GCE AS/A LEVEL

WJEC GCE AS/A LEVEL in

PHYSICAL EDUCATION

APPROVED BY QUALIFICATIONS WALES

GUIDANCE FOR TEACHING

Teaching from 2016

This Qualifications Wales regulated qualification is not available to centres in England.

Contents

Introduction

The **WJEC AS** and **A level in Physical Education** qualification, accredited by Qualifications Wales for first teaching from September 2016, is available to:

- all schools and colleges in Wales
- schools and colleges in independent regions such as Northern Ireland, Isle of Man and the Channel Islands

The AS will be awarded for the first time in summer 2017, using grades A–E; the A level will be awarded for the first time in summer 2018, using grades A*–E.

The qualification provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, physical education and to recognise its importance in their own lives and to society.

The specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. The content has been developed to allow learners to understand the interrelationships between different areas of study and their impact on the performer.

Practical work is an intrinsic part of physical education and it is developed throughout this course. Investigatory work is assessed in conjunction with practical activities for both AS and A level.

The structure allows learners to play to their strengths in performing and coaching or officiating and draws together different areas of knowledge and understanding from across areas of study in the performance profile and investigative research project.

The full set of requirements is outlined in the specification which can be accessed on the WJEC website.

Key features include:

- Opportunities for flexible teaching approaches
- Focused assessment of holistic performing, coaching and officiating skills
- The opportunity for learners to specialise in either performing or coaching at a level
- The opportunity to link written coursework to practical performance
- High-quality examination and resource materials

Additional ways that WJEC can offer support:

- Specimen assessment materials and mark schemes
- Exemplar materials for practical
- Face-to-face CPD events
- Examiners' reports on each question paper
- Free access to past question papers and mark schemes via the secure website
- Direct access to the subject officer
- Free online resources including practice questions and detailed set work notes
- Exam Results Analysis
- Online Examination Review

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the new **WJEC AS** and **A Level in Physical Education** specification and to offer guidance on the requirements of the qualification and the assessment process.

The guide is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

The guide offers assistance to teachers with regard to possible classroom activities and links to useful digital resources (both our own, freely available, digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Overveiw of Specification

AS (2 Units)

AS Unit 1: Exploring physical education **Written examination: 1¾ hours** **24% of qualification**	**72 marks**
To assess all AS subject content **Question types** Contextualised questions to include multiple choice, data response, short and extended answers	
AS Unit 2: Improving personal performance in physical education **Non-exam assessment** **16% of qualification**	**48 marks**
To assess • practical performance in **one** activity as a player/performer • practical performance as a coach **or** official • Personal Performance Profile	

A level Units (AS units plus a further 2 units)

A2 Unit 3: Evaluating physical education **Written examination: 2 hours** **36% of qualification**	**90 marks**
To assess all A level subject content **Question types** A range of questions to include data response, short and extended answers	
A2 Unit 4: Refining personal performance in physical education **Non-exam assessment** **24% of qualification**	**60 marks**
To assess • practical performance in **one** activity as a player/performer, coach **or** official • Investigative Research	

Assessment Objectives and Weightings

Below are the assessment objectives for this specification. Learners must demonstrate their ability to:

AO1
Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2
Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3
Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4

- Demonstrate and apply relevant skills and techniques in physical activity and sport
- Analyse and evaluate performance.

	AO1	AO2	AO3	AO4	Total
AS Unit 1	8%	8%	8%	-	24%
AS Unit 2	-	-	-	16%	16%
A2 Unit 3	12%	12%	12%	-	36%
A2 Unit 4	-	-	-	24%	24%
Overall weighting	20%	20%	20%	40%	100%

Area of study: Exercise Physiology, Performance Analysis and Training

UNIT 1

1.1 Performance Analysis

Learning Objectives:

(a) Understanding performance analysis including:

- Reasons why coaches observe and analyse performance and the limitations of simply using real time observations
- Qualitative and quantitative approaches to analysing performance: choosing the correct method and analysing data (physical, technical, tactical and behavioral)
- Video analysis: its advantages, disadvantages and uses
- Notational analysis: its advantages, disadvantages and uses. Performance analysis in the media

(b) Understanding of laboratory tests including:

- VO_2 max treadmill or cycle ergometer test
- Lactate threshold tests
- Advantages and disadvantages of laboratory and field-based testing

(c) Understanding the principles of sub-maximal and maximal testing:

- How sport specific tests may differ from those carried out on sedentary individuals, such as using maximal sport specific testing.
- How to interpret fitness test results e.g. normative tables, athletes previous test results.
- Concepts of relevance, validity and reliability.

Area of study: Exercise Physiology, Performance Analysis and Training

1.2 Analysis of Movement in Physical Activities

Learning Objectives:

(a) Understanding levers including:

- Components of a lever system: pivot/fulcrum, effort and load/resistance.
- 1st, 2nd and 3rd order levers
- Learners apply their knowledge of levers to sporting examples, e.g. 3rd order lever used for bicep cur.
- Mechanical advantages and disadvantages of different types of lever

(b) Understanding planes of movement including:

- Frontal, sagittal and horizontal/transverse planes of the body
- Application of knowledge of planes to sporting actions and understand the different movement patterns that occur along planes of the body, e.g. flexion/extension along the sagittal plane

(c) Understanding axes of rotation including:

- Longitudinal, horizontal/transverse and frontal/anterior- posterior axes of rotation
- Application of knowledge of axes to sporting actions and understand the different movement patterns that occur along axes of the body

(d) Understanding movement patterns including;

- Identification of movement patterns within sporting examples
- Types of movement including; Flexion/extension, abduction/adduction, circumduction, pronation/supination, rotation, plantar flexion/dorsi flexion, lateral flexion and horizontal adduction and abduction.

Area of study: Movement Analysis Technology and Biomechanics

1.3 Musculo-Skeletal System

Learning Objectives:

(a) Understanding the functions and structure of the skeletal system including:

- Functions and the axial and appendicular skeleton; support, protection, movement, blood production and mineral storage
- Different types of bone (long, short, irregular, flat and sesamoid) and the role of ligaments, tendons and cartilage

(b) Understanding the functions and structure of the muscular system including:

- Major skeletal muscles of the human body; see specification
- Functions of muscular system including; movement, support and posture (muscle tone) and heat production
- Muscle fibres and their characteristics; slow twitch (Type I) and fast twitch (Type IIa and IIb)
- Antagonistic muscle action: prime mover (agonist), antagonist, fixator and synergist
- Types of muscle contractions: isotonic; concentric and eccentric isometric

(c) Understanding joints and articulations including:

- Classification of joints: fibrous, cartilaginous and synovial
- Types of joints: hinge, pivot, ball and socket, gliding and ellipsoid
- How joint types are linked movement patterns when analysing sporting activities

Area of study: Exercise Physiology, Training and Performance

1.4 Preparation and Training Methods

Learning Objectives:

(a) Understanding the components of fitness including:

- Health-related components (aerobic capacity, muscular strength, muscular endurance, body composition, flexibility)
- Skill-related components (agility, balance, co- ordination, speed, power and reaction time)

(b) Understanding of methods of training including:

- Using specific intensity and duration of exercise and rest; weight training for strength an athlete would use 3 sets of 5 repetitions of 85% of their 1 rep maximum with 4 minutes of recovery
- Weight, continuous, fartlek, interval including high intensity training (HIT), plyometrics, circuit
- Mobility/flexibility; active, passive and ballistic stretching and proprioceptive neuromuscular facilitation (PNF)
- Environmental training: altitude and training in different climates
- Altitude training where the amount (pressure) of oxygen is considerably lower The cardiovascular system adapts increasing the athletes' red blood cell count. This enables them to compete more effectively at sea level because more oxygen is delivered to the muscles by the red blood cells
- Their links to components of fitness and specific sports/activities

(c) Understanding periodisation including:

- The use of macro, meso and microcycles
- The structure of the training year; systemic planning and the concept of 'peaking'

(d) Understand the importance of setting goals including:

- Reasons for setting goals.
- Characteristics of goal setting - SMART approach (specific, measurable, agreed, realistic, time-phased)

Area of study: Exercise Physiology, Training and Performance

1.5 Energy Systems, Application and Recovery

Learning Objectives:

(a) Understanding the role of adenosine triphosphate including:

- How ATP is restored; creatine phosphate (ATP-PC system), anaerobic glycolysis (lactic acid system) and aerobic glycolysis

(b) Understanding the energy continuum including:

- The predominant energy system used in relation to the type of exercise
- The inter-changing between thresholds during physical activity depending on intensity and duration of exercise and the fitness levels of the performer
- The importance of knowledge of VO2 max and the anaerobic threshold

(c) Understanding fatigue and the recovery process including:

- Causes of fatigue
- Onset of blood lactate accumulation (OBLA) and delayed onset of muscle soreness (DOMS). Excess post-exercise oxygen consumption (EPOC)
- Recovery; Oxygen deficit and oxygen debt
- The removal of lactic acid and the fate of lactic acid (Cori Cycle), carbon dioxide and water
- Recovery processes: active cool down, ice baths, compression clothing, nutrition and supplementation and massage and their effects on recovery

(d) Understanding diet, nutrition and performance including:

- Constituents of a balanced diet: carbohydrate, fat and protein
  - Energy balance for health and performance purposes
  - Role of nutrients e.g. protein for growth and repair
  - Basic functions of carbohydrates, fats and proteins; Glycaemic index (GI)
  - Food fuel usage variations with different exercise intensities, exercise duration and fitness levels
  - The importance of pre-competition meals and what to consume before, during and after exercise
  - Variations in diets

(e) Understand the role of hydration in sort including:

- Hydration techniques for before, during and after exercise including an understanding of volumes and timings, e.g. consume 1.5 – 2 litres of water steadily prior to an endurance event with 100 – 150 ml consumed every 15 – 20 minutes during the event (intensity and temperature will affect these values)
- Post exercise, consumption of a litre of water for every Kg of weight lost
- Understanding of signs of dehydration and the negative physiological effects on performance e.g. reduced plasma volume impairing the transportation of energy substrates and enzymes to working muscles
- Hydration in sport; Isotonic, hypotonic and hypertonic drinks

(f) Understanding injury prevention and rehabilitation including:

- The importance of an effective warm-up and cool-down.
- Risk assessment: Physical activity readiness questionnaire (PAR-Q) importance of rules and officials, protective equipment, balanced competition,
- Predictors of injury; Overtraining and biomechanical issues
- Rehabilitation and recovery; pressure, rest, ice, compression, elevation (PRICE) for minor strains and sprains. Ice baths, kinesio taping, hypoxic tents, massage

Area of study: Sport Psychology

2.1 Personality

Learning Objectives:

(a) Understanding personality theories including:

- Trait(Esynecks, Cattell) – stable and innate
- Social learning (Bandura) – learn how to act from others
- Interactionist (Lewin, Festinger) – learner from others with own traits
- The relationship between personality theories and sport

(c) Understanding personality types including:

- Extrovert, introvert, stable and neurotic, Type A and Type B
- Possible impacts of personality types on sporting performance and choice of sport

(d) Understanding personality profiling including:

- Observation; c o a c h
- Questionnaires; Cattell's 16PF, SCAT
- Interviews
- Profile of mood states (POMS)
- The benefits and limitations of personality profiling e.g. understand an individual's behaviours and the types of environment they perform best in
- Limitations – often unreliable in predicting performance and personality is only one aspect that can affect performance

Area of study: Sport Psychology

2.2 Stress, Arousal and Anxiety

Leaning objectives

(a) Understanding relationship between stress, arousal and anxiety including:

- Definitions of stress, arousal and anxiety

(b) Understanding theories of arousal including:

- Drive theory, inverted-U and catastrophe theories
- The different motives for involvement in exercise and sport
- Zone of optimal functioning (ZOF) and peak flow experiences
- Arousal and personality: the effect of the audience

(c) Understand the measurement of stress, arousal and anxiety including:

- Physiological; monitoring heart rate, breathing rate, muscle response, sweating and hormonal levels
- Psychological; Sport competition anxiety test (SCAT) and the competitive state anxiety inventory (CSAI-2)
- Observational; behaviours

(d) Understand the different types of anxiety including:

- Trait and state anxiety
- The three dimensions of anxiety: cognitive, somatic and behavioural

(f) Understanding different methods of controlling stress, arousal and anxiety including:

- Somatic techniques; bio feedback, breathing and relaxation
- Cognitive techniques; such as goal setting, use of imagery and self-talk

Area of study: Sport Psychology

2.3 Motivation and Self-Efficacy

Learning Objectives:

(a) Understanding Intrinsic and extrinsic motivation including:

- Tangible and intangible rewards
- The different motives for involvement in exercise and sport

(b) Understanding achievement motivation including:

- Achievement motivation; links self-confidence and self-efficacy (Bandura, 1977)
- The need to achieve (NAch) and the need to avoid failure (NAF)
- Competitiveness: sport-specific achievement motivation and its links with competitive trait anxiety

(c) Understand the definitions including:

- Self-efficacy and its derivation from past performance, vicarious experiences, verbal persuasion and arousal
- Self-confidence

(d) Understand the relationship between self-efficacy and performance including:

- How self-efficacy links with our expectations of success and how teachers/coaches can develop self-efficacy

Area of study: Skill Acquisition

3.1 Skill, Ability and Learning

Learning Objectives:

(a) Understand the definitions including:

- Skill
- Ability; gross motor and psychomotor
- Learning and performance

(b) Understand the characteristics of skilled performance including:

- What it looks like; techniques, attitudes, aesthetics, accuracy

(c) Understand the skill continuums including:

- pacing, difficulty, organisation, continuity, muscular involvement and environmental influence

(d) Understand the learning process including:

- Stages of learning (Fitts and Posner): cognitive, associative and autonomous.
- Learning/performance curves: positive, negative, linear and plateau.
- Different learning curves and the possible causes of plateaus and how a coach may overcome such an occurrence.
- The different phases of learning and links with learning curves and methods of practice and guidance.
- Transfer of learning: positive/negative, proactive/retroactive, bilateral.
- The types of transfer and how such transfer has affected performance when learning new skills.

(e) Understand the theories of learning including:

- Bandura's observational learning – demonstration, attention, retention, motor reproduction, motivation, matching performance (DARMMM).
- Reinforcement: positive, negative and punishment; drive reduction theory.
- Different forms of reinforcement and how they link with phases of learning.
- Understand the methods of practice and guidance including:
- Methods of practice; whole/part/progressive part, variable/fixed, massed/distributed – linked to skill continuum and stage of learning
- Mental rehearsal and practice; can improve confidence and control arousal levels
- Methods of guidance: visual, verbal, manual and mechanical.

(f) Understand the types of feedback including:

- Intrinsic, extrinsic, knowledge of results, knowledge of performance.
- Characteristics of effective feedback.
- The benefits of feedback to the performer and how feedback can be used to motivate, reinforce and inform.

Area of study: Sport and Society

4.1 Sport, Culture and the Emergence of Modern Sport

Learning Objectives:

(a) Understand the definitions including:

- Culture,
- Society
- Social institution.

(b) Understand the importance of sport in society including:

- Important role that sport plays in contemporary British culture
- The different avenues of society that sport transcends; health, leisure, business and entertainment
- Vehicle for the promotion of societal and cultural values such as (but not limited to) respect for authority, conforming to rules and regulations and importance of competition
- The use that governments make of sport; promote their political ideologies, for health promotion, for economic purposes including boosting tourism, for social integration and for the promotion of feelings of national pride

(c) Understand the emergence of modern sport including:

- The role of the 19th century English public school and university system (three stages of development) in the codification and rationalisation of modern sport
- Influence of Thomas Arnold Rugby School; social control, character building, moral integrity and the notions of athleticism, the games ethic and muscular Christianity
- The importance of the so-called Oxbridge melting pot and the part it played in the codification of many modern sports, such as rugby and football
- How sports were spread throughout the world through the clergy and missionaries, the civil service and the military
- The role that the British Empire played in the export of sport
- The movement from amateurism to professionalism to commercialisation of modern sport; advent of spectatorism
- Amateurism and Olympism; issues of shamateurism –state sponsored athletes
- Amateur ethos of modern Olympic Games – eroded overtime
- Use of sport as a political tool; boycotts, protests, diplomacy and promotion of national identity

Area of study: Sport and Society

4.2 Social Differentiation

Learning Objectives:

(a) Understand the definitions including:

- Definition of social stratification ; the development of unequal layers based on factors such as income, education, status and power
- The view that sport transcends issues of money, power and economic inequalities (Coakley)

(b) Understand discrimination in society including:

- How class division has impacted on sport
- Prejudice
- Stereotyping
- Discrimination towards ethnic minorities, women, disabled and socially deprived
- The historical perspective that sport has always been for ….. ideologies
- Myths about participation, and understand the concept of 'tagging' of sports.
- The portrayal of ……in the media and the associated problems e.g. sexploitation
- How class division has impacted on sport

(c) Understand how economic and social factors impact on sports participation including:

- The three main constraints to their access to participation: opportunity, provision and esteem
- Self-fulfilling prophecy
- Centrality and racial stacking and their relationship with lack of black, Asian and minority ethic (BAME) managers and coaches
- Sport as an avenue for social mobility
- Influence of the media and the importance of role models
- Reformative policies such as anti-racism campaigns such as Kick It Out adapted sports for disabled; the effect on the sports
- Strategies for improving participation among disadvantaged groups; discuss the success of reformative policies e.g. anti-racism campaigns 'kick it out'

Area of study: Exercise Physiology, Performance Analysis and Training

UNIT 3

1.1 Short Term Responses and Long Term Adaptations to Exercise

Learning Objectives:

(a) Understanding of the Short term responses to exercise including:

- Systemic and pulmonary circulatory systems
- Cardiovascular; cardiac dynamics, cardiac responses, Fran-Starling mechanism and venous return
- Values associated with Stroke volume, heart rate and Cardiac Output at rest and during exercise (intensity dependent)
- The structure of blood vessels, vascular shunt
- Blood pressure; values rest and exercise
- Vasomotor control
- Control and regulation of cardiac control centre; sympathetic and parasympathetic nervous systems
- Respiratory response to different exercise intensities
- Respiratory values form rest to exercise (intensity dependent)
- Tidal volume, breathing frequency and minute ventilation
- How carbon dioxide and oxygen are carried within the vascular system
- Role of hemoglobin and myoglobin in the transportation of oxygen to muscles
- Neuro-muscular; the role of chemoreceptors, proprioceptors, thermoreceptors and baroreceptors; changes in blood pH, stretch, temperature and pressure
- How these systems work at different intensities; steady state and VO2 max

(b) Understanding of the Long-term adaptations to exercise including:

- Musculo-skeletal system; changes to bone density, articular cartilage and ligaments (linked with mobility training), muscular hypertrophy, changes to fibre types, thickening of tendons and increased force of muscular contractions
- Cardio-respiratory system**;** bradycardia, cardiac hypertrophy and stroke volume (ejection fraction), changes in lung volumes, pulmonary diffusion and the effects on VO2 max
- How different methods of training (aerobic and anaerobic) cause long term adaptations to body systems

Area of study: Exercise Physiology, Performance Analysis and Training

1.2 Diet, Nutrition and Performance

Learning Objectives:

(a) Understand diet, nutrition and performance including:

- Variations in diets; carbo-loading
- Carbo-loading; the concepts and timing of depletion, repletion/loading and tapering

(b) Understanding Carbo-loading including:

- Carbo-loading and the importance of depletion, tapering and repletion/loading
- The methods to deplete glycogen stores, e.g. training, tapering of training and loading phases (use of appropriate GI foods in these processes)
- Pre-competition meals and the use of isotonic and electrolyte drinks prior to and during competition, e.g. low GI food 3 – 4 hours before competition with high GI consumed during competition. The high GI carbohydrate is often consumed through isotonic drinks, energy gels and energy bars
- Correct methods of refuelling the body after exercise and why. The types of food to be consumed and how long after exercise, e.g. a mixture of all GI foods and protein within 30 minutes of finishing competition/exercise. This restores glycogen over a prolonged period and aids growth and repair of muscles

(c) Understand the role of supplementations in sport including:

- The role of supplementation in sport, both positive and negative aspects.
- Illegal aids – anabolic steroids, erythropoietin (EPO), stimulants (ephedrine), human growth hormone and blood doping. The impact these have on performance and the potential long-term risks
- The use and misuse of supplements and ergogenic aids to training:
  - Protein (whey and casein)
  - Creatine
  - Caffeine.

Area of study: Movement Analysis Technology and Biomechanics

1.3 Biomechanical Principles

Learning Objectives:

(a) Understanding Newton's Laws of motion including:

- Newton's three laws of motion; laws of inertia, acceleration and action/reaction and their application within sport

(b) Understanding Momentum, impact and impulse including:

- Define the terms momentum (a product of a moving object's mass and velocity), impact and impulse
- Impulse as a vector quantity
- Force – time graphs; how to interpret information from a force/time graph

(c) Understanding stability including:

- Define Stability and explain its link with base of support and centre of mass
- Stable, unstable and neutral equilibrium
- Factors affecting stability; mass of object, size of base of support, height of centre of mass, points of contact

(e) Understanding linear and angular motion including:

- Position, distance, displacement, speed, velocity, acceleration and their application to sport
- How to interpret information from distance/time, speed/time and velocity time graphs
- Carry out calculations relating to these concepts
- Angular displacement, velocity and acceleration
- Moment of inertia and conservation of angular momentum
- The factors affecting moment of inertia: mass and distribution of mass about axis of rotation (radius of gyration)

(f) Understanding projectile motion including:

- Gravity and weight: factors affecting the flight of an object - velocity, height of release and air resistance
- The different between parabolic and asymmetric flight paths
- Lift forces; Spin: Magnus effect, Bernoulli principle; boundary layers

(g) Understanding fluid mechanics including:

- Fluid friction: factors affecting fluid resistance; laminar flow and turbulent flow and its effect on drag
- Importance of streamlining in sport; air resistance

Area of study: Sport Psychology

2.1 Attitude

Learning Objectives:

(a) Understanding attitudes including:

- Origins of attitudes: prejudice and stereotyping
- The components of attitudes: triadic model (cognitive, affective and behavioural)
- Cognitive: knowledge and beliefs about the subject
- Affective: positive or negative emotions and feelings toward the object
- Behavioural: the intended behaviour towards the subject
- Inconsistencies and prejudices in sporting situations

(b) Understand the methods of changing attitudes including:

- From negative to positive e.g. use of cognitive dissonance, persuasion
- Factors that can affect the effectiveness of cognitive dissonance and persuasion; quality of the message and the person persuading

Area of study: Sport Psychology

2.2 Aggression and Social Facilitation

Learning Objectives:

(a) Understand the different types of aggression including:

- Definitions of aggression and assertion
- Types of aggression; hostile and instrumental aggression and assertive behaviour

(b) Understand the theories of aggression including:

- Instinct theory and catharsis
- Frustration-aggression hypothesis
- Cue arousal and social learning theory

(c) Understand the causes and management of aggression including:

- Physiological arousal – anger and aggression towards an opponent due to over arousal. Often found in games with high levels of pre-game arousal, e.g. invasion games
- Underdeveloped moral reasoning – players with low moral reasoning are more likely to demonstrate aggression
- The factors that may cause increases in aggressive acts (e.g. poor officiating, temperature, partisan crowd)
- Strategies for controlling aggression, both from the perspective of an individual and an organisation; set punishments, coaches emphasising the need of fair play and the correct code of conduct

(d) Understand the impact of social facilitation including:

- Positive and negative effects of the presence of an audience on performance
- Theories of social facilitation: drive theory, evaluation apprehension theory, distraction conflict theory, self- presentation theory. Home field advantage
- Strategies that can be used to lessen the negative effects of the presence of an audience

Area of study: Sport Psychology

2.3 Group Dynamics and Leadership

Learning Objectives:

(a) Understand the 6 Is including:

- Interaction, interdependence, interpersonal relationships, identical norms/goals/values, identity and independence

(b) Understand the formation of groups including:

- Forming, storming, norming and performing
- The nature of a group/team in terms of mutual awareness, common goal and interaction e.g. a cohesive team is one where all members have a collective identity and who are motivated to work together. Team motives can vary – members can be socially motivated or task motivated

(c) Understand the theories of group cohesion including:

- Task and social cohesion, group cohesion and group productivity
- How groups become cohesive teams with strategies for facilitating this process

(d) Understand the problems with group processes including:

- Coordination and motivational loses.
- Issues relating to group size: the Ringlemann effect and social loafing
- Dysfunctional group behavior leading to group disharmony

(e) Understand the theories of leadership including:

- Great man theory
- Fiedler's contingency theory
- Prescribed and emergent leaders

(g) Understand the different leadership styles including:

- Autocratic, democratic, laissez-faire
- Chelladurali's multi-dimension model of leadership; variations of leadership style depending on: the situation, member characteristics, personality of the leader
- Leadership scale for sport (LSS)

Area of study: Sport Psychology

2.4 Attribution Theory

Learning Objectives:

(a) Understand attribution theory including:

- Attribution theory: internal/external and stable/unstable reasons given for outcomes
- Why different reasons are given for outcomes by team members
- The reasons should be given within the context of Weiner's model

(b) Understand the errors in attribution including:

- Self-serving bias, the actor-observer effect and gender differences
- Learned helplessness

(c) Understand learned helplessness and its impact on performance including:

- Causes of learned helplessness
- Learned helplessness and its effect on performance in sport and disaffection with sport in young people
- Strategies to overcome learned helplessness; attributional retraining

Area of study: Skill Acquisition

3.1 Information Processing

Learning Objectives:

(a) Understand the information processing models including:

- Welford's and Whiting's models. Sensory input, perception, decision making, memory, output and feedback.
- How these models can aid a coach in improving performance.

(b) Understand the memory processes including:

- Short-term memory store, short-term memory,
- Long-term memory
- Selective attention.
- The relationship between short-term and long-term memory
- Strategies for improving memory such as chunking, imagery, association, organisation and rehearsal.

(c) Understand the factors that affect response time including:

- Reaction time, movement time, response time
- Psychological refractory period.
- Simple/choice reaction time (Hick's Law) previous experience, anticipation and how response time may be improved

(d) Understand motor programmes and sub routines including:

- How motor programmes are stored in the long-term memory

(e) Understand the types of feedback including:

- Intrinsic, extrinsic, knowledge of results, knowledge of performance.
- The benefits of feedback to the performer; motivate, reinforce and inform.
- Characteristics of effective feedback.

Area of study: Sport and society

4.1 Ethics and deviance

Learning Objectives:

(a) Understand ethics within sport including:

- Define the terms: fair play, sportsmanship and gamesmanship
- Examples of both sportsmanship and gamesmanship within a range of sports
- An appreciation of the four dimensions of the sports ethic (making sacrifices; striving for distinction; accepting risks and playing through pain; accepting no limits in the pursuit of possibilities)
- The importance of fair play in sport and why it is in decline in some areas of professional and amateur sport

(b) Understand deviance within sport including:

- Define deviance within a sporting context ('behaviour which goes against the norms and values of a society/community')
- Relative and absolute deviance; criminal and immoral deviancy within sport
- Reasons for deviant behavior; commercialisation, pressure
- Lombardian Ethic – 'win at all costs'
- Types of deviance within sport; under conformity, over conformity and Coakley's sports ethic
- Violence; links to aggression, social facilitation, learned behaviour
- Doping within sport: the use, and reasons for the use, of illegal performance enhancing drugs and other illegal methods
- Strategies for eliminating the use of performance-enhancing drugs in sport
- World Anti-Doping Agency (WADA), drug testing procedures and biological passports

Area of study: Sport and Society

4.2 Sport, Media, Commercialisation and Globalisation

Learning Objectives:

(a) Understand the functions of the media including:

- Inform
- Interpret
- Educate
- Entertain
- Advertise.

(b) Understand the relationship with media and sport including:

- Forms of media within sport
- The symbiotic relationship between sport and the mass media, the importance of the 'golden triangle'
- Sport as an avenue for perpetuating stereotypes
- The rise of social media within sport
- The impact of the mass media on sport
- The dramatisation of sport; sensationalising sporting contests, sexploitation of female

(c) Understand the impact of commercialisation on sport including:

- Notion of sport as a commodity (something that can be bought and sold)
- Consumerism – market forces/sport industry influences
- The different ways of sponsoring; individual, team, stadia and competition sponsorship
- Explore the advantages and disadvantages of sponsorship
- Sponsorship of sport: 'golden triangle' and different forms of sports marketing
- Americanisation and its impact on sport

(d) Understand the impact of globalisation on sport including:

- Giddens' definition of globalisation; the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring miles away
- Three levels of globalisation; creation of global sporting competitions, the development of satellite communications and growth of the sporting goods market (Cashmore)
- Globalisation as a mechanism of financial gain
- Consequences of globalisation; global migration of players, coaches and expertise; creation and celebrity nature of global superstars and teams.
- Links between globalisation and the growth of media

Area of study: Sport and Society

4.3 Mass Participation to Excellence

Learning Objectives:

(a) Understand the sports development pyramid including:

- Mass participation v excellence
- The main benefits of participating in sport from an individual and governmental perspective; social integration, propaganda, tourism, national pride, health promotion, economic regeneration and military preparedness/defense
- The sports development pyramid and the sports development continuum
- Overview of competitive sport at grass roots level through to elite level and how the nature of the competition changes as individuals move towards elite leve.
- The different factors affecting participation and lifestyle choice including individual difference, family, friends, education, tradition, age, provision, media, finance, body image and disability

(b) Understand the talent identification processes including:

- Methods of identifying talent and development initiatives
- The structure of the World Class Performance Pathway
- Talent identification processes
- The different phases of talent identification including the use of fitness testing, skill-based testing, functional movement screening, medical screening, behaviour and psychological assessment and performance lifestyle (to assess suitability within a competitive sports environment)

(c) Understand the organisation of sport including:

- The organisation structures and network of sport within the United Kingdom: national and local provision; the difference between the public, private and voluntary sectors
- Recreational pathways: lifelong involvement, local and national government initiatives, involvement of health agencies
- The strategic role of UK Sport in striving for excellence
- The role of Sport Wales in the promotion of sport for all
- Government in the development of physical education and sport in schools.
- The role of the national governing bodies (NGBs) in both grassroots and elite sport

Resources

WJEC AS Level

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_30/eng/index.html