

**Exam Board:** AQA  
**Qualification:** *Physical Education*  
**Assessment Information:** *2 written examinations worth 70% of final grade (Paper 1 = 120 minutes. Paper 2 = 120 minutes.)*

*1 piece of coursework, 15% of final grade.*

*Assessment in 1 practical activity worth 15% of final grade.*

[Link to official specification](#)

**Department Information:**  
*Our principal aim is to develop the sporting abilities, health and well-being of every student at Furze Platt. We strive for our students to adopt sporting values and develop a life-long love of sport and physical activity. Whether it be embracing competition in the numerous sports teams or developing an understanding of exercise that will benefit health for life, PE at Furze Platt is accessible to all.*

**Extra-curricular**  
*We are proud to offer a broad extra-curricular provision that enables students to participate in traditional sports and more alternative sports such as fitness, table tennis and volleyball. Extra-curricular offerings change each term to provide students with variety throughout the year. In addition to our termly inter-house sporting competitions, the school also enters all sports teams into both league and cup competitions so that competitive fixtures are regular throughout the year. We also enter teams into regional athletics meets in the summer term. These fixtures enable many of our students to gain recognition at district and county level.*

**Leadership Opportunities**  
*For students in Year 9 to Year 13, there is the yearly opportunity to apply to become a Furze Platt Sports Leader. This popular role allows students to develop essential life skills such as leadership, teamwork, planning and organisation, coaching and officiating all while supporting the PE department. Recent events led by our Sports Leaders include the whole school Sport Relief Mile, a Primary School netball festival that was attended by 10 local Primary Schools and the introduction of the Furze Platt Sport Review termly newsletter.*

**ACHIEVE in the curriculum:**  
*The PE course embodies all the ACHIEVE values through its content and learning approaches. Some examples include:*

*Ambition - Developing written exam skills and producing high quality written work. Independently developing their practical performance to its highest standard.*

*Versatility - Applying their theoretical knowledge to a broad range of sporting activities and scenarios. Utilising prior knowledge they have from GCSE and other A Level courses they may be studying such as Biology, Psychology or Business.*

*Integrity - Students will be expected to show integrity, empathy and respect when discussing complex issues and engaging in debates.*

*Endurance - Students will be expected to demonstrate endurance by continuously revisiting previous content to ensure it is secure within the long term memory.*

The year 13 A Level PE curriculum is divided into three sections: *sports psychology, sport and society (AS continued and A Level)* and written NEA (coursework).

*Sports psychology - In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Students should be able to understand and interpret graphical representations associated with sport psychology theories.*

*Sport and society - Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.*

*Written NEA (Coursework) – Students are required to analyse and evaluate, using appropriate theoretical content included in the specification, a performance as either player/performer or coach, in one activity from the specification. Students should identify and explain two weaknesses. The weaknesses can be in their own performance or the performance of another. Students must demonstrate their knowledge of theoretical cause(s) and correction(s) for each of the weaknesses identified. They must demonstrate depth of theoretical understanding across both weaknesses.*

- Textbook: AQA A-level PE (Year 1 and Year 2) - ISBN 9781510473300
- Subject Specific Vocabulary: <https://filestore.aqa.org.uk/resources/pe/AQA-7582-SSV.PDF>
- Past paper, mark schemes & examiners reports: <https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582/assessment-resources>
- EverLearner: <https://theeverlearner.com/>

**How we keep parents informed:**

*Year 13 - Progress reports are published 4 times per year, in October, November and February, with a face-to-face parents' evening in December.*

**How parents can help their child:**

*Parents can support their child in gathering footage of their practical performance in one sport from the above specification and producing a timeline of skills shown for each piece of footage, again in line with the specification requirements. There will be no live moderation so it is imperative that the video footage to be showing your child at their highest possible standard.*

| What we study and when: |   |  |  |  |   |
|-------------------------|---|--|--|--|---|
| Term                    | Unit, Topic Or Summary Of Work Covered  | Knowledge, Understanding & Skills Developed  | ACHIEVE / Personal Development Focus   | How The Work Is Assessed   | Careers Links   |
| 1                       | <p><b>Sociological theory applied to equal opportunities</b></p> <p><b>Development of elite performers in sport</b></p> <p><b>Ethics in sport</b></p> <p><b>Section A coursework final submission</b></p> | <ul style="list-style-type: none"> <li>• Socialisation</li> <li>• Social processes</li> <li>• Social issues</li> <li>• Social stratification</li> <li>• Social action theory</li> <li>• Underrepresented groups in sport</li> <li>• Equal opportunities</li> <li>• The barriers to participation in sport and physical activity</li> <li>• Possible solutions to overcome underrepresentation</li> <li>• Benefits of raising participation</li> <li>• The interrelationship between Sport England, local and national partners.</li> <li>• Factors required to support progression from talent identification to elite performance.</li> <li>• NGBs, National Institutes of Sports, UK Sport.</li> <li>• Sports World Class Performance Programme</li> <li>• Gold Event Series</li> <li>• Talent Identification and Development</li> <li>• Amateurism</li> <li>• The Olympic Oath, Sportsmanship, Gamesmanship, 'Win ethic'</li> </ul> | <p>Integrity will be shown when discussion complex, sensitive, issues such as disability, race and gender.</p> <p>Students will also need to be able to show integrity when discussing solutions to overcome barriers and underrepresentation.</p> | <p>Combination of practice exam questions completed in class and for home learning and an end of unit test (<i>these tests will also include questions from previous topics</i>).</p> <p><i>Introduction to synoptic questions.</i></p> <p>Section A marked.</p> | <p>National Governing Body</p> <p>Talent Identification Officer</p> <p>Sport England Administrator</p> <p>Sociologist</p> |
| 2                       | <p><b>Sports Psychology Motivation</b></p> <p><b>Violence in sport</b></p> <p><b>Drugs in sport</b></p> <p><b>Revision for PPEs</b></p>   | <ul style="list-style-type: none"> <li>• Motivation types (intrinsic, extrinsic, tangible and intangible)</li> <li>• Atkinson's Model of achievement motivation</li> <li>• Characteristics of personality (Nach and Naf)</li> <li>• Impact of situational component of achievement motivation</li> <li>• Achievement goal theory</li> <li>• Strategies to develop approach behaviours</li> </ul>   | <p>Integrity will be needed when constructing and engaging in a class debate about PEDs.</p> <p>Collaboration will be shown when organising debate arguments.</p>  | <p>PPE - Paper 1 and Paper 2 - full length.</p> <p>Structured, group debate.</p>   | <p>Sports Psychologist</p> <p>Sports Coach</p> <p>WADA</p> <p>Sports Scientist</p> <p>Doping Control Personnel</p>        |

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|   |   | <ul style="list-style-type: none"> <li>• The causes and implications of violence in sport</li> <li>• Strategies for preventing violence</li> <li>• The social and psychological reasons for use of PEDs and doping methods</li> <li>• The physiological effects of PEDs</li> <li>• Positive and negative implications of PEDs</li> <li>• Strategies for elimination of PEDs</li> <li>• Drug taking and testing – the debate.</li> </ul>  |  |   |  |
| 3 | <p><b>Social Facilitation</b></p> <p><b>Group Dynamics</b></p> <p><b>Goal Setting</b></p> <p><b>Attribution theory</b></p> <p><b>Sport and the law</b></p> <p><b>Commercialisation</b></p> <p><b>Coursework Section B first draft</b></p> | <ul style="list-style-type: none"> <li>• Social facilitation and inhibition (Zanjonc’s model)</li> <li>• Evaluation apprehension</li> <li>• Strategies to eliminate the adverse effects of SF and SI</li> <li>• Tuckman’s model of group formation</li> <li>• Cohesion</li> <li>• Steiner’s model of potential and actual productivity</li> <li>• Ringelmann effect and social loafing</li> <li>• Strategies to improve cohesion, group productivity and overcome social loafing.</li> <li>• Benefits and principles of goal setting</li> <li>• Weiner’s model of attribution</li> <li>• Self-serving bias</li> <li>• Attribution retraining</li> <li>• Learned helplessness</li> </ul><br><ul style="list-style-type: none"> <li>• Sports legislation</li> <li>• The positive and negative impact of commercialisation, sponsorship and the media</li> </ul><br><ul style="list-style-type: none"> <li>• <b>Coursework Section B guidance and support in lesson.</b></li> </ul> | <p>Endurance will be required when understanding and learning the complex theories and concepts within these topics.</p> <p>Ambition will be needed when students are writing their NEA, ensuring it is written to the highest possible standard with accurate technical language.</p> | <p>Combination of practice exam questions completed in class and for home learning and an end of unit test (<i>these tests will also include questions from previous topics</i>).</p> <p><b>PPE resit if required.</b></p> <p>First draft of coursework Section B will be marked and returned to students for amendments.</p> | <p>Sports Coach</p> <p>Sports Psychologist</p> <p>Sports Business and Marketing</p> <p>National Governing Body</p> <p>Sports Analyst</p> |
| 4 | <p><b>Self-efficacy and confidence</b></p>  | <ul style="list-style-type: none"> <li>• Characteristics of self-efficacy, self-confidence and self-esteem.</li> </ul>   | <p>Versatility will be needed by students to</p>   | <p>Section B marked and whole coursework</p>  | <p>Sports Psychologist</p> <p>Sports Coach</p>   |

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|   | <p><b>Leadership</b></p> <p><b>Stress management</b></p> <p><b>Coursework Section B final submission.</b></p> | <ul style="list-style-type: none"> <li>• Bandura’s model of self-efficacy</li> <li>• Vealey’s model of self-confidence</li> <li>• Home field advantage</li> <li>• Strategies to develop high levels of self-efficacy</li> <li>• Characteristics of effective leaders</li> <li>• Styles of leadership</li> <li>• Prescribed and emergent leaders</li> <li>• Theories of leadership in different sporting situations</li> <li>• Explanation of the terms ‘stress’ and ‘stressor’</li> <li>• Use of warm up for stress management</li> <li>• Explanation of cognitive techniques</li> <li>• Explanation of somatic techniques</li> </ul> <ul style="list-style-type: none"> <li>• <b>Coursework Section B amendments</b></li> </ul> | <p>apply newly learned content to a range of sporting situations and contexts.</p> <p>Endurance will be needed when improving coursework and reflecting on teacher feedback.</p>   | <p>marked and returned to students for final amendments.</p> <p>Combination of practice exam questions completed in class and for home learning and an end of unit test (<i>these tests will also include questions from previous topics</i>).</p> |  |
| 5 | <p>Final draft of coursework. Last submission.</p> <p><b>Revision</b></p>                                     | <p>Revision of all content in preparation for A Level examinations.</p>  | <p>Students will need high levels of endurance and integrity when revising content from across the full two years of study.</p> <p>Students will be expected to show happiness by maintaining motivation, enthusiasm and engagement during a potentially stressful period of time.</p> | <p>Past paper, topic tests and synoptic questions.</p> <p>Coursework Section A and B final marks submitted to exam board.</p>  |  |
| 6 | <p><b>N/A - Year 13 exam period</b></p>   |  |  |  |  |

\*The course is delivered by two members of staff who will each teach a specific section. Students will have 4x hours with one and 5x hours with the other.

\*\*Some content may be delivered practically if appropriate to help students to understand.