

S&PE 2 year A Level PE Curriculum Map

Pearson Edexcel L3 A level Physical Education (9PE0) – 2 Year (Post-16)

Component	A Level Assessment	Content overview	Delivery guidelines	Staff
Component 1: Scientific Principles of Physical Education	Written examination: 2 hours and 30 minutes Scored out of 140 marks and represents 40% of the qualification	Topic 1: Applied anatomy and physiology	Sep – February ½ term	ATA
		Topic 2: Exercise physiology and applied movement analysis	February ½ term – May ½ term	ATA
Component 2: Psychological and social principles of Physical Education	Written examination: 2 hours Scored out of 100 marks and represents 30% of the qualification	Topic 3: Skill acquisition	May ½ term Year 12 - Oct ½ term - Year 13	RRO
		Topic 4: Sport psychology	Autumn Term – Year 12	RRO
		Topic 5: Sport and society	Christmas to May ½ term – Year 12	RRO
Component 3: Practical Performance	Non-examined assessment: internally marked and externally moderated. Scored out of 40 marks and represents 15% of the qualification	Skills performed in one physical activity as player/performer or coach	Preparation and assessed performance Evidence collection throughout Year 12 for initial assessment at end of Year 12 Grade / evidence completed by October half-term of Year 13	ATA
Component 4: Performance Analysis (PA) and Personal Development Plan (PDP)	Non-examined assessment: internally marked and externally moderated PA and PDP. Scored out of 40 and represents 15% of the qualification	PA in chosen role students will investigate two components of a physical activity (one physiological component and either a technical or a tactical component) in order to analyse and evaluate the effectiveness of their own performance PDP is designed to lead on from the student's PA. The purpose is to optimise the student's performance in the role of a player/performer or coach	Year 12 – Autumn Term. Year 13 – Practical aspect completed over summer holidays, write up Autumn half term in Year 13.	RRO RRO

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Component 1:

Year 12

1.1 Muscular-skeletal system	September – October half-term
1.2 Cardio-respiratory systems	October half-term – Christmas
1.3 Neuro-muscular systems	Christmas – February half-term
2.1 Diet & nutrition and their effect on physical activity and performance	February half-term – Easter
2.2 Preparation and training methods in relation to maintaining and improving physical activity and performance	Easter – May half-term

Year 13

1.4 Energy systems: fatigue and recovery	September – November
2.3 Injury prevention and the rehabilitation of injury	December
2.4 Linear motion	January
2.5 Angular motion	February
2.6 Projectile motion	March
2.7 Fluid mechanics	April

Component 2:

Year 12

4.1 Factors that can influence an individual in physical activities	Autumn Term
4.2 Dynamics of a group/team	Autumn Term
4.4 Attribution Theory	Autumn Term
4.5 Confidence and Self-Efficacy	Autumn Term
5.1 The Factors leading to the emergence of modern-day sport	Spring Term
5.2 Globalisation of Sport	Spring Term
5.3 Commercialisation of Sport	Spring Term
5.4 Ethics of Sport	Summer Term
5.5 The relationship between sport and the media	Summer Term
5.6 Development routes	Summer Term

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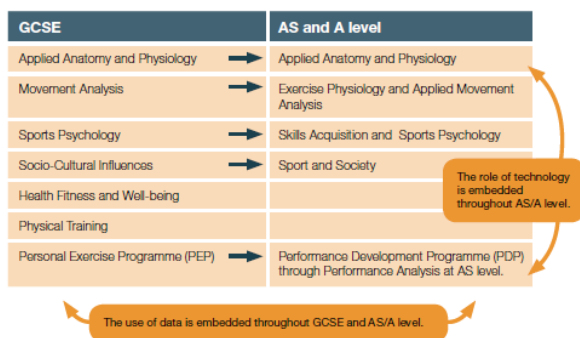
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5.7 Participation rates	Summer Term
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Year 13

4.2 Dynamics of a group/team	Autumn Term
4.3 Goal Setting	Autumn Term
4.6 Leadership	Autumn Term
3.1 Coach and performer	Autumn Term
3.2 Classification and transfer of skills	Autumn Term
3.3 Learning Theories	Autumn Term
3.4 Practice	Autumn Term
3.5 Guidance	Autumn Term
3.6 Feedback	Autumn Term
3.7 Memory models	Spring Term

Topic links from GCSE to A level



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Transferable Skills

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate.

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Progression

Students who would benefit most from studying this qualification are likely to have a Level 2 qualification such as a GCSE in Physical Education.

Students can progress from this qualification to:

- further study of physical education in higher education
- vocational courses such as the BTEC National in Sport and Sport and Exercise Sciences
- apprenticeships or other training
- employment in a related sector.