



Bullers Wood School
Year 12 Transition Booklet

A-Level Physical Education

Contents

Course Breakdown



Recommended Reading



TASKS and ACTIVITIES



Exam Question Practice



Cornell Notes Example



NEA Guidance



Summer NEA Preparation

Course Breakdown

70% Theory (EXAM)

30% Coursework (NEA)

| | | |
|--|-----|---|
| <p><u>Paper 1:</u> Section A: Applied Anatomy and Physiology Section B: Skill Acquisition Section C: Sport and Society Written Paper</p> | 35% | <ul style="list-style-type: none"> • 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data |
| <p><u>Paper 2:</u> Section A: Exercise Physiology and Biomechanics Section B: Sport Psychology Section C: Sport and Society and Technology in Sport Written Paper</p> | 35% | <ul style="list-style-type: none"> • 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data |
| <p><u>NEA / Coursework:</u> Practical performance in physical activity and sport – 15% Written analysis and evaluation of performance – 15%</p> | 30% | <ul style="list-style-type: none"> • 90 marks • One activity (45 marks) plus written analysis and evaluation (45 marks) • Internal assessment, external moderation |

Year 1

Applied Anatomy & Physiology

Sport and Society

Sport Psychology

Year 2

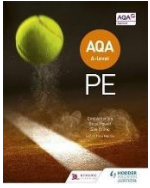
Exercise Physiology & Biomechanics

Skill Acquisition

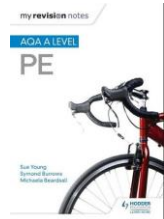
Sport and Society & The role in Technology in physical activity and sport

Recommended Reading

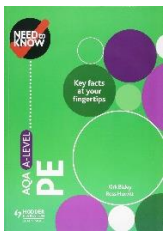
Suggested:



AQA A Level PE : **ISBN -10:** 1510473300/**ISBN-13:** 978-1510473300

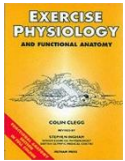


My revision notes: AQA PE **ISBN-10:** 1510405224/**ISBN-13:** 978-1510405226

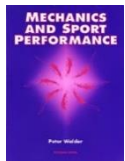


Need to know: AQA A Level PE **ISBN-10:** 1510428577/**ISBN-13:** 978-1510428577

Optional:



Clegg, C. 1995. *Exercise Physiology and Functional Anatomy*. Feltham Press



Walder, P. 1998. *Mechanics and Sport Performance*. Feltham Press



Honeybourne, J. 2006. *Acquiring Skill in Sport: An Introduction*. Routledge



Bean, A. 2017. *The Complete Guide to Sports Nutrition*. Bloomsbury Publishing.

SCHOLARLY ARTICLES

Polley, M. 2008. 'The amateur rules': Amateurism and professionalism in post-war British athletics. *Contemporary British History*, pages 81-114.

Quennerstedt, M. Ohman, M & Armour, K. 2014. Sport and exercise pedagogy and questions about learning. *Sport, Education and Society*, pages 885-898.

Alexandris, K. Tsorbatzoudis, C. & Grouios, G. 2017. Perceived Constraints on Recreational Sport Participation: Investigating their Relationship with Intrinsic Motivation, Extrinsic Motivation and Amotivation, *Journal of Leisure Research*, pages 233-252.

Zaichkowsky, L. 2004. Arousal in Sport. *Applied Psychology*.

Weinberg, R. S. (2002) Goal setting in sport and exercise: Research to practice. *Exploring sport and exercise psychology*, pages 25-48.

YOUTUBE CLIPS

Venous Return <https://www.youtube.com/watch?v=J80hhCkLuaA>

Stages of Learning <https://www.youtube.com/watch?v=n7UcobScnck>

Rational Recreation <https://www.youtube.com/watch?v=SPrTPKj4ONQ>

Diet and Supplements <https://www.youtube.com/watch?v=pBAPapMCRlo>

Newton's Laws <https://www.youtube.com/watch?v=MAM6LOUnJ80>

Aggression in Sport <https://www.youtube.com/watch?v=DlrTha8cbAI>

Revision <https://www.youtube.com/watch?v=Hf9CUHsrKcQ>

Channels

My PE Exam – <https://www.youtube.com/channel/UCtQWDngwhYgmMjKyzZy2dUQ>

The PE Tutor - https://www.youtube.com/channel/UCUVsiR-1u_oSZ32CHQmD4Ug

James Morris – <https://www.youtube.com/channel/UCChU8cYZY5xpQ7pBIklu3Xw>

Documentaries

| TITLE | PLATFORM | LINK TO SPECIFICATION |
|---|-----------------|---|
| Athlete A | Netflix | Leadership |
| Lance - 2 part | BBC | Drugs in sport and commercialism |
| Anton Ferdinand: football, racism and me | BBC | Racism and serotyping |
| Panorama-Paralympics- the unfair games | BBC | Classification and ethics in sport |
| Game changers | Netflix | Diet in sport- the effects of protein on sports performance |
| Human- the world within | Netflix | The limitations of the human body |
| Operation varsity Blues: the college admissions scandal | Netflix | Sponsorship, college finance in USA |
| Drive to Survive- season 1 | Netflix | Formula 1, commercialism, sponsorship and biomechanics (equipment design) |
| The least expected day: inside the Movistar team 2019 | Netflix | Cycling team effort, cohesion and group dynamics |
| Green street | Netflix | Football hooliganisms |
| Cristiano Ronaldo- Impossible to ignore | BBC | The rise of the famous footballer |
| Hillsborough | BBC | Health and safety and sport legislation |
| The sporting L word | BBC | LGBTQ+ and stereotyping in sport |

TASKS and ACTIVITIES

TASK 1

Levers in Sport

Using the YouTube clip below for background information and recapping from GCSE level, complete the table to demonstrate knowledge and understanding of levers within sport.

https://www.youtube.com/watch?v=d1wS_OIjzml

| Lever Type | 1 st Class | 2 nd Class | 3 rd Class |
|--|-----------------------|-----------------------|-----------------------|
| Diagram of Lever | | | |
| Where it can be found in the body Provide 2 examples | | | |
| Give 2 examples of where the lever system can be used in sport | | | |
| What is the mechanical advantage of the lever system? | | | |
| What is the mechanical disadvantage of the lever system? | | | |

TASK 2

Theories of Learning

Research the following four theories of learning. Create a power point presentation highlighting the key features of the theory, how this might relate to learning within sport and also the positives and negatives of the theory's application within sport.

- Operant conditioning
- Observational learning
- Social development theory
- Insight learning

TASK 3

Increasing Participation in Sport

Create a promotional video/advert for one of the national partners aiming to increase participation in sport. In the video/advert include the following:

- Aims of the partner
- Benefits to increasing participation
- Outline strategies already in place.

TASK 4

Training Programmes

Design 3 different training programmes for the following sports performers:

- Marathon Runner
- Long Jumper
- Shot Putt Thrower

Justify your choices of the key training methods you have applied within the program.

TASK 5

Biomechanics

Calculate the speed of Usain Bolt in the 100m.

Time = 9.58 seconds

Calculate the speed of Mo Farah in the 5000m

Time = 12 minutes 53 seconds

Calculate the speed of Allyson Felix in the 400m

Time = 49.26 seconds

TASK 6

Sport Psychology

Complete the Personality Test.

<https://www.quietrev.com/the-introvert/test>

Explain the role personality plays on sporting performance.

TASK 7

Technology in Sport

Watch a sporting match of your choice. Create a Notational Analysis table including the key skills demonstrated within a game. Tally the number of times each skill is completed within a game by one of the individual performers.

Exam Question Practice

1. Explain how blood is redistributed to the working muscles. (3 marks)
2. Explain how oxygen diffuses from the lungs into the blood and how it is transported to the tissues. (4 marks)
3. Describe the characteristics of the main muscle fibre type used by sprinters (4 marks)
4. Name the type of muscle contraction that occurs when kicking a football in a penalty shootout and identify the agonist and antagonist. (3 marks)
5. State a skill in gymnastics you think is closed, a skill that you think is serial and a skill that you think is gross. Give reasons for your choices. (3 marks)
6. Name the three stages of learning that a sports performer experiences whilst developing their skills and describe the characteristics of the level of performance associated with each stage. (4 marks)
7. Discuss the effects of industrialisation on sporting opportunities for working class. (4 marks)
8. Give reasons why female participants have improved opportunities to take part in sport in the early twenty-first century compared to the late twentieth century. (4 marks)
9. Basketball players need good cardiovascular endurance. State two classes of food that are most suitable for players who require cardiovascular endurance and explain why they are needed in their diet. (3 marks)
10. What are the psychological benefits of performing a warm up? (3 marks)
11. Using Newton's first law of motion, explain how a rugby kicker performs a conversion after a try in a game of rugby. (3 marks)
12. Name and explain one theoretical principle that a coach could use to change a negative attitude to a positive one. (3 marks)
13. Explain the different types of anxiety and use examples of how these can have a negative impact on performance. (4 marks)
14. Describe the process of effective goal setting in preparation to motivate a team during both training and performance. (4 marks)
15. Define and give examples of qualitative data research in relation to assessing an individual's performance within a game situation. (2 marks)

NEA Guidance

As well as your written examination, you are required to complete an area of Non-Examined Assessment (NEA).

It is worth 30% of your final grade and requires you to complete the following:

- Be assessed in one sport of your choice (from the list) in a full competitive situation
- Complete a verbal/written analysis of performance.

This will be internally assessed and externally moderated.

Practical Performance (45 marks)

You will need to assume one role only. This can be either a performer (recommended role) or a coach. Your chosen sport MUST come from the agreed activity list (appendix 1)

In your practical performance you will be assessed against the following assessment objectives

You will be assessed for all activities in the following skills:

Area of assessment 1: Technical quality – Aspect 1 (Attacking/Event 1) - 15 marks

Area of assessment 2: Technical quality – Aspect 2 (Defending/Event 2) - 15 marks

Area of assessment 3: Application of strategic/tactical awareness - 15 marks

Player/performer: Area of assessments 1 and 2

Each sport has a particular set of skills that will be used to form the basis of your assessment. For each sport, these are listed in appendix 2.

Player/performer: Area of assessment 3

You will be assessed on their execution and performance of the following considerations:

- General strategies employed to achieve the overall aim/objective
- Specific tactics that help achieve the strategies/decision making skills game or performance plans related specifically to attacking and defensive play
- Specific set plays to outwit an opponent
- Ability to modify and execute changes as required either due to personal analysis of the situation or via the instructions of a leader/coach.

To summarise each area of assessment

AA1 and AA2

- How well you perform core and advanced skills in a fully competitive environment
- How accurate and successful these skills are
- The level of competition you are performing at
- The level of fitness you have for your activity
- The level of psychological control you have for your activity

AA3

- The level of motivation and commitment you show
- Your understanding and application of rules within your activity
- Your ability to use advanced strategies and tactics or the ability to compose routines for your activity
- The use of different skills and techniques to affect the performance

How to record evidence?

You (and it is your own responsibility, not ours) need to record yourself performing. You need to try and gather as much evidence as you can. This will provide you with the best opportunity to get the highest mark.

When recording yourself you need to follow these guidelines:

- You need to be performing at your highest level
- It must be the full version of your sport (e.g. not 5 a side)
- It must be clear and you must be able to be identified
- You should stay in shot throughout performance but also use a wide angle so the examiner can see what is going on in the game
- You will need to include a commentary/narration of your evidence. A 'voice over' might be best.
- You will need evidence of all three Areas of assessment.

Analysis and evaluation task (15% and 45 marks)

You will be required to analyse and evaluate your own or someone else's performance using appropriate theoretical content from the specification.

You can complete this in two ways

- A written piece of work (you will be doing this)
- A mixture of written and additional verbal explanation

Analysis (20 marks)

You need to analyse how well the person has performed in a fully competitive context.

You will need to identify one weakness from areas of assessment 2 and 3 only. Therefore you will need to pick a weakness in the defensive play and a weakness in strategies and tactics. You can choose more than one weakness and show breadth and depth of knowledge. THIS IS ADVISABLE TO ENSURE EVERYTHING IS COVERED.

When choosing a weakness you must remember to choose a skill. This is very important as your understanding of the technique used and the impact of weak technique on performance forms part of your assessment.

Try to use the following structure for your weakness

| | |
|--|----------------------|
| Person being analysed: | Activity performed: |
| Area of assessment: | Weakness identified: |
| Background information (where/when/what/how) | |
| Technical explanation of the weakness and the impact this weakness had on performance. | |

Some points to consider when analysing

- Make sure your weakness is a skill.
- Use technical terms that are relevant to the activity
- Mention as many aspects of the technique as you can
- You must explain the impact of the poor technique on performance.
- You should reference an elite performer who you feel uses the perfect technique. Some comparison to this performer might help you fully explain the weakness you have.
- Use diagrams and pictures to help you.
- **Break it down into 3 sections: preparatory, execution, result/recovery.**

It is worth spending time planning what you believe your weaknesses are in relation to your skill. Spend some time annotating some diagrams of either you performing or an elite performer.

Try to think about the following things

- Position of body parts
- What were they doing with their body parts
- How did this affect their performance?

Evaluation (25 marks)

For the weakness you have identified, you now need to suggest appropriate causes and corrective measures which have come from the theoretical content within the specification.

For example

- My weakness is **poor tackling in rugby** (I have explained what I am doing wrong with my technique and how this affected performance.
- My cause of this is the fact I am **over aroused**.
- My possible corrective measure is the use of **cognitive stress management techniques**.

If you have discussed more than one weakness you should only identify causes and corrective measures for only one weakness.

You have two options -

- You may choose one theoretical area for the cause/corrective measure (to show how well you understand the aspect of the theory)
- You may reference more than one relevant theoretical area for your cause/corrective measure (to show your knowledge across several areas and how they link together)

Please see the flow chart on the next page to help you meet the criteria.

1. Decide what theoretical areas could explain why the weakness occurred.

2. Why does this explain why the weakness occurred?

3. The theoretical area is fully explained showing a full understanding

4. You have used more than the textbook to apply to the weakness.

5. The corrective measure it identified and explained

6. The corrective measure is fully applied to the weakness (how will it help improve the weakness)

7. You have used a high level of technical language and terms appropriate to the theory

Summer NEA Preparation TASK

<http://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582>

(SPECIFICATION - has all the details.)

| Activity | Comments | Area of assessment 1 | Area of assessment 2 | Area of assessment 3 |
|---|--|-----------------------------------|---------------------------------|------------------------|
| Kayaking (flat water) (white water) | | Event/race 1 Down water skills | Event/race 2 Up water skills | Tactics and strategies |
| Lacrosse | | Attacking skills | Defensive skills | Tactics and strategies |
| Netball | | Attacking skills | Defensive skills | Tactics and strategies |
| Rock climbing | Can be indoor or outdoor | Climb 1 | Climb 2 | Tactics and strategies |
| Rowing | | Bow side | Stroke side | Tactics and strategies |
| Rugby league | Cannot be tag rugby | Attacking skills | Defensive skills | Tactics and strategies |
| Rugby union | Can be assessed as 7's or 15 a side (not tag) | Attacking skills | Defensive skills | Tactics and strategies |
| Sculling | | Race 1 | Race 2 | Tactics and strategies |
| Skiing | Outdoor/indoor on snow Must not be dry slopes | Race 1 | Race 2 | Tactics and strategies |
| Snowboarding | Outdoor/indoor on snow Must not be dry slopes | Race 1 | Race 2 | Tactics and strategies |
| Squash | | Attacking skills | Defensive skills | Tactics and strategies |
| Swimming | Not synchronised swimming | Stroke/race 1 | Stroke/race 2 | Tactics and strategies |
| Table tennis | | Attacking skills | Defensive skills | Tactics and strategies |
| Tennis | | Attacking skills | Defensive skills | Tactics and strategies |
| Trampolining | | Routine 1 (compulsory) | Routine 2 (voluntary) | Tactics and strategies |
| Volleyball | | Attacking | Defensive skills | Tactics and strategies |

| Activity | Comments | Area of assessment 1 | Area of assessment 2 | Area of assessment 3 |
|---|--|------------------------------------|---|------------------------|
| Amateur boxing | | Attacking skills | Defensive skills | Tactics and strategies |
| Association football | Cannot be five-a-side or futsal | Attacking skills | Defensive skills | Tactics and strategies |
| Athletics | | Event 1 | Event 2 | Tactics and strategies |
| Badminton | | Attacking skills | Defensive skills | Tactics and strategies |
| Basketball | | Attacking skills | Defensive skills | Tactics and strategies |
| Camogie | | Attacking skills | Defensive skills | Tactics and strategies |
| Canoeing (flat water) (white water) | | Event/race 1 Downstream skills | Event/race 2 Upstream skills | Tactics and strategies |
| Cricket | | Batting skills | Bowling/fielding skills (including wicket keeping) | Tactics and strategies |
| Cycling | Track or road cycling only | Event/race 1 | Event/race 2 | Tactics and strategies |
| Dance | | Dance 1 | Dance 2 | Choreography |
| Diving | Platform diving | Six dive routine | Six dive routine | Tactics and strategies |
| Equestrian | | Flat work | Jumping | Tactics and strategy |
| Gaelic football | | Attacking skills | Defensive skills | Tactics and strategies |
| Golf | | Short irons (7-wedges)/ putting | Long irons (driver-6 iron) | Tactics and strategies |
| Gymnastics | Floor routines and apparatus only | Piece of equipment 1 | Piece of equipment 2 | Tactics and strategies |
| Handball | | Attacking skills | Defensive skills | Tactics and strategies |
| Hockey | Must be field hockey, not ice hockey or roller hockey | Attacking skills | Defensive skills | Tactics and strategies |
| Hurling | | Attacking skills | Defensive skills | Tactics and strategies |

EXAMPLE

Association football

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context (cannot be 5-a-side or futsal).

Outfield player

| Area of assessment | Core skills | Advanced skills |
|--|--|--|
| Area of assessment 1 – Attacking skills | Outfield player. Receiving the ball – control using both feet and thigh. Passing – (dominant foot) – short and long – along the floor, lofted, chip and driven. Dribbling – close control, use of inside and outside of dominant foot. Shooting – short and long range with dominant foot. Half volley, header. | Outfield player. Receiving the ball using chest and head to control the ball. Passing – use of inside and outside of dominant foot. Use of non-dominant foot for short and long passes. Use of inside of non-dominant foot. Dribbling – use of inside and outside of non-dominant foot. Shooting – volley. Use of inside and outside of dominant foot to add spin/swerve/dip. Short and long range with non-dominant foot. |
| Area of assessment 2 – Defensive skills | Tackling – block, lunge. Heading – distance and height. Clearance – height and distance. | Tackling – slide. Clearance – ability to find teammate higher up the pitch. Heading – finding team mate with header. |
| Area of assessment 3 – Tactics and strategies | Role at corners. Set play. Role in formation. Tracking back. Man-to-man marking. Range of passing. Decision making – when to pass/dribble/shoot or decision making when to tackle/jockey. | Jockeying. Ability to play in two or more roles in a variety of formations (eg CDM role in 442 and CB in back four). Interception of pass. Zonal marking. |

TASK:

1. Pick a sport from the list above. (this should be the sport you will be assessed in)
2. Record footage of you partaking the sport in a competitive situation, un-edited and at least 30minutes (this will be difficult at this time – you may have old footage to use?)
3. You then need to pick a weakness from each area of assessment 2 & 3.
4. **For example:** If you look at the football specification I could pick the following weaknesses from AA2 – Slide tackle and from AA3 – interception of the pass.

For your weaknesses identified you need to:

1. Explain why you think you have this weakness –Technical reasons linked to competitive example.
2. Make a comparison to an elite performer who performs your chosen skill perfectly.
3. Identify what you think the cause of your weakness is.