

A-level PE – Paper 2 – Section C

Term	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1.1	Concepts of physical activity and sport	<p>The characteristics and functions of key concepts and how they create the base of the sporting development continuum.</p> <p>The similarities and the differences between these key concepts.</p>	To differentiate: Physical recreation. Sport. Physical education. School sport	<p>Subject specific vocabulary (see Knowledge column)</p> <p>Command words: Analyse Separate information into components and identify their characteristics.</p>	<p>Continuous formative assessment in lessons.</p> <p>Q&A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Concept of Physical Activity and Sport)</p>
	Development of elite performers in sport	<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>	To clearly state what the following do and are responsible for: National governing bodies. National institutes of sport. UK Sport.	<p>Apply Put into effect in a recognised way. Calculate Work out the value of something. Compare Identify similarities and or differences. Complete</p>	<p>Continuous formative assessment in lessons.</p> <p>Q&A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment</p>

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		<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>Finish a task by adding to given information. Consider Review and respond to given information. Define Specify meaning. Describe Set out characteristics.</p> <p>Discuss Present key points about different ideas or strengths and weaknesses of an idea. Evaluate Judge from available evidence.</p>	(Development of elite performers in sport)
Michaelmas 2.1	Ethics in sport	<p>Understanding of the key terms relating to ethics in sport.</p> <p>Positive and negative forms of deviance in relation to the performer.</p>	Amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic.	<p>Explain Set out purposes or reasons. Identify Name or otherwise characterise.</p>	<p>Continuous formative assessment in lessons.</p> <p>Q&A</p>

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				<p>Illustrate Present clarifying examples. Interpret Translate information into recognisable form.</p>	<p>Online knowledge tests (BOOST) End of unit summative assessment (Ethics in sport)</p>
	Violence in sport	The causes and implications of violence in sport. Strategies for preventing violence within sport to the performer and spectator.	How violence affects the following: Performer Spectator Sport	<p>Justify Support a case with Outline Set out main evidence. characteristics. Suggest Present a possible case/solution.</p> <p>State Express clearly and briefly.</p>	<p>Continuous formative assessment in lessons. Q&A Online knowledge tests (BOOST) End of unit summative assessment (Violence in sport)</p>
Lent 2.1	Drugs in sport	<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>	<p>To understand the effects of: Erythropoietin (EPO). Anabolic steroids. Beta blockers</p> <p>Physiological adaptations. Social and psychological rewards (for the sport and the performer). Negative impact on current and future health. Social and psychological repercussions (for the sport and the performer).</p>	<p>Subject specific vocabulary (see Knowledge and Skills column)</p> <p>Identify and outline consequences</p> <p>Discuss / summarise</p>	<p>Continuous formative assessment in lessons. Q&A Online knowledge tests (BOOST) End of unit summative</p>

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		<p>The positive and negative implications to the sport and the performer of drug taking.</p> <p>Strategies for elimination of performance enhancing drugs in sport.</p> <p>Arguments for and against drug taking and testing</p>			<p>assessment (Drugs in sport)</p>
	Sport and the law	The uses of sports legislation	<p>Performers (contracts, injury, loss of earnings).</p> <p>Officials (negligence).</p> <p>Coaches (duty of care).</p> <p>Spectators (safety, hooliganism).</p>	<p>Subject specific vocabulary and understanding of terms such as; negligence, duty of care, hooliganism</p>	<p>Continuous formative assessment in lessons.</p> <p>Q&A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Sport & the Law)</p>
Lent 2.2	Impact of commercialisation on physical activity and sport and the relationship between sport and the media	The positive and negative impact of commercialisation, sponsorship and the media.	<p>How commercialisation affects: Performer. Coach. Official. Audience. Sport</p>	<p>Outline Discuss Suggest Present possible arguments and solutions. Consequences and impacts</p>	<p>Continuous formative assessment in lessons.</p> <p>Q&A</p> <p>Online knowledge tests (BOOST)</p>

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					End of unit summative assessment (Impact of commercialisation on physical activity and sport and the relationship between sport and the media)
	The role of technology in physical activity and sport (2)	Functions of sports analytics Development of equipment & facilities The Olympic legacy	Positive & negative impacts of technology on Sport/Performer/Coach/Spectator	Subject specific vocabulary (see Knowledge column)	Continuous formative assessment in lessons. Q&A Online knowledge tests (BOOST) End of unit summative assessment (The role of technology in physical activity and sport)