TEL PE Revision

Revision Series 2024

Edexcel A-Level PE - Paper 2

◆ Notes pages ◆

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How to use this revision session and notes

- Complete this document when doing the live or on-demand revision shows.
- The imagery contained in the notes is designed for you to be able to study the AO1 knowledge prior to the live session.
- During the live session, James will guide you through how to use that knowledge in your exam.
- 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 pages 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.
- 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.

My ticklist:

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

During the live show, we will cover...

We will also cover a wide array of exam skills including command terms for AO1, AO2 and AO3 as well as the extended writing requirements of the paper.

You may also find it useful to study our previous years' revision shows when different samples of content and skills have been developed.

Topic 1: Skill classifications

Gross ← → Fine

Open ← → Closed

Self-paced ← → Externally-paced

Discrete ← Serial → Continuous
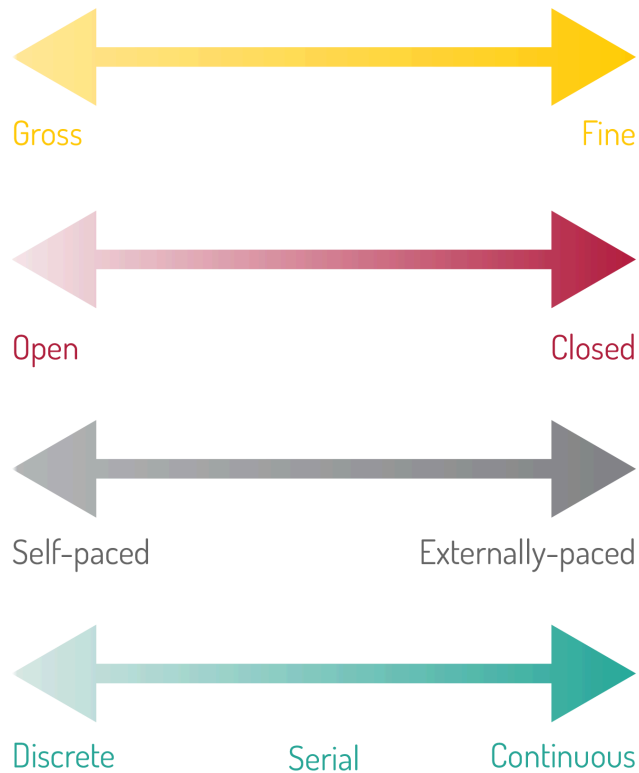
Place the following skills on the four continua:

Skill 1 – Dribbling past an opponent in hockey

Gross ← → Fine

Open ← → Closed

Self-paced ← → Externally-paced

Discrete ← Serial → Continuous
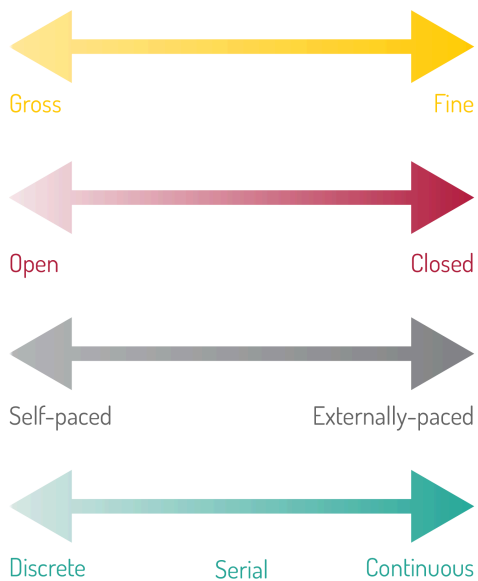
Skill 2 – Swimming front crawl

Gross ← → Fine

Open ← → Closed

Self-paced ← → Externally-paced

Discrete ← Serial → Continuous

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Skill 3 – Tennis serve

Gross ⟷ Fine

Open ⟷ Closed

Self-paced ⟷ Externally-paced

Discrete — Serial ⟷ Continuous

Skill 4 – Throwing a dart

Gross ⟷ Fine

Open ⟷ Closed
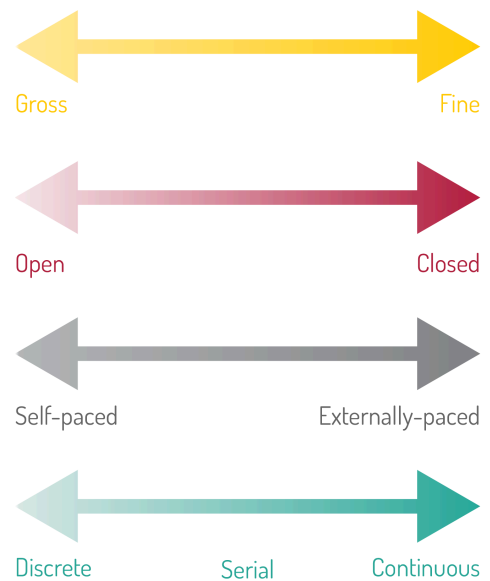
Self-paced ⟷ Externally-paced
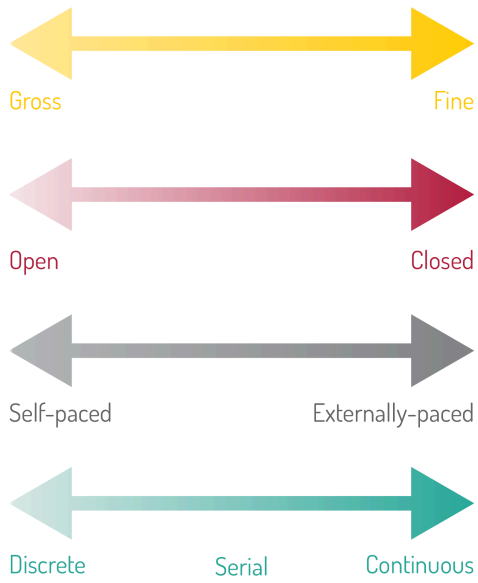
Discrete — Serial ⟷ Continuous
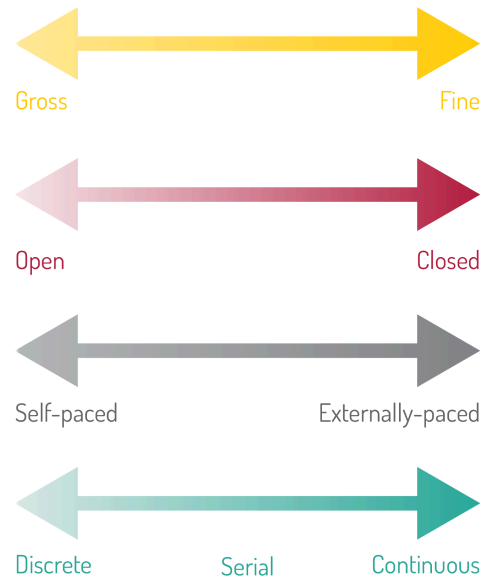
Justify the placement of each skill on each continuum:

Skill	Gross / Fine	Open / Closed	Self-paced / Externally paced	Discrete / Serial / Continuous
1				
2				
3				

Skill	Gross / Fine	Open / Closed	Self-paced / Externally paced	Discrete / Serial / Continuous
4				

With the open/closed continuum, we must be able to link to practice environments. Summarise this below:

	Open skills	Closed skills
Example 1		
Example 2		
Fixed or variable?		
Massed or distributed?		
Whole, part, W-P-W or PP?		

Explain why _____ tends to be practised in a _____ practice environment.

Write your answer and then repeat this process for other skills.

Topic 2: Practice methods and structure

Methods of presenting practice

Whole	Part	Progressive-part	Whole/Part/Whole
• Coaching an entire skill/performance • Performance not broken down into subroutines	• Skill broken into subroutines and practised separately	• Part isolated and practised • Next part practised and then added to the first part and practised together • A–B–AB–C–ABC–D–ABCD • Chaining • Can be done in reverse – backwards chaining	• Skill practised as a whole • Errors detected • Subroutines involving errors are separated and practised in isolation • Practised then as a whole again • Confirmation that errors have been corrected • Repeat

Evaluative points:

+	+	+	+
• Time efficient – Learn routines rapidly • Fluency/relationship between subroutines is developed • Mental picture of the whole skill can be developed which helps with retention	• Good for low organisation skills • Good for complex skills • Excellent for detailed work and fine coaching	• Excellent for serial skills • Excellent for routines • Builds relationships between different discrete skills with a serial skill	• Benefits of both whole and part practice • Kinaesthetic sense developed • Excellent for error correction • Allows performers to develop a detailed understanding of the role of different elements of the skill • Good for autonomous-stage learners

–	–	–	–
• Too much information in one go • Doesn't allow the weaker elements to be worked on separately • Might cause fatigue, leading to injury	• Doesn't develop kinaesthetic sense of whole skill • Performer may lack understanding • Time-consuming • Lack of big picture • Far transfer	• Can be time-consuming • No overall kinaesthetic sense until the very end • Takes a long time to get to the whole experience • Not appropriate for discrete or continuous skills • Not appropriate for high-organisation skills	• Time-consuming • Impractical for groups, as errors may not be shared • Not practical for beginners as errors are so common

Massed practice

T–T–T–T–T–T–T–T–T–T–T–T–T–T–T

Repeated trials of the skill with no breaks in between

Positive	Negative
Maximises practice time	Feedback not enabled due to a lack of breaks
Excellent for discrete, closed, self-paced skills	Physically challenging
Good for operant conditioning	No good for high-intensity movements
Overlearn an essential skill	Requires very high motivation – can be boring
Good for fitness development	

Distributed practice

T–T–T–T––––T–T–T–T––––T–T–T–T––––

The inclusion of breaks between trials

Positive	Negative
Breaks can be used for coaching/feedback/guidance	Less time-efficient than massed
Breaks can be used for psychological processes such as visualisation or goal setting	Breaks can become a distraction
Good for high-intensity skills	Elite performers may want fewer stops
Good for less motivated performers	

Fixed practice

- Stable, predictable practice
- Practice conditions remain unchanging

Positive		Negative	
Excellent for closed skills		Ineffective with open and complex skills	
Unlikely to be confusing or to overwhelm the performer		Doesn't encourage adaptability of the skill	
Excellent for basic techniques before learning in a varied environment		Very narrow range of experiences	

Variable practice

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

Lorem ipsum

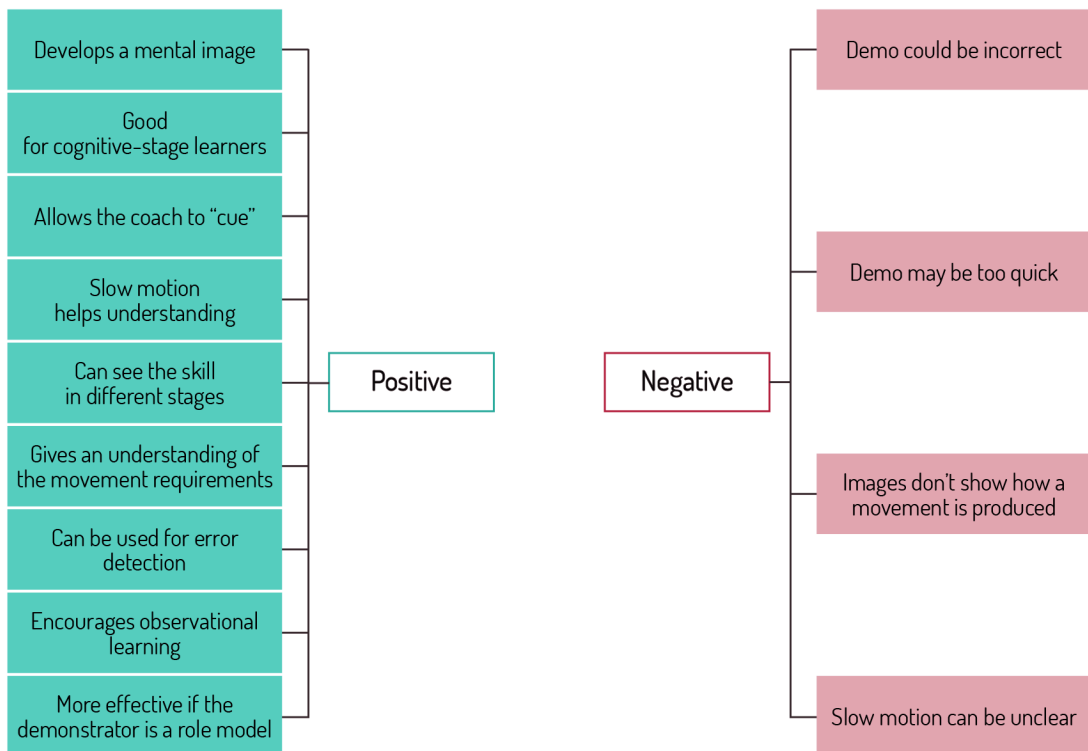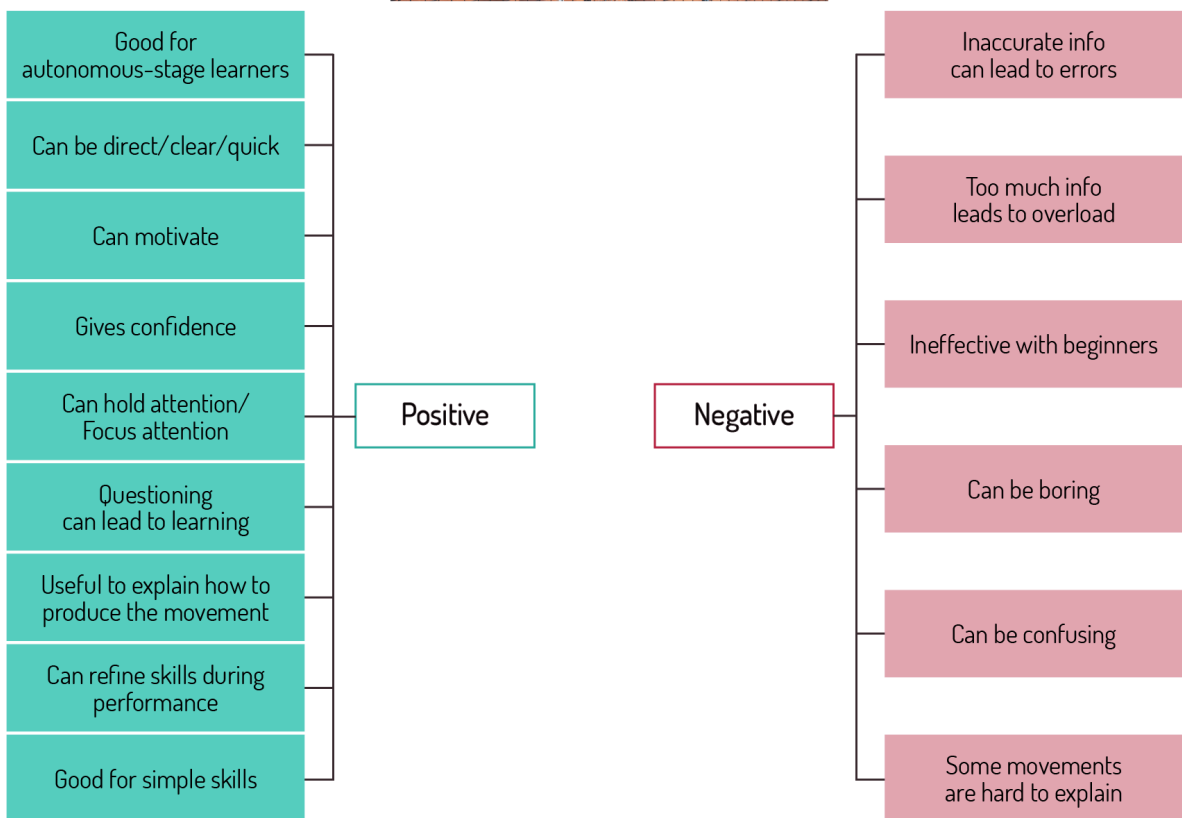| Positive		Negative	
Excellent for open and complex skills		Can be overwhelming	
Excellent for perceptual skills		Not useful for closed skills	
Performers experience decision making similar to the real situation		Skills may need to be learned before being practised in varied scenario	
Broadens schema			
Prevents boredom			

Want to know more? Watch the FREE tutorial "Practice types" and "Practice methods" on TheEverLearner.com

Topic 3: Guidance methods

Visual guidance

Video — ○
Wall chart — ○

○ — Demonstration
○ — Playbook

Positive

- Develops a mental image
- Good for cognitive-stage learners
- Allows the coach to "cue"
- Slow motion helps understanding
- Can see the skill in different stages
- Gives an understanding of the movement requirements
- Can be used for error detection
- Encourages observational learning
- More effective if the demonstrator is a role model

Negative

- Demo could be incorrect
- Demo may be too quick
- Images don't show how a movement is produced
- Slow motion can be unclear

Verbal guidance

Coaching points

Instructions

Tactical info

Team talks

Q&A sessions

Positive	
Good for autonomous-stage learners	
Can be direct/clear/quick	
Can motivate	
Gives confidence	
Can hold attention/ Focus attention	
Questioning can lead to learning	
Useful to explain how to produce the movement	
Can refine skills during performance	
Good for simple skills	

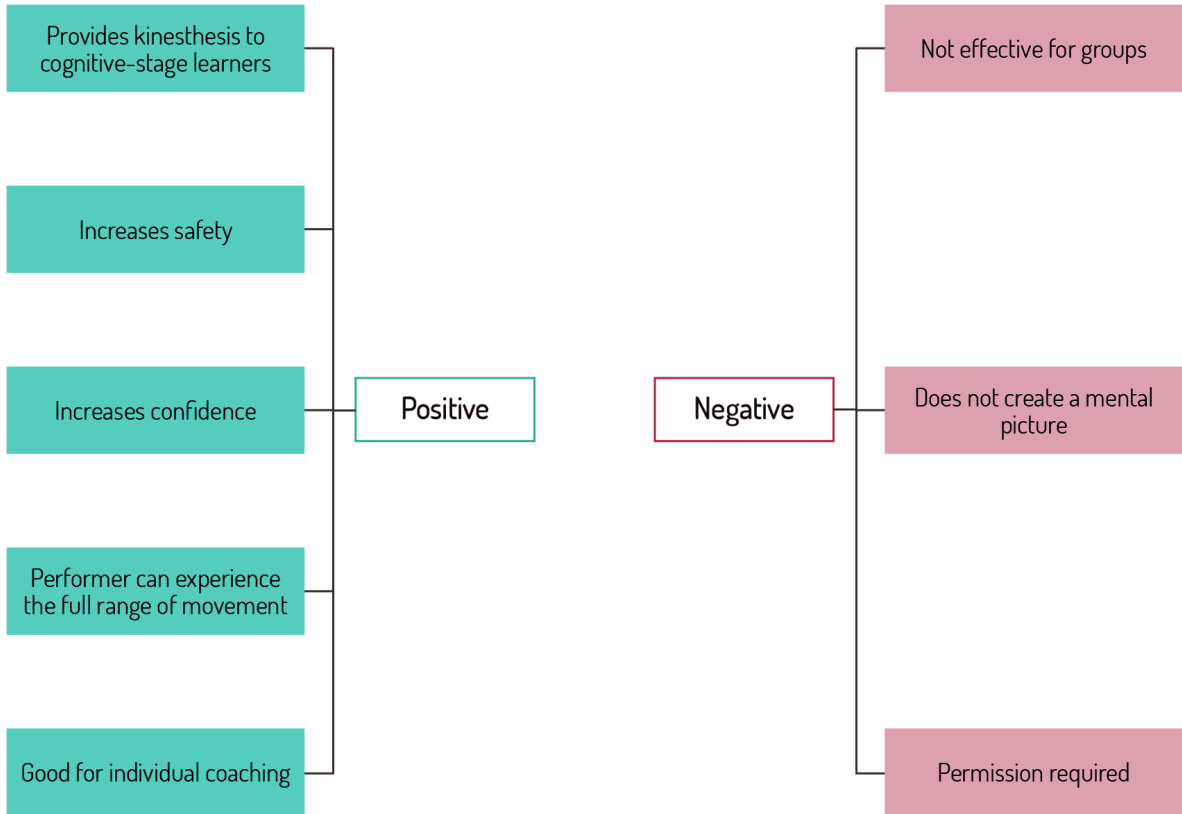| Negative	
Inaccurate info can lead to errors	
Too much info leads to overload	
Ineffective with beginners	
Can be boring	
Can be confusing	
Some movements are hard to explain	

Answer this question:

"Cueing" is the process of providing some instructions whilst simultaneously demonstrating a skill. Using your knowledge of different types of guidance, explain why a coach might choose to do this.
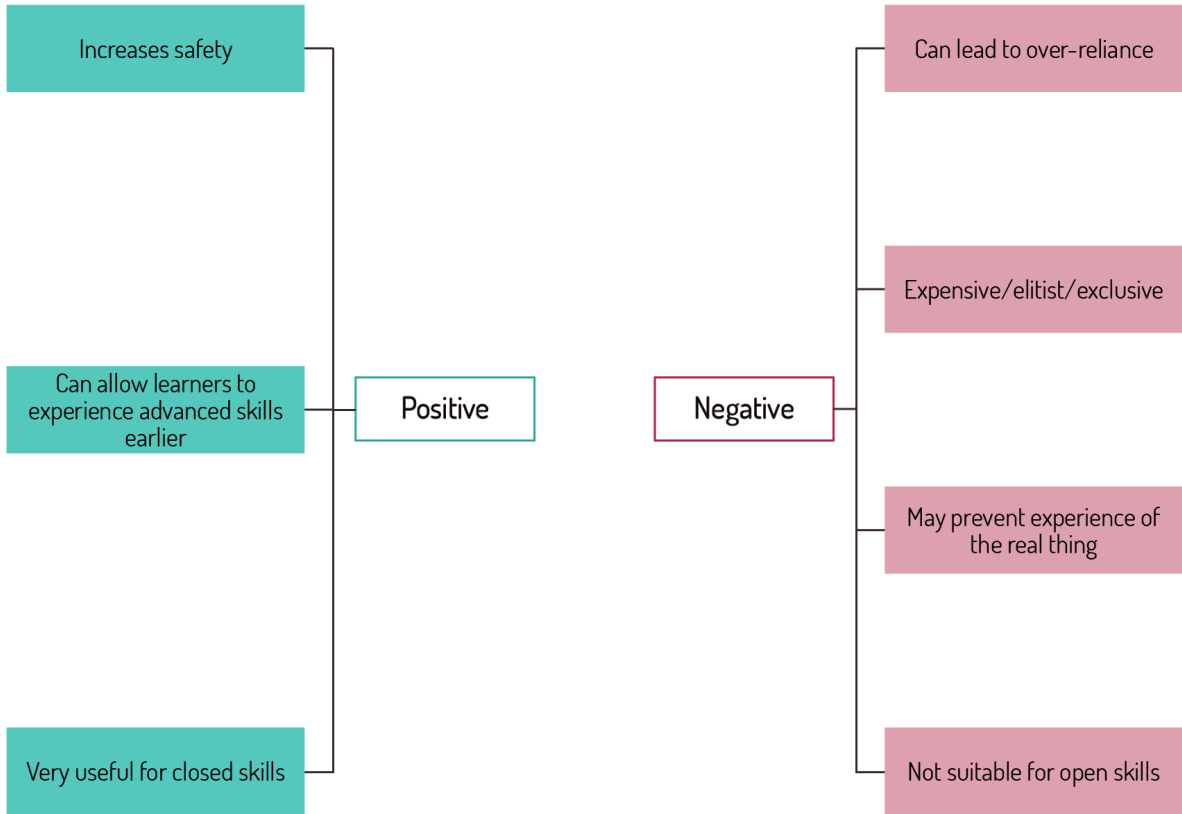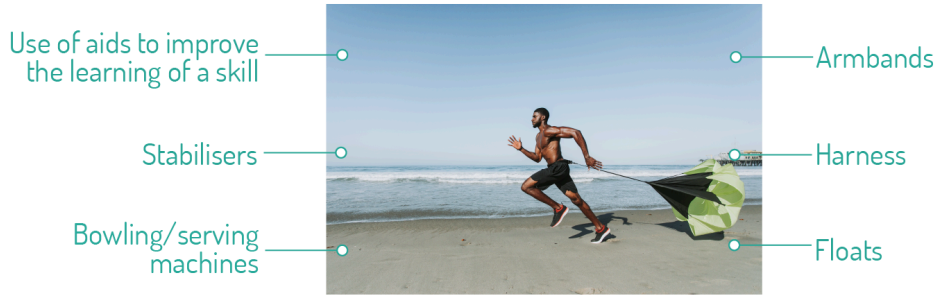
Manual guidance

Coach physically aids the performance

Physically manipulates

Spotting in gymnastics

Handholds in trampolining

Positive		Negative
Provides kinesthesis to cognitive-stage learners		Not effective for groups
Increases safety		Does not create a mental picture
Increases confidence		
Performer can experience the full range of movement		
Good for individual coaching		Permission required

Answer this question:
Evaluate the use of manual guidance when coaching children to learn to swim.

_____

_____

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Mechanical guidance

Use of aids to improve the learning of a skill

Stabilisers

Bowling/serving machines

Armbands

Harness

Floats

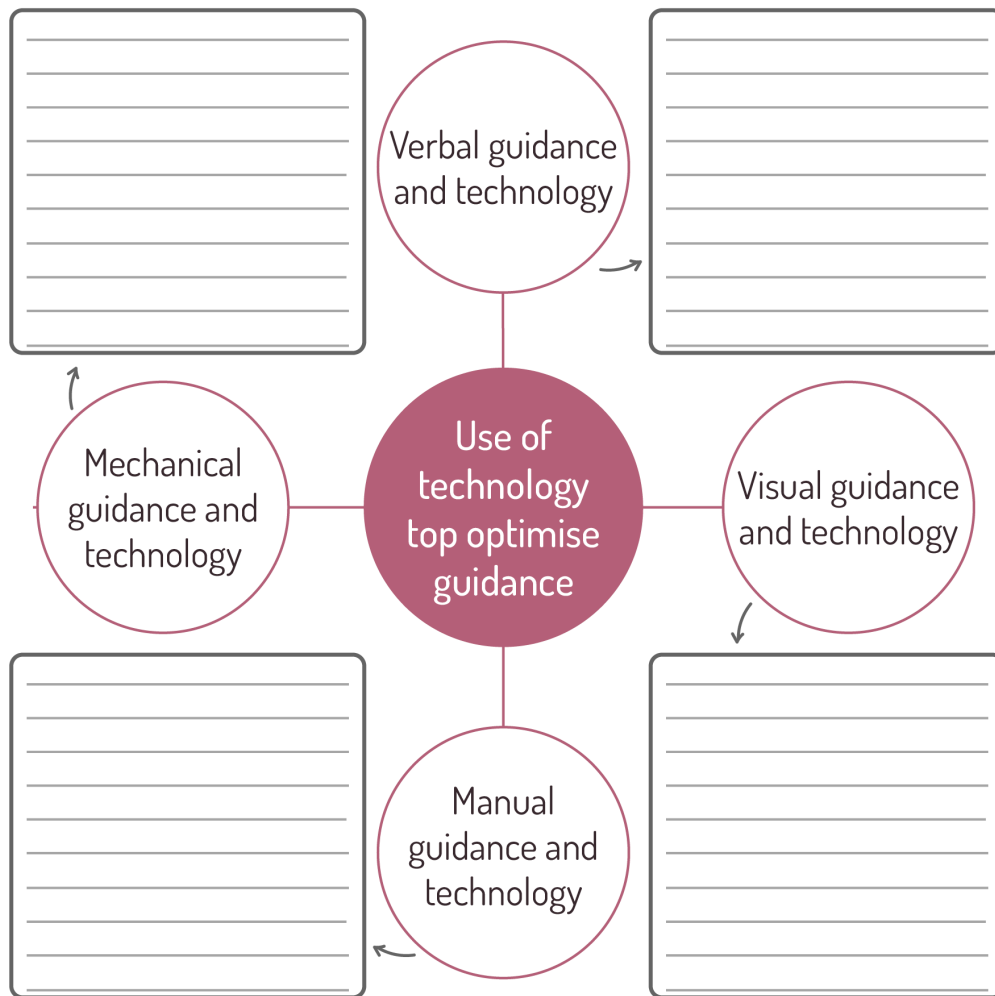| Positive	Negative
Increases safety	Can lead to over-reliance
Can allow learners to experience advanced skills earlier	Expensive/elitist/exclusive
	May prevent experience of the real thing
Very useful for closed skills	Not suitable for open skills

Answer this question:
Evaluate the use of manual guidance when coaching children to learn to swim.

Be prepared to <u>analyse.</u>

If you were to be asked to "Analyse the impact of technology on guidance." How would you structure your answer?
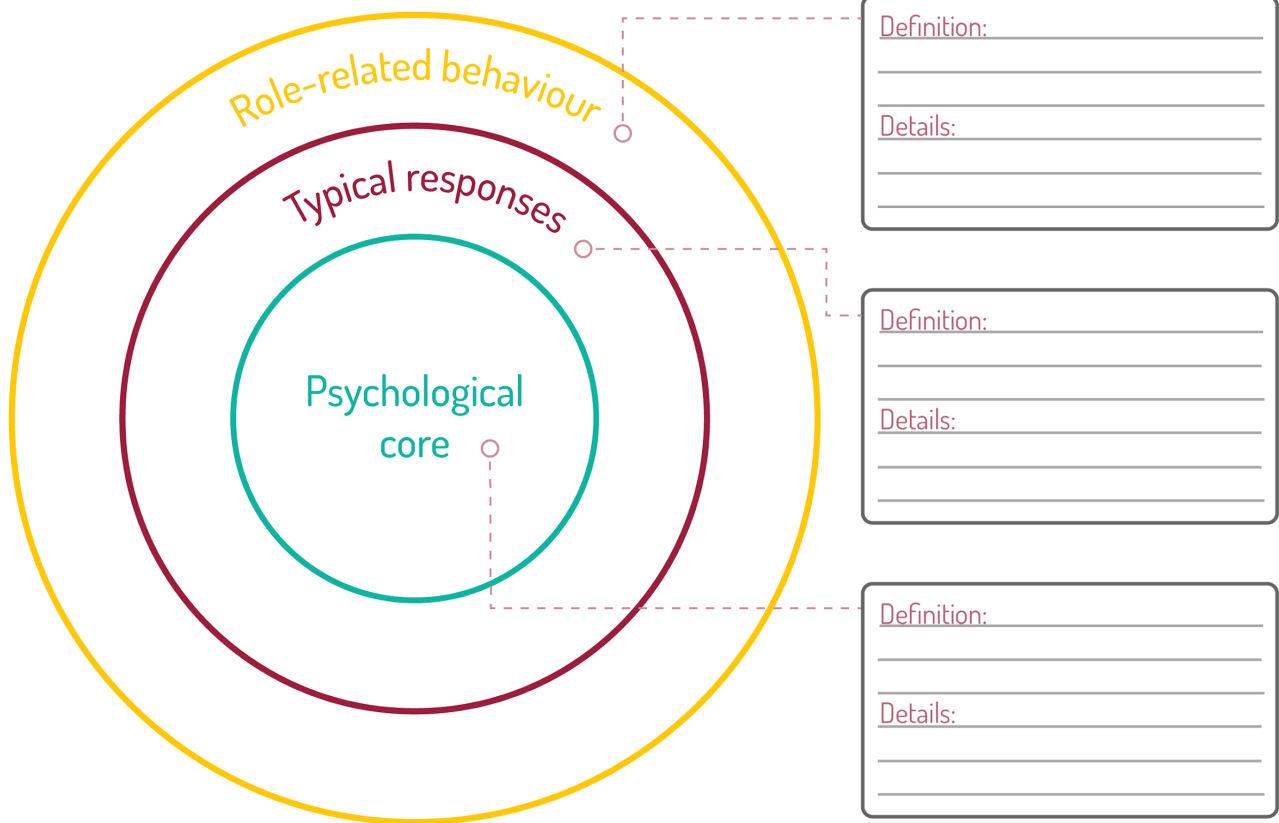
Want to know more?   Watch the FREE tutorials "Guidance" and "Guidance and technology" on TheEverLearner.com

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Topic 4: Personality and interactionist theories

- What makes a person unique

- Characteristics/traits that influence behaviour

- Characteristics that produce consistent patterns of behaviour

Eysenck and Cattell

Neurotic

Introvert ——————————————————————— Extrovert

Stable

Unstable

Moody | Touchy
Anxious | Restless
Rigid | Aggressive
Sober | Excitable
Pessimistic | Changeable
Reserved | Impulsive
Unsociable | Optimistic
Quiet | Active

Melancholic | Choleric

Introverted | Extroverted

Phlegmatic | Sanguine

Passive | Sociable
Careful | Outgoing
Thoughtful | Talkative
Peaceful | Respective
Controlled | Easygoing
Reliable | Lively
Even-tempered | Carefree
Calm | Leadership

Stable

Social learning theory

- Bandura
- Personality is the sum of an individual's experience
- Behaviours learned through modelling
- Learning from significant others
- Leadership, aggression, etc. are learned
- B=fE

Advantages

Explains the role of environment in behaviour

Gives control to parents, coaches and performers over their behaviour

Explains why some models are copied and others not

Disadvantages

Ignores the roles of traits

Impossible to measure or observe due to the complex nature of modelling

Doesn't explain why some people seem to never change

Doesn't explain why direct learning of something does not change the behaviour

*WARNING: Social Learning Theory is not named on the Edexcel specification but did form part of a mark scheme in 2022.

Interactionist Approach

$$B = f(P \times E)$$

Role-related behaviour

Typical responses

Psychological core

Definition: _____
_____
Details: _____
_____

Definition: _____
_____
Details: _____
_____

Definition: _____
_____
Details: _____
_____

Topic 5: Motivation

Self-motivation

Extrinsic motivation

Types of motivation

Positive motivation

Intrinsic motivation

Negative motivation
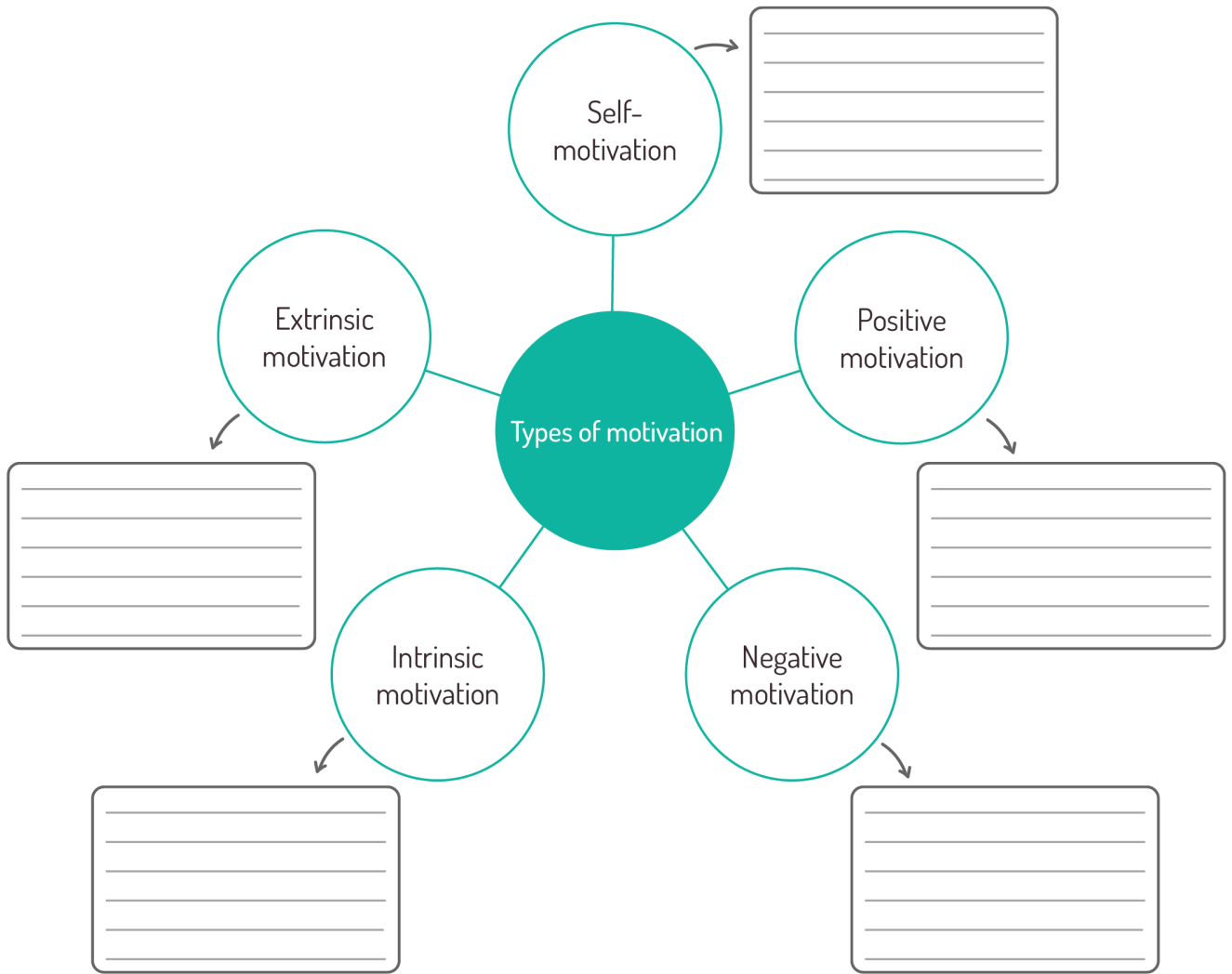
Achievement Motivation

TAF

NAF   High

Low

NAch

High

Low

?
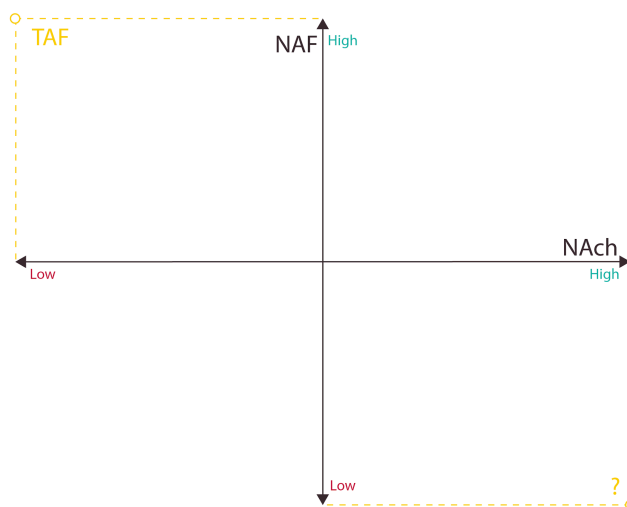
Type	Characteristic	Example of behaviour	Example in a game
NAch	Likes to take risks	Approach behaviour in 50-50 situations	A hockey player choosing to take the final penalty shuffle in a shoot-out (if they miss, they would still take the final penalty shuffle next time)
NAch			
NAch			
NAF			
NAF			
NAF			

Topic 6: Popular recreation

Pre-industrial Britain					
Gender	Law and order	Education and literacy	Availability of time	Availability of money	Availability of transport
• Primarily masculine pursuit • Lower-class activities based on male characteristics like strength and force • Women did take part in smock racing • Women did take part in cricket • Women did take part in upper-class pursuits like real tennis	• Undeveloped system of law and order • Law of nature prevailed in the countryside • Authorities tried to ban violent sports like mob football but were ineffective • Allowed mob games to be violent • These were the reason upper classes played separately	• Lower class was uneducated • Upper-class men were literate • Largely illiterate society • No national education system • Lack of rules based on low literacy rate • Games passed on by word of mouth and by experience • Only upper classes played codified games like real tennis	• Society was agrarian • Lower class followed the agricultural calendar • Lack of time due to long working hours • Festivals/holy days/wakes provided opportunities for sport • Upper classes had extensive free time • Upper class engaged in activities like fox hunting throughout a season	• Lower classes had very little money, which led to a subsistence lifestyle • Sports were basic and simple • No specialist equipment • Resources were natural and freely available • Lower classes had no dress code • Upper classes had disposable income • Sports such as real tennis had specialist facilities and equipment • Upper class had a strict dress code	• Lower classes had little transport available, so games were localised • Many games were isolated and unique • No rail network yet • Upper classes could travel by carriage/horse • Games spread and became national/international, such as real tennis

_____
_____
_____
_____

Upper-class sport	Lower-class sport
• Time-consuming • Rule-bound • Wagering • Distinct from lower class • Civilised • Equipped • Regular	• Occasional • Simple/Unwritten rules • Wagering • Uncivilised/Rowdy/Violent • Natural resources and limited equipment • Infrequent • Rural • Occupational • Unlimited team size • Masculine in nature • Force-based

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_____

SECTION B: Social Principles

12. Outline the characteristics of real tennis and what sets it apart from other sports played at the time.

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Marks: **[2]**

Topic 7: Development of rational recreation
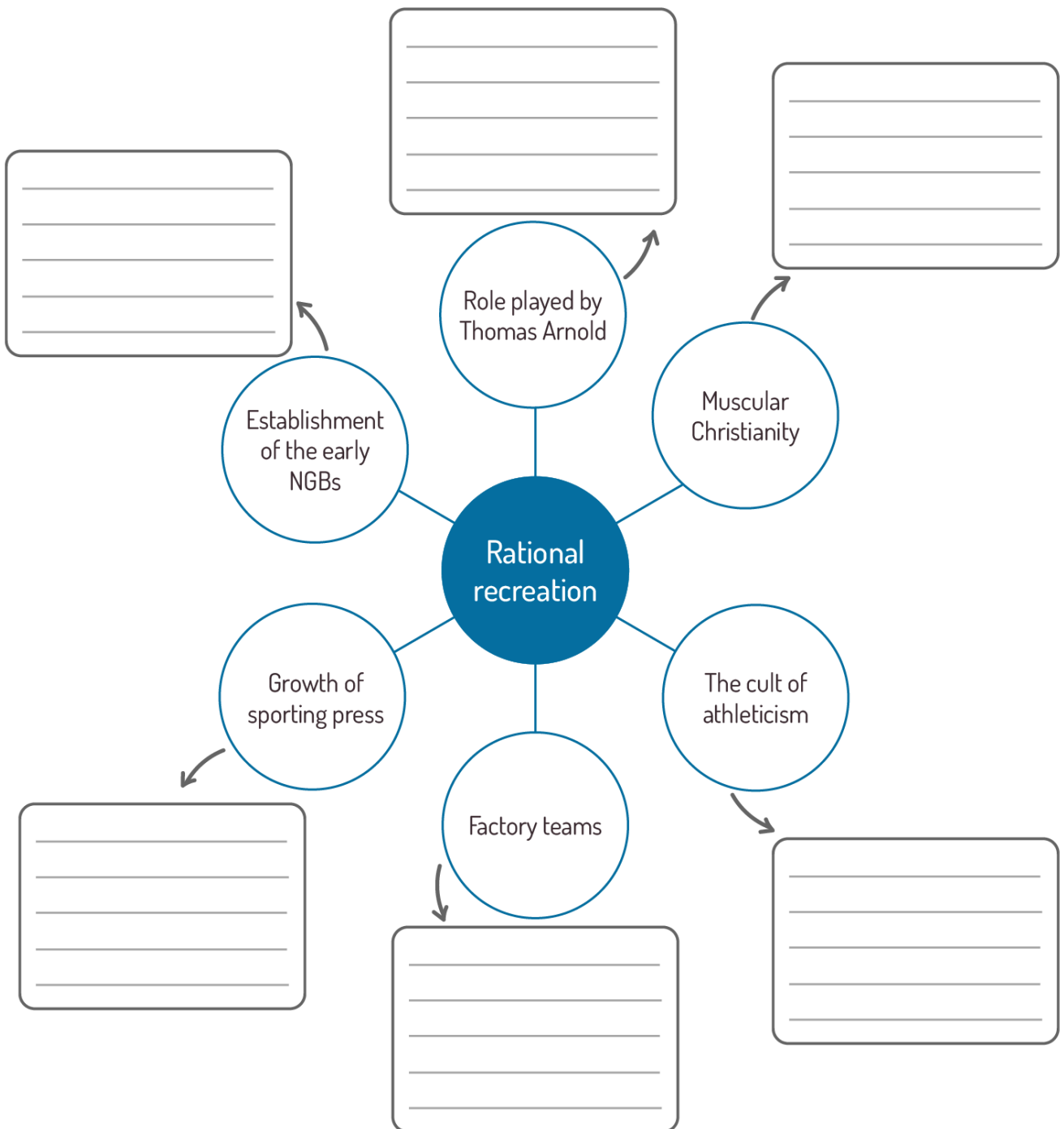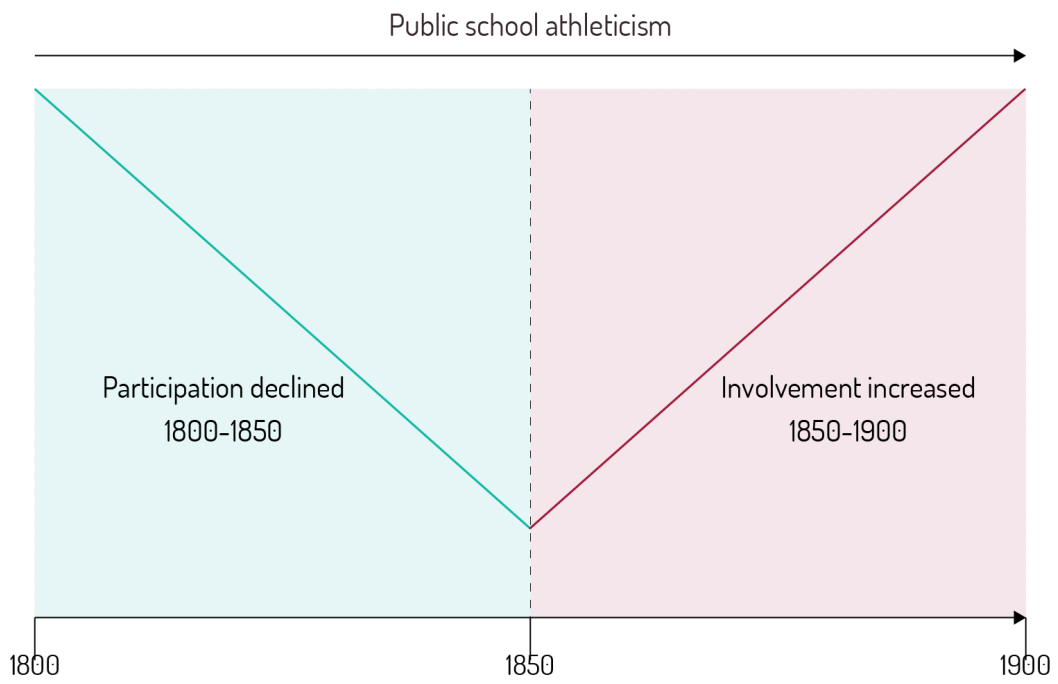
Role played by Thomas Arnold

Muscular Christianity

Establishment of the early NGBs

Rational recreation

The cult of athleticism

Growth of sporting press

Factory teams

Public school athleticism

Participation declined
1800-1850

Involvement increased
1850-1900

1800   1850   1900

13. Describe the emergence of national governing bodies in the 19th century.

_____

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Marks: **[3]**

Topic 8: WADA

Role of WADA in deterring PEDs

- WADA is funded by the IOC. 50% of total funding from IOC,
- Significant investment gives WADA the opportunity to work broadly.
- WADA writes the standards for doping control and prevention.
- National organisations follow the sanction guidelines when penalising doped athletes.
- WADA is not responsible for the testing itself.
- WADA publishes recommended sanctions.
- WADA delegates testing to national anti-doping organisations.
- Intended to allow WADA to stay ahead of doping practices. Leads to a continuous need for WADA and doping control.
- UKAD in the UK. USADA in the US.
- WADA conducts research into doping practices.
- WADA writes "the Code".
- Urine, blood and hair samples. Blood passports.
- WADA recommend a range of testing protocols.
- National organisations like UKAD implement "the Code".

17. Examine the role of WADA in deterring the use of performance-enhancing drugs in sport.

_____

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_____

_____

_____

Marks: **[8]**

Want to know more? Watch the tutorial "Performance enhancing drugs" on TheEverLearner.com (subscribers only).