

**Learning Journey Alevel PE - Year 12 - 2022-2023 (Year 1)**

		SDU Tues P5, Fri P1 & P2			BTH Wed P4		EWI Wed P3	
Date WB	TERM	Week	Lesson	3.1.1 and 3.1.2	3.1.3 and 3.2.4	3.2.3		
05/09/2022	AUT1	1	0	PD Day				
	AUT1		0	PD Day				
	AUT1		1		Introduction lesson - Getting to know you / What do you know ?	Introduction lesson - Getting to know you / What do you know ?	3.1.1.2 CardioVascular System	
	AUT1		2		Introduction lesson - Getting to know you / What do you know ?		3.1.1.2 CardioVascular System	
	AUT1		3		Start of 3.1.1 (3.1.1.2) To understand the impact of physical activity and sport on health and fitness.		3.1.1.2 CardioVascular System	
09/12/2022	AUT1	2	4	To understand the impact of physical activity and sport on health and fitness.			3.1.1.2 CardioVascular System	
	AUT1		5		Start 3.1.3 (3.1.3.1.1) To know the two tier class system To be able to describe the characteristics of popular and rational recreation for the upper and lower class	Start 3.2.3 (3.2.3.1.1) To understand the different schools of thought based on nature vs nurture.	3.1.1.2 CardioVascular System	
	AUT1		6				3.1.1.2 CardioVascular System	
	AUT1		7		To understand how the heart contracts in relation to the cardiac conduction system.		3.1.1.2 CardioVascular System	
	AUT1		8		To understand how the heart contracts in relation to the cardiac conduction system.		3.1.1.2 CardioVascular System	
19/09/2022	AUT1	3	9	To understand how the heart contracts in relation to the cardiac conduction system.			3.1.1.2 CardioVascular System	
	AUT1		10		To understand how the two tier system impacted on sporting recreation	To understand the different schools of thought based on nature vs nurture.	3.1.1.2 CardioVascular System	
	AUT1		11				3.1.1.2 CardioVascular System	
	AUT1		12		Introduction to the nervous system.		3.1.1.2 CardioVascular System	
	AUT1		13		Introduction to the nervous system.		3.1.1.2 CardioVascular System	
26/09/2022	AUT1	4	14	To understand the hormonal, neural, chemical regulation of heart rate during exercise.			3.1.1.2 CardioVascular System	
	AUT1		15		(3.1.3.1.2) To understand how the industrial revolution, urbanisation, transport and communication and the factory system impacted society and sport	To be able to state the equation for interactionist perspective on personality.	3.1.1.2 CardioVascular System	
	AUT1		16				3.1.1.2 CardioVascular System	
	AUT1		17		To understand the hormonal, neural, chemical regulation of heart rate during exercise.		3.1.1.2 CardioVascular System	
	AUT1		18		To know how and why blood redistribution changes in different locations of the body during physical activity and sport		3.1.1.2 CardioVascular System	
10/03/2022	AUT1	5	19	3.1.1.2 Part 1 End of Topic Test			3.1.1.3 Respiratory System	
	AUT1		20		To understand how the British Empire and the church impacted society and sport	State how sports coaches can use their knowledge of this theory to get the best from their performers.	3.1.1.3 Respiratory System	
	AUT1		21				3.1.1.3 Respiratory System	
	AUT1		22		3.1.1.2 Part 1 Test Feedback and Review		3.1.1.3 Respiratory System	
	AUT1		23		To understand how blood is redistributed during physical activity and sport.		3.1.1.3 Respiratory System	
10/10/2022	AUT1	6	24	To understand how blood is redistributed during physical activity and sport.			3.1.1.3 Respiratory System	
	AUT1		25		To be able to explain the three tier class system	State how sports coaches can use their knowledge of this theory to get the best from their performers.	3.1.1.3 Respiratory System	
	AUT1		26				3.1.1.3 Respiratory System	
	AUT1		27		To understand how oxygen is transported.		3.1.1.4 Neuromuscular System	
	AUT1		28		To be able to explain the Bohr shift in relation to oxygen transport (haemoglobin and myoglobin) during exercise.		3.1.1.4 Neuromuscular System	
17/10/2022	AUT1	7	29	To know the venous return mechanisms.			3.1.1.4 Neuromuscular System	
	AUT1		30		(3.1.3.1.3) To understand the interrelationship between commercialisation media and sports and governing bodies	(3.2.3.1.2) Knowledge of the Triadic model and its three components in relation to an attitude object.	3.1.1.4 Neuromuscular System	
	AUT1		31				3.1.1.4 Neuromuscular System	
	AUT1		32		PD Day		3.1.1.4 Neuromuscular System	
	AUT1		33		PD Day		3.1.1.5 Musculo-Skeletal System and Analysis	
<b>Half Term</b>								
31/10/2022	AUT 2	8	34	To understand Starling's law of the heart.			3.1.1.5 Musculo-Skeletal System and Analysis	
	AUT 2		35		To understand the interrelationship between commercialisation media and sports and governing bodies	Knowledge of the Triadic model and its three components in relation to an attitude object.	3.1.1.5 Musculo-Skeletal System and Analysis	
	AUT 2		36				3.1.1.5 Musculo-Skeletal System and Analysis	
	AUT 2		37		To understand what is meant by the term cardiovascular drift and why it occurs during physical activity and sport.		3.1.1.5 Musculo-Skeletal System and Analysis	
	AUT 2		38		To understand what is meant by the term cardiovascular drift and why it occurs during physical activity and sport.		3.1.1.5 Musculo-Skeletal System and Analysis	
11/07/2022	AUT 2	9	39	To know what is meant by the term A-VO2 diff. To understand how A-VO2 diff varies between trained/untrained individuals and different exercise sessions.			3.1.1.6 Energy Systems	
	AUT 2		40		To know the key features of modern day amateurism and professionalism	Knowledge of how to change an attitude.	3.1.1.6 Energy Systems	
	AUT 2		41				3.1.1.6 Energy Systems	
	AUT 2		42		To know the adaptations that occur to the body systems which account for the variations in A-VO2 diff. Possible link to gas exchange		3.1.1.6 Energy Systems	

	AUT 2		43	3.1.1.2 - End of Topic Test			3.1.1.6 Energy Systems	
14/11/2022	AUT 2	10	44	3.1.1.2 - Test Feedback and Review			3.1.1.6 Energy Systems	
	AUT 2		45		To know the factors affecting the emergence of elite female performers in football, tennis and athletics	Knowledge of how to change an attitude.	3.1.1.6 Energy Systems	
	AUT 2		46				3.1.1.6 Energy Systems	
	AUT 2		47		(3.1.1.3) To be able to define the lung volumes.			3.1.1.6 Energy Systems
	AUT 2		48		To label a spirometer trace and explain the effects of exercise on volumes and minute ventilation.			3.1.1.6 Energy Systems
21/11/2022	AUT 2	11	49	To understand how gases are exchanged at the muscles and the lungs. Possible link to AVO2 difference			3.1.1.6 Energy Systems	
	AUT 2		50		3.1.3 - End of Topic Test	(3.2.3.1.3) Knowledge of the three theories of arousal - Drive theory, inverted U theory, catastrophe theory and zone of optimal functioning theory.	3.1.1.6 Energy Systems	
	AUT 2		51				3.1.1.6 Energy Systems	
	AUT 2		52		To understand how gases are exchanged at the muscles and the lungs. Possible link to AVO2 difference			3.1.1.6 Energy Systems
28/11/2022	AUT 2	12	53	To understand the neural and chemical regulation of pulmonary ventilation during physical activity and sport.			3.1.1.6 Energy Systems	
	AUT 2		54	To understand the neural and chemical regulation of pulmonary ventilation during physical activity and sport.			3.1.1.6 Energy Systems	
	AUT 2		55		Test Feedback and (3.1.3.2.1) To understand the key terms society, socialisation and social processes and their impact on equal opportunities in sport	Knowledge of the three theories of arousal - Drive theory, inverted U theory, catastrophe theory and zone of optimal functioning theory.	3.1.2.1 Skill, skill continuums and transfer of skills	
	AUT 2		56				3.1.2.1 Skill, skill continuums and transfer of skills	
12/05/2022	AUT 2	13	57	To understand the impact of smoking on the respiratory system and oxygen transport.			3.1.2.1 Skill, skill continuums and transfer of skills	
	AUT 2		58	To understand the impact of smoking on the respiratory system and oxygen transport.			3.1.2.1 Skill, skill continuums and transfer of skills	
	AUT 2		59		3.1.1.3 - End of Topic Test			3.1.2.2 Impact of skill classification on structure of practice for learning
	AUT 2		60		To understand the key terms social issues and social structure/stratification and their impact on equal opportunities in sport	State situations where the theories are evident in sport.	3.1.2.2 Impact of skill classification on structure of practice for learning	
	AUT 2		61					3.1.2.2 Impact of skill classification on structure of practice for learning
12/12/2022	AUT 2	14	62	3.1.1.3 - Test Feedback and Review			3.1.2.2 Impact of skill classification on structure of practice for learning	
	AUT 2		63	(3.1.1.4) To be able to identify the different types of muscle fibre and their associated characteristics			3.1.2.3 Principles and Theories of learning and performance	
	AUT 2		64	To be able to identify the different types of muscle fibre and their associated characteristics			3.1.2.3 Principles and Theories of learning and performance	
	AUT 2		65		To investigation Social Action Theory in relation to physical activity and sport	State situations where the theories are evident in sport.	3.1.2.3 Principles and Theories of learning and performance	
	AUT 2		66				3.1.2.3 Principles and Theories of learning and performance	
	AUT 2		67	The recruitment of muscle fibres.			3.1.2.3 Principles and Theories of learning and performance	
	AUT 2		68	The recruitment of muscle fibres.			3.1.2.3 Principles and Theories of learning and performance	
<b>Christmas</b>								
01/02/2023	SPR 1	14	69	PD Day			3.1.2.3 Principles and Theories of learning and performance	
	SPR 1		70		To understand the terms equal opportunities, discrimination, stereotyping and prejudice. To know the barriers to participation for the disabled in sport and physical activity and possible solutions to overcome them.	(3.2.3.1.4) Knowledge of types of anxiety. Somatic, cognitive, competitive trait and competitive state.	3.1.2.3 Principles and Theories of learning and performance	
	SPR 1		71				3.1.2.3 Principles and Theories of learning and performance	
	SPR 1		72		Role of proprioceptors in PNF - Possibility of teaching this in the next unit with muscles and muscle contractions			3.1.2.3 Principles and Theories of learning and performance
	SPR 1		73		Role of proprioceptors in PNF - Possibility of teaching this in the next unit with muscles and muscle contractions			3.1.2.3 Principles and Theories of learning and performance
01/09/2023	SPR 1	15	74	3.1.1.4 End of Topic Test			3.1.2.3 Principles and Theories of learning and performance	
	SPR 1		75		To know the barriers to participation for ethnic groups in sport and physical activity and possible solutions to overcome them.	Knowledge of types of anxiety. Somatic, cognitive, competitive trait and competitive state.	3.1.2.4 Use of Guidance and Feedback	
	SPR 1		76				3.1.2.4 Use of Guidance and Feedback	
	SPR 1		77		3.1.1.4 Test Feedback and Review			3.1.2.4 Use of Guidance and Feedback
16/01/2023	SPR 1	16	78	(3.1.1.5) To know the types of joint, the articulating bones, main agonists and antagonists at the shoulder, elbow, hip, knee and ankle. Possibility of teaching PNF here as opposed to in the previous unit, as pupils will understand agonists and antagonists			3.1.2.4 Use of Guidance and Feedback	
	SPR 1		79	To know the types of joint, the articulating bones, main agonists and antagonists at the shoulder, elbow, hip, knee and ankle. Possibility of teaching PNF here as opposed to in the previous unit, as pupils will understand agonists and antagonists			3.1.2.5.1 General Information Processing	
	SPR 1		80		To know the barriers to participation for women in sport and physical activity and possible solutions to overcome them.	How do we measure anxiety? What are the issues surrounding this?	3.1.2.5.1 General Information Processing	
	SPR 1		81				3.1.2.5.1 General Information Processing	
	SPR 1		82		To understand joint actions. To be able to identify the joint actions that occur at the shoulder and elbow.			3.1.2.5.1 General Information Processing
	SPR 1		83	To apply your understanding of joint actions at the shoulder and elbow to sporting examples. To know the planes and axes of the body.			3.1.2.5.1 General Information Processing	
	SPR 1		84	To be able to identify the joint actions that occur at the hip, knee and ankle.			3.1.2.5.1 General Information Processing	
	SPR 1		85		To know the barriers to participation for the disadvantaged in sport and physical activity and possible solutions to overcome them.	How do we measure anxiety? What are the issues surrounding this?	3.1.2.5.2 Efficiency of information processing model system	

23/01/2023	SPR 1	17	86				3.1.2.5.2 Efficiency of information processing model system
	SPR 1		87	To apply your understanding of joint actions at the hip, knee and ankle to sporting examples.			3.1.2.5.2 Efficiency of information processing model system
	SPR 1		88	3.1.1.5 End of Topic Test			3.1.2.5.2 Efficiency of information processing model system
30/01/2023	SPR 1	18	89	3.1.1.5 Test Feedback and Review			3.1.2.5.2 Efficiency of information processing model system
	SPR 1		90		Identify the benefits of raising participation to both society and the individual	(3.2.3.1.5) To be able to distinguish between Aggression and Assertion in sport. Evaluate theories of why we act aggressively.	3.1.2.5.2 Efficiency of information processing model system
	SPR 1		91				3.1.2.5.2 Efficiency of information processing model system
	SPR 1		92	(3.1.1.6) Energy transfer in the body. Energy continuum of physical activity.			3.1.2.5.2 Efficiency of information processing model system
	SPR 1		93	Energy transfer in the body. Energy continuum of physical activity.			3.1.2.5.2 Efficiency of information processing model system
02/06/2023	SPR 1	19	94	Energy transfer during short duration/high intensity exercise.			3.1.2.5.2 Efficiency of information processing model system
	SPR 1		95		End of Topic Test (incl 3.1.3.1 to 3.1.3.2.1)	To be able to distinguish between Aggression and Assertion in sport. Evaluate theories of why we act aggressively.	3.1.2.5.2 Efficiency of information processing model system
	SPR 1		96				3.1.2.5.2 Efficiency of information processing model system
	SPR 1		97	Energy transfer during short duration/high intensity exercise.			3.1.2.5.2 Efficiency of information processing model system
13/02/2023	SPR 1	20	98	Energy transfer during short duration/high intensity exercise.			3.1.2.5.2 Efficiency of information processing model system
	SPR 1		99	Energy transfer during short duration/high intensity exercise.			3.2.3.1.1 Aspects of Personality
	SPR 1		100		Test Feedback and Start 3.2.4 (3.2.4.1) The characteristics and functions of key concepts and how they create the base of the sporting development continuum. The similarities and the differences between these key concepts.	State strategies to control aggression.	3.2.3.1.1 Aspects of Personality
	SPR 1		101				3.2.3.1.1 Aspects of Personality
	SPR 1		102	Energy transfer during short duration/high intensity exercise.			3.2.3.1.1 Aspects of Personality
	SPR 1		103	Energy transfer during short duration/high intensity exercise.			3.2.3.1.2 Attitudes
<b>Feb Half Term</b>							
27/02/2023	SPR 2	21	104	EPOC			3.2.3.1.2 Attitudes
	SPR 2		105		The characteristics and functions of key concepts and how they create the base of the sporting development continuum. The similarities and the differences between these key concepts.	State strategies to control aggression.	3.2.3.1.2 Attitudes
	SPR 2		106				3.2.3.1.2 Attitudes
	SPR 2		107	EPOC			3.2.3.1.3 Arousal
	SPR 2		108	Factors affecting VO2 max/aerobic power.			3.2.3.1.3 Arousal
03/06/2023	SPR 2	22	109	Factors affecting VO2 max/aerobic power.			3.2.3.1.3 Arousal
	SPR 2		110		The factors required to support progression from talent identification to elite performance.	(3.2.3.1.6) Define and understand the different types of motivation.	3.2.3.1.3 Arousal
	SPR 2		111				3.2.3.1.4 Anxiety
	SPR 2		112	Measurements of energy expenditure.			3.2.3.1.4 Anxiety
13/03/2023	SPR 2	23	113	Measurements of energy expenditure.			3.2.3.1.4 Anxiety
	SPR 2		114	Impact of specialist training methods on energy systems.			3.2.3.1.4 Anxiety
	SPR 2		115		The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance.	Define and understand the different types of motivation.	3.2.3.1.5 Aggression
	SPR 2		116				3.2.3.1.5 Aggression
	SPR 2		117	Impact of specialist training methods on energy systems.			3.2.3.1.5 Aggression
20/03/2023	SPR 2	24	118	3.1.1.6 End of Topic Test			3.2.3.1.5 Aggression
	SPR 2		119	3.1.1.6 Test Feedback and Review			3.2.3.1.6 Motivation
	SPR 2		120		The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance.	(3.2.3.1.7) Atkinson's model of achievement motivation. Characteristics of personality components of achievement motivation.	3.2.3.1.6 Motivation
	SPR 2		121				3.2.3.1.7 Achievement motivation theory
	SPR 2		122	Start 3.1.2 (3.1.2.1) To know the characteristics of skill. To be able to classify skills on different skill continua. Could teach methods of presenting practice following this topic			3.2.3.1.7 Achievement motivation theory
27/03/2023	SPR 2	25	123	To know the characteristics of skill. To be able to classify skills on different skill continua. Could teach methods of presenting practice following this topic			3.2.3.1.7 Achievement motivation theory
	SPR 2		124	To name and describe the different types of transfer of learning. Give examples of each type of transfer from a sporting context			3.2.3.1.7 Achievement motivation theory
	SPR 2		125		The support services provided by national institutes of sports for talent development.	Strategies to develop approach behaviours leading to improvements in performance.	3.2.3.1.7 Achievement motivation theory
	SPR 2		126				3.2.3.1.7 Achievement motivation theory
	SPR 2		127	To understand how transfer of learning impacts on skill development.			3.2.3.1.8 Social Facilitation
	SPR 2		128	(3.1.2.2) Be able to describe the three different methods of presenting a practice. Could teach with skill classification. Link each method of presenting a practice to a given skill learning situation.			3.2.3.1.8 Social Facilitation
<b>Easter</b>							
17/04/2023	SUM 1	26	129	Evaluate the factors to consider in deciding how to present a practice (Including skill classification).			3.2.3.1.8 Social Facilitation
	SUM 1		130		The key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development.	Impact of situational component of achievement motivation.	3.2.3.1.8 Social Facilitation
	SUM 1		131				3.1.3.1.1 Pre-industrial
	SUM 1		132	Be able to name and describe the four types of practice methods. Link each type of practice to a given skill learning situation.			3.1.3.1.1 Pre-industrial

	SUM 1	133	Evaluate the factors to consider in deciding how to present a practice (Including skill classification).			3.1.3.1.2 Industrial and post-industrial	
24/04/2023	SUM 1	134	(3.1.2.3) Stages of learning and how feedback differs between the different stages of learning. Possibility of teaching feedback here			3.1.3.1.2 Industrial and post-industrial	
	SUM 1	135		(3.1.4.3) Understanding of the key terms relating to ethics in sport.	Impact of situational component of achievement motivation.	3.1.3.1.2 Industrial and post-industrial	
	SUM 1	136				3.1.3.1.3 Post World War II	
	SUM 1	137	Stages of learning and how feedback differs between the different stages of learning. Possibility of teaching feedback here			3.1.3.1.3 Post World War II	
	SUM 1	138	Learning plateau.			3.1.3.1.3 Post World War II	
05/01/2023	SUM 1	139	Learning plateau.			3.1.3.1.3 Post World War II	
	SUM 1	140		Positive and negative forms of deviance in relation to the performer.	Achievement goal theory. This could be taught alongside goalsetting	3.1.3.1.3 Post World War II	
	SUM 1	141				3.1.3.2.1 Sociological theory applied to equal opportunities	
	SUM 1	142	Cognitive theories.			3.1.3.2.1 Sociological theory applied to equal opportunities	
05/08/2023	SUM 1	143	Cognitive theories.			3.1.3.2.1 Sociological theory applied to equal opportunities	
	SUM 1	144	Behaviourism.			3.1.3.2.1 Sociological theory applied to equal opportunities	
	SUM 1	145		(3.2.4.4) The causes and implications of violence in sport. Strategies for preventing violence within sport to the performer and spectator.	Achievement goal theory. This could be taught alongside goalsetting	3.1.3.2.1 Sociological theory applied to equal opportunities	
	SUM 1	146				3.1.3.2.1 Sociological theory applied to equal opportunities	
	SUM 1	147	Behaviourism.			3.2.4.1 Concepts of physical activity and sport	
15/5/2023	SUM 1	148	Social learning.			3.2.4.1 Concepts of physical activity and sport	
	SUM 1	149	Social learning.			3.2.4.2 Development of elite performers in sport	
	SUM 1	150		The causes and implications of violence in sport. Strategies for preventing violence within sport to the performer and spectator.	(3.2.3.1.8) Define and distinguish between Social facilitation and inhibition.	3.2.4.2 Development of elite performers in sport	
	SUM 1	151				3.2.4.2 Development of elite performers in sport	
22/05/2023	SUM 1	152	Constructivism.			3.2.4.2 Development of elite performers in sport	
	SUM 1	153	Constructivism.			3.2.4.2 Development of elite performers in sport	
	SUM 1	154	3.1.2 (Part 1) - End of Topic Test			3.2.4.3 Ethics in sport	
	SUM 1	155		(3.2.4.5) The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance.	Define and distinguish between Social facilitation and inhibition.	3.2.4.3 Ethics in sport	
	SUM 1	156				3.2.4.4 Violence in sport	
	SUM 1	157	3.1.2 (Part 1) - Test Feedback and Review (3.1.2.4) Be able to name and describe the four types of guidance. Link each method of guidance to a given skill learning situation.			3.2.4.4 Violence in sport	
	SUM 1	158	Be able to name and describe the four types of guidance. Link each method of guidance to a given skill learning situation.			3.2.4.5 Drugs in sport	
<b>May Half Term</b>							
06/05/2023	SUM 2	159	Be able to name and describe the six methods of feedback. Link each type of feedback to a given skill learning situation.			3.2.4.5 Drugs in sport	
	SUM 2	160		The physiological effects of drugs on the performer and their performance.	Evaluation apprehension.	3.2.4.5 Drugs in sport	
	SUM 2	161				3.2.4.5 Drugs in sport	
	SUM 2	162	Evaluate the factors to consider on deciding on which feedback is most appropriate and how feedback impacts on skill development. Possibility to teach feedback with stages of learning			3.2.4.5 Drugs in sport	
	SUM 2	163	(3.1.2.5.1) Input.				
06/12/2023	SUM 2	164	Decision making.				
	SUM 2	165		Revision Lesson	Revision Lesson		
	SUM 2	166					
	SUM 2	167	Baddeley and Hitch, working memory model, memory system.				
	SUM 2	168	Revision Lesson				
19/06/2023	SUM 2	169	<b>6th Form Exam Leave</b>				
	SUM 2	170					
	SUM 2	171					
	SUM 2	172					
	SUM 2	173					
26/06/2023	SUM 2	174	<b>6th Form Exam Leave</b>				
	SUM 2	175					
	SUM 2	176					
	SUM 2	177					
	SUM 2	178					
07/03/2023	SUM 2	179	Output and feedback.				
	SUM 2	180		The positive and negative implications to the sport and the performer of drug taking.	3.2.3 End of Topic Test		
	SUM 2	181					
	SUM 2	182	(3.1.2.5.2) Application of Whiting's information processing model to a range of sporting contexts.				
	SUM 2	183	Applied understanding of information processing terms within a sporting context. Anticipation and how it affects reaction time.				
	SUM 2	184	Definitions of and the relationship between reaction time, response time, movement time.				

07/10/2023	SUM 2	37	185		Strategies for elimination of performance enhancing drugs in sport. Arguments for and against drug taking and testing	3.2.3 Test Feedback and Review		
	SUM 2		186					
	SUM 2		187	Factors affecting response time. Strategies to improve response time.				
	SUM 2		188	Schmidt's schema theory.				
17/07/2023	SUM 2	38	189	Application of schema theory in sporting situations.				
	SUM 2		190		3.2.4 (3.2.4.1-3.2.4.5) End of Topic Test (Feedback to be done independatly, BTH to provided marked test papers, PLC's and review sheets)	CW Introduction (Set over summer)		
	SUM 2		191					
	SUM 2		192	Strategies to improve information processing.				
	SUM 2		193	3.1.2 - End of Topic Test				
24/07/2023	SUM 2	39	194	3.1.2 - Test Feedback and Review				