

**A LEVEL PHYSICAL EDUCATION  
AN OVERVIEW**

**WHAT DOES THE COURSE INVOLVE?**

**Theoretical Areas:**

**Applying Anatomy + Physiology to Improve Performance** – 2 lessons per week

- What is the structure and function of the body?
- What is the role of the skeleton, the joints, the muscles, the heart, blood supply and the lungs in relation to sporting performance?

**Biomechanics** – Following on from A+P

- The study of force and its effect on human performance in physical activity and sports.
- How to improve performance and prevent / treat injury by optimising technique, training and equipment.

**Acquiring, Performing + Teaching Movement Skill** – 2 lessons per week

- What is skill and what is ability?
- How do mental processes help us perform skills?
- How do people learn skills?
- How should the coach teach skills?

**Sport and Society** – 2 lessons per week

- Develop knowledge and understanding of how physical activity and sport have developed through time and the factors that shape contemporary sport.
- The emergence and evolution of modern sport through pre- and post-industrial Britain into the 20<sup>th</sup> and 21<sup>st</sup> Centuries.
- Consider gender and changing status of women; law and order; education; availability of time and money; availability of transport and the influence of public schools.
- Nature of global sporting events and how they reflect, and are impacted upon social issues.

**Practical Coursework:**

**Performance and its Improvement Through Critical Analysis**

- Students choose their best activity for assessment, which may be coaching.
- Students will not have any time in lessons to improve their performance. They must work away from curriculum time. A real commitment is required.
- Students will be asked to give an oral response to a performance in one of the sports – this includes information on how to organise and coach the activity, what physical aspects are necessary for success in the area, knowledge of strengths and weaknesses and strategies for improving performance in the sport. This is known as Evaluation and Analysis of Performance for Improvement. (EAPI)

**THE TEACHING STAFF**

<b>Mr Taplin</b>	i/c A Level PE & Teacher of Year 13 A Level PE Groups
<b>Mr Bryant</b>	Teacher of Year 13 A Level PE Groups
<b>Mr Elder</b>	Teacher of Year 12 & Year 13 A Level PE Groups
<b>Mr Wilcock</b>	Director of Sport & Teacher of Year 12 A Level PE Groups
<b>Mr Armstrong</b>	Teacher of Year 12 A Level PE Groups
<b>Mr. Burton</b>	Team Leader P.E.

**A LEVEL PHYSICAL EDUCATION**  
**TASKS FOR THE SUMMER**

These tasks require research if they are to be tackled correctly. They are designed to allow you the opportunity to illustrate your initiative. If you attempt to answer the questions without reference to appropriate materials, you will not complete the tasks successfully. You **MUST** complete the tasks in order to begin the course in the right frame of mind.

**Anatomy + Physiology**

- Muscles work in pairs. Name the agonists and antagonists of the following joints:  
Flexion of the knee;  
Flexion of the ankle;  
Flexion of the elbow;  
Where necessary please give more than one muscle.
- Muscles cannot push they only contract. Define concentric, eccentric and isometric contractions.
- Prepare a short presentation on the structure of the heart.
- Research Newton's 3 Laws of motion.
- Describe the mechanics of breathing at rest.

**Acquisition of Skill**

In simple terms, skills can be defined as *'learned actions that require voluntary limb movement to achieve a goal'*. Abilities can be defined as *'stable, enduring, innate characteristics that underpin skillful performance'*.

- Name three skills and three abilities that a sportsperson can demonstrate for three differing sports.
- Name three skills that you can demonstrate well in your preferred activity and list the abilities that you feel contribute to your performance.

You will be expected to discuss these answers in the first lesson in September – be prepared!!

**Sport and Society:** Research the way a sport or game has changed over time. Over the summer I would like you to spend some time researching a sport or game of your choice and be able to discuss the way in which it has changed from before the British Industrial Revolution through to modern day. Consider looking into the effect of one or two of the following areas on your chosen sport or game;  
social class; gender; law and order; education; availability of time and money;  
availability of transport

The internet will be able to provide you with lots of information and you should come to the first lesson prepared to present your findings within a small group.**Practical**

**Coursework:** On a piece of A4 list your best practical activity, according to your personal skill level. If a preferred position is applicable then indicate this. Alongside the sport indicate your degree of involvement in the sport, i.e. have you done the sport in PE - do you compete on a regular basis - do you participate only on a recreational level? List any representative honours you may have, i.e. school, club, district, county etc.

On another piece of A4 choose the sport you are best at and write all of the strengths you possess. These should include fitness, skill, psychological or physiological strengths that you have. You should then justify them by giving reasons for the strengths. On a third piece of A4 do the same for the weaknesses you have in your best sport.

**These should be word processed. They should also be placed into a folder ready to start your course.**

**THE ASSESSMENT PROCEDURE**

Physiological Factors	30%	2 hour exam at end of course.
Psychological Factors	20%	1 hour exam at end of course
Socio-cultural Issues	20%	1 hour exam at end of course
Performance in 1 activity and EAPI	30%	

**REFERENCE MATERIALS**

There are a number of different sources from which you can draw information to support your study of A/S Level PE.

- The internet is a good resource if you know how to search for information effectively. If you have internet access practice over the summer - see if you can find information on your summer tasks.
- Sports programmes on television are an extremely useful source of information. Start looking out for documentaries about sport. You do not need to make notes, simply by watching these programmes and thinking about the content you are educating yourself.
- Newspaper articles on relevant topics will support your studies - you will not find the best articles in the Sport, Sun or Star - consider the broadsheets.

You may find the following books of use in your attempt to complete the summer tasks. The central library and school library may have copies.

Do not go out and buy course materials. You will be given a text book in September and further guidance on suitable support materials that you may, at that time, consider buying.

**Subject Specific Texts:**

Anatomy + Physiology

- An illustrated review of Anatomy + Physiology - G. Bastian.
- Basic Anatomy and Physiology – H.G.Q. Rowett
- Exercise Physiology and Functional Anatomy – C Clegg

Acquisition of Skill

- Acquiring Skill in Sport - Bob Sharp.
- Applying Psychology to Sport – Barbara Woods.

Contemporary Studies

- Making Sense of Sport - E Cashmore.
- England, the Sporting Nation: A Strategy – English Sports Council