**A-Level PE**

**How PE will be taught:**

You will have 5 lessons per week split between 3 teachers.

Each teacher will take a topic section each. PCO will teach physical factors affecting performance, SMC will teach Psychological factors affecting performance and KGR will teach Socio-cultural issues in physical activity and sport. In the second year PCO will lead the EAPi NEA.

Teachers draw upon a range of teaching practices from research tasks, documentaries of historic sporting events to practical elements. Students are required to complete background research and reading outside of the lesson to inform the application of content within lesson time. Students will be set one piece of homework from each teacher weekly as well as having extension tasks to complete during their non-contact time.

**Working expectations:**

* Attend all lessons
* Complete organised, neat and correct notes
* Complete all tasks to the best of your ability
* Ask for help if required
* Work well independently and with others
* Be willing to share ideas
* Complete all homework to the best of your ability
* Complete extended research to enhance learning
* Participate or coach in a sport

**What 100% effort in this subject looks like:**

* Seeking additional exam practice
* Tracking own progress and knowing strengths and weaknesses
* Reading about the wider context of sport and application of core principles
* Taking part in regular sport outside of the classroom
* Watching documentaries about the history of sport
* Listening to podcasts
* Seeking help in a timely manner to ensure your learning is matching your desired grade

**Folder Policy:**

*Your folder should have:*

* Three key areas with dividers highlighting each section
* Curriculum plans at the start of each section
* Chronologically organised sections of neat notes following the schools PROUD initiative
* Response to teacher feedback to show progression

**What marking looks like:**

* Each lesson will have a retention and recall task that will be marked by yourself
* Class notes will not be marked by the class teacher, verbal feedback will be given
* Peer and self-marking will feature heavily throughout the course
* Every three weeks a key piece of work will be marked with pink pen and it is expected feedback is completed by yourself in green pen.
* Assessment pieces will be peer assessed as a group and then formally assessed by the classroom teacher. Green pen action will then be expected to be completed by yourself.

**What homework looks like:**

* Reading of key articles and chapters from the course textbook
* Watching and analysing sporting documentaries
* Exam question practice
* Creation of models, videos and revision materials
* Research and creation of presentations to present your findings

**Specification at a glance:**

|  |  |  |  |
| --- | --- | --- | --- |
| Physiological factors affecting performance | Psychological factors affecting performance | Socio-cultural issues in physical activity and sport | Performance in Physical Education |
| * Skeletal and muscular systems * Cardiovascular and respiratory systems * Energy for exercise * Environmental effects on body systems * Diet and nutrition and their effect on physical activity and performance * Preparation and training methods * Injury prevention * Biomechanics | * Skill acquisition * Classification of skills * Feedback * Guidance * Stages of learning and transfer of skills * Sports Psychology * Individual differences * Confidence and arousal | * Sport and society * Emergence and evolution of modern sport * Global sporting events * Contemporary issues in physical activity and sport * Ethics and deviance in sport * Commercialisation and media * Modern technology in sport | * Practical performance in sport of coaching of a sport * The Evaluation and Analysis of Performance for Improvement |

**Summer preparation**

Summer preparation tasks

The purpose of giving you a summer bridging task is:

1. To provide a bridge from level 2 to level 3 study, and lead into the early stages of the course.
2. To engage you in independent learning which is required at level 3.
3. To encourage you to develop your work ethic and commitment to study.
4. To measure your suitability for the course and assess your initial levels of achievement.

**Task 1**: There are a number of key terms that crop up throughout the two-year course. It is important that you are aware what the meaning is of these terms.

Define the following key terms:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Action potential | Biofeedback | Concentric contraction | Discrete skill | Ergogenic aid | Fixed practice |
| Globalisation | Intrinsic motivation | Linear motion | Moment of inertia | National institutes | Operant conditioning |
| Parabolic flight path | Ringlemann effect | Spectatorism | Trompomyosin | UK sport | Venous return |

**Task 2 (**Physiological factors affecting performance)**:**

Select a sport of your choice and 4 sporting actions within that particular sport. For example, in trampolining you might like to choose a pike jump, a straddle jump, a half-twist and a back somersault, whilst in basketball you could choose a lay-up, a jump shot, a cross-over and a set shot.

Once you have chosen your sport, produce 4 labelled diagrams that detail the joint, joint type, articulating bones, movement occurring, muscles involved in that action and the type of contraction produced. (Use the KO attached to help)

You should also detail the type of levers involved and the planes and axes that the movement occurs in.

**Task 3** (Physiological factors affecting performance):

For the sport you have chosen above research the different ergogenic aids that would be used in the sport and justify why they would be used.

**Task 4** (Psychological factors affecting performance):

Using the classification of skills KO attached classify the skills in task 2.

Please complete research on the theories of motivation and arousal, focusing your work on drive theory, inverted U theory and catastrophe theory.

Using these theories and focusing on the skills you have chosen above, explain how performance of those skills may be due to arousal, with reference to your stage of learning (Cognitive, Associative and Autonomous).

**Task 5** (Psychological factors affecting performance):

Recreate the attached KO outlining the classification of skills but with examples of skills from different sports.

**Task 6** (Socio-cultural issues in physical activity and sport):

Continuing to focus on the sport chosen above, please describe (using up to 750 words) the impact technology has played on that sport across the last 15 years. You can focus on the development of equipment, performance analysis, injury rehabilitation, recovery from training and competitions, as well as the impact it has had on officiating and spectators.

**Task 7** (Socio-cultural issues in physical activity and sport):

Watch the following documentaries on YouTube:

* Hitlers Olympics (1936 Berlin Summer Games)
* 1968 – A Mexico City documentary NBC Olympics

**Task 8** (Performance in Physical Education):

Complete a detailed performance analysis of yourself with the sport that you play. You will need to focus on the strengths and weaknesses of 3 key areas; skill, tactical and fitness. Once you have highlighted your strengths and weaknesses you will need to develop a 3 month training programme to increase your weaknesses thinking about the principles of training.

*This task can be a written or a verbal task.*

**Task 9** (performance in Physical Education):

Spend a minimum of 30 minutes a day focusing on developing key skills within your chosen sport. Think about the fundamentals such as hand eye coordination and how you can develop this with the resources you have. Spend another 30 minutes a day developing key fitness for your sport. This can be aerobic, strength or flexibility training.

**Potentially useful websites:**

**James Morris’ YouTube channel breaks down each section of the A-Level course into manageable webinar chunks (roughly 10 minute videos). He is the key when it comes to learning and understanding knowledge and his videos appear frequently throughout the course.**

**Using the specification link below find key topic areas you are interested in and search them on his YouTube channel. Alternatively you can type into the search bar James Morris – Flexibility training and it will bring up his video + others**

**Other documentaries available are the following on Netflix:**

**Icarus (doping in cycling)**

**Game Changers (nutrition in sport – controversial findings)**

**The English game (Origins of modern day football)**

**A-Level PE OCR Specification:**

<https://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf>

Exemplar Practice Papers & Mark Schemes:

[**http://www.ocr.org.uk/Images/316930-sample-assessment-materials-taster-booklet.pdf**](http://www.ocr.org.uk/Images/316930-sample-assessment-materials-taster-booklet.pdf)

[**http://www.ocr.org.uk/Images/234835-unit-h555-01-physiological-factors-affecting-performance-sample-assessment-material.pdf**](http://www.ocr.org.uk/Images/234835-unit-h555-01-physiological-factors-affecting-performance-sample-assessment-material.pdf)

[**http://www.ocr.org.uk/Images/234838-unit-h555-02-psychological-factors-affecting-performance-sample-assessment-material.pdf**](http://www.ocr.org.uk/Images/234838-unit-h555-02-psychological-factors-affecting-performance-sample-assessment-material.pdf)

[**http://www.ocr.org.uk/Images/234839-unit-h555-03-socio-cultural-issues-in-physical-activity-and-sport-sample-assessment-material.pdf**](http://www.ocr.org.uk/Images/234839-unit-h555-03-socio-cultural-issues-in-physical-activity-and-sport-sample-assessment-material.pdf)







