



# A-Level PE induction

Mr Hart - Director of Sport

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Course Leader - Mr Brasier



## Course Breakdown - ARE YOU ON THE RIGHT COURSE!

- Theory 70%
  - 7 different Theory areas covered across 2 years – Applied Anatomy and Physiology, Exercise Physiology, Biomechanics, Skill acquisition, Sports Psychology, Sport and Society and Contemporary issues in sport.
- Practical 30%
  - 1 sport assessed in year 13. You must have video footage of you playing in a competitive situation as well as completing the practical exam
  - You must also complete a speaking exam including all areas of the theory whilst comparing it to your sport.

# Year 13 Assessment Overview



Content Overview	Assessment Overview	
<ul style="list-style-type: none"><li>• Applied anatomy and physiology</li><li>• Exercise physiology</li><li>• Biomechanics</li></ul>	<p>Physiological factors affecting performance (01)*</p> <p>90 marks</p> <p>2 hour written paper</p>	<p><b>30%</b> of total A level</p>
<ul style="list-style-type: none"><li>• Skill acquisition</li><li>• Sports psychology</li></ul>	<p>Psychological factors affecting performance (02)*</p> <p>60 marks</p> <p>1 hour written paper</p>	<p><b>20%</b> Of total A level</p>
<ul style="list-style-type: none"><li>• Sport and society</li><li>• Contemporary issues in physical activity and sport</li></ul>	<p>Socio-cultural issues in physical activity and sport (03)*</p> <p>60 marks</p> <p>1 hour written paper</p>	<p><b>20%</b> of total A level</p>
<ul style="list-style-type: none"><li>• Performance or Coaching</li><li>• Evaluation and Analysis of Performance for Improvement (EAPI)</li></ul>	<p>Performance in physical education (04)*</p> <p>60 marks**</p> <p>Non-exam assessment (NEA)</p>	<p><b>30%</b> of total A level</p>





Applied Physiology	Exercise Physiology	Sports Psychology	Sport and Society
Joints, Movements and Muscles	Aerobic Training	Individual differences – Personality, attitudes, Motivation, arousal, anxiety etc	Emergence and evolution of modern sport -
Functional Roles of Muscles, types of contraction	Strength Training	Group and team dynamics in sport	Pre-industrial Britain the effect of class, gender law and order etc
Analysis of Movement	Flexibility Training	Goal setting in sport	Post industrial Britain – amateurism v professional
Muscle contractions and during exercise	Periodisation of Training		Influence of Public Schools
Cardiovascular system at rest, during exercise and recovery	Impact of Training on Lifestyle diseases		20 <sup>th</sup> Century Sport
Respiratory system at rest, during exercise and recovery	Diet and Nutrition and Ergogenic Aids		Global Sporting events





# 6<sup>TH</sup> FORM PE UNIFORM -

<https://www.mdhteamwear.co.uk/club-shops>

Username – swa6form

Password – whitbread



SWA6F Entrada 22 Training Short  
from £19.00



SWA6F Entrada 22 Polo  
from £21.25



SWA6F Entrada 22 Training Pant  
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SWA6F Entrada 22 All Weather Jacket  
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SWA6F Tiro 23 Competition Training Jacket  
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# Arousal in Sport

Sport Psychology

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# Arousal

“An energised state of readiness before performing a task”



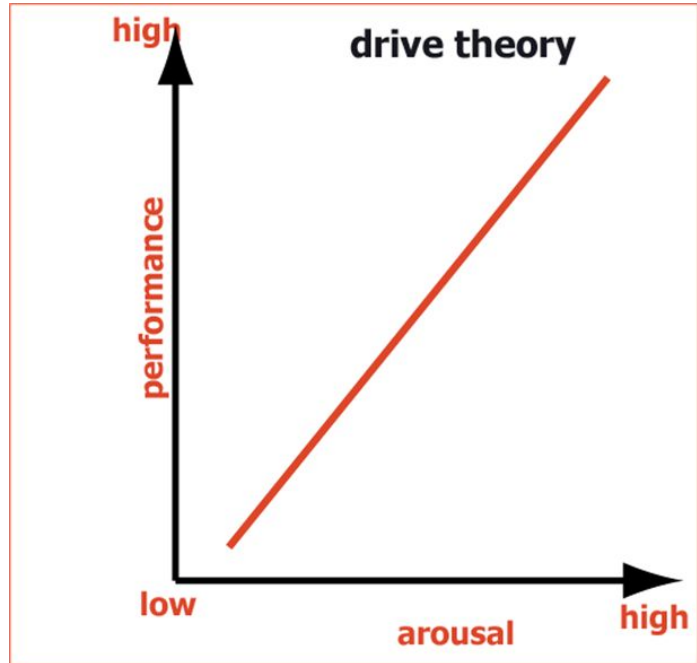
The effects of **arousal** can be **positive** or **negative** and affects performers differently. It affects the body both physiologically and psychologically.







## Theories of Arousal - Drive Theory

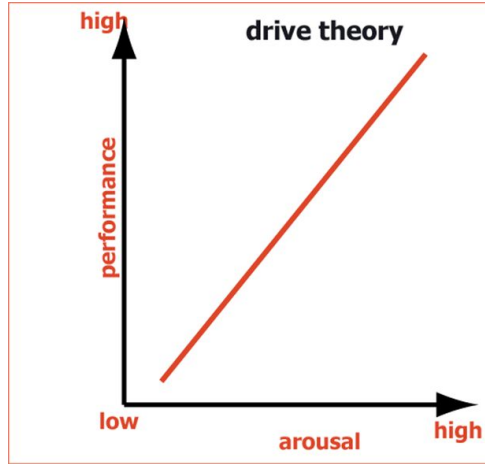


### Drive theory:

This theory suggests a proportional linear relationship between arousal and performance. The more an individual is aroused the better the performance



With increased arousal the dominant habit / most usual behaviour will be reproduced. A poorly-learned skill will give a performance full of mistakes whereas a well-learned skill will give a skilled performance.



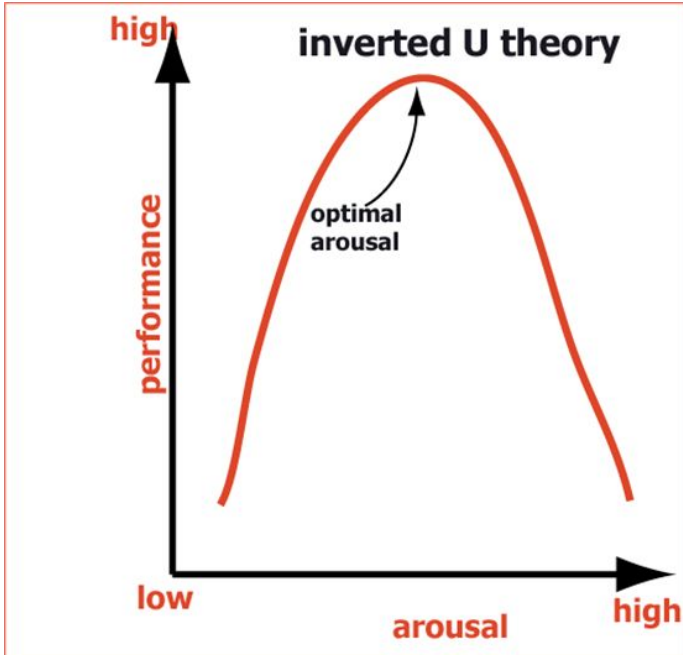


## Problems with Drive theory:

1. Even highly skilled players 'choke' in highly charged situations. *i.e. Penalty shot.*
2. By increasing drive (arousal) performers often resort to previously learned skills because they are dominant but may be incorrect. (*novices, intermediates*)



# Theories of Arousal - Inverted U theory

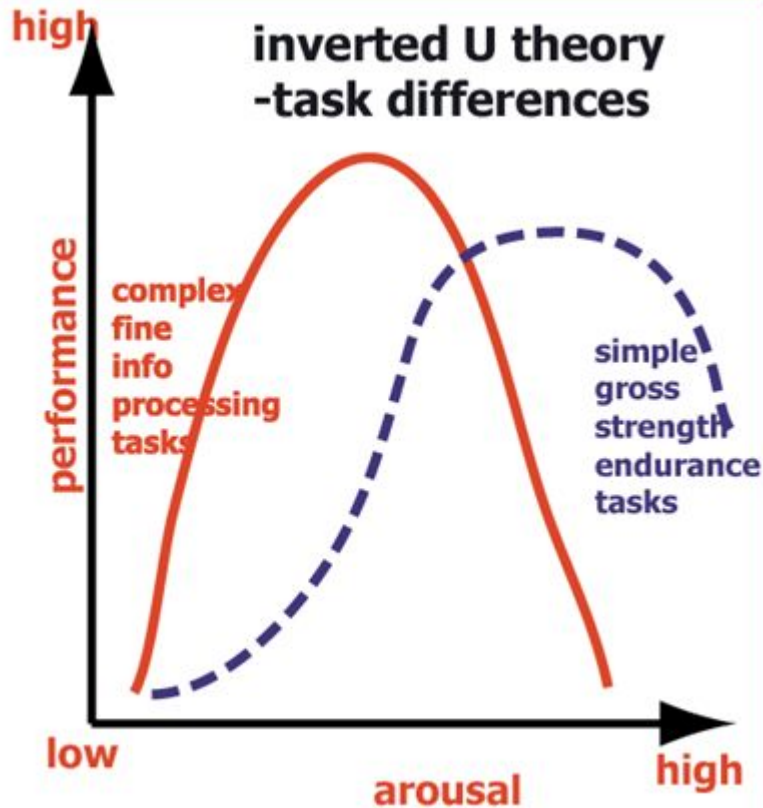


## **Inverted U Theory:**

This theory suggests there is an optimum arousal level and if aroused more than this performance will decline.

At low levels of arousal, performance will be below par, the athlete is not psyched up.

Each athlete has their own level of optimal arousal



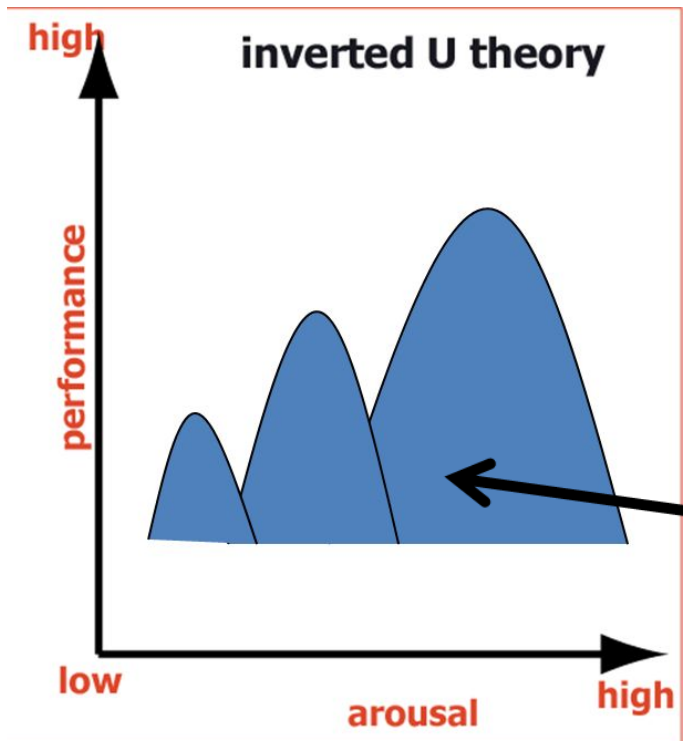
The **type of activity, skill levels** and **personality** will shift the inverted U.

### Simple tasks:

Fine, delicate and highly controlled or information processing tasks require a low level of arousal. High arousal will therefore interfere with task as close control required.

### Gross tasks:

Easy/large basic movements require a higher level of arousal. This includes strength or endurance tasks. There is a bigger margin for error and a broader optimal arousal zone (tolerates a bigger arousal level before performance falls)

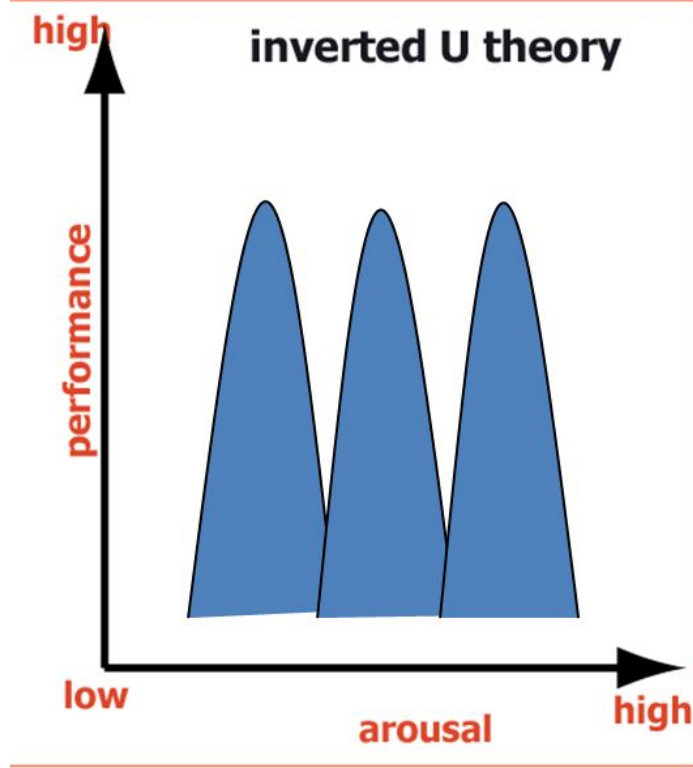
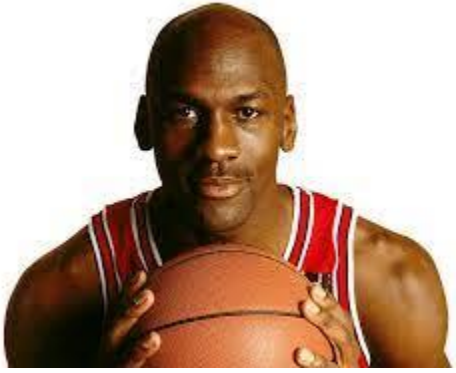


The skill level of the performer will also result in an arousal level shift. The more skilful the performer the higher the optimum arousal could be.

**Elite performers:**  
Movements are autonomous (well learnt) + can cope with higher levels of arousal.



The **personality** of a performer will move the inverted U left or right. The more **extrovert** the performer the **higher the arousal** likely for optimum performance. Whereas **introverts** would optimise performance at **lower arousal levels**.



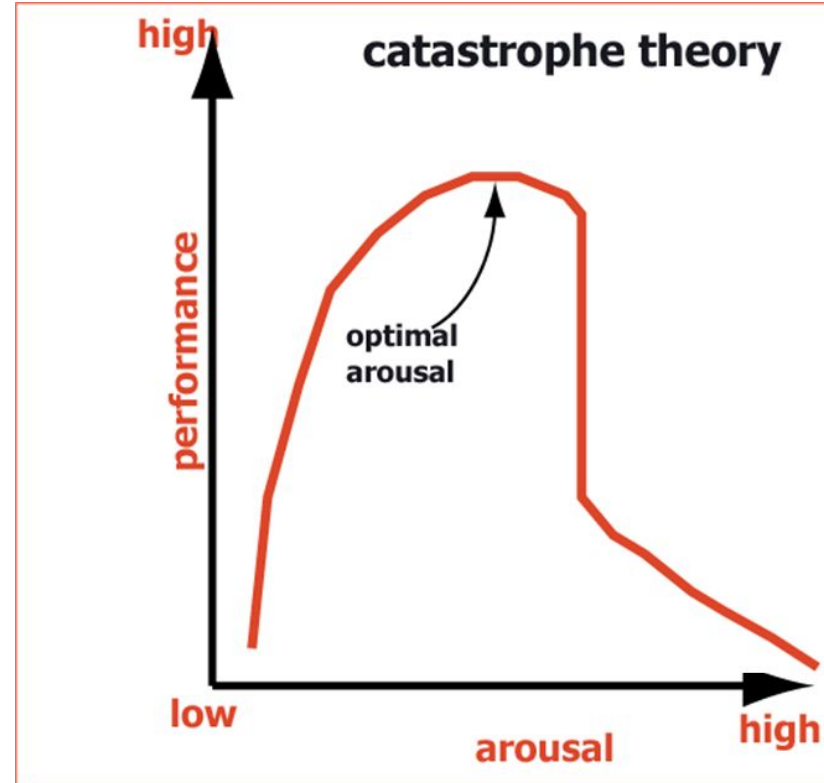
# Theories of Arousal - Catastrophe theory



## Catastrophe Theory

This theory proposed performance increases as arousal increases but if arousal gets too high a complete loss of performance occurs. **(the catastrophe)**

*e.g. the golfer who tries too hard and completely misses the fairway from his drive at the 18th hole when in a winning position*









## Exam questions

1. (i) Define the term arousal when applied to sports performance  
(1 mark)
  
- (ii) Describe catastrophe theory in relation to sports performance.  
(4 marks)