearts-Matches-ebook/dp/B018TI9OTM/ref=zg_bs_362879031_scl_21/257-3874127-2841339?psc=1">https://www.amazon.co.uk/Quiet-Leadership-Winning-Hearts-Matches-ebook/dp/B018TI9OTM/ref=zg_bs_362879031_scl_21/257-3874127-2841339?psc=1</a></p> <p>The Making of a Leader (T Young, 2020)  <a href="https://www.amazon.co.uk/Making-Leader-Leadership-Management-Performance/dp/1472145070">https://www.amazon.co.uk/Making-Leader-Leadership-Management-Performance/dp/1472145070</a></p>	
<p><b>Component 3: Socio-cultural issues in physical activity and sport</b>  During this half term students develop an understanding of the impact that the media has on the commercialisation of modern day sport. They</p>	<p>Internal assessment using past exam questions on the impact of the media on sport.</p>	<p>Homework this half term focuses on students applying knowledge learned in lessons to real media coverage happening at the time and the impact that this has on sport/ society. They will research different types of</p>	

	<p>analyse the positive and negative impacts of the media (including sponsorship and advertising) on participation and professionalism in sport for performers, spectators, sports and society. Students also begin to study the structure of sport in the UK and development routes to excellence through developing knowledge about organisations such as Sport England, UK Sport and National Institutes of Sport.</p>	<p>Mock covering all content to date.</p>	<p>media and be able to share examples that they have found.</p> <p>Optional Homework: The EverLearner Online Revision: Commercialisation and the Media: <a href="https://www.youtube.com/watch?v=1tyC8PmVSN8">https://www.youtube.com/watch?v=1tyC8PmVSN8</a></p> <p>Quizlet on Commercialisation &amp; Media: <a href="https://quizlet.com/gb/542211108/ocr-a-level-paper-3-flash-cards/">https://quizlet.com/gb/542211108/ocr-a-level-paper-3-flash-cards/</a></p> <p>Suggested reading: The Commercialisation of Sport (Sport in the Global Society): <a href="https://www.amazon.co.uk/Commercialisation-Sport-Global-Society/dp/0714680788">https://www.amazon.co.uk/Commercialisation-Sport-Global-Society/dp/0714680788</a></p>
	<p><b>Component 4: Practical Performance</b> Students will be regularly participating/ competing in one activity <u>or</u> will be regularly coaching one activity, outside of lesson time. Students will maintain a record of this in their Performance Log. Additionally, this term students begin to prepare for their second element of Non-Examined Assessment (NEA). This involves being able to watch the performance of an associative performer in the sport of their choice and verbally analysing their performance in terms of skills, fitness and tactics before designing an action plan to improve their performance.</p>		<p>Homework: Weekly update of Performance Log and collation of video footage of performance, demonstrating all of the core and advanced skills identified on the specification for your chosen practical activity with the guide to NEA: <a href="https://www.ocr.org.uk/Images/234840-as-and-a-level-guide-to-non-exam-assessment.pdf">https://www.ocr.org.uk/Images/234840-as-and-a-level-guide-to-non-exam-assessment.pdf</a></p> <p>Homework: Plan links between prescribed theory content and skills, fitness components and tactics in your sport in preparation for your verbal analysis and evaluation of a sporting performance.</p>

<b>Half Term 3</b>	<p><b>Component 1: Physiological factors affecting performance</b> Students will learn about risk factors in sport and different types of sports injuries this half term. They also study how the body physiologically responds to injury as well as treatments and rehabilitation techniques.</p>	<p>Internal assessment using past exam questions assessment on injury (risks, prevention, types of injury and treatments).</p>	<p>Homework includes reviewing notes taken in lessons, in order to produce revision resources, in order to prepare for the mock exam paper.</p> <p>Optional Homework: Watch and make notes on the following videos: Sports injury treatment: <a href="https://www.youtube.com/watch?v=Fa8JaFFq53E">https://www.youtube.com/watch?v=Fa8JaFFq53E</a> Injury rehab: <a href="https://www.youtube.com/watch?v=LUCD5p3M7Bg">https://www.youtube.com/watch?v=LUCD5p3M7Bg</a></p> <p>Suggested reading: <a href="https://my.clevelandclinic.org/health/diseases/22093-sports-injuries">https://my.clevelandclinic.org/health/diseases/22093-sports-injuries</a> <a href="https://familydoctor.org/common-sports-injuries/">https://familydoctor.org/common-sports-injuries/</a></p>
	<p><b>Component 2: Psychological factors affecting performance</b> Students spend a large amount of time this half term focussing on preparing for their verbal analysis of performance which makes up half of their Practical Performance assessment. Once this assessment is complete students return to study Psychological factors affecting performance and in particular the impact that stress (long and short term) can have on healthy lifestyles and sporting performance. They develop knowledge of what causes stress, symptoms of stress and strategies to reduce stress.</p>		<p>Homework this half term focuses on students preparing for their verbal analysis of performance but they also design revision materials for the topic of stress and revisit all previous learning when they prepare for their mock examination.</p> <p>Optional homework: Preparation for the mock exam can be enhanced by practicing exam technique and applying knowledge to past paper examination questions which can be accessed here: <a href="https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/assessment/">https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/assessment/</a></p>

	<p><b>Component 3: Socio-cultural issues in physical activity and sport</b></p> <p>This half term sees students study technological advances in sport. They develop their awareness of where and when technology is used in sport, applying it to topics such as drug testing and officiating. They consider the impact that technology has had on sport and analyse the positive and negative advances that it has brought to sport at both grassroots and elite level.</p>		<p>Homework includes reviewing real life sporting video clips and analysing the impact that technology has on the sport/ performer.</p> <p>Optional Homework: The EverLearner: Impact of Technology on Entertainment: <a href="https://www.youtube.com/watch?v=PHh7c3FQZ4o">https://www.youtube.com/watch?v=PHh7c3FQZ4o</a></p> <p>Suggested reading: OCR Newspaper Article: Modern Technology in Sport: <a href="https://www.ocr.org.uk/Images/221108-modern-technology-in-sport-teacher-pack.pdf">https://www.ocr.org.uk/Images/221108-modern-technology-in-sport-teacher-pack.pdf</a></p> <p>The Impact of Technology in Sport: <a href="https://www.amazon.co.uk/Impact-Technology-Sport-Matthew-Annis/dp/1406298670">https://www.amazon.co.uk/Impact-Technology-Sport-Matthew-Annis/dp/1406298670</a></p>
	<p><b>Component 4: Practical Performance</b></p> <p>Students hand in final copies of their Performance Log this half term alongside video footage of their practical performance and together this evidence is assessed in line with the NEA specification. External moderation takes place to standardise marks nationally and this involves some students being selected to perform alongside students from other schools at an external moderation session. Additionally, this term students complete the second element of Non-Examined Assessment (NEA), the verbal analysis of a performance in the sport of their choice.</p>	<p>Assessment of the students' Performance Logs (written evidence of competitive standard), Practical Performance (practical assessment) and Evaluation and Analysis of Performance (verbal assessment) are all completed this half term and internal marks are verified through external moderation.</p>	<p>Homework: Weekly update of Performance Log and collation of video footage of performance, demonstrating all of the core and advanced skills identified on the specification for your chosen practical activity with the guide to NEA: <a href="https://www.ocr.org.uk/Images/234840-as-and-a-level-guide-to-non-exam-assessment.pdf">https://www.ocr.org.uk/Images/234840-as-and-a-level-guide-to-non-exam-assessment.pdf</a></p>



		Together this NEA is worth 30% of the final grade for A level PE.	
<b>Half Term 4</b>	<p><b>Component 1: Physiological factors affecting performance</b></p> <p>This half term students further develop their knowledge of Biomechanics. They learn about the impact of Angular Motion, Fluid Mechanics and Projectile Motion in the context of performing sport related movements and skills.</p>	<p>Students complete an end of topic assessment this half term which is made up of past examination questions on Angular Motion, Fluid Mechanics and Projectile Motion.</p> <p>Mock covering all content to date.</p>	<p>Homework includes reviewing note taking from lessons and the completion of a variety of worksheets, as well as revision activities to prepare for the internal assessment.</p> <p>Optional Homework: Watch and make notes on the following videos: <a href="https://www.youtube.com/watch?v=ABd3J0KtxZs">https://www.youtube.com/watch?v=ABd3J0KtxZs</a> <a href="https://www.youtube.com/watch?v=S52txSHScE">https://www.youtube.com/watch?v=S52txSHScE</a></p> <p>Suggested reading: <a href="https://www.teachpe.com/biomechanics/fluid-mechanics/projectiles">https://www.teachpe.com/biomechanics/fluid-mechanics/projectiles</a> <a href="https://www.teachpe.com/biomechanics/fluid-mechanics-in-sport">https://www.teachpe.com/biomechanics/fluid-mechanics-in-sport</a></p>
	<p><b>Component 2: Psychological factors affecting performance</b></p> <p>Students have now learned all knowledge required for the 'Psychological factors affecting performance' examination paper and therefore spend this half term developing examination technique, focusing specifically on the development of 'describe', 'explain', and 'analyse' skills which are required to answer a range of examination questions.</p>		<p>Homework includes preparing for the upcoming terminal examinations by designing bespoke revision resources and applying knowledge to past examination questions which can be accessed here: <a href="https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/assessment/">https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/assessment/</a></p>

	<p><b>Component 3: Socio-cultural issues in physical activity and sport</b></p> <p>During this half term students complete reflective tasks on their previous assessments and review past exam questions to practice applying their knowledge to a range of different question types. They also use their Personal Learning Checklist to direct their revision to topics that they find more challenging.</p>	<p>Internal assessment using past exam questions on the advantages and disadvantages of modern technological advances in sport.</p> <p>Mock covering all content to date.</p>	<p>Homework focuses on applying knowledge to examination style questions this half term and beginning to prepare for the terminal examination. Past examination questions can be accessed here: <a href="https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/assessment/">https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/assessment/</a></p>
Half Term 5	<p><b>Component 1: Physiological factors affecting performance</b></p> <p>This half term students continue to study the Biomechanics of sporting actions. They develop their understanding further of the impact of Angular Motion, Fluid Mechanics and Projectile Motion in the context of performing sport related movements and skills.</p> <p>Following an internal assessment on Biomechanics, students then begin to revisit content taught earlier in the course in order to begin revising for terminal examinations.</p>	<p>Internal assessment using past exam questions on the Biomechanics of sporting actions.</p>	<p>Homework includes reviewing note taking from lessons and the completion of a variety of worksheets, as well as revision activities to prepare for the internal assessment and upcoming terminal exams.</p> <p>Optional Homework: Watch and make notes on the following videos: <a href="https://www.youtube.com/watch?v=ABd3JOKtxZs">https://www.youtube.com/watch?v=ABd3JOKtxZs</a> <a href="https://www.youtube.com/watch?v=S52txSHScE">https://www.youtube.com/watch?v=S52txSHScE</a></p> <p>Suggested reading: Projectile motion: <a href="https://www.teachpe.com/biomechanics/fluid-mechanics/projectiles">https://www.teachpe.com/biomechanics/fluid-mechanics/projectiles</a> <a href="https://www.teachpe.com/biomechanics/fluid-mechanics-in-sport">https://www.teachpe.com/biomechanics/fluid-mechanics-in-sport</a></p>
	<p><b>Component 2: Psychological factors affecting performance</b></p> <p>Students have now learned all knowledge required for the 'Psychological factors affecting performance' examination paper and have</p>		<p>Homework includes preparing for the upcoming terminal examinations by designing bespoke revision resources for selected topics and applying knowledge to past examination questions which can be accessed here:</p>

	<p>practiced applying their knowledge to a range of examination questions. In this half term students select topics to revisit as a class/ in small groups based on their self-reflections (using Personal Learning Checklists) of which topics they need to spend more time revising.</p>		<p><a href="https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/assessment/">https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/assessment/</a></p>
	<p><b>Component 3: Socio-cultural issues in physical activity and sport</b>  During this half term students continue to work on exam technique and practice applying knowledge to exam style questions. Students become more familiar with the requirements for essay style questions and the skills associated with each of the assessment objectives linked to questions.</p>		<p>Homework focuses on applying knowledge to examination style questions this half term.</p>