



## Overview of Bridging Course

Department: *A-Level Physical Education*

*What is the focus of this bridging course?*

**Physiological factors affecting performance:** Students will be introduced to the basic principles of systems of the body. Students will begin to apply their knowledge to a range of sporting scenarios and questions.

**Psychological factors affecting performance:** Students will be introduced to the key psychological factors affecting performance. Students will be able to identify the role of psychology in sport. Students will begin to evaluate the impact of sports psychology on performance.

**Socio-cultural issue in physical activity and sport:** Students will be introduced to the emergence and evolution of modern day sport through the centuries. Students will begin to identify the links between modern day sport from its inception. Students will begin to evaluate the impact of a range of developments on modern day sport.

**Performance in physical education:** Students will begin to analyse practical and will be introduced to the methods used to evaluate sports performers and bring about improvements in performance.

w/b 27  
April

*Overview of what students will cover this week:*

### **Component 01: Physiological factors affecting performance.**

- Students will explore the skeletal and muscular system. Students should be able to demonstrate knowledge and understanding of the key roles the skeletal and muscular systems play in the performance of physical activities and sports.
- Students will learn about the cardiovascular system and should be able to demonstrate knowledge and understanding of the key roles the cardiovascular system plays at rest, during exercises and during recovery, interpreting data and graphs.
- Students will learn about the conduction system and should be able to demonstrate knowledge and understanding of the key roles the cardiovascular system plays at rest, during exercises and during recovery, interpreting data and graphs.
- Students should complete the exam questions in the booklet. The mark scheme has been provided and students will be required to mark their work and re-attempt any questions where marks have been lost.

w/b 4  
May

### **Component 2: Psychological factors affecting performance.**

- Students will focus on the extension of their knowledge in sports psychology from those units covered briefly in GCSE PE Paper 2.
- Students will learn about a range of personality types and look at how personality can affect an individual's specific choice of sport and attitudes towards sport as a global construct.
- Students will also study the use of personality profiling as a means of predicting behaviour and will also complete online personality tests to gain an insight into their own personality.
- Students will also look at attitudes in sport, how they are formed, the components of attitude and how they can be changed using a range of psychological theories.
- Students will also learn about social facilitation and summarise the environmental factors affecting this and begin to apply strategies to sports performers to reduce the effects of social inhibition.

w/b 11  
May

### **Component 3: Socio-cultural issue in physical activity and sport.**

- Students will learn how social and cultural factors shaped sports and pastimes in pre-industrial Britain and be able to describe and evaluate the impact this had on the development of sport.
- Students will learn about pre-industrial and post-industrial Britain and will be able to compare and contrast the impact of key historical developments during this time.
- Students will study the development of sport and distinguish between the role of amateur and professionals and evaluate the impact this had on society. If students have access to NETFLIX (this is not a necessity), knowledge can be further developed by watching 'The English Game' a six part mini-series charting the growth and development of Association Football across the social classes.
- Students will develop their understanding of the role of women in society in the nineteenth century and begin to explore their restricted role in society their very limited opportunities in sport.

	<ul style="list-style-type: none"> <li>Students will also research how life changed for women during the industrial period and how these changes impacted on the development of sport?</li> </ul>
w/b 18 May	<p><b>Component 4: Performance in physical education.</b></p> <ul style="list-style-type: none"> <li>Students will be introduced to the Evaluation and Analysis of Performance for Improvement (EAPI).</li> <li>Students will observe and assess a practical performance and using their phone, will produce a short 5 min video to link the work they have studied in their bridging course to the practical performance.</li> <li>They will learn how to evaluate a performance and produce a 5 min video to propose a viable action/development plan for the performer</li> </ul>
<p><i>Work that will students will receive feedback on:</i></p> <ul style="list-style-type: none"> <li>On all written work and feedback will be provided in September 2020.</li> <li>Video evidence of Component 4 should also be presented on memory stick.</li> </ul>	