## Boost Grades. Save Time. Love Teaching.

## **AQA A-Level PE Extended Writing Question Analysis**

|   |    | 2018                                      | 2019  | 2020  | 2021   | 2022   | 2023 NME   |
|---|----|---|---|---|--|--|--|
| Paper 1<br>Section A<br>Anatomy and<br>Physiology | 8  | Analyse                                   | Analyse   | Analyse   | Evaluate   | Evaluate   | Evaluate   |
|   |    | Factors affecting<br>VO2 max              | Cryotherapy and blood redistribution  | Venous return   | HITT training  | Altitude training  | Plyometrics  |
|   | 15 | Evaluate                                  | Analyse   | Analyse   | Analyse  | Analyse  | Analyse  |
|   |    | Proprioceptors<br>and PNF                 | Anaerobic energy<br>systems   | Musculoskeletal<br>and levers at the<br>knee and ankle              | Muscle fibre types   | Energy systems<br>and dietary<br>supplements             | Specialist training<br>method -<br>Plyometrics                           |
| Paper 1<br>Section B<br>Skill Acquisition         | 8  | Analyse                                   | Analyse   | Evaluate  | Evaluate   | Evaluate   | Evaluate   |
|   |    | Response time                             | Schema theory   | Video analysis and feedback   | Methods of guidance  | Learning plateau<br>and process<br>goals/SMARTER         | Behaviourism -<br>Operant<br>conditioning                                |
|   | 15 | Evaluate                                  | Analyse   | Analyse   | Analyse  | Evaluate   | Analyse  |
|   |    | Skill continua and<br>PPP                 | Input stage of IP.<br>Strategies to<br>improve selective<br>attention       | Baddeley and<br>Hitch   | Transfer of<br>learning & skills<br>continua                                     | Massed &<br>Distributed /<br>Stage of learning           | Simple and choice<br>reaction time &<br>inverted U theory<br>of arousal  |
| Paper 1<br>Section C                              | 8  | Evaluate                                  | Evaluate  | Evaluate  | Analyse  | Evaluate   | Evaluate   |
| Sport and<br>Society                              |    | Socialisation                             | Social stratification   | Barriers and<br>strategies to<br>overcome                           | Emergence of the middle class  | Factories early<br>and late 19th<br>century              | Industrial and post<br>industrial (1780 -<br>1900) - Public<br>schools   |
|   | 15 | Evaluate                                  | Analyse   | Analyse   | Analyse  | Analyse  | Analyse  |
|   |    | Barriers and<br>strategies to<br>overcome | Barriers to female<br>participation <b>and</b><br>changing attitudes        | Changes in<br>society 1870-1900                                     | Discrimination,<br>stereotyping and<br>prejudice and<br>Bandura self<br>efficacy | Local partners to<br>overcome<br>disadvantaged<br>groups | Sport England,<br>local and national<br>partners at grass<br>roots level |
| Paper 2<br>Section A<br>Exercise<br>Physiology    | 8  | Evaluate                                  | Evaluate  | Analyse   | Analyse  | Evaluate   | Analyse  |
|   |    | Creatine and anabolic steroids            | Strength training<br>for injury<br>rehabilitation                           | Macro, meso and micro cycles  | FITT in continuous<br>training   | Screening to<br>prevent<br>musculo-skeletal<br>injuries  | Impulse  |
|   | 15 | Analyse                                   | Analyse   | Analyse   | Analyse  | Analyse  | Evaluate   |
|   |    | Bernoulli principle                       | Factors affecting<br>flight and<br>maximising<br>horizontal<br>displacement | Newton's law of<br>linear motion and<br>muscle fibre<br>recruitment | Angular<br>momentum  | Horizontal<br>displacement and<br>Bernoulli              | Recovery from<br>exercise and<br>motivation                              |
| Paper 2<br>Section B                              | 8  | Evaluate                                  | Analyse   | Analyse   | Analyse  | Analyse  | Evaluate   |



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| Sports<br>Psychology   |    | Visualisation and centering  | Attribution  | Arousal                            | Cognitive stress<br>management<br>techniques and<br>Catastrophe<br>theory | Overcome<br>learned<br>helplessness                  | Stress<br>management -<br>somatic<br>techniques  |
|--|----|--|--|------------------------------------|---|--|--|
|  | 15 | Analyse  | Evaluate   | Analyse                            | Evaluate  | Analyse  | Analyse  |
|  |    | Bandura and<br>Vealey  | Warm up for injury<br>prevention and<br>stress<br>management | Faulty group<br>processes          | Anxiety <b>and</b> valid and reliable data                                | Autocratic and<br>Chelladurai model<br>of leadership | Tuckman's model<br>of group<br>dynamics  |
| Paper 2 Section C Sport and Society and the Impact of Technology | 8  | Evaluate   | Analyse  | Evaluate                           | Evaluate  | Evaluate   | Analyse  |
|  |    | GPS  | Recreation and<br>Sport                                      | Impact of commercialisation        | EPO and altitude training   | Win ethic /<br>Sportsmanship /<br>Gamesmanship       | Effects of drugs<br>on the<br>performer/perfor<br>mance - Anabolic<br>steroids and<br>muscle fibre types |
|  | 15 | Analyse  | Analyse  | Evaluate                           | Analyse   | Evaluate   | Evaluate   |
|  |    | Player violence.<br>Instinct theory and<br>frustration<br>aggression<br>hypothesis | Reasons for and implications of PEDS                         | Strategies for<br>eliminating PEDS | NIS cyclists  | Media and<br>Bandura self<br>efficacy                | Development of equipment and facilities  |
| Synoptic Totals  |    | 1 x 8 2 x 15 = 3   | 1 x 8 2 x 15 = 3   | 1 x 8 2 x 15 = 3                   | 1 x 8 2 x 15 = 3  | 1 x 8 2 x 15 = 3                                     | 2 x 8 2 x 15 = 3   |

\*NME - National Mock Exam Questions highlighted in grey involve synoptic content