Year 12-13 Transition Booklet

A-Level Physical Education

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If you require any help or clarification about A-Level Physical Education before the start of the course, please do not hesitate to contact us:

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Course Breakdown

70% Theory (EXAM) • 30% Coursework (NEA)

Paper 1: Section A: Applied Anatomy and Physiology Section B: Skill Acquisition Section C: Sport and Society **Written Paper**	35 %	• 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data
Paper 2: Section A: Exercise Physiology and Biomechanics Section B: Sport Psychology Section C: Sport and Society and Technology in Sport **Written Paper**	35 %	• 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data
NEA / Coursework: Practical performance in physical activity and sport – 15% Written analysis and evaluation of performance – 15%	30 %	• 90 marks • One activity (45 marks) plus written analysis and evaluation (45 marks) • Internal assessment, external moderation

Year 1

- Applied anatomy and physiology – Mr Cope
- Skill acquisition – Mr Ayub
- Sport and Society – Mr Ayub
- Exercise physiology – Mr Cope
- Biomechanical movement – Mr Cope
- Sport psychology – Mr Ayub
- NEA – Coursework – Mr Ayub

Year 2

- Applied anatomy and physiology – Mr Cope
- Information processing – Mr Ayub
- Exercise physiology – Mr Cope
- Biomechanical movement – Mr Cope
- Sport psychology – Mr Ayub
- Sport and society and the role of technology in physical activity and sport - Mr Cope
- NEA – Coursework – Mr Ayub

SUMMER TASKS and ACTIVITIES

Task	Instructions
Task 1 – Complete Tactical analysis in coursework	**I think we all know how important coursework is – This is due Christmas but we also will be teaching lessons – So a crucial thing to do is complete tactical analysis – Introduction – Phase 1 – Phase 2 – Phase 3 – You can email me in summer to ask questions or tell me complete for me to mark**
Task 2 – Practical analogue	**When the moderator comes in a requirement is we provide both full game footage and a practical analogue to justify your practical grade (This year moderator disagreed with 2 pupisl then went to practical analogue and said actually yes we now agree)** **To complete this – Go to your PE one drive shared folder – Click folder practical resources – click practical analogue – Here you find my example on this document you complete in same way I have completed the document explains all**
Task 3 – recap Yr12 questions	**On this document please answer where it says your turn this is to keep our memory refreshed**

Question 1 - During exercise CO_2 in the blood will increase.

Describe how an increase in blood CO_2 impacts the redistribution of blood. (3 marks)

Describe question limited detail needed use 3 bullet points

Your turn

Question 2 - Divers often practise somersaults using trampolines.

Analyse how a coach can make sure positive transfer occurs between the somersaults practised on the trampoline and the somersaults performed into the water. (3 marks)

SAQ A03 Analyse question you need to use WIRES and 3 times (do not need to answer other side of argument)

Your turn

Question 3 Explain why the characteristics of real tennis prevented the lower class from playing it (2 marks)

A02 Explain question you need to use the connective because/which/so and link it to real tennis

2 bullet points needed

Your turn

Question 4 State **three** factors which affect stability. (3 marks)

A01 state question – not detail literally even couple words and 3 bullet points

Your turn

Question 5 Evaluate the effectiveness of using questionnaires to measure the anxiety levels of all the players in a rugby squad. (3 marks)

A03 SAQ Evaluate – So need to give answer on both sides positive and negative – Need to use WIRES as A03 SAQ – 3 sets of WIRES

Your turn

Question 6 Explain the benefits of including weight training as part of a rugby player's training regime. (2 marks)

A02 Explain question you need to use the connective because/which/so and link it to rugby weight training and regime

2 bullet points needed

Your turn

Final task	**Following you answering these questions and how you have felt over the year please complete the RAG rating below for each of Yr12 content** **Do not complete for Yr13 we will do this in Year 13 April**

	GREEN	AMBER	RED
Cardiovascular system – YEAR 1			
Impact of physical activity + sport on the health+ fitness of the individual			
Hormonal, neural and chemical regulation of responses during physical activity + sport			
Receptors involved in regulation of responses during physical activity.			
Transportation of oxygen			
Venous return			
Starling's law of the heart			
Cardiovascular drift			
Arterio-venous oxygen difference (A-Vo2 diff)			
Respiratory system – YEAR 1			
Understanding of lung volumes and impact on physical activity + sport			
Gas exchange systems at alveoli and muscles			
Hormonal, neural and chemical regulation of pulmonary ventilation during Physical activity and sport			
Receptors involved in regulation of pulmonary ventilation during physical activity			
Impact of poor lifestyle choices on the respiratory system			
Neuromuscular system – YEAR 1			
Characteristics and functions of different muscle fibre types for a variety of sporting activities			
Nervous system			
Role of proprioceptors in PNF			
Recruitment of muscle fibres			
Musculo-skeletal system and analysis of movement – YEAR 1			
Joint actions in the sagittal plane/transverse axis			
Joint actions in the frontal plane/sagittal axis			
Joint actions in the transverse plane/longitudinal axis			
Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction			
Energy systems – YEAR 2			
Energy transfer in the body			
Energy continuum of physical activity			
Energy transfer during short duration/high intensity exercise			
Energy transfer during long duration/low intensity exercise			
Factors affecting VO2 max aerobic power			
Measurements of energy expenditure			
Impacts of specialist training methods on energy systems			
Diet and nutrition – YEAR 1			

Exercise-related function of food classes			
Positive and negative effects of dietary supplements/ manipulation on the performer			

Training methods – YEAR 1			
Key data terms for laboratory conditions and field tests			
Physiological effects and benefits of warm up and cool down			
Principles of training			
Periodisation			
Training methods to improve physical fitness and health			
Injury prevention – YEAR 2			
Types of injury			
Methods used in injury prevention, rehabilitation and recovery			
Physiological reasons used for methods used in injury rehabilitation			
Importance of sleep and nutrition for improved recovery			
Skill Acquisition – YEAR 1			
Characteristics of skill			
Use of skill continua + justification of placement of skills on them			
Transfer of learning + impact on skill development			
Structure of practice for learning – YEAR 1			
Methods of presenting practice			
Types of practice			
How knowledge of skill classification informs practice structure/learning of skills			
Principles and theories of learning and performance – YEAR 1			
Stages of learning and how feedback differs between the different stages.			
Learning plateau			
Cognitive theories			
Behaviourism			
Social learning			
Constructivism			
Understanding of how theories of learning impact on skill development			
Use of guidance and feedback – YEAR 1			
Methods of guidance			
Understand the different purposes and types of feedback			
Understanding of how feedback and guidance impacts on skill development			

Memory models – YEAR 2			
General information processing model			
Whiting's information processing model			
Definitions of + the relationship between reaction time, response time, movement time			
Factors affecting response time			
Definitions of anticipation			
Strategies to improve response time			
Schmidt's schema theory			
Strategies to improve information processing			

Sport psychology			
Aspects of personality – YEAR 1			
The nature vs nurture debate in the development of personality			
Interactionist perspective			
How knowledge of interactionist perspective can improve performance			
Attitudes – YEAR 1			
Triadic model			
Changing attitudes through cognitive dissonance and persuasive communication			
Arousal – YEAR 1			
Theories of arousal			
Practical applications of theories of arousal and their impact on performance			
Characteristics of peak flow experience			
Anxiety – YEAR 1			
Types of anxiety			
Advantages and disadvantages of anxiety measures			
Aggression – YEAR 1			
Difference between aggressive and assertive behaviour			
Theories of aggression			
Strategies to control aggression			
Motivation – YEAR 1			
Types of motivation			
Types of rewards			
Achievement motivation theory			
Atkinson's model of achievement motivation. – YEAR 2			
Characteristics of personality components of achievement motivation			
Impact of situational component of achievement motivation			

Achievement goal theory			
Strategies to develop approach behaviours leading to improvements in performance			
Social facilitation – YEAR 1			
Social facilitation and inhibition			
Evaluation apprehension			
Strategies to eliminate the adverse effects of social facilitation and social inhibition			
Group dynamics – YEAR 1			
Group formation			
Cohesion			
Steiner's model of potential and actual productivity, faulty group processes			
Ringelmann effect and social loafing			
Strategies to improve cohesion, group productivity and overcome social loafing			

Goal setting – YEAR 1			
Benefits of types of goal setting			
Principles of effective goal setting			
Attribution theory – YEAR 2			
Attribution process			
Weiner's model and its application to sporting situations			
Link between attribution, task persistence and motivation			
Self-serving bias			
Attribution retraining			
Learned helplessness			
Strategies to avoid learned helplessness leading to improvements in performance			
Self-efficacy and confidence – YEAR 2			
Characteristics of self-efficacy, self-confidence and self-esteem			
Bandura's model of self-efficacy			
Vealey's model of self-confidence			
Effects of home field advantage			
Strategies to develop high levels of self-efficacy leading to improvements in performance			
Leadership – YEAR 2			
Characteristics of effective leaders			
Styles of leadership			
Evaluation of leadership styles for different sporting situations			
Prescribed and emergent leaders			
Theories of leadership in different sporting situations			

Stress management – YEAR 2			
Explanation of the terms 'stress' and 'stressor'			
Use of warm up for stress management			
Effects of cognitive and somatic techniques on the performer			
Explanation of cognitive techniques			
Explanation of somatic techniques			
Sport and Society			
Pre-Industrial (Pre -1780) – YEAR 1			
Characteristics and impact on sporting recreation			
Characteristics of popular and rational recreation linked to the two-tier class system			
Industrial and post-industrial (1780–1900) – YEAR 1			
Characteristics and impact on sport (limited to development of association football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games)			
Industrial revolution			
Urbanisation			
Transport and communication			
The British Empire			

Provision through factories			
Churches and local authorities			
Three-tier class system (emphasis on middle class and working class)			
Development of national governing bodies			
Characteristics of sport			
Consideration of the changing role of women in sport			
The status of amateur and professional performers			
Post World War II (1950 to present) – YEAR 1			
Characteristics and impact on sport (limited to development of association football, tennis and athletics)			
Golden triangle – the interrelationship between commercialisation (including sponsorship), media (radio, TV, satellite, internet and social media) and sports and governing bodies			
The changing status of amateur and professional performers			
Factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century			
The impact of sport on society and of society on sport – YEAR 1			
Sociological theory applied to equal opportunities			

Understanding of the definitions of the following key terms in relation to the study of sport and their impact on equal opportunities in sport and society: • society • socialisation • social processes • social issues • social structures/stratification			
Understanding social action theory in relation to social issues in physical activity and sport			
Underrepresented groups in sport			
Understanding the terms equal opportunities, discrimination, stereotyping and prejudice			
The barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport			
Benefits of raising participation			
The interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport			
Sport and society and the role of technology in physical activity and sport			
Concepts of physical activity and sport – YEAR 2			
The characteristics and functions of key concepts and how they create the base of the sporting development continuum. Similarities and differences between them			
Physical recreation			
Sport			
Physical education			
School sport			
Development of elite performers in sport – YEAR 2			
The personal, social and cultural factors required to support progression from talent identification to elite performance			

The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance			
The key features of national governing bodies' whole sport plans			
The support services provided by national institutes of sports for talent development			
The key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development			
Ethics in sport – YEAR 2			
Amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic.			
Positive and negative forms of deviance in relation to the performer			
Violence in sport – YEAR 2			
The causes and implications of violence in sport in relation to the performer, spectator and sport			

Strategies for preventing violence within sport to the performer and spectator			
Drugs in sport – YEAR 2			
The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance			
The physiological effects of drugs on the performer and their performance			
The positive and negative implications to the sport and the performer of drug taking			
Strategies for elimination of performance enhancing drugs in sport			
Arguments for and against drug taking and testing			
Sport and the law – YEAR 2			
The uses of sports legislation			
Impact of commercialisation on physical activity and sport and the relationship between sport and the media – YEAR 2			
The positive and negative impact of commercialisation, sponsorship and the media			
The role of technology in physical activity and sport – YEAR 2			
Understanding of technology for sports analytics			
Functions of sports analytics			
The development of equipment and facilities in physical activity and sport, and their impact on participation and performance			
The role of technology in sport and its positive and negative impacts			

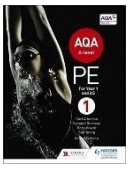
Recommended Reading

BOOKS

This version is the combined Y12 & Y13 textbook

Atherton, C. Howitt, R. Young, S. 2019 *AQA A-Level PE for Year 1&2.*

*Essential you need this book



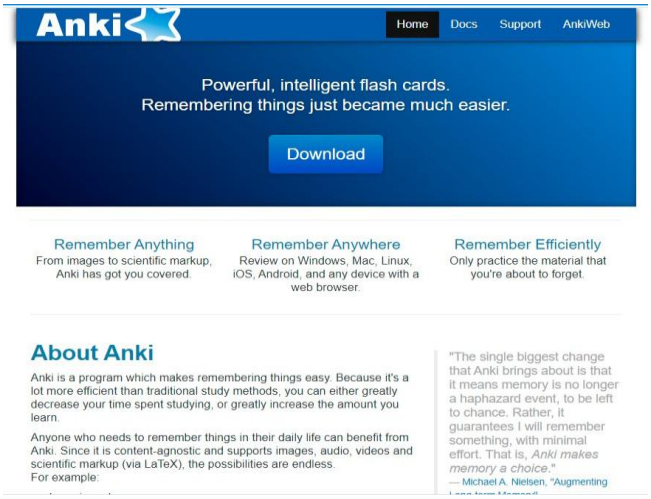
Atherton, C. Burrows, S. Howitt, R. Young, S. 2017 *AQA A-Level PE for Year 1 and AS*. Hodder Education (must be bought ahead of starting in September)

Atherton, C. Burrows, S. Howitt, R. Young, S. 2017 *AQA A-Level PE for Year 2 and AS*. Hodder Education

Young, S. Burrows, S. Byrne, M. 2017 AQA My Revision Notes: AQA A-level PE. Hodder Education

Revision app

- https://apps.ankiweb.net/index.html
- Download the app on your phone ready to start in September
- Regular use of this app will be expected throughout the duration of the course
- Decks of cards will be ready for you to use, but you can also then make your own to use (for any topic or subject).
- Any issues with costs, get in touch with us and we will help you out.



YOUTUBE CHANNELS

My PE Exam - https://www.youtube.com/channel/UCtQWDngwhYgmMjKyzZy2dUQ

The PE Tutor - https://www.youtube.com/channel/UCUVsiR1u_oSZ32CHQmD4Ug

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

This is a method you will be asked to use frequently in preparation for starting a new topic. You will either be asked to watch a short video or read an article and take notes from it.
Watch linked video below before attempting:
https://www.youtube.com/watch?v=nX-xshA_0m8

Cornell Notes

PNF	
QUESTIONS	**KEY INFORMATION**
What does PNF stand for? Number of people usually involved?	Proprioceptive neuromuscular facilitation 2 – Has to be done with a partner
What is the most practical PNF technique called?	CRAC (contract-relax-antagonist-contract)
What are the 3 main phases of PNF?	1) passive stretch with partner. Leg extended until tension felt (around 30 seconds) 2) individual then isometrically stretches the muscle for at least 10 secs by pushing their leg against their partner. Partner supplies just enough resistance to hold the leg in a stationary position. 3) passive stretch is then repeated with partner – muscle stretches further
What are the two types of proprioceptors working during PNF?	Muscle spindles and golgi tendon organs
Where are they located?	Muscle spindles - between skeletal muscle fibres. Golgi tendon organs – between the muscle fibre + tendon.
What is the role of muscle spindles? What info do they send to the CNS?	They are stretch receptors that provide info to the CNS about how fast and how far a muscle is being stretched.
What does the CNS do with this info?	CNS sends an impulse back to the muscle telling it to contract, which triggers the stretch reflex. This reflex action that causes the muscle to contract to prevent over-stretching reduces the risk of injury. - occurs in passive stretch phase of PNF.
What is the role of golgi tendon organs? In PNF? What is autogenic inhibition?	They detect levels of tension in a muscle. When the muscle is contracted isometrically in PNF, they sense the increase in muscle tension and send inhibitory signals to the brain which allows the antagonist muscle to relax and lengthen. Known as autogenic inhibition.