



# Getting Started

## GCE Physical Education

Pearson Edexcel Level 3 Advanced Subsidiary GCE in Physical Education (8PE01)  
First certification 2014

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Issue 2

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## Introduction

This Getting Started book will give you an overview of the GCE in Physical Education course and what it means for you and your students. The guidance in this book is intended to help you plan the course in outline and to give you further insight into the principles behind the content to help you and your students succeed in the course.

This new specification, for Advanced Subsidiary and Advanced GCE in Physical Education, is written by practising teachers and assessors. It is a refreshing and innovative approach to the study of PE and sport at an advanced level.

Underpinning and informing its development has been the forthcoming 2012 Olympics, which offer a unique opportunity to inspire young people to participate. Some may take part as performers but there are many different ways of participating and this specification aims to help young people develop their potential for a career in sport via several routes.

### Key principles

This specification:

- **Draws on well-established areas of study but also takes account of the contemporary view of PE and sport.**

As well as retaining familiar and successful aspects of the previous specification, there are many innovative features, such as the options to perform as player, leader or official, in chosen sports.

- **Reflects ongoing dynamic developments in PE and sport.**

This has been achieved by allowing the students to research and study sport at the local, national and international arena.

- **Places the student at the centre.**

Students are encouraged to review their current participation and performance in sport, to identify opportunities locally and nationally for them to advance this participation and performance and ultimately to create a life plan linked to sport participation and health.

# Overview

The specification features four units, two each at AS and A2. One unit at each level is content-based and externally assessed. The other is performance-based and is internally assessed. Here is a summary of each.

## AS

Unit 1: Participation in Sport and Recreation	Unit 2: The Critical Sports Performer
<ul style="list-style-type: none"> <li>• The development of active leisure and recreation</li> <li>• Healthy lifestyle</li> <li>• Effects of exercise - responses and adaptations of the body systems</li> <li>• Fitness and training</li> <li>• Fitness assessment</li> <li>• The development of competitive sport</li> <li>• Performance pathways</li> <li>• Lifelong involvement</li> <li>• The long-term athlete</li> </ul> <p><b>Externally assessed</b> 50% of AS level</p>	<ul style="list-style-type: none"> <li>• Personal performance - player</li> <li>• Personal performance - leader</li> <li>• Personal performance - official</li> <li>• Local study</li> <li>• National study</li> <li>• Performance analysis</li> </ul> <p><b>Internally assessed</b> 50% of AS level</p>

## A2

Unit 3: Preparation for Optimum Sports Performance	Unit 4: The Developing Sports Performer
<p><b>Short-term</b></p> <ul style="list-style-type: none"> <li>• Physiological preparation</li> <li>• Psychological preparation</li> <li>• Technical preparation</li> <li>• Fatigue and the recovery process</li> </ul> <p><b>Long-term</b></p> <ul style="list-style-type: none"> <li>• Physiological preparation</li> <li>• Psychological preparation</li> <li>• Technical preparation</li> </ul> <p><b>Managing elite performance</b></p> <ul style="list-style-type: none"> <li>• Centres of excellence</li> <li>• Technical support</li> </ul> <p><b>Externally assessed</b> 50% of A2 level</p>	<ul style="list-style-type: none"> <li>• Development plan - player</li> <li>• Development plan - leader</li> <li>• Development plan - official</li> <li>• International study</li> <li>• Progressive participation - player</li> <li>• Progressive participation - leader</li> <li>• Progressive participation - official</li> <li>• Life plan</li> </ul> <p><b>Internally assessed</b> 50% of A2 level</p>



## Information for new Edexcel centres

This exciting and innovative new specification for Physical Education has been written by practising teachers, who know exactly what will motivate students to achieve their full potential.

It is a blend of the tried-and-tested and popular elements from the previous specification, with a number of new features to engage students and reflect the dynamic changes taking place in contemporary sport and PE.

The 2012 Olympic Games offers a unique opportunity to engage young people in sport, whether as a career or incorporating it into their own lives. Some may concentrate on performance, and may, of course, perform at the Olympics. Others may take part as coaches, officials or other facilitators. This specification aims to facilitate all those pathways, not just performance. Starting with local provision, students will consider how they can become involved, then expand that to the national level, and finally consider provision in an international context.

The student is placed clearly at the centre. As well as promoting their involvement within the wider world of sport, students are given as much responsibility as possible for their own learning and their own assessment. There is a 50/50 split between examination and coursework at both AS and A2 levels. The later sections on Units 2 and 4 (the coursework components) show how these units give students the maximum freedom to research the areas that suit them the most.

The team producing the specification have also taken care to ensure that students following it will be fully prepared to take up studies within the PE and sport areas at Higher Education level.

They have also, as practising teachers, made sure that the specification is as teacher-friendly as possible!

The later sections in this book explain how these principles have been put into practice.

## What's new?

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The specification is centred firmly on the student. Each student is encouraged to develop the skills and techniques they need in order to improve their physical performance. Not only may they choose the activities they wish to perform in, they may also select the role they wish to pursue within those activities. These roles are defined as:

- performer
- leader
- official.

Reflecting the globalisation of sport, as in so many arenas, students undertake research projects which start at the local level, progress to the national level and culminate at the international level.

Edexcel is committed to preparing students fully for progression to Higher Education. All the necessary key concepts are therefore firmly embedded within the specification.

All coursework must be submitted on a CD-ROM or DVD. Students are therefore encouraged to explore the use of new technologies and have the option of submitting video-recorded evidence as part of their portfolio. Edexcel offer full support to centres if there are any queries about this use of an e-portfolio.



## Unit by unit

This section provides a step-by-step guide to each of the four units.

### Unit 1: Participation in Sport and Recreation

- AS compulsory unit.
- Two key strands: Healthy and Active Lifestyles and Opportunities and Pathways.
- Healthy and Active Lifestyles investigates what constitutes a healthy lifestyle.
- Opportunities and Pathways considers how competitive sport has developed over time.
- Assessment: 1 hour and 30 minute exam paper, set and marked by Edexcel.
- Format: Question and Answer booklet.
- All questions compulsory.
- Question types: short answer and extended writing.

#### Unit focus

This unit draws on well-established areas of study but also acknowledges the contemporary view of PE and sport. A key focus is how both the country and our top athletes are preparing for the London 2012 Olympic Games.

#### Healthy and Active Lifestyles

This section begins with a review of the development of active leisure and recreation and a discussion of contemporary concerns about health and fitness. Key concepts include:

- The basic requirements for sport and leisure.
- Developing an understanding of the concepts of recreation, active leisure, health, fitness and exercise.
- Understanding the relationships between nutrition and weight management.
- Reviewing and discussing the current trends in health and fitness.
- Identifying the components of a balanced lifestyle.
- Identifying the effects of ageing and understanding their impact on access to sport and recreation.

In the second part of the section, students investigate how the body responds and adapts to physical exercise. The elements of this section can be delivered through a practical context, though students will need to develop an underpinning theoretical knowledge. Key concepts include:

- A basic understanding of four key body systems and their role in sporting movement (musculo-skeletal, cardio-vascular, respiratory, neuro-muscular).
- Understanding and applying the components of physical and skill fitness.
- Understanding and applying methods of fitness training.
- Understanding and applying the principles of training.
- Reviewing and discussing fitness assessment.

### **Opportunities and Pathways**

In this section, students take a more sociological view of the current provision for sport and recreation. This begins with a review of how competitive sport has developed in the UK and how this development has shaped the current provision of both sport and recreation. Key concepts include:

- Understanding the role of festivals in the history of sport.
- Identifying the emergence of rational sport as a result of the industrial revolution.
- The further development of sport in the 20th and 21st centuries.

Students then identify performance pathways at both local and national level. (This links with Task 2.2 (Local Study) and Task 2.3 (National Study) in Unit 2 where students complete a local and national review of a chosen sport.) Students study elite sport pathways and support, as well as discussing issues that affect participation in sport. It may be possible to approach this using an active investigation approach - looking at local sport and recreational facilities and investigating how they attempt to attract disadvantaged groups.

Finally, students review and discuss the current model of long-term athlete development which has been adopted by most national governing bodies for sport in the UK.

### **Question targets**

The exam will consist of structured questions, covering all topic areas. Questions towards the end of the exam questions will be of higher marks and will require students to discuss and analyse the key issues. Quality of written communication will be assessed in the longer mark questions

The questions that relate to the first section of the unit (Active and Healthy Lifestyles) will require students to show basic understanding of the anatomical and physiological features of exercise, health and training. Questions will relate to the performance environment and will require knowledge of the links between structure and function, and personal performance.

The questions that relate to the section on Opportunities and Pathways will require that students can discuss and expand upon the social factors that influence both performance and participation. Credit will be given for the use of specific examples to back up this analysis. Students should also be able to offer possible solutions and reformative actions that authorities and organisations could take as an attempt to overcome some of the under-representation by various population groups.

## Models of delivery

Topics can and should be integrated across the whole unit and this is suggested in the exemplar schemes included (see Course Planning). There are also links with other units - especially between the theory and practical units at each level. Use of a range of resources should be encouraged to supplement the theory input that has been delivered by partial sessions. This could include the completion of video worksheet, internet research projects, practical investigations and write-ups.

The AS specification has three clear strands, which could match one approach for centres to deliver the unit:

Unit 1 A - Healthy and Active Lifestyles

Unit 1 B - Opportunities and Pathways

Unit 2 - Practical and course work

Unit 2 could be further broken down into a practical focus and a coursework focus, which would then equate to a four-session-a-week delivery.

## Unit 2: The Critical Sports Performer

- AS compulsory Unit.
- Four sections: Personal Performance, Local Study, National Study and Performance Analysis.
- Personal Performance and Performance Analysis cover participation in and personal analysis of the roles of player, leader and official.
- Local study requires independent research into the provision (access, opportunity, funding, resources) for sport in all the above roles.
- National study requires independent research into the provision for sport in one of the above roles.
- Assessment: four tasks (one for each area of content), submitted as a portfolio of evidence.
- Tasks 2.1 Personal Performance and 2.4 Performance Analysis require evidence of participation and analysis in the form of assignments, and practical performances.
- Tasks 2.2 Local Study and 2.3 National Study require a project about the provision of sport (approximately 1000 words each if presented as a continuous prose document).

## Unit focus

This unit requires the student to undertake four coursework components that form the basis of their applied studies in Physical Education. The fundamental ethos is to engage participants in practical experiences and to develop as 'holistic' performers. They should be encouraged to seek their own preferred pathways from a range of choices and to conduct independent research, thereby enhancing their knowledge and understanding related to the active participant in two roles taken from a choice of performer, a leader or an official.

Students learn about the structure and provision of physical activity and sport both locally and nationally and, through a series of prescribed tasks forming a performance analysis, they dissect and analyse one specific chosen role. The knowledge and understanding gained from the completion of all four tasks will enable the student to begin preparing for a life-long involvement in sport and/or physical activity.

### **Unit delivery**

The aim of the unit is to provide students with a range of experiences that, when allied to the understanding of how to construct a practical performance, will enable them to make informed decisions on the structure, opportunities and analysis of the performer and the social context in which such performances exist.

Centres need to be proactive in their provisions and in their flexibility when timetabling student assessments. The ownership of the coursework lies with the students and their ability to present a portfolio of evidence to support their experiences in completing the four coursework components is paramount. The inclusion of validated external awards from governing bodies of sport, and sports agencies such as the Youth Sports Trust, is actively encouraged.

In guiding students through the tasks, centres should blend a mixture of taught theory sessions, research through guided discovery and practical sessions that bring to life in an applied manner the theoretical knowledge and understanding related to this unit.

Common to all the tasks (both in this unit and Unit 4 in full) is the view that physical activity has structure based on preparation, opportunity and analysis. The central theme is 'participation roles', allowing students to choose their own role or pathway:

- The role of performer is by definition a player or active participant in a sport or physiological demanding activity.
- The role of leader is defined as a person engaged in a sport or activity through coaching, instruction, managing or in such support roles as medical or physiotherapy and/or activity analysis.
- Students choosing the role of official will be expected to undertake a position within the activity environment that will enable them to demonstrate performer control, organisation and management skills. Such roles may include a referee or umpire, a time keeper or judge, a recorder or track marshall in athletics, etc.

### **Assessment**

All students compile an Individual Portfolio CD-ROM/DVD. The Individual Portfolio will evolve over the lifespan of the AS course and enable students to amend and delete evidence as appropriate. Final submission is in the third term and, following internal marking and standardisation, will be externally moderated. The Portfolio is owned by the student and will progress with them through the GCE Advanced course if appropriate.

The Portfolio is designed to offer ease of assessment. Full support from Edexcel will always be available to centres.

See the section entitled Internal Assessment Guide for details of how the assessment will be carried out.

## The coursework components

Students complete four tasks which support and complement each other.

### Task 2.1 (Personal Performance)

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Students select two performance roles from player, leader or official. They will engage actively in these roles to develop the quality and outcomes in performance. The two roles may be in the same sport or activity, or in different ones. The performer will by definition be an active participant such as a school games player or a mountaineer, the leader may plan and organise an institutions house match programme, while an official may referee matches at an appropriate level to their qualifications and abilities.

### Task 2.2 (Local Study)

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Students carry out independent research to build a picture of the local provision, access, opportunities, funding and resources in all three of the above roles (performer, leader, official). There is no set format; each student may follow their own preferred presentation style, e.g. a project-based task, a PowerPoint presentation or a recorded lecture.

### Task 2.3 (National Study)

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This builds on the work undertaken for Task 2.2 (Local Study). Students further develop the theme of Task 2.2 by independent research into the national provision and elite pathways for one of their chosen roles. This task will detail the structure and pathways for further elite participation and provisions from '1st level' elite representation, as defined by the local environment, through to international provisions. The focus will be researching the opportunities for such progression and describing not only the processes involved but also the requirements placed upon the individual. Funding, structures and agencies that are involved in this provision will, where appropriate, form the basis of the task. The role of professional as well as amateur sports or recreational agencies can be included.

Again, there is no prescribed presentation format.

### Task 2.4 (Performance Analysis)

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This requires students to complete five prescribed analysis assignments based on one of their chosen performance roles. While these assignments may seem prescriptive in nature, they provide the basis for extended performance knowledge and understanding that, when applied to their - or another's - performance, will allow for an enhanced progressive performance.

The student will develop critical analysis through independent research and build a knowledge base of the expectations of their chosen role, the strengths and weaknesses inherent in their, or others' performances, and to construct appropriate remedies and progressive strategies for enhancing the selected roles.

### ***Assignment 1***

Four core skills are identified and analysed into their technical, tactical, physiological and mechanical parts. The use of video footage and still photographs of the student, and elite performers for the purposes of comparison, will provide the visual image required as a base for this task.

The use of technical journals and governing body information will also prove useful in breaking down the skill into the phases of performance. Students undertaking the role of an official may select the four skills of positioning, verbal communication, physical communication and physiological requirements. A leader such as a coach may select verbal and non-verbal communication, the core skills required for demonstrations or an analysis of coaching styles as the basis of this particular task.

### ***Assignment 2***

The emphasis here is on a tactical analysis. It is an open-ended task designed to allow students the freedom to present evidence on the various structures and pathways for individual or team performances. In traditional mainstream sport, the student may reflect on their own experiences as well as those of elite performances. In health-based activity roles, this may include the physiological base of the performance or the decision-making requirements and considerations in rock climbing, for example. Examples of tactical analysis could include a comparison of the different formations used in a team game, or the options available in set plays such as line outs in rugby union or short corners in hockey.

### ***Assignment 3***

This provides an opportunity for students to carry out notational exercises or computer analysis in one of their chosen roles. The notational exercises may be based on a whole team, unit or individual. Students may present evidence in a variety of formats and base this on their own or others at a different level of performance. In the role of an official this could be undertaken not only on themselves but also on another official. A leader may wish to complete the task on the participants of the group he or she is leading in whatever specific capacity undertaken. By undertaking three such exercises - and it is suggested these are of the same format each time - comparisons and analysis should be possible.

### ***Assignment 4***

This focuses specifically on the training requirements for both the individual and a group in order to participate in the selected role. The physiological, tactical and mechanical requirements of sports and activities, in whatever role, are part of the recipe for successful participation. The student may draw on their own experiences and those of others, including elite performers, in order to evidence the requirements. The work undertaken in Unit 1 will be relevant to this task and students may draw on both qualitative and more probably quantitative data in order to provide the most appropriate form of analysis. This analysis should use some of the information created from the previous tasks.

### Assignment 5

This final assignment requires students to carry out an analysis of their own and, as appropriate, other performers' strengths and weaknesses. This will enable comparisons to be made and conclusions drawn. The analysis should make full use of all the knowledge and understanding gained from the previous analysis exercises and can be presented in written, digital or photographic format. The performer may wish to highlight his or her VO<sub>2</sub> max predictions or a range of technical skills as measured by performance outcomes such as personal bests in athletics or through undertaking industry-recognised testing. The official may wish to review a video of their performances, while a leader may wish to use report questionnaires to measure the effectiveness of their coaching.

### Notes

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Task 2.4 (Performance Analysis) will form the basis for the selection of an appropriate Development Plan for Unit 4 in the second year of Advanced GCE.

Task 2.4 also presents students with the opportunity to build an 'analysis pathway', where a central theme is followed through all five of the individual analysis assignments. For example, a student may select the process of tackling as performer in rugby union. The five analysis exercises would therefore be as follows:

- The four main forms of tackling - front on, side on, smother and rear tackle: How do I tackle?, What are the common elements to all four or different to each tackle? What is the technical, tactical, mechanical and physiological basis of the tackle?
- Where and when may a blitz defence or a drift defence operate and why?
- Three notational exercises or video analysis on the student or a particular team/player regarding tackling
- An analysis of how to train to improve tackling - what pressure practices, what drills, what coaching points will enhance tackling?
- Why am I good at or bad at tackling - what are my strengths and/or weaknesses?

All these tasks can be backed up by written evidence and exercises, video footage, computer analysis or still photographs of the student's own selection.

## Unit 3: Preparation for Optimum Sports Performance

- A2 compulsory unit.
- Three sections: Short-term preparation, Long-term preparation and Managing Elite Performance.
- Short-term preparation covers physiological, psychological and technical preparation in the short term, and fatigue and recovery.
- Long-term preparation covers physiological, psychological and technical preparation in the long-term.
- Managing Elite Performance covers centres of excellence and technical support for elite athletes.
- Assessment: 2-hour exam paper, set and marked by Edexcel.
- Format: Question and Answer booklet.
- All questions are compulsory.
- Question types: short answer and extended writing.

### Unit focus

The key focus is on developing the performance of elite competitors. It is hoped that students will research and apply much of the content to their own chosen focus sport. There is much overlap with Unit 4 and much of the content required in the coursework is covered theoretically in this unit.

Physical education is a multifaceted discipline. Accordingly the specification integrates diverse theoretical fields whilst seeking to enhance the individual's performance in their chosen sports roles. It also seeks to provide real progression for the advancement of the individual's understanding and the consequent refinement of their performance. Effectively, therefore, the unit is personalised to the individual student.

### Short-term preparation

This first part covers physiological, psychological and technical preparation in the short term, and fatigue and recovery. There is a considerable amount of scientific content but every effort should be made to relate scientific findings and knowledge to the practical situation, and this will be the focus of examination questions. Key concepts include:

#### *Physiological*

- Why do we warm up and what happens to our body. How can we make our warm-ups more effective?
- Energy sources - what are they, when do we use them and how can we utilise this information in sport?
- Acclimatisation - how should we prepare for competition in different environments?

**Psychological**

- What is motivation and how do we use it in sport?
- Strategies for dealing with stress in sport.
- External influences - how do they affect sports performance and how can we learn to cope with them?

**Technical**

- Selecting the most efficient and effective kit and equipment.
- How performers use ergogenic aids to maximise performance.
- Use of holding camps and pre-game ritual.

**Fatigue and Recovery**

- Fatigue - what is it, what causes it and how do we try to prevent it?
- Recovery - what is it and how can we aid recovery in our sport?

**Long-term preparation**

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This covers physiological, psychological and technical preparation and adaptation. This section links to the Development Plan (Task 1 in Unit 4). Key concepts include:

**Physiological**

- Identifying the long-term adaptations to the key body systems and linking them to training methods.

**Psychological**

- Understanding why and how elite athletes use goal-setting in their long-term planning.
- How mental training can improve both motivation and performance.
- Skill development and tactics.

**Technical**

- How biomechanics help performers improve performance.

## Managing Elite Performance

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This covers centres of excellence and technical support for elite athletes. It links to the international study in Unit 4 and centres may want to consider teaching this section as part of the preparation for Task 2 of Unit 4. Key concepts include:

### *Centres of excellence*

- History and development of elite support.
- Overview of different systems (East German, Australian, USA, UK).
- Support roles and finance, Lottery funding/academies/training camps, training for an Olympic Games.
- Needs of elite athletes, benefits of academy model.

### *Technical support*

- The role of technology in training analysis, enhancement and evaluation for sporting performance.
- The concept of sports science and support.
- The role of national agencies, both sporting and political, in athlete preparation.

## Question targets

The exam will consist of structured questions, covering all topic areas. Questions towards the end of the exam questions will be of higher marks and require students to discuss and analyse the key issues. Quality of written communication will be assessed in the longer mark questions. Questions at the end of the paper will review all areas of study and students will be expected to discuss and comment on key issues relevant to a contemporary study of sport and recreation. Students will also be asked to bring in a range of examples of global games and cultures they have studied.

## Models of delivery

Topics can and should be integrated across the whole unit this is suggested in the exemplar schemes included. There are also possible links with other units - especially between the theory and practical units at each level. Use of a range of resources should be encouraged to supplement the theory input that has been delivered by partial sessions. This could include the completion of video worksheets, internet research projects, practical investigations and write-ups.

There are a number of ways this unit can be delivered. As already discussed above, there are also many links with the coursework tasks in Unit 4.

- Centres could take a traditional pathway where the topics are taught in separate disciplines. We have identified the task that is most appropriate to the topics covered in each area.

Unit 3 Topics	<b>Physiology</b> Short- & Long- Term Preparation	<b>Psychology</b> Short- & Long- Term Preparation	<b>Global</b> Elite sport support	<b>Practical</b> Mechanical Preparation
Unit 4 Tasks	Development Plan	Life plan	International support	Progressive Participation

- A more streamlined approach would involve three delivery strands, the final strand global elite. Sport would offer support for the International Study and, due to this being a relatively small area of study, would also give time to assist with other Unit 4 coursework tasks.

Unit 3 Topics	<b>Short-Term Preparation</b>	<b>Long-Term Planning</b>	<b>Global</b> Elite sport support
Unit 4 Tasks		Development Plan	International support Life plan

- The final model is the most streamlined.

Section 1 Short-Term Preparation	Section 2 Long-Term Preparation & Managing Elite Performance
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## Unit 4: The Developing Sports Performer

- A2 compulsory unit.
- Four sections: Development Plan, International Study, Progressive Participation and Life Plan.
- Development plan and Life plan cover planning for students' future development and long-term career paths.
- International Study covers provision of sport internationally, in a similar fashion to Local Study and National Study in Unit 2.
- Progressive Participation offers scope to refine performances in one of the roles chosen in Personal Performance in Unit 2.
- Assessment: four tasks (one for each area of content), submitted as a portfolio of evidence.
- Task 4.1 (Development Plan) is subdivided into three components: Planning and Researching, Performing and Recording, and Review and Evaluation.
- Task 4.2 (International Study) is similar to the Local and National studies in Unit 2 - if presented in continuous prose, 1000 words is appropriate length.
- Task 4.3 (Progressive Participation) requires assessment of practical performances.
- Task 4.4 (Life Plan) requires students to produce an assignment detailing their career aspirations and how they would achieve them.

### Unit focus

Students draw upon their experiences of Unit 2 and further develop as a sports or activity participant in completing four prescribed tasks.

A holistic theme is at the centre of this Unit and as such Unit 4 will link into the knowledge and understanding of Units 1, 2 and 3. Students are encouraged to seek their own preferred pathways and to be engaged in independent learning from the outset.

### Unit delivery

This unit aims to provide students with a defined range of applied tasks that seek to further link participation and a knowledge and understanding of the life-long performer. In order to achieve this aim, centres will be free to plan and implement a course specific to their own resources and aims and objectives. In the same way as for Unit 2, centres are encouraged to provide pathways for external sports or activity body validation, such as national governing body awards.

Centres should guide their students through the tasks with a mixture of taught lessons, tutorials and opportunities for independent research. Students will be free to 'drip feed' completed tasks in both draft and final submission format into their portfolio of evidence.

Unit 4 offers a significant degree of specialisation and this allows for personal tuition in guiding students through the unit. Students select just one performance role, which will demand a higher level of performance as judged by the set criteria. The completion of the Development Plan, as an applied piece of coursework, requires centres to oversee the planning and performing undertaken by the student and to validate forms of testing and assessment of the plan. The International Study will require centres to deliver a mixture of formally taught structures from alternative cultures while stimulating the student to complete independent research. Finally, in order to deliver the Life Plan, students will draw together their experiences, knowledge and understanding from Units 1, 2, 3 and 4.

## Assessment

### The coursework components

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Students undertake four tasks:

#### ***Task 4.1: (Development Plan)***

By undertaking a development plan the performer in their chosen role will further develop either physiologically, technically, tactically or mechanically. The student may select a plan based on the knowledge and understanding gained from Task 2.4 (Performance Analysis) and from the completion of Task 2.1 (Personal Performance).

The development plan will not automatically be a physiological plan based on a component of fitness identified by the students as an area of weakness. The plan may, for instance, identify a weakness in a particular technique and the student, working under centre direction, will plan, perform and evaluate remedial programmes to overcome this identified issue.

Centres need to be flexible in their supervision of the plan and, while for some students the plan will be completed largely off-site, the centre must take responsibility for final assessment and validation of the work undertaken. The plan must be completed over the minimum stipulated number of weeks and use recognised scientific principles.

#### ***Task 4.2: (International Study)***

This open-ended task requires students to research and write a study based on the study of one other nation. This should not be comparative in nature but should focus on students presenting evidence of the provisions for mass participation and elite performances. Included in the study must be the fundamental ethos of the nation with regard to sport, the role of government and the funding processes involved.

Students are free to provide evidence of completion either in a project-style format, a PowerPoint presentation or a lecture-style presentation recorded on video.

#### ***Task 4.3: (Progressive Participation)***

Task 4.3 requires the student to select a single performance role from that of performer, leader or official and, following continued participation in the sport or activity, to demonstrate progression. The student will probably, but not necessarily, select the role from the two roles undertaken for Task 2.1 (Personal Performance).

**Task 4.4: (Life Plan)**

This is an open-ended task that allows the student to offer reflective analysis of their participation in sports or an activity and to present a critical view of their future participation options in their selected chosen role from performer, leader or official. The plan may be presented in a variety of formats. The student will draw upon the theoretical knowledge obtained from Units 1 and 3 as well as independent research. In essence, the plan encapsulates the potential sporting life of the student.

The Life Plan will document predicated participations based on the student's career aspirations and taking into account the ageing process. Reference should be made to the potential limits to future participation resulting from, for example, increasing obesity levels, sedentary lifestyles, fall-out rates from competitive sport, injury and opportunities for alternative role selections. There will be a physiological, a psychological and a sociological base to this plan.

The plan will, by its nature, be subjective in character, though based on objective factual studies.

See the section entitled Internal Assessment Guide for details of how the assessment will be carried out.

## Course planning

This section offers guidelines and suggestions for centres, to help develop a course that will best meet the requirements of the specification.

### Unit 2 and 4: Coursework Links

The following links detail the knowledge and understanding students can utilise from Units 1 and 3 in order to successfully complete Unit 2 and Unit 4.

#### Progression from AS to A2

2.1 (Personal Performance) → 4.3 (Progressive Participation)

2.2 (Local Study)/2.3 (National Study) → 4.2 (International Study)

2.4 (Performance Analysis) → 4.1 (Development Plan)

Units 1, 2, 3, 4 → 4.4 (The Life Plan)

### Unit 2

#### 2.1 (Personal Performance)

Unit 1 - Performance Pathways, The Effects of Exercise - responses and adaptations, Fitness training and Assessment

#### 2.2 (The Local Study)

Unit 1 - Opportunities and Pathways in Sport

#### 2.3 (The National Study)

Unit 1 - Performance Pathways

## Unit 4

### **4.1 (The Development Plan)**

Unit 1 - Healthy Lifestyles, Effects of Exercise and Adaptations of the Body Systems, Fitness and Training, Fitness Assessment

Unit 2 - Task 2.4 (Performance Analysis)

Unit 3 - Short- and Long-Term Preparation

### **4.2 (International Study)**

Unit 1 - Task Opportunities and Pathways

### **4.3 (Progressive Participation)**

Unit 2 - Task 2.1 (Personal Performance)

### **4.4 (Life Plan)**

Unit 1 - Healthy Lifestyles, Performance Pathways, Lifelong Involvement, Long-Term Athlete Development

Unit 2 - Task 2.1 (Personal Performance), Task 2.4 (Performance Analysis)

Unit 3 - Long-Term Preparation

Unit 4 - Task 4.4 (Development Plan)

## Suggested scheme of delivery

Specification material should be integrated throughout the suggested teaching pathway.

The following is a suggested scheme of delivery that centres may choose to follow, based on one-hour lessons. Centres are free, of course, to adopt their own scheme of delivery to suit their own particular requirements.

### Unit 1: Healthy and Active Lifestyles

Lesson	Topic
1	Introduction - concepts of recreation and active lifestyle
2	Health, fitness and exercise
3	Nutrition and weight management
4	Current trends in health
5	Balanced lifestyles
6	Effects of ageing
7	Short term effects and long-term adaptations
8	The key body systems in sport - an overview
9	Short-term effects of exercise on the skeletal system
10	Long-term adaptation of the skeletal system
11	Short-term effects of exercise on the muscular system
12	Long-term adaptation of the muscular system
13	Short-term effects of exercise on the cardiovascular system
14	Long-term adaptation of the cardiovascular system
15	Short-term effects of exercise on the respiratory system
16	Long-term adaptation of the respiratory system
17	Components of physical fitness
18	Components of skill fitness
19	Methods of training
20	Methods of training
21	Principles of training
22	Appropriateness of programmes to differing clients
23	Fitness assessment - the process
24	Fitness assessment - the issues
25	Fitness test protocols
26	Fitness test protocols
27	Designing fitness programmes
28	Overview - What do we mean by healthy and active lifestyles
29	Summary - Unit Overview - Question and answer
30	Paper and question practice/revision

## Unit 1: Opportunities and Pathways

Lesson	Topic
1	Introduction - concepts of recreation and sport
2	The development of competitive sport - an overview
3	Origins of sport
4	Festivals of sport
5	The emergence of rational sport
6	The impact of the industrial revolution on the development of sport
7	Development of professional and international sport
8	20th century sport - the rise of spectatorism
9	21st century of sport - globalisation
10	Olympic Games - Overview
11	Olympic Games - Issues
12	Commercialisation and Americanisation of sport
13	Deviance in sport
14	The key issue of drugs in sport
15	Performance pathways and the participation pyramid
16	The organisation of sport and recreation in the UK
17	Traditional pathways
18	Current pathways
19	Talent ID and development
20	Mass participation and sport for all
21	Constraints on participation
22	Target Group case studies
23	Reformative policies in sport for all
24	Work of specialist agencies
25	Impact of the 2012 Olympic Games
26	Technical and cultural trends
27	Long-term athlete development
28	Overview - What are the opportunities and pathways open to people in the UK?
29	Summary - Unit Overview - Question and answer
30	Paper and question practice/revision

## Unit 2: The Critical Sports Performer

Based on 2 × 1 hour lessons per week:

Part A – 1 lesson      Part B – 1 lesson

The coursework tasks are designed to be 'stand alone' opportunities for independent research. Centres will also be required to tutor students through the tasks with a mixture of taught sessions and applied/practical opportunities in addition to tutorial reviews.

### Part A - The Local Study and The National Study

Lesson	Topic
1-2	Introduction - local study - concept and research pathways
3-4	School's structure - organisation / fixtures / competition
5-6	Grass roots - local organisation / facilities / opportunities
7-8	Local schemes / funding / public sector provisions
9-10	Private and voluntary sectors
11-12	Complete 1st draft for submission
13-14	Revise draft for final submission / marking
15-16	Introduction to the National Study - Overview
17-18	Pathways - Area / County / Regional / National
19-20	NGB -role / functions/ provisions
21-22	Role of academies / UKSI
23-24	Funding and additional agencies
25-26	Complete 1st.draft submission
27-28	Revise draft for final submission / marking
29-30	Complete assessment CD-ROM/DVD

## Part B - Personal Performance and Personal Analysis

Lesson	Topic
1	Selection of Performance Pathways - Overview of roles
2	Performance Analysis - concept, pathways, methodology
3	First personal role - assessment
4	Identification and technical analysis of four core skills
5	Second performance role 1st assessment
7	Complete technical presentation on four core skills
8	Begin tactical analysis
9	Apply tactical analysis to chosen performance role
10	2nd Assessments in two chosen roles
11	Undertake and collate tactical analysis
12	Submit first two analysis tasks for marking
13	Mid-course assessment - Performance role 1
14	Mid-course assessment - Performance role 2
15	Introduce notational exercises - methodologies
16	Formulate and complete notational exercise 1
17	Formulate and complete notational exercise 2
18	Formulate and complete notational exercise 3
19	Practical assessment and evidence - performance role 1
20	Practical assessment and evidence - performance role 2
21	Compile a training analysis - requirements, demands
22	Evidence the training analysis
23	Identify personal strengths and weaknesses
24	Comparative strengths and weaknesses to elite performer
25	Evidence and submit strengths and weaknesses
26	Complete final assessment performance role 1
27	Complete final assessment performance role 2
26	Draft submissions Performance Analysis
27	Review and submit Performance Analysis
28	Revise drafts for final submission/markings
29	Compile assessment CD-ROM/DVD part A
30	Complete Assessment CD-ROM/DVD part B

### Unit 3: Short-Term Preparation

Lesson	Topic
1	Sports science - an introduction to the disciplines
2	Short-term physiological preparation
3	Warming up
4	Energy production for sport
5	Dietary manipulation
6	Short-term acclimatisation
7	Short-term psychological preparation
8	Motivation
9	Anxiety
10	Stress control
11	Short-term strategies to cope with stress
12	Aggression and assertion
13	Mental rehearsal
14	Relaxation techniques
15	External influences
16	Social facilitation
17	Evaluation apprehension
18	Strategies to cope with external influences
19	Short term mechanical preparation
20	Ergogenic aids
21	Drugs v supplements
22	Use of holding camps
23	Pre game rituals - case studies
24	Fatigue - the concept
25	Fatigue - effect on the body systems
26	Recovery - the concept
27	Recovery - the strategies
28	Overview - What do we mean by healthy and active lifestyles
29	Summary - Unit Overview - Question and answer
30	Paper and question practice / revision

### Unit 3: Long-Term Preparation & Managing Elite Performance

Lesson	Topic
1	Managing elite performance
2	History and development of elite support
3	The academy model of elite sports preparation
4	Elite sport case study - East Germany
5	Elite sport case study - Australia
6	Elite sport case study - USA
7	Case study - International study
8	Case study - International study
9	Comparative review - what can the UK learn?
10	Use of technology in developing elite performance
11	The role of national agencies in athlete preparation
12	Long-term physiological preparation
13	Aerobic adaptations to training
14	Anaerobic adaptations to training
15	Adaptations linked to training methods
16	Long-term psychological preparation
17	Goal setting
18	Attribution theory
19	Achievement motivation
20	Skill development and tactics
21	Use of ritual
22	Skill training
23	Group cohesion
24	Long-term technical development
25	Refining technique
26	Use of feedback in refining performance
27	Use of ergogenic aids in long-term preparation
28	Overview - What do we mean by healthy and active lifestyles
29	Summary - Unit Overview - Question and answer
30	Paper and question practice/revision

## Unit 4 - The Developing Sports Performer

Based on 2 × 1 hour lessons per week:

The completion of the coursework tasks are designed to be both 'stand alone' opportunities for independent research while centres will also be required to tutor students through the tasks with a mixture of taught sessions, applied/practical opportunities in addition to tutorial reviews.

### Term 1: Focus on three elements of the Unit:

- The International Study
- Planning and researching the Development Plan
- Progressive participation

The tasks will progress alongside one another and dovetail so as to serve individual centre needs.

### Term 1: Lesson 1-14

#### The International Task and The Development Plan (Research)

Lesson	Topic
1	Introduction - National Study - concept and research pathways
2	Local structure - Grass roots organisation and sporting ethos
3	Schools structure - PE and Sport
4	Elite pathways / national provisions / global image
5	The country - sports issues, world standing, Olympic success
6	Complete 1st draft for submission
7	Revise draft for final submission / marking
8	Introduction to the Development Plan - Overview
9	Select plan aim, outline methodology
10	Undertake research drawing a working time line
11	Undertake research
12	Begin writing plan outline, methods, resources, set targets
13	Complete writing plan and research
14	Submit Plan for approval - revise content

The second lesson could be allocated to development monitoring and assessment of the students' Personal Performance.

Lesson	Task
1	Selection of performance pathways - Overview of assessment
2	Compile performance pathways and target setting
3 - 7	Performance role - continuing with assessment
8	First assessments - Compile evidence of assessment
9 - 12	Progressive performance - continuation of assessments
13 - 14	Complete formal performance assessments as appropriate

**Unit 4 Term 2:** Focus on the three tasks of the unit:

- The Development Plan
- The Life Plan
- Progressive Participation.

These tasks will exist alongside one another and dovetail in order to serve individual centre needs.

Lesson	Task
1 - 4	Begin Development - monitoring and assessment
4	Co-ordinate second student assessment profiles
5-8	Continue monitoring the development plan
8	Co-ordinate third ongoing student assessment profiles
8-11	Continue the monitoring on the Development Plan
12	Complete final end Development plan assessments

Lesson	Task
1 - 4	Monitoring and assessment
5	Formal Assessment
5-10	Continuing the monitoring on the Development Plan
11-12	Complete final end Development plan assessments

Lesson	Task
1	Overview of the Task
2-3	Research and data collection
4-5	Complete 1st draft and submit
6	Review feedback, complete 2nd draft and submit

## Internal Assessment Guide

As well as accounting for 50% of the total marks at both AS and Advanced GCE levels, the coursework component is a fundamental part of the Advanced PE specification. This is what allows each student to pursue their own pathway and to express their own individuality.

Every student must compile an Individual Portfolio CD-ROM/DVD. It should evolve over the lifespan of each course and enable students to amend and delete evidence as appropriate. The final submission of the portfolio will occur in the third term of the course. Following internal marking and standardisation, it will be externally moderated. The centre and the student should work together to assimilate and co-ordinate the tasks on to the students' portfolio CD-ROM/DVD as appropriate and inline with the rubric of assessment.

The Portfolio is designed to offer an ease of assessment for centres and to fully utilise existing technologies. The student will not only be given the freedom to compile evidence of the completion of the appropriate tasks but also to complete 'pro-forma' style records of task attainment generated by the Examination Board.

The Portfolio will be owned by the student and live with them throughout their course.

### The Use of Video or DVD Recordings

Centres are encouraged to engage students in the ongoing use of technologies in order to present evidence for final assessment. Students should employ a range of different media to record their coursework tasks, as appropriate, including:

- audio recording
- video recording
- still photography
- written project-style work.

In particular, the use of video footage, in CD-ROM or DVD formats, will need to become standard practice. Following internal standardisation and marking, Edexcel will request individual portfolios for a sample of candidates across the mark range. Centres are advised to read carefully the instructions contained in the ICE document regarding length of footage and both the depth and range of coverage.

## Recommended Resources

The range of resources open to centres will vary depending on the specific pathways undertaken by students. The following is a list of some of the agencies, bodies and texts that are available.

<a href="http://www.RFU.com">www.RFU.com</a>	Rugby Football Union
<a href="http://www.TheFA.com">www.TheFA.com</a>	The Football Association
<a href="http://www.Sportscoachuk.com">www.Sportscoachuk.com</a>	Sports Coaching Foundation
<a href="http://www.wsf.org.uk">www.wsf.org.uk</a>	Women's Sports Foundation

The following sites provided an excellent resource base:

<a href="http://www.Leeds.ac.uk/sports_science/directory">www.Leeds.ac.uk/sports_science/directory</a>	Leeds University Sports
<a href="http://www.sportquest.com">www.sportquest.com</a>	PE and Sport information
<a href="http://www.brianmac.demon.co.uk">www.brianmac.demon.co.uk</a>	Sports Coach

Computer Software for Performance Analysis:

<a href="http://www.Quinitic.com">www.Quinitic.com</a>
<a href="http://www.Dartfish.com">www.Dartfish.com</a>

## Frequently Asked Questions

- Q. Do students have to select their two performance roles from the same sport or activity?
- A. No. Students are free to select from any two Examination Board-approved sports or activities.
- Q. Can students undertake their Local Task and their National Task in two different sports or activities?
- A: No. It is expected that these will be undertaken in the same sport or activity in order to obtain a greater depth of knowledge and understanding.
- Q. Can students undertake their Performance Analysis in a different sport from the other task in Unit 2?
- A. In theory yes; however, it would seem logical that students may wish to focus on one sport in whichever role they select.
- Q. How many 'draft' attempts for a particular task may a student submit prior to final submission?
- A. This is entirely up to the individual centre and any logistical arrangements they have. For administration purposes perhaps, one draft may be considered the most appropriate.
- Q. What happens to the CD-ROM/DVD compiled by each student?
- A. These are internally standardised and moderated, then sent to an assigned external moderator in or around the beginning of May in the year of assessment on a sample basis.



- Q. What will happen if a student fails to complete particular tasks due to injury?
- A. The centre will seek special consideration from the Examination Board with the appropriate medical forms. It is also advised that students begin to compile their portfolio of evidence as early as possible in the life of Unit 2 in order to cover this eventuality.
- Q. Can a student select a particular role from any activity?
- A. Not as such, although there will be a wide and exhaustive list of sports and activities available from the Examination Board that will cover most predicted student requests.
- Q. What is the process for students with disabilities?
- A. The specification makes no discrimination against students with disabilities. However, centres should contact the Board at the earliest opportunity to establish the procedures and activity options open to them and to obtain advice and guidance specific to the centre and student concerned. The option of undertaking roles as Leader and Official help provide alternative assessment options other than that of a 'performer'.
- Q. Is there a separate set of assessment criteria for female students?
- A. No. There is a requirement for students to be marked within the Task criteria regardless of gender. It is not acceptable for female students to engage in 'competitive' environments where they will be marked directly against male opponents. In all task areas there is no distinction between the expectation of the Task outcomes and gender.
- Q. Is it possible for a student to re-submit evidence of coursework tasks other than at the end of each examination year?
- A. No. The only opportunity will be at the end of each examination year.

## Checklist for producing an e-portfolio

Here is a summary of the key stages each student must go through for each task, in order to build up an effective portfolio.

### **Step 1 - Concept**

- Identification of the Task - what I am expected to produce?
- Read assessment criteria
- Establish requirements for the task
- Look at exemplar material

### **Step 2 - Specifics**

- Produce a working title
- Write a time line for completion
- Select the presentation medium

**Step 3 - Tools**

- Establish resources required and methodologies to be used

**Step 4 - The work**

- Undertake research and compile information / data

**Step 5 - Preparation prior to submission**

- Complete research
- Acquire photographs. Video clips etc
- Record any testimonials, certification

**Step 6 - Putting it together**

- Produce a 1st draft
- Check against the specific task assessment criteria

**Step 7 - Submit**

- Submit 1st draft
- Establish date for the task to be returned

**Step 8 - Review task and complete final submission**

- On return dissect feedback
- Amend 1st draft
- Check against centre feedback
- Check with the specific task criteria

**Step 9 - Final Submission**

- Compile finished task on CD Rom/DVD
- Submit for assessment

## Student Guide

### What do I need to know, or be able to do, before taking this course?

It is not a requirement that you should have studied physical education at GCSE level in order to take an Advanced GCE course in Physical Education. Several topics covered in the course are developments of work covered at GCSE but others are new. What is important is that you should have a lively and enquiring mind, an interest in physical education and sport, a willingness to explore new ideas and an ability to communicate your ideas effectively.

### Is this the right subject for me?

The course will appeal to you if you:

- have a keen interest in sport and recreation
- want to follow a course that develops the theoretical aspects through practical involvement
- have an enquiring mind and are interested in sport throughout the world
- want to know more about how the body functions and the effects of exercise
- want to evaluate and improve their own performance in a range of sports roles
- enjoy discovering about yourself in practical situations
- want to study a course that is active and that you will enjoy
- may want to move on to a related career or higher education course.

### What will I learn?

You will:

- develop your knowledge and skills in a range of sports roles
- explore the contemporary issues in modern sport and recreation
- examine the effects of exercise and the relationships between training and performance
- identify the pathways and opportunities available to participate in sport and recreation at a local, national and international level
- enhance your understanding of how elite performers prepare for sports competition
- find ways to improve your own performance in selected roles through your greater understanding of the subject.

## How will I be assessed?

The AS course is assessed over two units. Unit 1 is externally assessed through a 1.5-hour examination paper. Unit 2 is internally assessed, through compiling a portfolio of evidence covering the four practical related tasks.

The A2 course is also assessed over two units, Unit 3 through a 2-hour examination paper. For Unit 4 you will submit four completed coursework tasks on your own student CD portfolio.

## What can I do after I've completed the course?

With an Advanced GCE Physical Education qualification, you will have access to a wide range of possible career and higher education opportunities. You learn and use a variety of transferable skills throughout the course. These include:

- collecting, analysing and interpreting data
- communicating your findings in different ways
- identifying and developing the links between different parts of the subject.

These skills are in great demand by employers, universities and colleges.

Physical education combines with many AS and Advanced GCE subjects. It supports applications for a wide range of university courses like sports sciences, physiotherapy, recreation and leisure studies' and there are many new and exciting courses related to sport throughout higher education.

Many students choose to use their qualification to go straight into employment, rather than go on to higher education. Because AS or Advanced GCE Physical Education develop the transferable skills and the Key Skills that employers are looking for, they can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, the armed forces and the Civil Service.

## How practical will the course be?

The whole AS and A2 course is practically based. You will enhance your performance by being involved in a range of practical activities. You will also develop your understanding of a sporting activity by doing an analysis of one activity and a project researching the provision of that activity. Finally, you will be able to relate what you have learnt, by being assessed in two roles from a wide range of team games, racket sports or individual pursuits,

Sports and physical activity excites and stimulates us all. It motivates, it promotes our health and makes us feel good. Above all it allows us to dream - dream maybe of that perfect performance... but whether you are a spectator or performer it satisfies our quest for excitement! By undertaking the Edexcel GCE in Physical Education you will engage in a course that allows you to undertake a 50% coursework based GCE.

## Unit 2

This part of the AS course will require you to undertake activity roles through two **Personal Performances** selected from those of a performer, a leader or an official in sports or physical activities.

You will complete a study of the **Local** provision for all three roles, and then a study of the **National** provision for one role. The Local Task centres on grass roots provisions while the National Task focuses on elite performers, pathways and opportunities. These two tasks, when completed, could be presented in a written or video/audio format.

Finally, you will undertake your own **Performance Analysis** working through five tasks in one of your chosen roles. The work you do and how you present it is only limited by your own skills and imagination

## Unit 4

This is part of the second year of the Advanced GCE course. Again, it takes you through four prescribed yet open-ended tasks. You will undertake a **Development Plan** of your choice designed to allow you to fulfil your potential through self-improvement. The **Development Plan** is a programme of training which may have a physiological, a technical or a mechanical base.

You will complete an **International Study** on another nation which is an extension of, and similar to, the ones undertaken in Unit 2 for the **Local Study** and the **National Study**. The choice of nation is up to you and this may reflect your own personal experiences. It will focus on grass roots and elite provisions as well as the sporting ethos of that nation.

By allowing you to continue in only one chosen performance role as part of your own **Progressive Performance**, you can specialise and fulfil the potential in this role as a player, leader or an official.

Finally, you will complete a **Life Plan** which will be centred on where you want to go in sport and physical activity. How long will your performing days last? What will your aspirations be and synoptically how will all that you have learned from the course help me to stay active all your life? The Life Plan can be presented in variety of formats to suit your own preferred presentation style.

The assessment process for Unit 2 and Unit 4 is simple and straightforward, with evidence of all your completed work being held on your own personal CD-ROM/DVD. The CD-ROM/DVD is 'owned' by you, the student, and overseen by your educational centre. Following internal marking by your staff, and then by a process of standardisation, this portfolio of evidence of your achievements will be moderated by Edexcel.

## Glossary of key terms

It is a good idea to keep this Glossary handy to refer to as you work through the course.

<b>AASE</b>	Advanced Apprenticeship in Sporting Excellence - a scheme that allows young professional sports players to train and follow an education course in their first two years of apprenticeship.
<b>acclimatisation</b>	pre-competition training undertaken in conditions as close as possible to the competitive environment; factors that are usually considered include altitude, temperature and humidity.
<b>Achievement Motivation</b>	work developed by Atkinson which identified that an individual's level of motivation is a result of both personality and situational factors. People tend to display either a need to achieve (nAch) or a need to avoid failure (nAF).
<b>aerobic</b>	requiring oxygen.
<b>aerobic capacity</b>	the maximum amount of oxygen that the body can take and use in one minute.
<b>aggression</b>	where there is intention to harm or injure; also refers to actions that are outside the rules of the sport.
<b>agility</b>	the ability to change the position of the body quickly and to control the movement of the whole body.
<b>Americanisation</b>	the perceived move amongst most global sports to systems and funding that were first developed in the USA - particularly linked to the dominance of the private sector and the funding of sport from media rights.
<b>anaerobic</b>	without oxygen.
<b>anxiety</b>	negative emotions caused by an increase in arousal levels when a person is confronted by a threatening or difficult situation.
<b>assertion</b>	the acceptable form of aggression; playing within the rules of the game where there is no intent to harm.
<b>Attribution Theory</b>	the theory that future performance can be influenced by how performers judge and attribute the success or failure of their most recent performance (see Weiner, Roberts and Pascuzzi).
<b>balance</b>	the ability to retain the centre of mass (gravity) of the body above the base of support with reference to static - stationary - or dynamic - changing - conditions of movement, shape and orientation.
<b>ballistic stretching</b>	using the momentum of a moving body or a limb in an attempt to force it beyond its normal range of motion - bouncing.



<b>body composition</b>	the percentage of body weight which is fat, muscle and bone.
<b>carb-loading</b>	the manipulation of diet to maximise the body's store of glycogen, achieved by following a diet of over 70% carbohydrate; also referred to as super compensation.
<b>cardiac output</b>	the amount of blood ejected from the heart in one minute.
<b>cardiovascular</b>	pertaining to the heart and blood vessels.
<b>cardiovascular fitness</b>	the ability to exercise the entire body for long periods of time.
<b>central governor theory</b>	a theory which suggests that the brain acts as a sort of 'central governor' to get our body to slow down well before we actually reach the point of physical exhaustion, essentially leaving us with enough in reserve to get out of danger.
<b>CHD</b>	coronary heart disease.
<b>choking</b>	the inability to perform often as a result of high levels of anxiety/arousal.
<b>co-ordination</b>	the ability to use two or more body parts together.
<b>codification</b>	the development of formal and national rules of sport that occurred during the later part of the 19th century.
<b>cognitive anxiety</b>	feelings of nervousness and apprehension a performer may experience before sport, which are related to a perception that they don't have the ability to succeed at the task.
<b>compression clothing</b>	sportswear that claims to help improve sporting performance through helping manage temperature control, moisture wicking and muscle compression, so reducing lactic acid build up and aiding recovery.
<b>continuous training</b>	endurance training that is done for long periods of time at low intensity (60-70% MHR).
<b>concession</b>	whereby a sports facility offers reduced prices to specific target groups such as OAPs or school-aged children.
<b>core stability</b>	the ability to control the position and movement of the central portion of the body. Core stability training targets the muscles deep within the abdomen which connect to the spine, pelvis and shoulders.
<b>creatine loading</b>	legal supplements of creatine mono-hydrate, taken by athletes in order to boost phosphocreatine levels in the body, and which has an impact on the ATP-PC energy system.
<b>cross training</b>	training in different ways to improve overall performance, often working different parts of the body in an attempt to prevent injury through overuse.

<b>DOMS</b>	Delayed Onset of Muscle Soreness, a condition affecting the muscle that results in localised pain following strenuous exercise.
<b>drug</b>	doping, taking banned chemical substances for their performance-enhancing qualities.
<b>dynamic stretching</b>	controlled leg and arm swings that take you (gently!) to the limits of your range of motion - no bouncing.
<b>endorsement</b>	whereby a performer allows a commercial company the use of their name or image on their products.
<b>energy balance</b>	the relationship between the energy that you eat and the energy that you burn each day.
<b>EPOC (excess post-exercise oxygen consumption)</b>	the extra oxygen needed to restore the body to its pre-exercise state.
<b>ergogenic aid</b>	any method employed by an athlete to improve their performance.
<b>exercise</b>	a form of physical activity done primarily to improve one's health and physical fitness.
<b>evaluation apprehension</b>	anxiety caused when a performer perceives that they are being judged.
<b>fartlek</b>	speed play in Swedish - a type of endurance training where athletes work at differing levels of intensity - extensively used by games players as the change in intensity level develops both aerobic and anaerobic systems.
<b>fitness</b>	the ability to meet the demands of the environment.
<b>flexibility</b>	the range of movement possible at a joint.
<b>games ethic</b>	the philosophy and ideal developed by the 19th century English public schools whereby sport was seen as an essential part of the development of young people - developing qualities such as manliness, fair play, athleticism and muscular Christianity.
<b>gamesmanship</b>	using whatever means possible to secure a win.
<b>genetic engineering</b>	the use of new technology to produce drugs that can alter an athlete's DNA in order to produce performance-enhancing effects or help to recover more quickly from injury.
<b>globalisation</b>	the perception that sports events and stars are now globally recognised. The development of satellite media now means events are screened live around the world, and increasingly competitions are becoming more global in their make up.
<b>glycogen</b>	the stored form of glucose, found in the muscles and liver.
<b>glycolysis</b>	the breaking down of glucose.



<b>grass roots</b>	the base level of the participation pyramid, also called foundation level and associated with mass participation.
<b>health</b>	a state of complete mental, physical and social well-being (not merely the absence of disease and infirmity).
<b>hypertrophy</b>	increase in muscle bulk due to an increase in the cross-sectional area of the muscle fibres.
<b>interval training</b>	training method that involves alternating periods of work and rest.
<b>lactate threshold</b>	the point at which lactate removal fails to keep up with the rate of lactate production, often associated with the move from aerobic energy production into anaerobic energy production.
<b>lifetime sport</b>	term given to sports activities that can be played throughout life.
<b>Long-Term Athlete Development Model</b>	a 7-stage model developed in Canada and now adopted by many sports agencies in the UK.
<b>mental rehearsal</b>	involves imagining a mental practice of performing a task.
<b>metabolic syndrome</b>	a combination of medical and health disorders that increase the risk of developing CHD and diabetes.
<b>NGB</b>	National Governing Body responsible for organising rules and competitions for each sport in the UK.
<b>obesity</b>	disease linked to sedentary lifestyles caused by an imbalance between a person's energy intake and expenditure, usually associated with men with over 25% body fat and women with more than 35% body fat.
<b>osteoporosis</b>	a condition where the bones - particularly those of the spine, wrist and the hips - become thin and weak and break easily. Linked to the effects of ageing on the body.
<b>Oxbridge</b>	abbreviated version of Oxford and Cambridge Universities, which played an important role in the development and codification of sport during the 19th century.
<b>pedometry</b>	the use of pedometers (that measure steps taken and distance covered) in assessing the exercise patterns of people.
<b>performance profiling</b>	evaluating an athlete's strengths and weaknesses in their physical and technical prowess, which is then used in the planning of training régimes and the identification of long-term goals as a focus for self-improvement.
<b>PARQ (Physical Activity Readiness Questionnaire)</b>	completed before training or testing to ensure that athletes are physiologically and psychologically prepared.

<b>plyometrics</b>	a method of fitness training that employs skipping and bounding actions to maximise power gains through isotonic eccentric muscles contractions.
<b>PMR</b>	Performance Monitoring Review.
<b>PNF</b>	proprioceptive neuromuscular facilitation, usually performed with a partner and involving a pattern of alternating contraction and relaxation of muscles being stretched.
<b>post-16 gap</b>	the 60% drop-off in participation in sport and recreation amongst young people after they leave school.
<b>protocol</b>	how a fitness test should be completed.
<b>Prozone</b>	a video/computer analysis system that offers detailed feedback to teams - used by the majority of premiership football and rugby clubs in the UK.
<b>rational sport</b>	term associated with the development of sport that occurred during the industrial revolution, resulting in the codification and organisation of modern sport.
<b>reaction time</b>	the time between presentation of a stimulus and the start of a movement.
<b>resistance training</b>	training method that involves the body working against a resistance - most common method is weight training but can also include running against a harness or running in sand.
<b>RoM</b>	range of movement.
<b>SAQ (speed agility and quickness)</b>	training method suitable for games players - involves drills that develop speed agility and quickness.
<b>sedentary lifestyles</b>	a type of lifestyle most common in modern cultures, characterised by sitting or remaining inactive for most of the day. It is believed to be a factor in obesity and, in doing so, may contribute to other diseases, such as diabetes and chronic heart disease.
<b>self-efficacy</b>	where an individual believes they have the ability to perform at a specified level in a certain task.
<b>social facilitation</b>	the influence of the presence of others on performance; this can be positive or negative.
<b>somatic anxiety</b>	physiological responses to perceived stress, including sweating, rise in heart rate and blood pressure.
<b>spectatorism</b>	increasing trend whereby more people now watch sport than participate in sport, a result of the urban revolution that occurred at the end of the 19th century which resulted in a lack of space for physical recreation and sport.

<b>Sport For All</b>	campaign set up in 1972 to highlight the value of sports and promote the idea that sport should be accessible to all members of the community.
<b>sportsmanship</b>	conforming to the written and unwritten rules of sport.
<b>stroke</b>	volume the volume of blood pumped out of the heart by each ventricle during one contraction.
<b>supplements</b>	(also called ergogenic aids) legal products used to enhance athletic performance.
<b>sub maximal</b>	means the athlete works below maximum effort.
<b>TASS</b>	Talented Athlete Scholarship Scheme - Government-funded programme that distributes awards to talented athletes who are committed to combining their sport and education. It aims to reduce the drop-out of talented athletes from sport and supports and develops the talent of today for sporting success in the future.
<b>talent ID programmes</b>	programmes and schemes that are used to identify potential talent in young people, e.g. Sports Search.
<b>target group</b>	a group identified by sports agencies such as Sports England who are not participating in sport - examples would include the disabled, OAPs.
<b>tidal volume</b>	the amount of air breathed in or out of the lungs in one breath.
<b>trait</b>	generalised behaviour that are enduring and largely innate.
<b>training</b>	a well-planned programme which uses scientific principles to improve performance, skill, game ability and motor and physical fitness.
<b>UK Sport</b>	body that has direct control of elite sport in the UK, manage UKSIs's and distribute elite sports element of national lottery funding.
<b>UKSI United Kingdom Sports Institute</b>	network of training centres and sports science support available to elite athletes in the UK.
<b>vicarious experience</b>	gained by watching other people perform.
<b>visualisation</b>	also known as imagery - using mental images to help a performer prepare for performance , helps reduce stress and can be used as a relaxation method.
<b>visual awareness training</b>	range of methods and training programmes that aim to improve athletes' vision and awareness.
<b>VO2 max</b>	is the maximum amount of oxygen in millilitres, one can use in one minute per kilogram of body weight.

<b>WADA</b>	World Anti Drugs Agency - Promotes, coordinates, and monitors at the international level the fight against doping in sports in all its forms.
<b>World Class Programme</b>	support system run by UK sport that supports elite athletes in the UK in their preparation for global sports events - (there are three subdivisions of the programme entitled the World Class performance Pathway : World Class Podium, World class development World class talent).
<b>Youth Sports Trust</b>	organisation that now oversees all school aged sport and recreation in England, runs a number of sport programmes aimed at encouraging young people into sport and works with the department of Education co-ordinating to work of schools with specialist status for sport (ports Colleges).

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