Unit 2 **Physical and Physiological Demands of Performance**	2.1 Physical fitness • discuss the difference between health- and performance-related fitness 2.2 Health-related fitness • define the components of health-related fitness: cardio-respiratory endurance, muscular endurance, strength, flexibility and body composition 2.3 Performance-related fitness • define the components of performance-related fitness: agility, balance, co-ordination, power, speed and reaction time 2.4 Application of health- and performance-related components of fitness • examine the extent to which different components are important in selected physical activities • research ways in which health- and performance-related fitness can be developed in a demanding practice context • design a combined approach to health-related and performance-related fitness training 2.5 Assessment of health- and performance-related components of physical fitness • design a fitness test battery for a physical activity based on an analysis of the fitness demands • evaluate the principles of training from a performance perspective • apply the FITT formula to each component of physical fitness 2.6 Designing a fitness plan • compare different methods of physical fitness training in the context of the three selected activities • discuss approaches to training in the activity and outside the activity

	• use fitness test data to design a physical fitness programme for a selected activity • suggest strategies to support recovery and adaptation following competition/performance and training 2.7 Psychological preparation • discuss how psychological factors such as confidence, anxiety, motivation, concentration, and feedback impact practice and performance • evaluate strategies to enhance confidence, motivation, and concentration before, during, and after practice/performance • discuss different types of feedback and their importance • analyse strategies to improve mental preparedness before, during, and after practice/performance • design a personal action plan, including rationale, to support a positive psychological disposition before, during, and after performance • Diet and nutrition • examine the nutritional considerations for before, during and after performance in physical activity • discuss the importance of hydration in different physical activities and settings • discuss the role and challenges of using sports supplements, including sports drinks, in physical activity • Analyze the role and relative contribution of the energy systems in relation to duration, intensity and type of activity • explain how an understanding of the different energy systems can inform preparation for practice, performance and recovery • design a dietary plan, including a rationale, for one selected physical activity.
Unit 1 **Skilled Performance and Biomechanics**	1.1 Defining a skilled performance • Identify the characteristics of a skilled performance. • Discuss the difference between skill and ability. 1.2 Analysing skill and technique

Unit 4
 	
Planning for optimum performance
	• Analyse selected skills and techniques from the following perspectives:
	  • Biomechanical: planes and axes, levers.
	  • Movement: vectors and scalars, Newton's laws of motion.
	  • Quality/effectiveness: economy of movement, creative application of skill.
	1.3 Skill acquisition
	• Outline the stages of learning a new skill.
	• Describe how skills are learned effectively.
	• Design practice schedules incorporating the principles of effective practices and a variety of practice methods.
	.1 Personal performance analysis
	
	• examine the different factors that influence personal performance in physical activity and sport
	
	4.2 Methods of Analysis
	
	• identify appropriate methods of analysing different aspects of performance
	
	• skill and technique
	
	• structures and strategies
	
	• choreography
	
	• performance-related fitness
	
	• psychological preparedness
	
	• use a selection of tools, including video and analysis software to
	
	• analyse their own and others' performances
	
	4.3 Aesthetic and artistic considerations
	
	• compare their personal performance to that of a more skilled/model performer
	
	• identify four areas from their performance which require further development

	• identify the artistic and/or aesthetic criteria of performance • compare different physical activities in terms of the aesthetic and/or artistic criteria evaluate personal and/or group performance from artistic and/or aesthetic perspectives 4.4 Planning for optimum Performance • explain how information from their performance analysis was used to inform planning to achieve performance goals • present performance goals to address areas for improvement • design a practice/training plan to improve personal performance in relation to performance goals • provide evidence on the effectiveness of the programme design in achieving the performance goals