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analyse
coordination
handbook
comment
repeat
apply
follow
remember
recognise
encounter
interact
compare

Dear student,

Thank you for choosing the A level PE course. Studying A level PE at County goes far deeper than learning about the body, fitness and training. We look at how people learn new skills, the psychology behind sporting excellence and the development of sport from pre-industrial Britain to the present day. The aim of this handbook is to give to you all the information you will need, along with some study tips in order to allow you to be as successful.

The department -

- Mr Ayres – Head of A level PE - dayres@guildfordcounty.co.uk
- Miss Leworthy – Head of PE - cleworthy@guildfordcounty.co.uk
- Mrs Kirby - okirby@guildfordcounty.co.uk
- Mr Hill - dhill@guildfordcounty.co.uk

Breakdown –

Content Overview	Assessment Overview	
<ul style="list-style-type: none">• Applied anatomy and physiology• Exercise physiology• Biomechanics	Physiological factors affecting performance (01)* 90 marks 2 hour written paper	30% of total A level
<ul style="list-style-type: none">• Skill acquisition• Sports psychology	Psychological factors affecting performance (02)* 60 marks 1 hour written paper	20% Of total A level
<ul style="list-style-type: none">• Sport and society• Contemporary issues in physical activity and sport	Socio-cultural issues in physical activity and sport (03)* 60 marks 1 hour written paper	20% of total A level
<ul style="list-style-type: none">• Performance or Coaching• Evaluation and Analysis of Performance for Improvement (EAPI)	Performance in physical education (04)* 60 marks** Non-exam assessment (NEA)	30% of total A level

During the course you will have 9 lessons over the two-week period and these will be taught in 3 separate blocks. Your individual teacher will give you all the resources you need for their section of the course, although feel free to speak to any member of the PE department.

1. Anatomy & Physiology , Exercise Physiology and biomechanics – Mrs Kirby (5 lessons)

This topic focuses on key systems of the human body involved in movement and physical activity. Learners will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities, and during recovery. Application of this theoretical knowledge will enable learners to understand how changes in physiological states can influence performance in physical activities and sport.

2. Acquiring movement skills and Sport psychology – Miss Leworthy (2 lessons)

This topic will develop learners' knowledge and understanding of the role of skill acquisition in performance of physical activities and sports. It aims to develop knowledge and understanding of the principles required in order to optimise the learning of new, and the development of existing, skills.

Learners will develop an understanding of the importance of being able to classify skills in order to select the most suitable approach to the learning of motor skills.

This topic will look at the underlying factors required for effective and deficient performance. Learners will also gain a detailed understanding of the significance the environment and conditions in which new skills are learned play on the success of acquiring these motor skills. Knowledge and understanding will also be developed in the different approaches and theories to teaching new skills as well as the guidance and feedback used to support this. Focus will also be placed on enhancing existing skills and the opportunities to transfer between the two. Through application of knowledge gained from this topic, learners will be able to develop their skills in other sporting roles such as coach or leader, as well as directly relating it to their own performance.

3. Socio Cultural Studies – Mr Hill (2 lessons)

In this topic, learners will develop their knowledge and understanding of how physical activity and sport have developed through time and the factors that shape contemporary sport.

Learners will study the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain. For this topic, area it may be beneficial to include the use of case studies in particular sports (for example football, tennis, athletics or cricket)

which can be charted through the different time periods covered. The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. Learners will also understand the nature of global sporting events and how they reflect and are impacted upon by social issues. In many areas of the specification, it is expected that practical examples from physical activities and sports will be used to show how theory can be applied and to reinforce understanding.

4. Acquiring and developing practical skills in Physical Education

In Component 03, *Performance in physical education*, learners are internally assessed through the NEA in one practical activity (either performing or coaching one chosen activity from the approved lists) and the Evaluation and Analysis of Performance for Improvement (EAPI).

For the practical performances approved activities list see section 2e of the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment (found on the OCR website). Learners can be assessed in the role of performer or coach in one activity. Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. This component is internally marked using the assessment criteria found in section 2b.3 (performance) and section 2c.1 (coaching) of the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment.

Unlike GCSE PE, the A level course has a higher theory weighting, putting more responsibility on your work in the classroom. The split of theory to practical is 70% theory and 30% practical. Practical sessions will take place during lessons and your teacher will inform you prior to the lesson so that you can bring appropriate kit. Normally these lessons will be based around the current topic you are studying and also what stage you are at in your coursework.

It is essential that alongside your wider reading, you regularly train outside of lessons, whether it is for a school team or for a local club. This will benefit you greatly, not only when completing your coursework but also when being assessed in your chosen practical activities. The practical mark for each activity is marked out of 30. To gain a mark higher than 20 you must have a skill level well above average and be competing at a high standard for District, County or Country. Over the course you will need to create a film that will allow you to demonstrate your skills in your chosen sport, as well as some 'real time footage' from a game.

We expect you to attend every lesson, even when you are injured or feeling unwell. You are still expected to attend, change into practical clothing and take part in the lesson in some way

SUBJECT:	Year 1	Year 2
Autumn 1	<p>Section A Joints: movements; muscles - The role of muscular contraction</p> <p>Section B Skill classification - Skill practice-Ability classification-Stages of learning</p> <p>Section C Participation in physical activity-Physical recreation and outdoor recreation-Physical education and outdoor recreation -Sport</p>	<p>Section A Concepts –ATP-ATP resynthesis-Energy continuum</p> <p>Section B Personality-Attitudes</p> <p>Section C Popular recreation-Rationalised sports and pastimes-19th Century Public schools-The three developmental stages of athleticism -Stage one (boy culture; bullying; brutality)-Stage two (Dr Arnold; social control)</p>
Autumn 2	<p>Section A Impact of different types of physical activity on the skeletal and muscular systems-Warm up/cool-down-Basic concepts of Biomechanics</p> <p>Section B Types of guidance-Methods of practice-Memory-Reaction Time</p> <p>Section C The UK, The USA, Australia-Governing Bodies-Funding</p>	<p>Section A Recovery process-Aerobic capacity</p> <p>Section B Achievement motivation-Attribution theory-Aggression</p> <p>Section C Stage three (the 'cult' of athleticism)-Bathing and swimming Athletics-Football-Cricket-Tennis</p>
Spring 1	<p>Section A Response of the cardiovascular system to physical activity</p> <p>Section B Information processing-Theories of learning-Reinforcement</p> <p>Section C Excellence and participation-Performance enhancing drugs-Sport, sponsorship and the media</p>	<p>Section A Strength –Flexibility-Body composition</p> <p>Section B Group Dynamics-Leadership-Social facilitation-Goal setting</p> <p>Section C The 1902 Model Course-The 1933 Syllabus</p>
Spring 2	<p>Section A The response of the respiratory system to physical activity</p> <p>Section B Motor programmes-Transfer of Learning</p> <p>Section C Violence in sport-The Olympic games</p>	<p>Section A Periodisation-Ergogenic aids</p> <p>Section B Self confidence-Attentional control-Emotional control</p> <p>Section C The 1950s – Moving and Growing and Planning the Programme 1970's and 1980's</p>
Summer 1	Exam: UNIT G451: An introduction to Physical Education	Exam: Unit G453: Principles and concepts across different areas of Physical education
Summer 2	Start A2 – Coursework	N/A

Expectations and standards

- **Sports Kit** – At varying times throughout the year you will complete practical lessons. These may take the place of a theory lesson as sometimes it's important you learn in a kinaesthetic way. Please ensure whenever you have a practical lesson, you wear suitable clothing, relevant to your practical activity. There will be a practical lesson every Wednesday afternoon during games which is compulsory to attend
- **Punctuality** - You need to make sure you get to lessons on time. If you're more than 5 minutes late to the lesson without a good explanation, expect a sanction from the teacher.
- **Home learning** - Homework will be set by all 3 teachers with a deadline. If you are able to give the homework in before the lesson that would be brilliant. You can also e-mail your homework to the relevant teacher 24 hours before the lesson only to check the work, before you hand it in.
- **Outside the classroom** - It is essential that you read newspapers and watch television programmes that are related to your sport and the PE course. These will be publicised in lessons and on notice boards. A good place to start are the Sports section of a respectable newspapers on a Monday morning, Sky Sports News and Trans World Sport on Saturday mornings (Ch4, 7:55am). There will be questions in your exams relating to current issues so it is vital that you keep yourself up to date. The Internet is also an excellent source and wealth of information, especially YouTube channels such as PE4Learning.
- **Test and Exams** – You will be tested regularly at the end of each unit/topic. These assess your current attainment and must be treated seriously to show yourself in the best light. You will be given various past papers throughout the course, which will be set at the teachers' discretion. The results of all the tests will determine your predicted grade for A2, which will have an important impact on those wishing to apply for higher education.
- **Absence** – If you are absent, it is then your responsibility to either see or email the teacher who will help you catch up on the work.

Remember – do not book driving lessons in normal teaching time; these should be done after school or at the weekend. If you are unable to pass a message on the phone the school and leave a message on the PE office answer phone prior to the lesson or e-mail.

- **Working life** - We suggest that you have two PE files. One folder with your current notes which you need to bring to school on a daily basis (2 weeks work minimum), or whenever you have PE. The second folder should be kept at home. We suggest a lever arch binder, which is split up with dividers separating each area of the course. This is where you put your work when you have completed a section on the syllabus.

Remember - do not risk bringing all your notes in at any one time unless you have been asked to by a teacher.

Assessment

In Component 03, *Performance in physical education*, learners are internally assessed through the NEA in one practical activity (either performing or coaching one chosen activity from the approved lists) and the Evaluation and Analysis of Performance for Improvement (EAPI).

For the practical performances approved activities list see section 2e of the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment.

<https://www.ocr.org.uk/Images/234840-guide-to-non-exam-assessment-as-and-a-level.pdf>

Learners can be assessed in the role of performer or coach in one activity.

Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

This component is internally marked using the assessment criteria found in section 2b.3 (performance) and section 2c.1 (coaching) of the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment.

In addition to a practical performance, learners will be assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). Learners will observe a live or recorded performance by a peer in either their own assessed performance activity or another activity from the approved list. Through observation, learners will provide an oral response analysing and critically evaluating their peers' performance.

Teachers must refer to and follow the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment for further detail on this area of assessment.

- athletic activities
- combat activities
- dance activities
- invasion game activities
- net/wall game activities
- striking/fielding games
- target game activities
- gymnastic activities
- outdoor and adventurous activities
- swimming activities
- safe and effective exercise activities

In the classroom

Where possible your work will be given a grade that corresponds to an equivalent standard grade. Consequently, test scores, etc can be converted to a grade.

In written work the emphasis is on the quality of the material rather than the quantity, however do not hand in any homework that is less than a page in length. The work will often require you to show technical knowledge as well as your grasp of the subject area. Some considerations will also be given to the appearance and presentation of your work.

A grade will normally be accompanied by a written comment, giving advice on how your work could be improved. Comments may also be apparent throughout your piece of work. All grades and marks will be recorded in the teacher's mark book for future reference and predicted grades. It is imperative that you respond to the feedback you have been given, by completing an extension task, correcting any errors made or simply seeking more advice from your class teacher.

Grading

A/A* - excellent/very high level of applied theory. Work is of a very high standard that shows an in-depth technical knowledge of the subject and shows a good command of the relevant language. The integration of information from a number of sources is evident and should be identified (e.g. referenced or in a bibliography)

B - good/high degree of applied theory relevant. Work is of a high standard which grasps of the technical knowledge of the subject and uses some of the relevant subject language. The use of additional information sources should be evident and reasoned arguments followed.

C - sound/satisfactory degree of applied theory. Work is of a good standard that shows an understanding of the main concepts and uses several technical terms. Information from an additional source should be evident (e.g. text book). Work should also show evidence of identifying differing points of view.

D - limited/little applied theory relevant. Work is of an average standard that shows some understanding of the subject area though the language used may not be of a technical nature. The amount of information is limited and the only source will probably be lesson notes/handouts. Only one point of view is acknowledged.

E - very limited applied theory relevant. Work is of a below average that shows a limited understanding of the subject area, language used is not specific and the use of additional information is limited. Questions will be answered in the briefest form.

F - Work is below A level standard, it lacks depth and must be completed again immediately

**QUESTION FORMAT –
MAKING THE CORRECT RESPONSE**

Draw	To make a picture or outline
Sketch	Rough drawn picture
Plot	Mark or draw on a graph/map
Describe	Use full sentences to give an account of something in as much detail as possible
Explain	Fully develop your answer using sentences and give examples to support your answer
Identify	Name and explain
Justify	Show or prove something to be correct
Suggest	Put opinions or ideas forward for consideration
Illustrate	Explain with examples or drawings/diagrams
Discuss	Argue for and against
Outline	Summary or account of the main points
Define/What is meant by	Give the meaning of a particular term or word
List	A number of points is required – sentences not essential
Name	Give the correct, technical term – sentences not required
Describe how you	An account of how something could be done by you, realistically speaking in a school context
Give the evidence from	Make appropriate references to the information given
Using examples from	Make appropriate references to relevant examples within your answer

Wider Reading and Study

Suggested readings

- *Bounce: Matthew Syed* – Focusing on the 10,000 hours theory
- *Peak: Anders Erikson* – discussing the importance of deliberate practise in sport
- *Legacy: James Kerr* – in depth focus on the worlds most successful team, the NZ All Blacks
- *The Sports Gene: David Epstein* – How much does nature play a part in sporting success?
- Any one of the thousands of Sporting Autobiographies available to you!

As well as these, it would be good to purchase the below text book before September :

OCR A Level PE Book 1 : Author John Honeybourne, Sarah Powell; ISBN:9781471851735 Publisher: Hodder Education

Date: June 2016



Documentaries

Suggested documentaries

- *The Game changers* – (Netflix) looking at athlete's diets and veganism
- *Stop at nothing – the Lance Armstrong story* – (Netflix) The second documentary on this cyclist after his controversial drug taking
- *The redeemed and the dominant – fittest on earth* – (Netflix) The latest in the Cross Fit Games series

- *Icarus* –(Netflix). Focusing on performance Enhancing Drugs in Sport
- An English Game History of factory teams in football development
- Chariots of Fire Olympism and Harold Abrahams
- Tom Browns School Days Athleticism and the rationalization of sport
- BBC Panorama - Stadiums of Hate - Euro 2012
- BBC Panorama Catch Me If You Can – 2015
- Cricket’s Match Fixers: The Munawar Files | Al Jazeera Investigations

Podcasts

- *The Real Sport Science podcast* – (Spotify) These are great to listen to while going for a long run! Take a listen to the one about developing talent in young people

Transition work

Written work required

Sport Psychology

1.

Watch a sporting performance from your sport. This can be amateur or professional. Analysis strengths and weaknesses that you see based on the following categories:

1. Skills (i.e. Passing, shooting etc)
2. Components of Fitness (i.e. Speed, coordination etc)
3. Tactics (i.e. Communication, positioning etc) (1 hour)

2.

Watch and read the articles in the below 3 links. Using this information and any other research you might do, write 300 words on the importance of arousal levels in sport and how we can ensure that we keep it at a peak level.

https://www.youtube.com/watch?v=yG7v4y_xwzQ&list=PLTj_rJ2NemjZ8xX9WT3mo4gsK3-FfX7-A

<https://www.youtube.com/watch?v=8zkTpOsDZ3I>

<https://drstankovich.com/how-human-arousal-impacts-sport-performance/>

(1 hour)

3.

make notes on the differences between arousal, anxiety and motivation **(1/2 hour)**

4.

Read through the slides on skill classification (link below). Make notes all 7 continuums and answer the exam question on the last slide.

[https://guildfordcounty-](https://guildfordcounty-my.sharepoint.com/:p/g/personal/dayres_guildfordcounty_co_uk/ES4eHaU8BTFNjd7Hxn4Nz3QBFhnOOHSXSOV7TdXnwM9Vwg?e=gGpH6O)

[my.sharepoint.com/:p/g/personal/dayres_guildfordcounty_co_uk/ES4eHaU8BTFNjd7Hxn4Nz3QBFhnOOHSXSOV7TdXnwM9Vwg?e=gGpH6O](https://guildfordcounty-my.sharepoint.com/:p/g/personal/dayres_guildfordcounty_co_uk/ES4eHaU8BTFNjd7Hxn4Nz3QBFhnOOHSXSOV7TdXnwM9Vwg?e=gGpH6O)

(1 ½ hours)

Anatomy and Physiology

1.

Choose a sport (I would suggest one in which you participate) and gain an image. Outline the short- term and long-term effects of exercise on the body (use a different colour code for each), annotating this on your diagram. Try to have at least 4 points for each **(45mins)**

For the long-term effects, explain how each factor would benefit your performance. Describe the types of training you may complete for the adaptations to take place. **(45mins)**

2.

For your sport, complete a movement analysis of one skill eg Netball shot. Outline the movement occurring at 3 different joints, name the joint, give the joint type, the movement, muscles contracting (agonist and antagonist) **(45 mins)**

- Force production phase - Flexion at elbow / elbow hinge joint, flexion is the biceps brachii as the agonist contracting concentrically, the antagonist is the triceps brachii contracting eccentrically and relaxing.



Extension of knee, knee hinge joint, quadriceps agonist muscle concentric contraction, hamstrings antagonist muscle eccentric contraction

3.

Discuss the main fitness components essential to your sport and the main, muscle groups providing muscular strength and endurance. (45mins)

4.

Diet and nutrition – complete a food diary for one typical day of the week. Outline the main food components you have consumed and outline how they are important in maintaining a healthy balanced diet and the body's ability to train /exercise (45 mins)

- Breakfast - porridge oats, blueberries and banana
- Oats, excellent source of slow digesting carbohydrate, the main and preferred source of energy required to maintain physical exercise.

Banana, source of carbs, potassium, high in vitamin B, fibre and contain antioxidants (slow down the process of food being digested) .



Sport and Society

Task 1

Using the internet to research, answer the questions below. This task is about familiarising yourself with how sport has changed over the last century and how it has become such an integral part of society. As well as the research that you do, add your own opinion and draw upon your own personal knowledge and experiences.

1. Discuss the part played by the British Empire in the spread of modern sports around the world. (6 marks)
2. A) What is meant by the term globalisation? (2 marks)
B) How are national cultures and cultural identities being affected by processes of globalisation? (6 marks)
3. Over the years the global sports sector and global media sector have developed a self-interest relationship. Discuss. (6 marks)
4. The opportunity for sporting and recreational activities has varied since the 19th

century. Why were many National Governing Bodies, such as the Football Association, established in the 19th Century? (4 marks) **(3 hours)**

Task 2

a) Find and keep an article on two of the following subjects:

*Drug taking in sport

*Violence in sport (players or spectators)

*Increase in sedentary lifestyles or initiatives to reduce sedentary lifestyles

*Sport and Public (private) Schools

* Role of Technology in sport

b) Have you watched any big sporting events in the past? Olympic Games, World Championships etc.

What are the positive/ negative effects of hosting such a high profiled event? Can you list and explain a few reasons.

(2 hours)