



Revision Series 2023

AQA A-level Physical Education Paper 1

◆ Notes pages ◆



The EverLearner

How to use this revision session and notes

- Complete this document when doing the live or on-demand revision shows.
- Have the National Mock Exam to hand and, ideally, your completed, marked version of it.
- Have the [exam infographics](#) to hand. These will be referred to throughout the show.
- Focus on the skills that James is presenting as much as the content. In most cases, students have a knowledge of the topic but struggle to respond to the command in the question. This is a focus of our revision.
- Complete the notes spaces as extensively as possible and, if necessary, return to the show to complete it more than once in order to make the fullest notes possible.

My ticklist:

- Notes pages
- Exam infographics
- Exam paper
- Exam mark scheme
- Exam model answers

Performer profiles

Use these performer profiles when making examples and developing your A02 skill. The list is not exhaustive and you are encouraged to use your own examples as well as these ones.



Josh

Basic Details
Age: 19
Sport: 100m Sprint
Level: Olympic Podium Potential



Tom

Basic Details
Age: 43
Sport: Tennis (singles and doubles)
Level: Novice



Kate

Basic Details
Age: 17
Sport: Triathlon
Level: Club



Laura

Basic Details
Age: 15
Sport: Gymnastics (Artistic)
Level: National



Julie

Basic Details
Age: 26
Sport: Netball (GD, GK)
Level: Semi-professional/National



Carlos

Basic Details
Age: 35
Sport: Wheelchair basketball
Level: Ex-national team

Material covered in the National Mock Exam

- Green denotes content to be covered in this session.
- (#) denotes the number of marks on Paper 1 since 2018.

Section A: Applied anatomy & physiology

- Starling's law of the heart (0)
- Cardiovascular drift (3)
- Sympathetic and parasympathetic control of breathing (0)
- Proprioceptors in PNF - Golgi tendon organs (0)
- Joint actions in the frontal plane / sagittal axis (0)
- EPOC (0)
- Specialist training method - Plyometrics (0)

Section B: Skill acquisition

- Transfer of learning (12.5)
- Methods of presenting practice (0)
- Cognitive theories - Insight (0)
- Behaviourism - Operant conditioning (4)
- Methods of guidance (12)

- Types and purpose of feedback (10)
- Simple and choice reaction time (0)
- Strategies to improve information processing (7.5)

Section C: Sport in society

- Characteristics of mob football and real tennis (3)
- Industrial and post industrial (1780 - 1900) - Public schools (0)
- 1950 to present - emergence of elite female performers (0)
- Socialisation - primary and secondary (12)
- Underrepresented groups - Ethnic group (0)
- Key terms relating to equal opportunities (17)
- Benefits of raising participation (6)
- Sport England, local and national partners at grass roots level (20)

Section 1: Starling's law of the heart

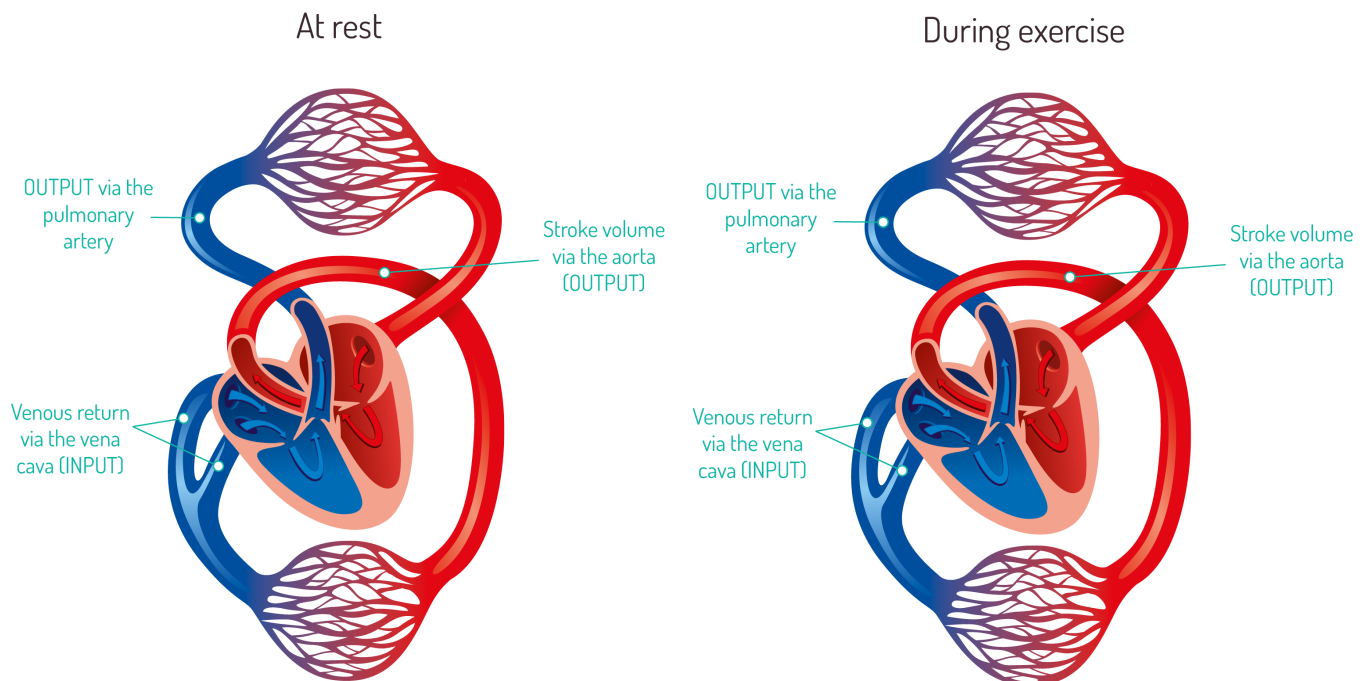
Stroke volume is dependent on venous return.

$$\text{Venous return} = \text{Stroke volume}$$

This is the same as saying that:

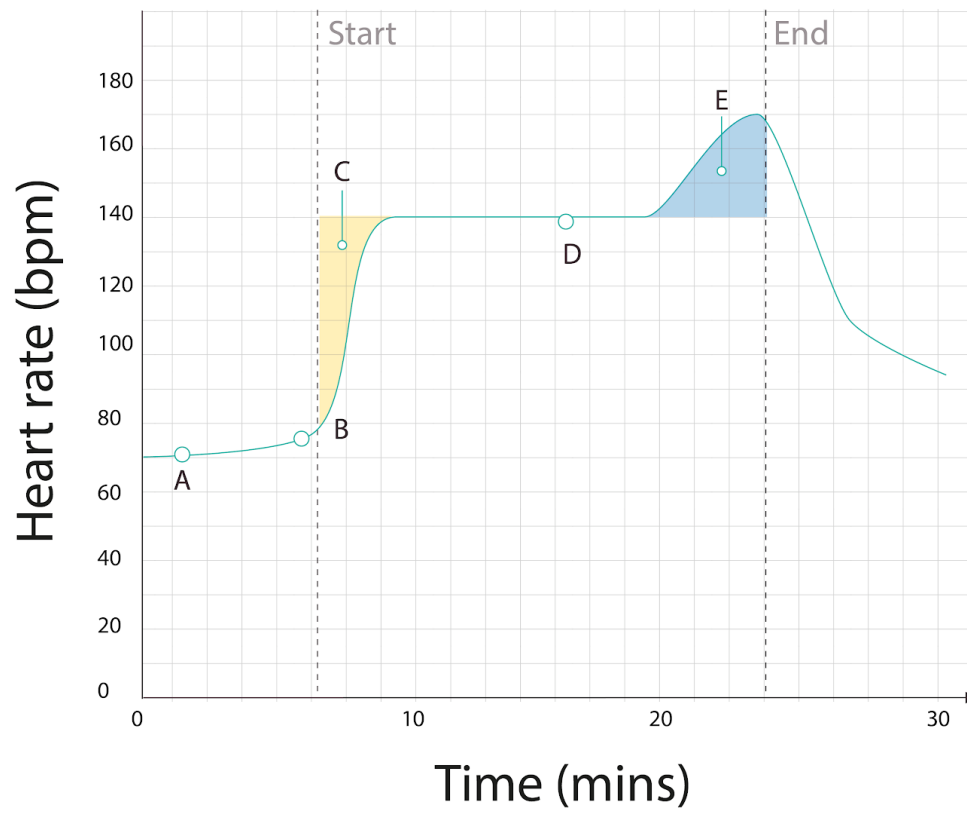
$$\text{Input} = \text{Output}$$

In other words, the heart does not process blood. It merely applies force to it.



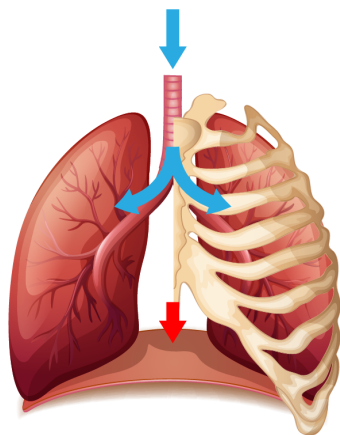
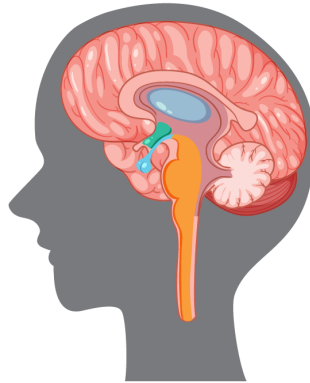
Notes

Section 2: Cardiovascular drift

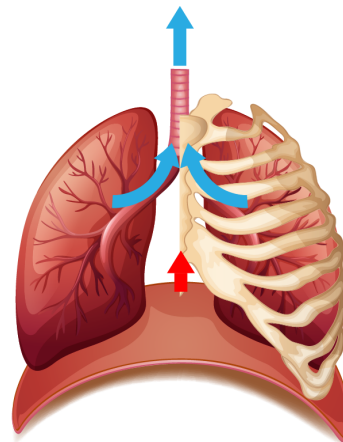


Notes

Section 3: Sympathetic and parasympathetic control of breathing



Inhalation



Exhalation

Notes

Section 4: Joint actions in the frontal plane/sagittal axis

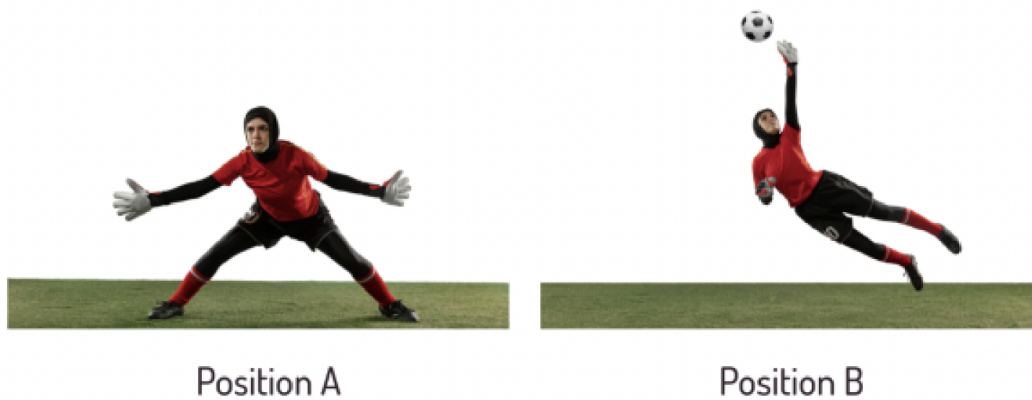


Notes



Notes

4. The image shows a goalkeeper making a save. Complete the table for the **left shoulder** joint as the goalkeeper moves from position A to B.

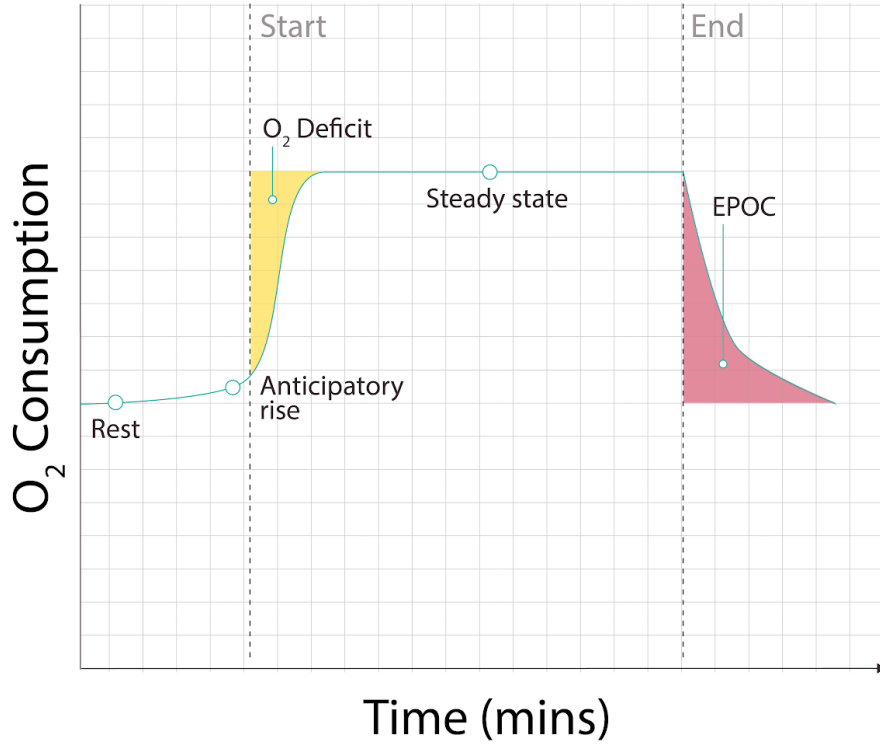


Joint	Articulating bones	Main agonist	Plane of movement	Axis of rotation
Left shoulder	A	B	C	D

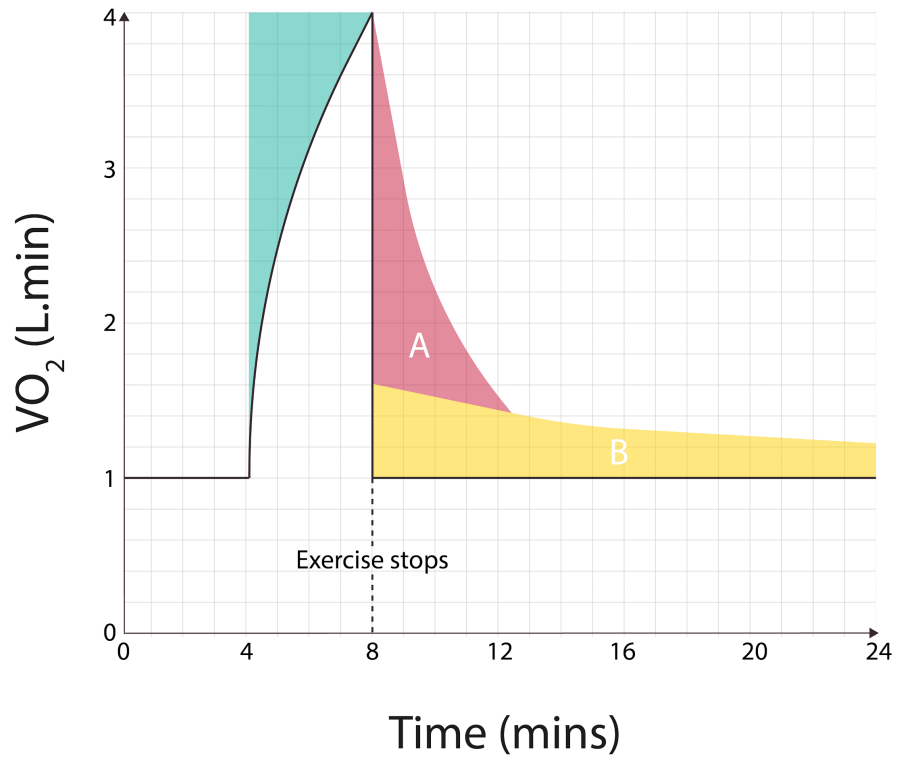
Notes

Section 5: EPOC

Submaximal



Notes



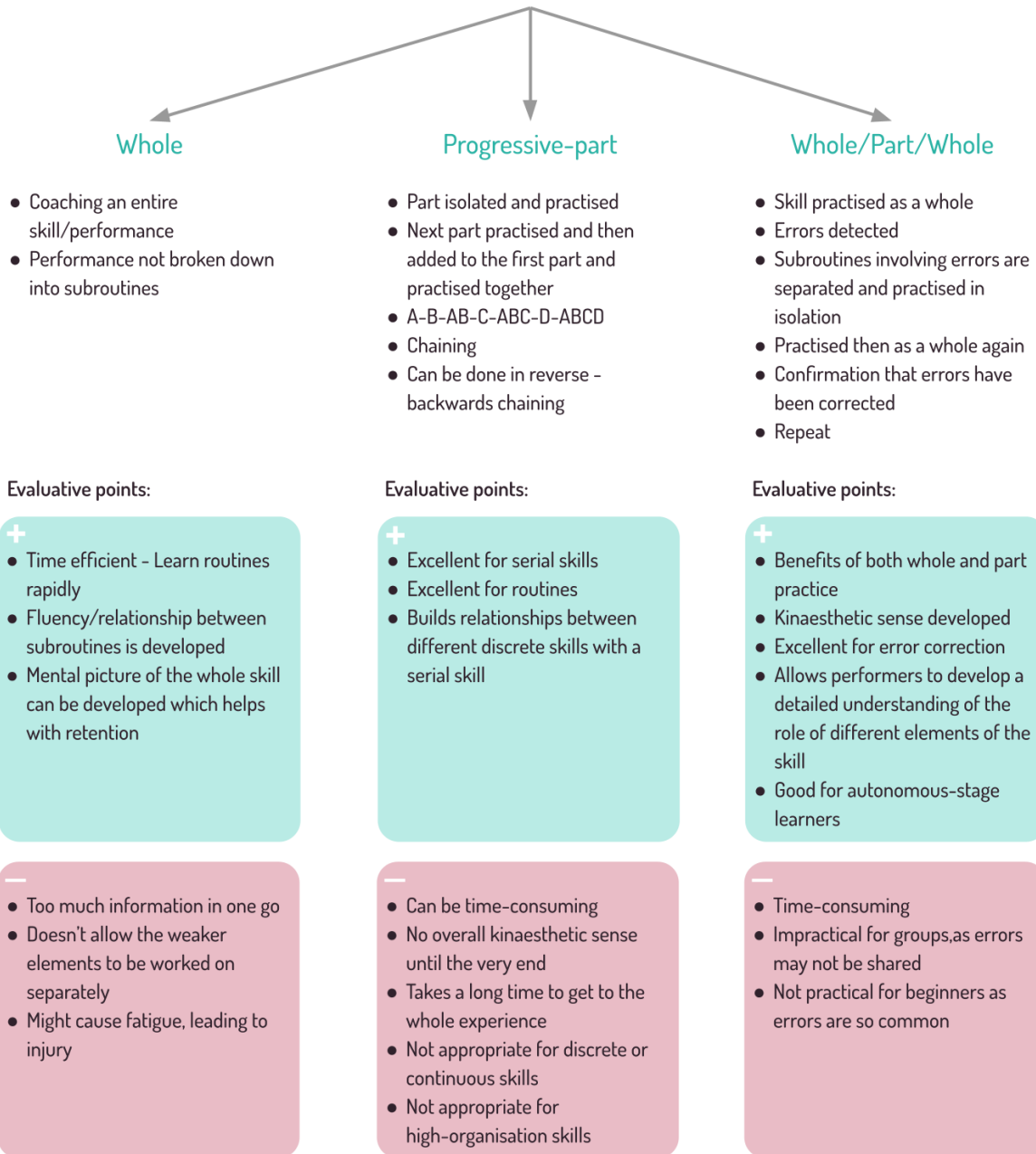
Notes

Fast component	Slow component
_____ component	_____ component
Resynthesis of _____	Removal of _____
Resynthesis of ATP	Lactate processed for _____
Re-saturation of _____	Converted back to pyruvate
_____ cool-down speeds up the fast component.	Oxidised into CO ₂ and water
50% recovery of PC in _____	Transported in the blood to the liver to be converted to blood glucose and glycogen - Cori Cycle
100% recovery of PC in _____	Small amount converted into protein
Takes _____ of oxygen.	Removed in sweat and urine
	Can take up to _____.
	Takes _____ of oxygen.

Notes

Section 6: Methods of presenting practice

Methods of presenting practice



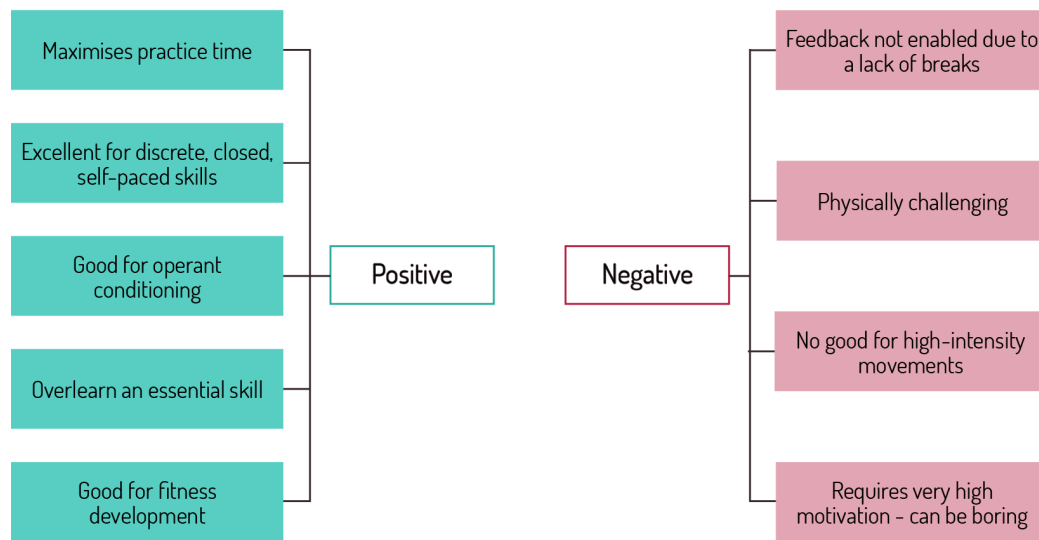
Notes

Types of practice

Massed practice



Repeated trials of the skill with no breaks in between

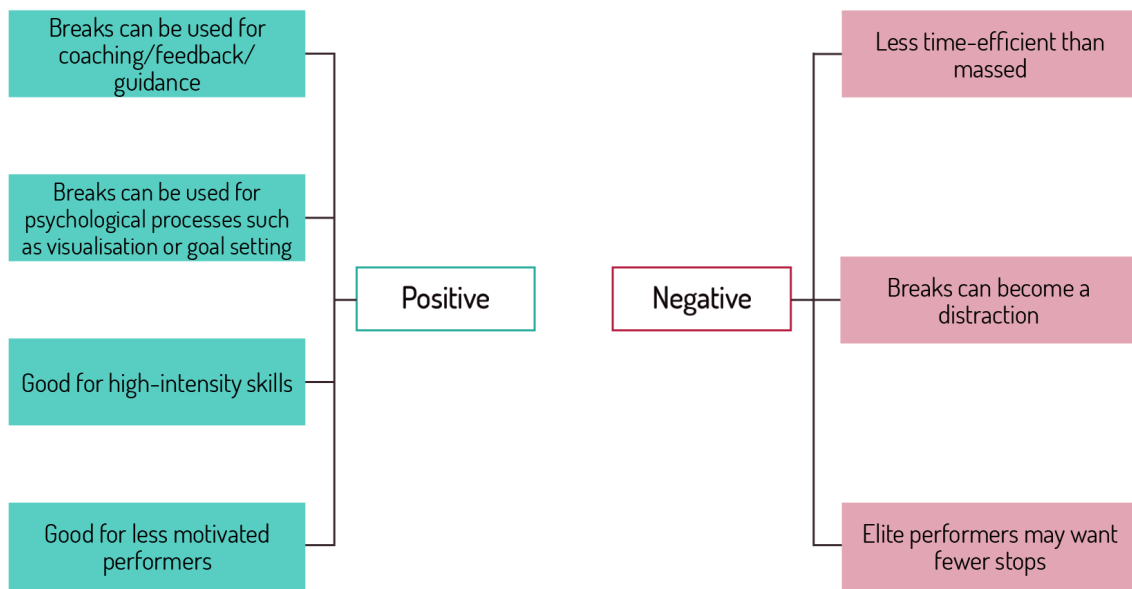


Notes

Distributed practice



The inclusion of breaks between trials

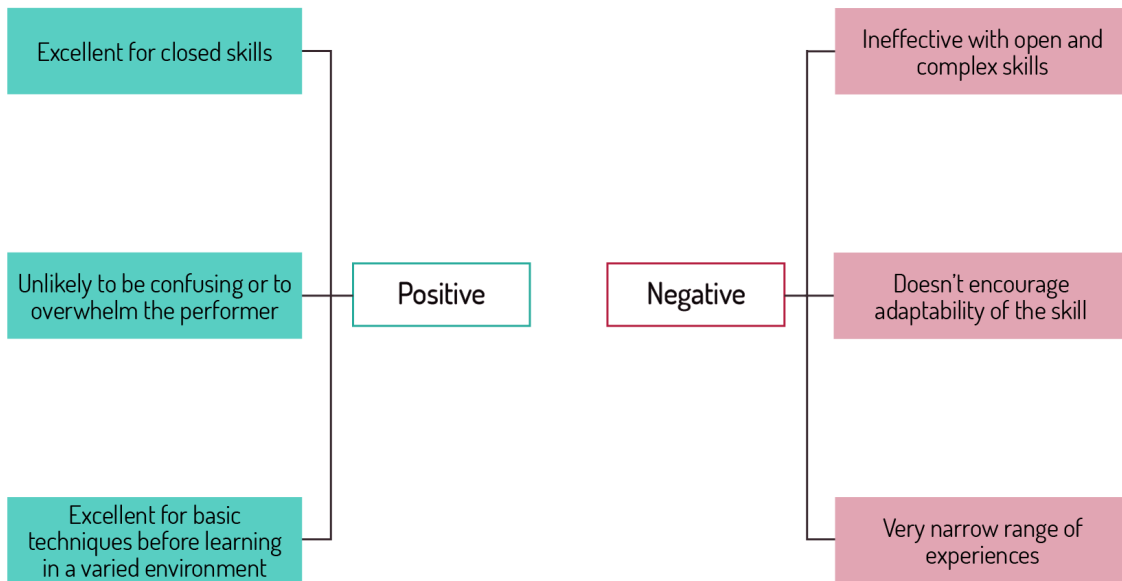


Notes

Fixed practice



- Stable, predictable practice
- Practice conditions remain unchanging

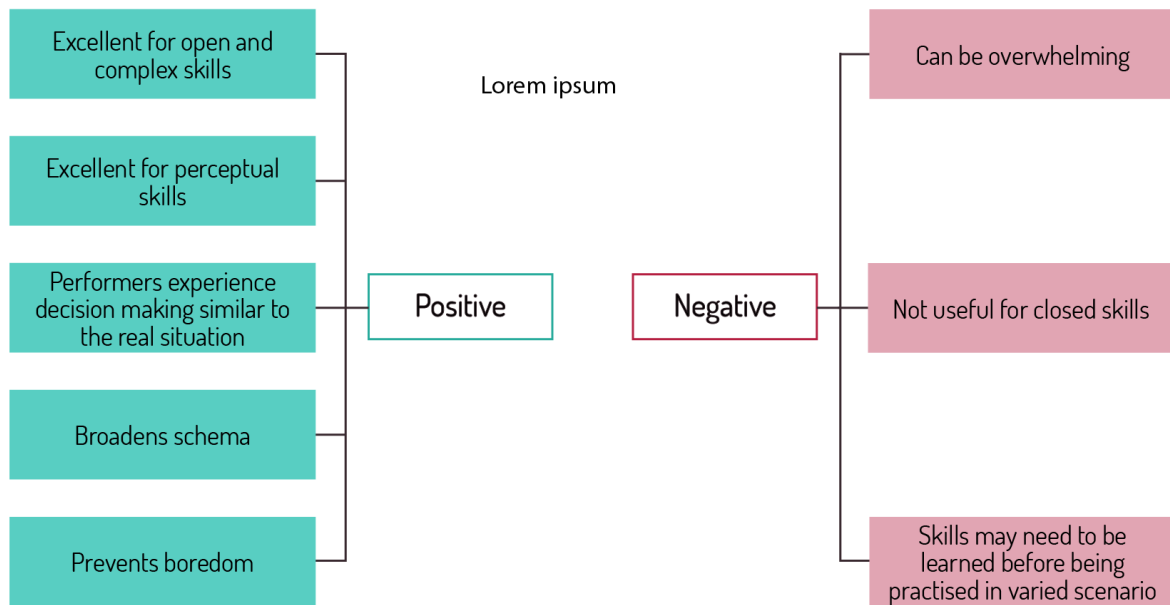


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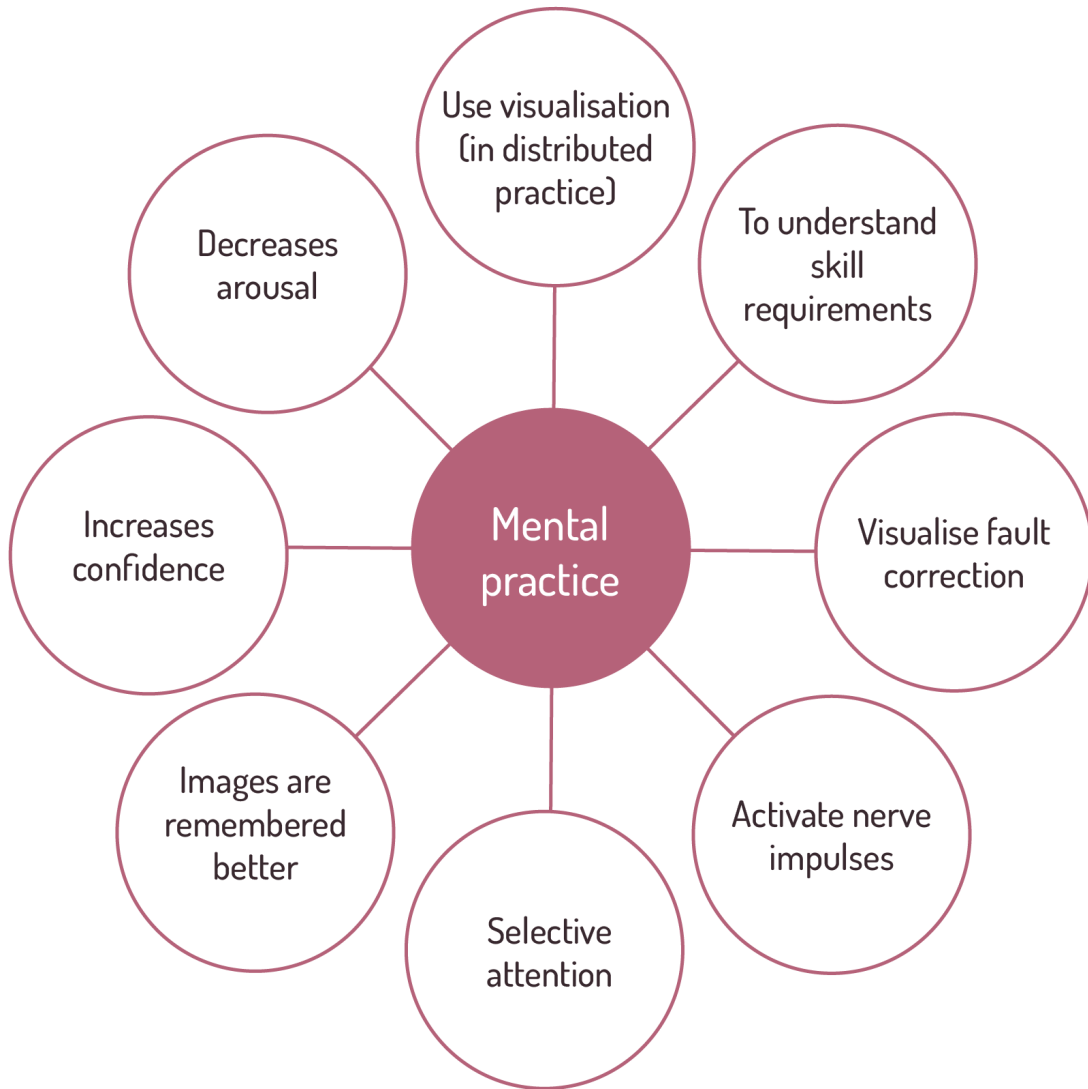
Variable practice



- Skill practised in a changing environment
- Skills need to adapted



Notes



Notes

Section 7: Cognitive theories - Insight

The image below represents the following:

- The offensive player is only permitted to shoot from her right (weaker) hand.
- The defensive player can defend in any way they choose but defends in the knowledge of the restriction on the offensive player.

Defender problem-solves in order to drive attacker to their left hand.

Offensive player is trying to find the right moment to switch to her right hand in order to shoot.



Defender keeps weight on right foot so she can rapidly accelerate to her left when attacker goes to shoot.

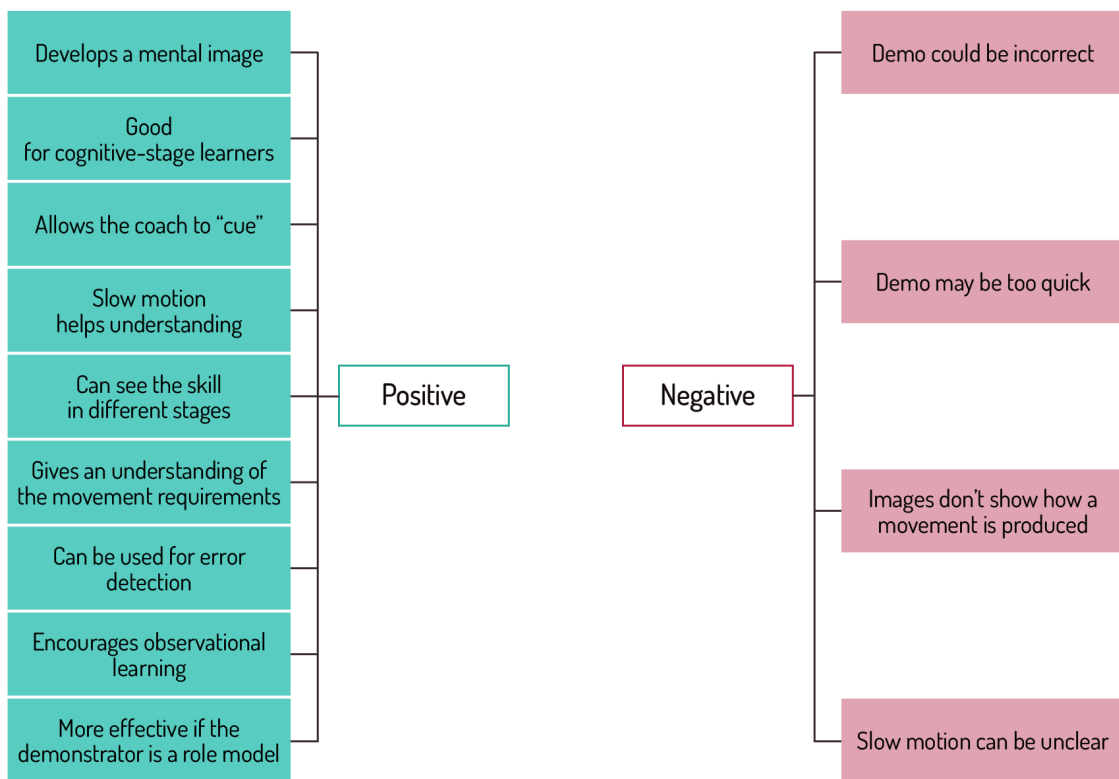
Notes

_____ learning - Perform the whole thing.
_____ learning - Coach might explain "why?"
Problem-_____ - Coach presents a problem.
_____ - All the factors that make a particular response the right one. This can be highly variable in open skills.
Previous _____ are crucial.
Helps to broaden _____ - Very valuable for perceptual skills/open skills.

Notes

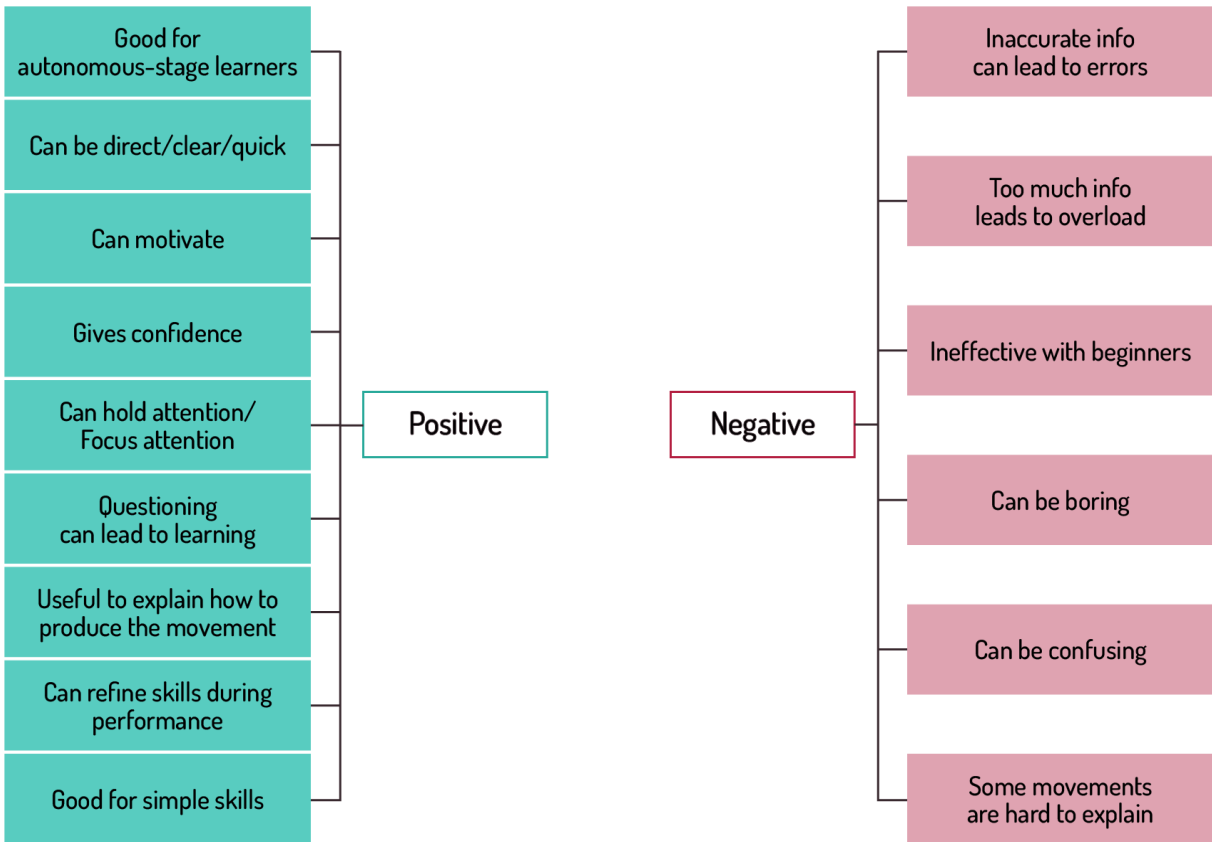
Section 8: Methods of guidance

Visual guidance



Notes

Verbal guidance



Notes

Manual guidance

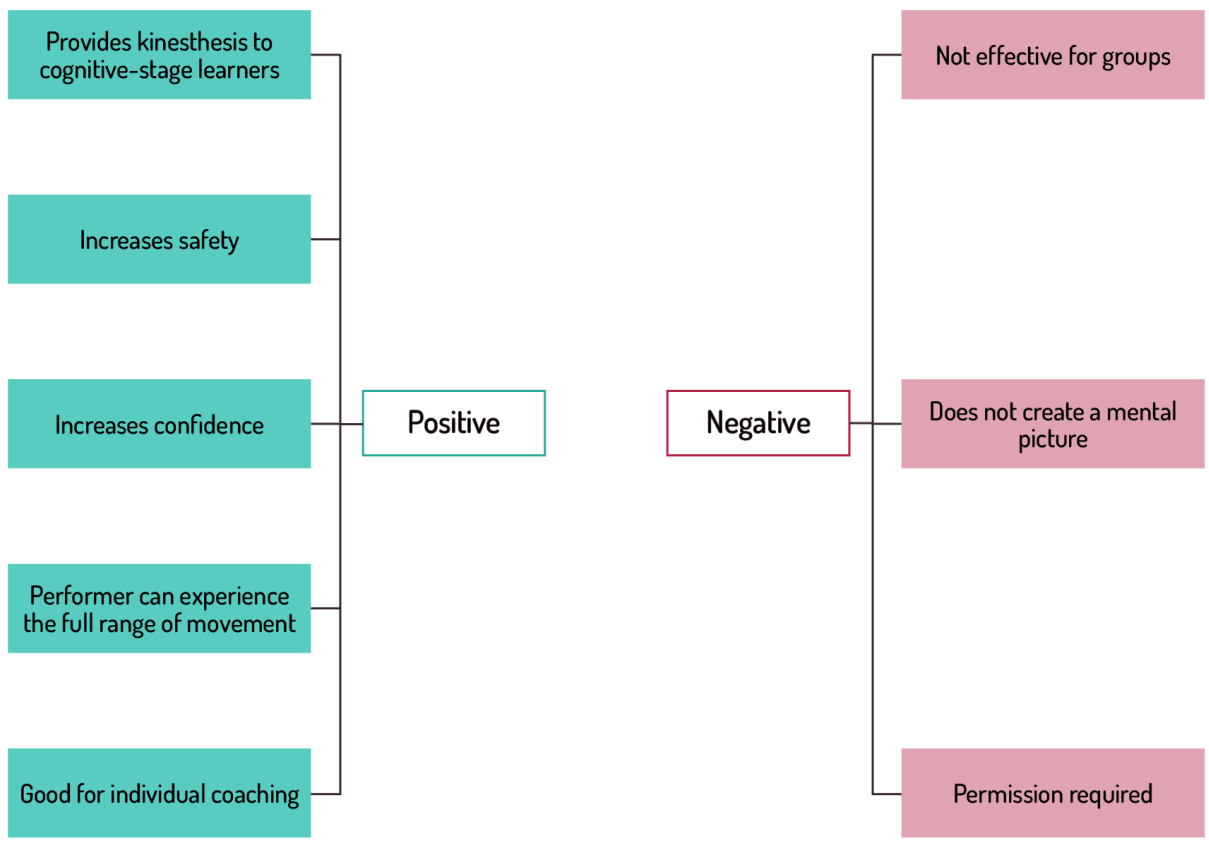


Coach physically aids the performance

Physically manipulates

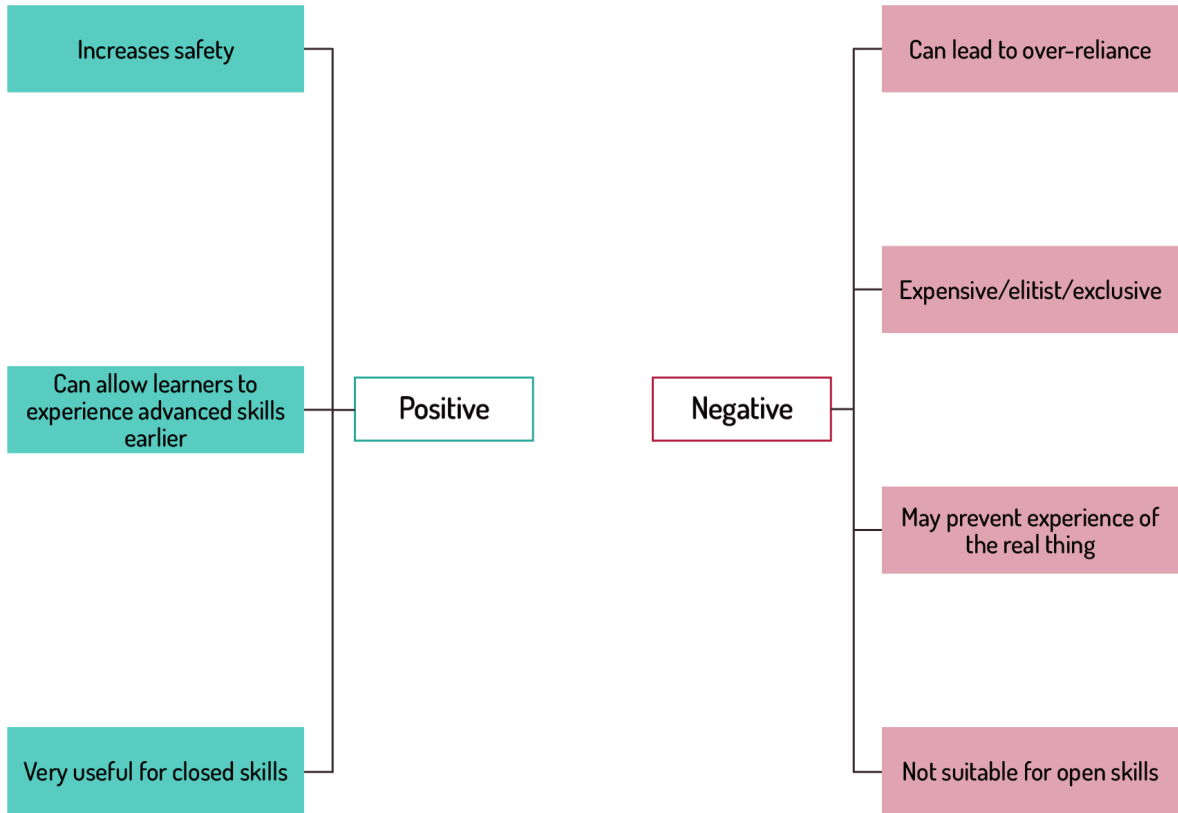
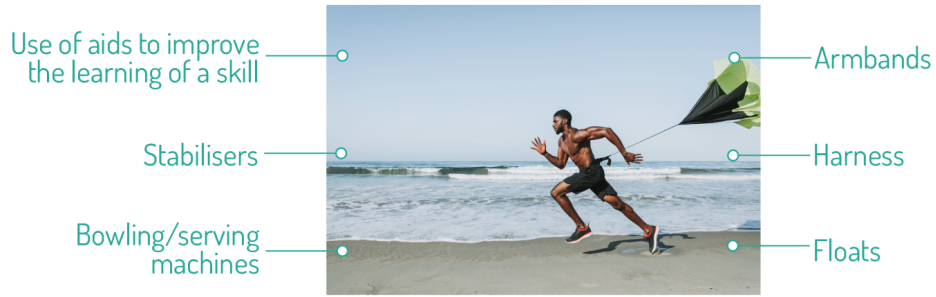
Spotting in gymnastics

Handholds in trampolining



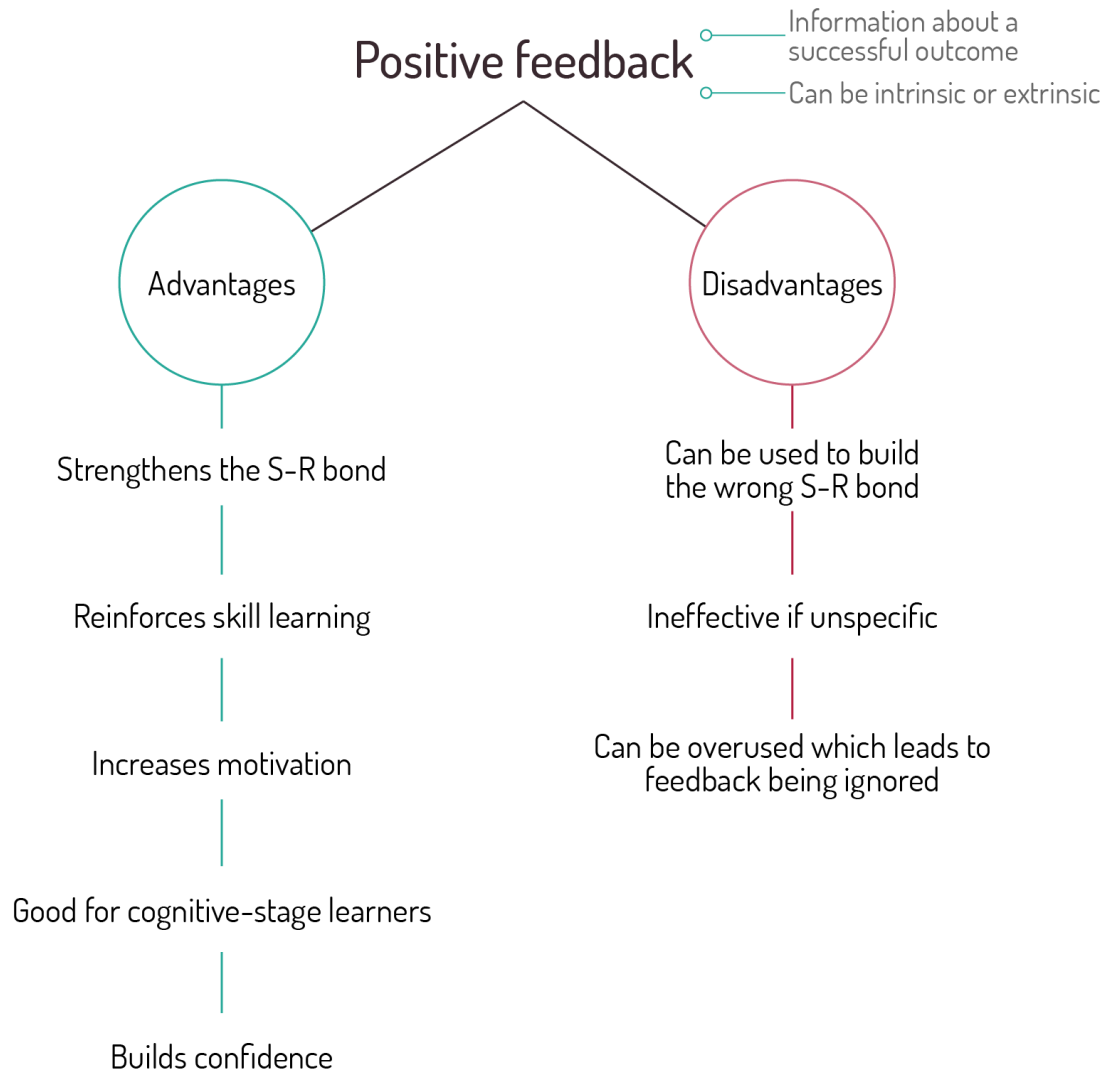
Notes

Mechanical guidance



Notes

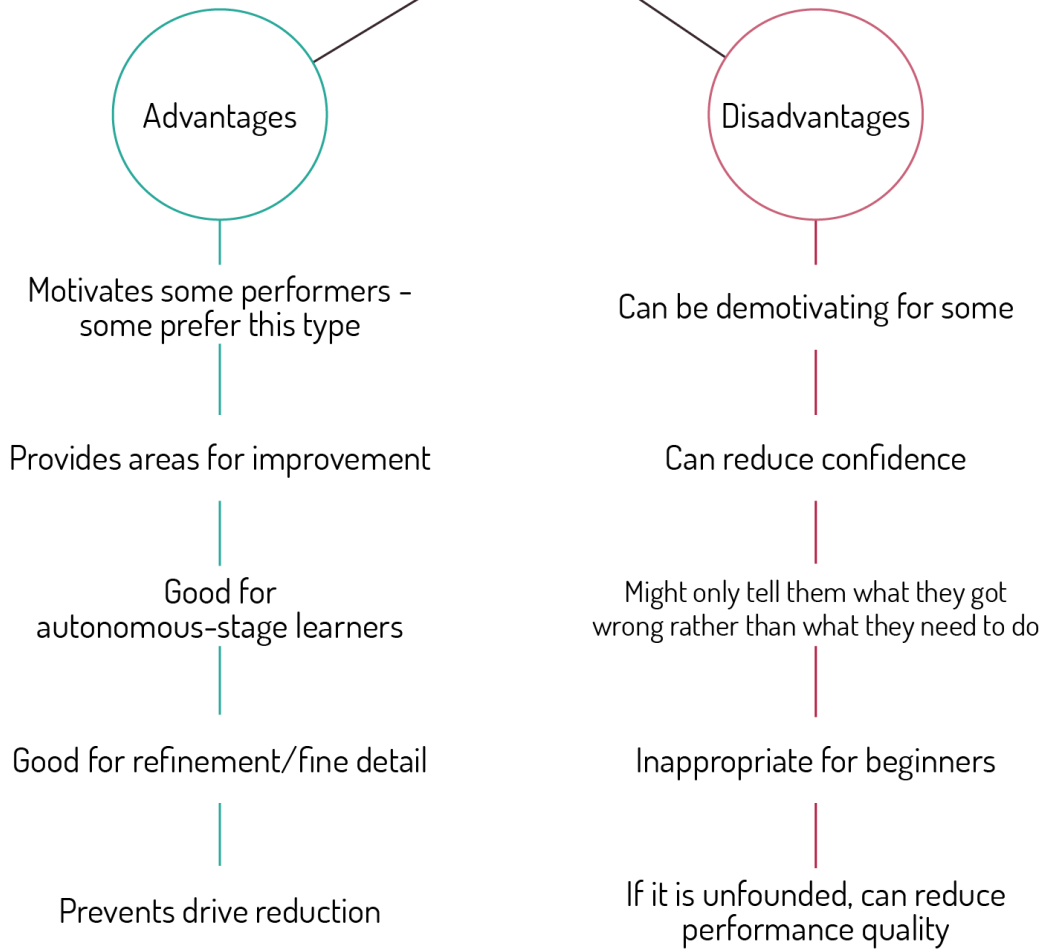
Section 9: Types and purpose of feedback



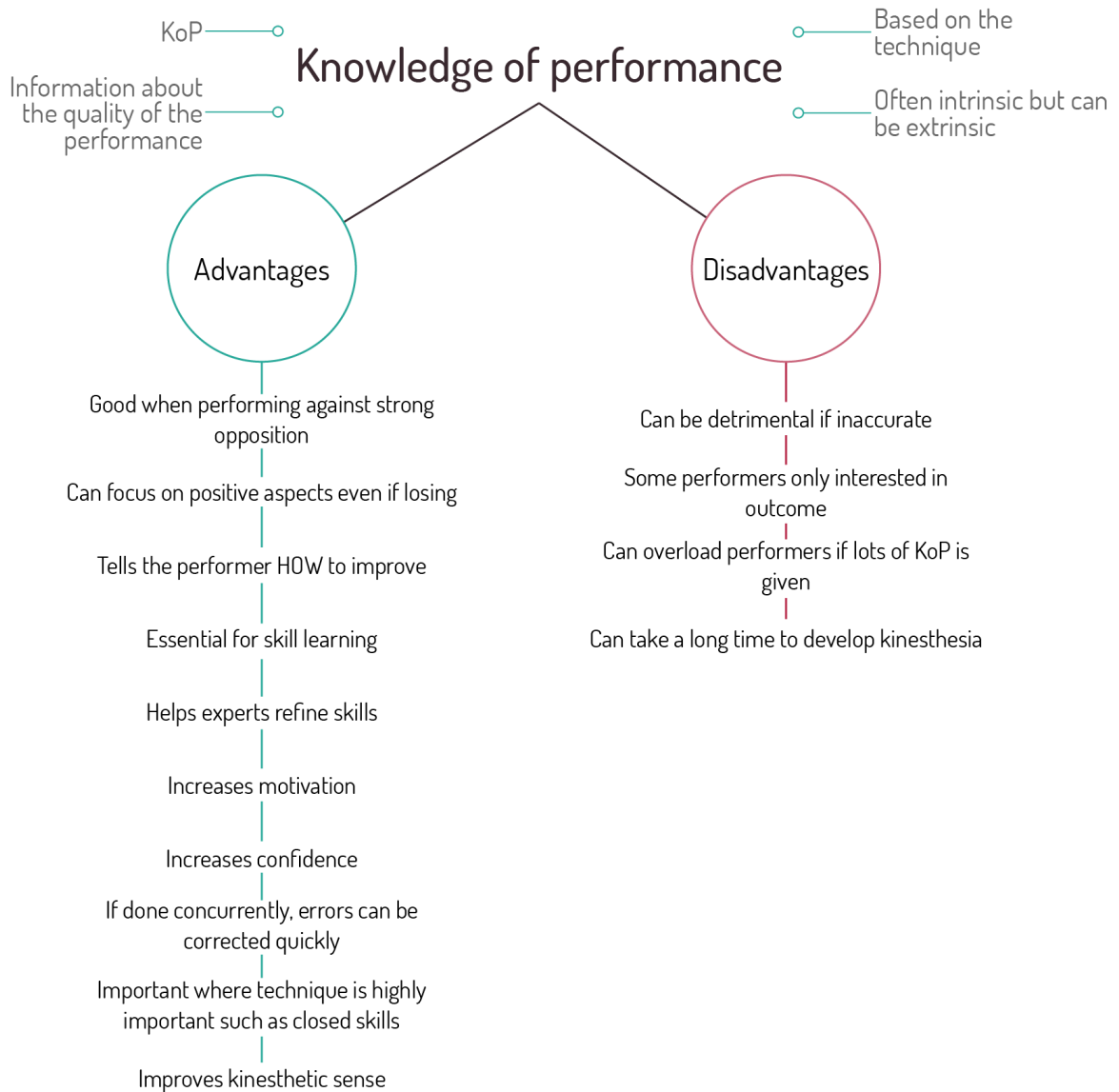
Notes

Negative feedback

- Information about an unsuccessful performance
- Can be intrinsic or extrinsic



Notes



Notes

Information about the outcome — Knowledge of results — Terminal feedback

— Extrinsic



- Important for learning to take place
- Important for beginners
- Important for experts
- Can increase motivation
- Satisfaction for successful outcome
- Effective when linked to KoP
- Measurable
- Objective

- Can demotivate
- Losses feel very negative even if performance has improved
- Result does not always represent how you have done
- Can strengthen incorrect S-R bond
- Only available in terminal form
- Not so useful in some aesthetic performances where performance quality is the key
- Can be too statistics-based

Notes

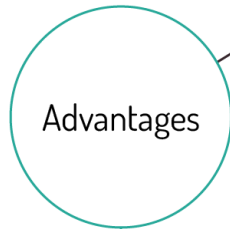
Information from within

Kinesthesia

Proprioception

Equilibrium

Intrinsic feedback



Constantly available

Not reliant on others

Concurrent

Allows for performance adjustment

Excellent for autonomous stage

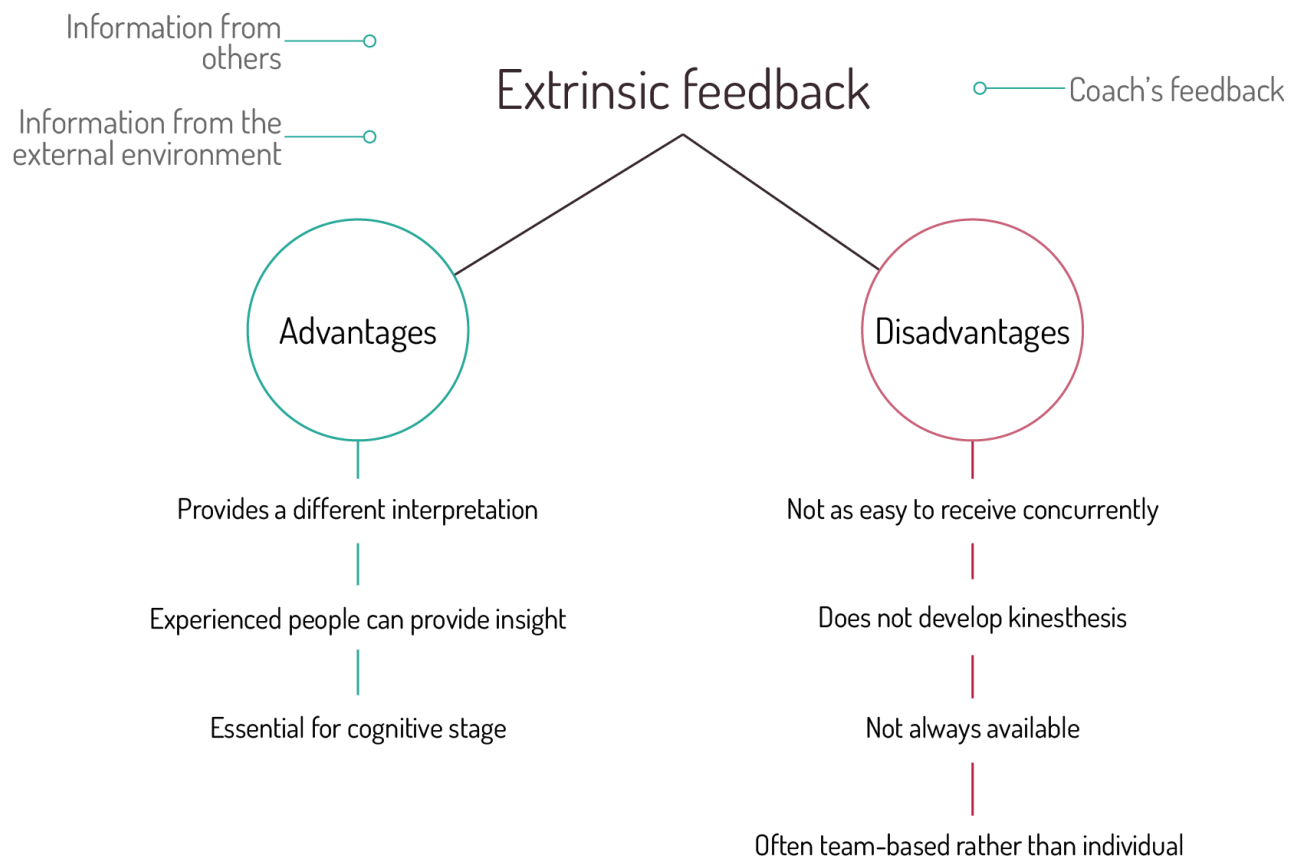
Can self-correct



Not available to cognitive-stage learners

Depends on the breadth of experience of the performer (schema and stage of learning)

Notes



Notes

Section 10: Simple and choice reactions

Simple reactions	Choice reactions
Reaction time when there is _____ possible response	Reaction time when there are _____ possible responses
Responding to a 100m starting gun	Defending in basketball
Closed skill example 2	Open skill example 2
Closed skill example 3	Open skill example 3
Closed skill example 4	Open skill example 4

Notes

Section 11: Strategies to improve information processing


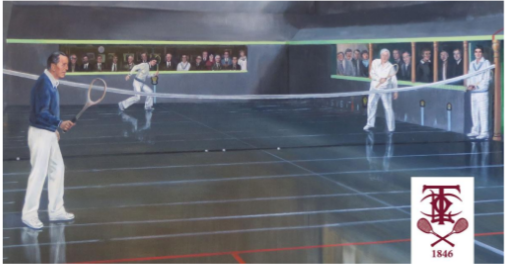
What can be improved?

1. Better detection (senses, input & selective attention)
2. Better comparison (use of memory & decision making)
3. Better recognition (selection of appropriate response)
4. Better production (effector mechanisms & production of movement)

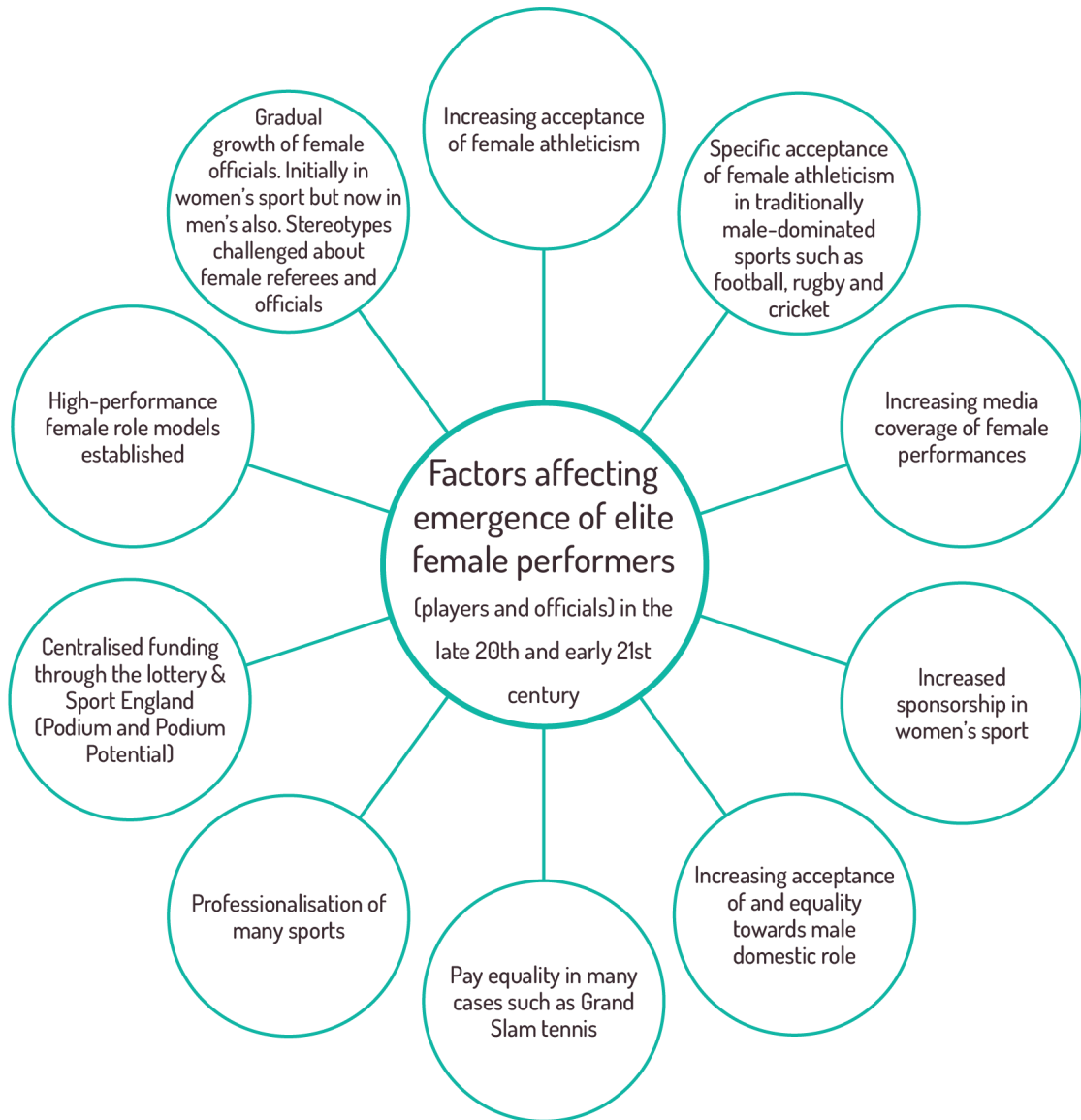


Notes

Section 12: Characteristics of mob football and real tennis

<p>Mob football</p> 	<p>Real tennis</p> 
Occasional/Wake days	Time-consuming
Simple/Unwritten rules	Rule-bound
Wagering	Wagering
Uncivilised/Rowdy/Violent	Civilised
Natural resources and limited equipment	Equipped
Infrequent	Regular
Rural	National/International
Unlimited team size	Limited numbers/Exclusive
Force-based	Skill-based
Lower class & masculine in nature	Distinct from lower class

Section 13: 1950 to present - Emergence of elite female performers



Notes

Football	Athletics	Tennis
Creation of a SUCCESSFUL & sustainable WSL	Podium and Podium Potential provide a pathway for young athletes	Equal pay and conditions for females at WTA events
Female players full-time and professional	Role models established such as Jess Ennis-Hill, Laura Muir, etc.	Role models such as Serena Williams
Television contracts with BBC and Sky Sports	Growth of events for women such as marathon, 10,000m and hammer which were traditionally male only	Equal TV coverage to men's game
WSL sponsored by EA Sports, Barclays and Nike		
Establishment of women's academies to nurture young talent		
Possible inclusion of the WSL into the Premier League structure in the future		
Hosting Euros 2021 (played in 2022) in England and Wales		
Lionesses winning Euros 2021 (played in 2022)		
Increased live attendances. Recent Lionesses games have attracted >80k fans		

Notes

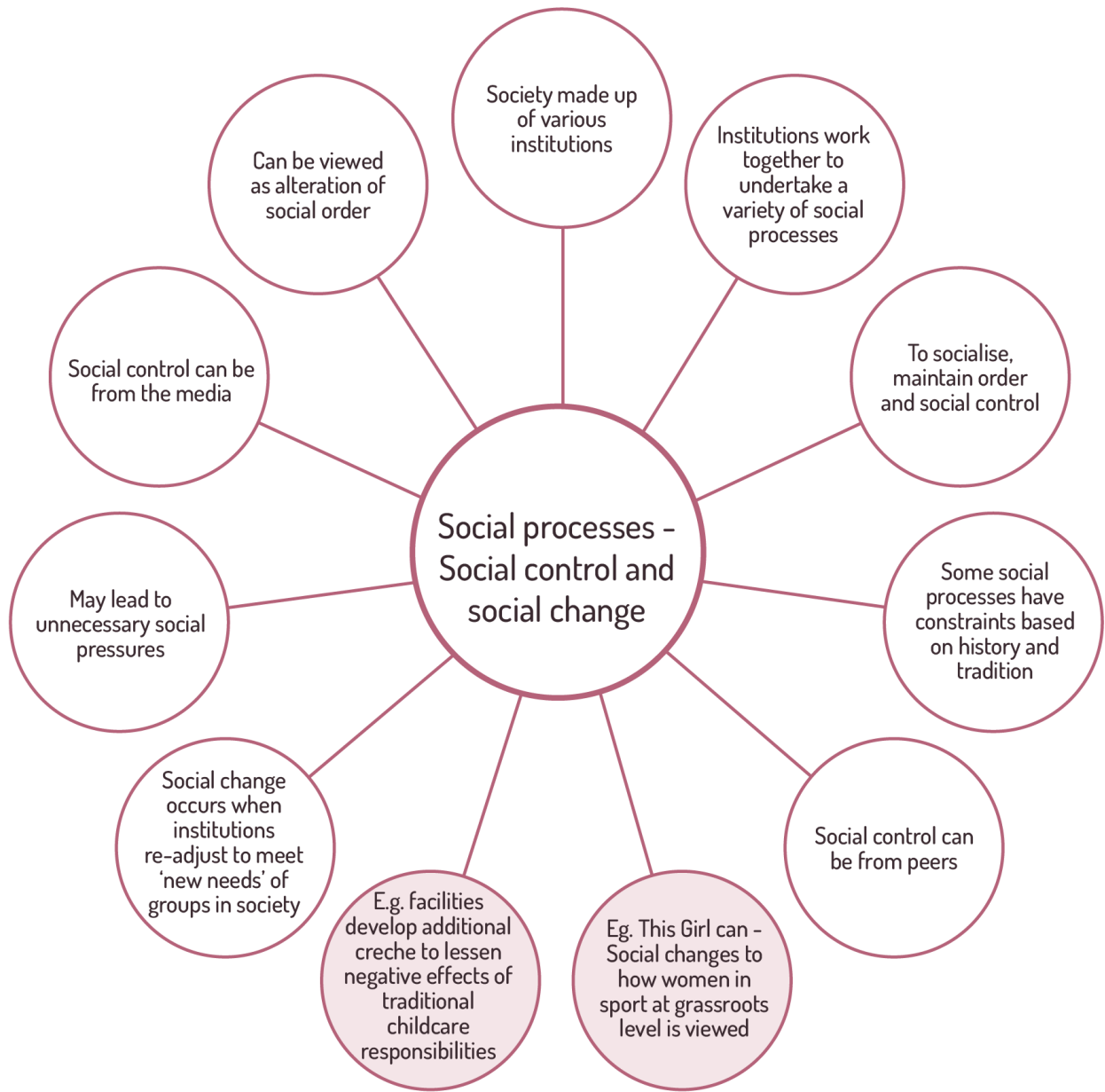
Section 14: Socialisation & key terms relating to equal opportunities

Society: Group of people involved in persistent relationships. Usually of the same geography and subject to the same political authority and dominant culture.

Socialisation: a lifelong process where members of society learn norms, values, ideas, practices, and roles in order to take their place in society.

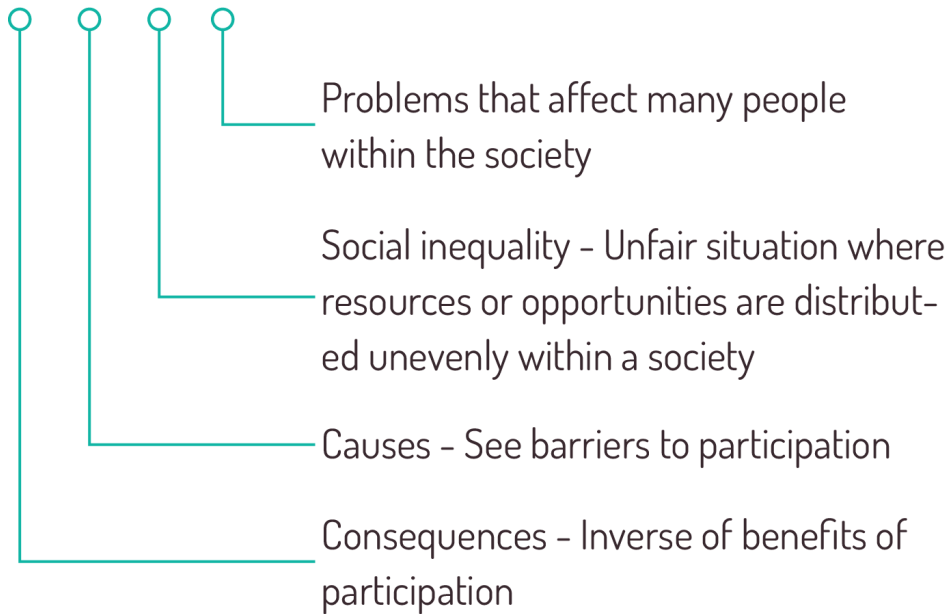
Gender socialisation - act of learning to conform to gender roles.

Primary socialisation	Secondary socialisation
Occurs in early childhood	Occurs in later years (usually teenager)
Usually with the immediate family	Family are less involved
Parents and siblings	Other agencies/people/groups have more influence
Influenced by the sports they play & activity they do	Peer group/Teachers/Friends
Influenced by the sports they watch and enjoy together	School/Lessons/Extra curricular
Support from the family	



Notes

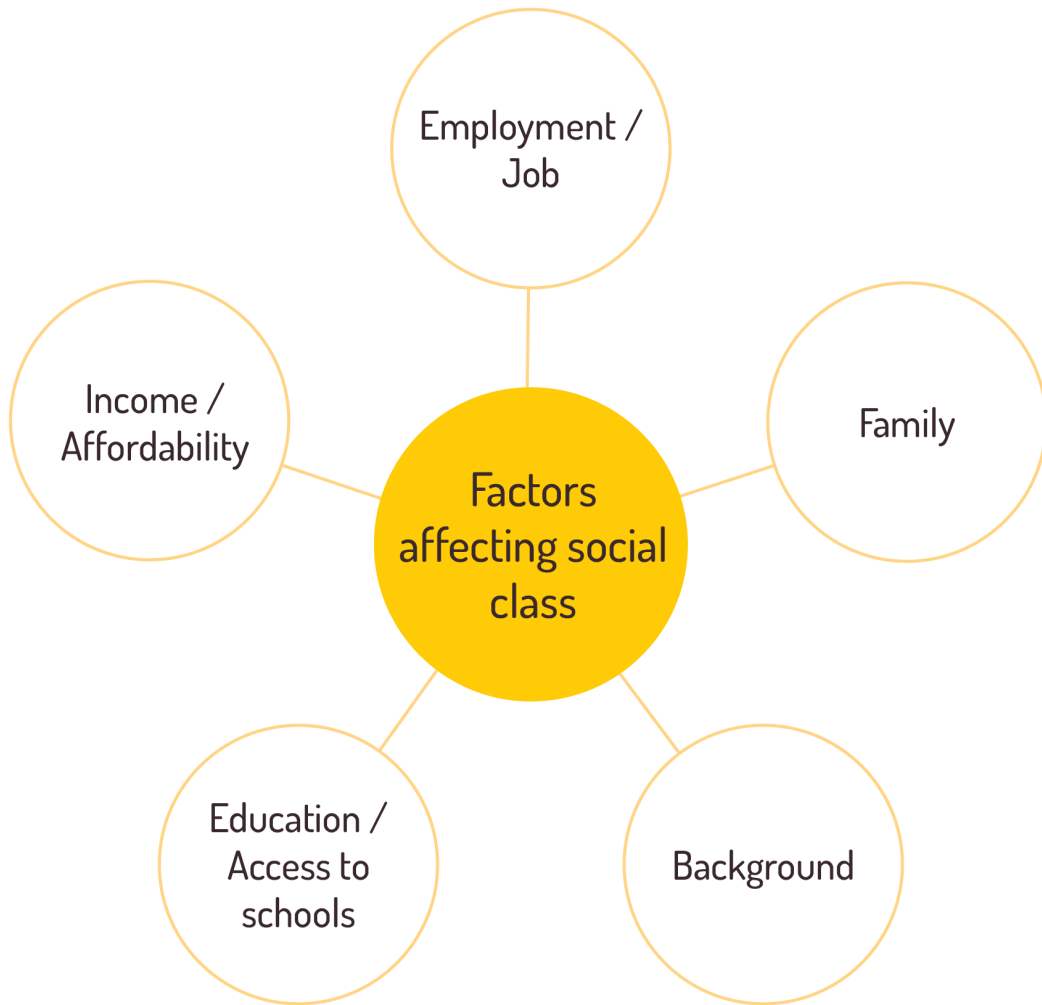
Social issues



Social stratification: Type of social inequality where society is divided into different levels based on a social characteristic

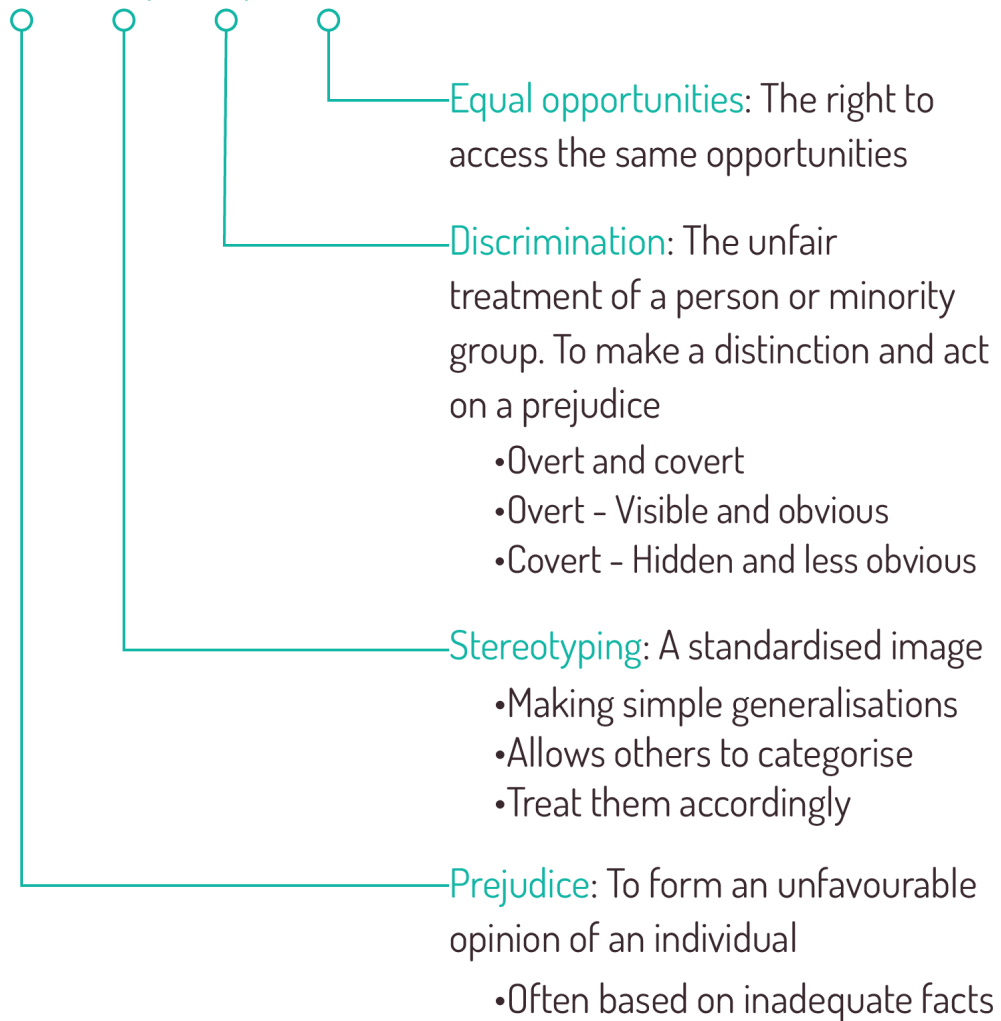
Social class: Term used to define social inequalities

Notes



Notes

Key terms: Equal opportunities



Notes

Section 15: Benefits of raising participation

Benefits of raising participation

Health benefits

- Decreased risk of heart disease
- Decreased risk of stroke
- Avoidance of high/low blood pressure
- Decreased risk of type 2 diabetes
- Maintaining a healthy weight
- Decreased risk of obesity
- Strengthening of bones and muscles
- Decreased risk of osteoporosis / back pain
- Decreased risk of some cancers
- Improved mental health
- Management of stress
- More serotonin / endorphins – calming effect
- Decreased risk of anxiety and depression
- Improved sleep patterns

Fitness benefits

- Improved posture
- Improved body shape / body composition
- Improved cardiovascular fitness / aerobic capacity
- Improved muscular strength / endurance
- Improved flexibility
- Improved agility / balance / coordination
- Improved speed / power
- Improved reaction time

Social benefits

- More serotonin / endorphins – feel better about themselves
- Happier to go out / leave the house
- Enhanced mood
- Increase in confidence / self-esteem
- Introduce to new people
- Make friends
- Develop relationships with people with similar interests
- More positive outlook
- More approachable to others
- Better communication skills
- Improved ability to work with others

Notes
