

A-Level PE Transition Work 2026

Subject: Physical Education

Exam Board: AQA

Carry out the following 4 independent learning sessions in preparation for starting the A Level Course.

- Closing the knowledge gap
- Developing key skills
- Getting ready for Topic 1:
- Wider reading

Use the school closure as a real opportunity to get ready for the jump up to A Level! If you have any questions about the work, please contact aschofield@netherhallschool.org

1. Closing the knowledge gap

Refresh your knowledge of key content at GCSE level that forms the 'building blocks' for this subject.

Recommended Time on task:	Outcome to be handed in first lesson:
4 - Hours	Completed work to be handed in during the first week back. Shared reflection of the task in class. This piece of work will be self-marked in a lesson with opportunities for student response.
Links to syllabus: Links to all 3 sections from Yr 12 course: Section 1 – Applied anatomy and physiology Section 2 – Skill acquisition Section 3 – Sport and Society Non Exam Assessment (NEA) – Practical sports Performance	
<u>Section 1 – Applied anatomy and physiology</u> 1. What is the main energy system used for your sport and which of the three muscle fibre types does your sport use? Explain your reasoning. 2. Describe three stages of a warm up for your sport, explaining in physiological detail why each phase is important. 3. Describe a skill or technique from your sport (e.g. lay-up in basketball) which includes the three stages of preparation, execution and recovery of completing the skill. Think about what movement occurs at the joint and which are the major muscles used. Include diagrams or video clips to support your written detail. Ext. You could video yourself performing this skill or technique to support your analysis. (Video evidence is a crucial part of the practical unit of the course.) <u>Section 2 – Skill acquisition</u>	

1. Select a skill from your Sport (header, volley etc) is it an **Open or Closed skill**? Explain your reasoning. Does it change? Can it be a closed skill in an open environment? Explain.
2. There are numerous methods of practising a skill or sport, such as **Whole Practice, Whole-Part- Whole and Progressive part**. Which is the most suitable method for your sport and why?
3. Can you find and comment on any recent articles about **elite** sportsmen/women who have suffered with **competitive anxiety** within your sport? What methods has the athlete used to reduce anxiety levels?

Section 3 – Sport and Society

1. Is your Sport **amateur or professional** at the highest level? What are the major differences between an amateur and a professional athlete? If your sport changed from amateur to professional when was this?
2. What is the **National Governing Body** (NGB) for your sport? Name and briefly describe any recent initiatives or schemes to increase the number of young people participating in your sport.
3. What are the possible **barriers** to participation in your sport? (think of gender, disability, ethnicity, geographical location and media coverage)

NEA – Practical sports performance and analysis.

1. Watch a sporting match/performance of your choice. Create a notational analysis table including the key skills demonstrated within the game. Tally the number of times each skill is completed within a game by one of the individual performers. Core and Advanced skills can be found by clicking on the following link P41-83 – (Search for your sport) <https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF>
2. Summarise the player's performance and impact they have the game/competition.

2. Developing Key Skills

In order to be successful in Physical Education at A Level, the following skills are crucial and we would like you to focus on these as you complete the next tasks.

- Ability to write extended answers. Analyse/Compare/Evaluate**
- Ability to apply knowledge in sporting context.**
- Research skills to broaden and develop sporting knowledge**

Extended writing questions (8/15 marks) make up 66% of the marks on each of the written papers. Therefore it is essential for you to develop your ability to plan and write complexed well-structured answers incorporating the key areas of the syllabus.

Recommended Time on task:	Outcome to be handed in first lesson:
3 Hours	Completed plan and answer to be handed in during the first week back. Shared reflection of the task. This piece of work will be teacher marked with written feedback and subsequent student response.
Links to syllabus: Links to all 3 sections from Yr 12 course: Section 1 – Applied anatomy and physiology Section 2 – Skill acquisition Section 3 – Sport and Society	
Long answer questions – 8 marks Select a question from one section of the syllabus (See list below). Research into this area of the specification and make notes, including diagrams and key point lists. Produce a written plan to support you writing the answer. Use the guide (Appendix 1) to support the structure of your answer. It will help you understand the key areas which are being assessed and how the marks are distributed.	

How to answer extended questions

AQA

Things to write answers to questions are the extended questions are the written questions. The short marks for understanding the question correctly, give you your extended answers and make successful answers. Where the question requires

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Question 1

Using your knowledge of the specification and your research, write an extended answer to the question below. (8 marks)

Question 2

Using your knowledge of the specification and your research, write an extended answer to the question below. (8 marks)



Question 3

Using your knowledge of the specification and your research, write an extended answer to the question below. (8 marks)

Question 4

Using your knowledge of the specification and your research, write an extended answer to the question below. (8 marks)



Question 5

Using your knowledge of the specification and your research, write an extended answer to the question below. (8 marks)

Question 6

Using your knowledge of the specification and your research, write an extended answer to the question below. (8 marks)

4. Answer the question in full using your plan.

Please select one of the following questions:

Section 1 – Applied anatomy and physiology

Q1.

In relation to energy transfer, evaluate the use of altitude training to increase fitness for performance in a 1500m running event.

(Total 8 marks)

Q2.

Evaluate the impact of long-term aerobic training and lifestyle choices on the respiratory system.

(Total 8 marks)

Q3.

The photograph below shows an athlete leaving the blocks at the start of a 100m race.



Analyse the stages of information processing that contribute to the success of an athlete's start to a race.

(Total 8 marks)

Section 2 – Skill acquisition

Q4.

A coach may use punishment as part of operant conditioning to improve an individual's performance.

Explain the principles of operant conditioning **and** discuss the impact that punishment has on motivation when developing skills.

(Total 8 marks)

Q5.

A coach may use different approaches to improve the team's performance.

Explain the principles of insight learning **and** discuss its effectiveness when developing skills.

(Total 8 marks)

Section 3 – Sport and Society

Q6.

Compare the pre-industrial games of mob football and real tennis.

(Total 8 marks)

Q7.

Lauren is a 22-year-old member of a local athletics club and has regularly competed in middle distance races since an early age.

Evaluate the impact that socialisation could have had on Lauren's choices and her current involvement in sport.

(Total 8 marks)

3. Preparation for Topic 1:

Get ready for our first section of the syllabus.

Recommended Time on task:	Outcome to be handed in first lesson:
3-4 Hours	Students to prepare a brief summary of the preparation work from their chosen activities. – Key findings, interesting facts and personal reflection. This will be shared with peers in a discussion during the A Level Introduction lessons in September.

Links to syllabus: All Areas of the course

Select 5 boxes from range activities in the grid below (See Appendix 2) to explore some of the key areas of the course and how the link to the wider world of sport. Some are simply there to listen to or watch, others include enrolling on free online courses to further deepen and broaden your knowledge.



Year 11 - 12 A Level Physical Education Transition
Course Preparation - Appendix 2

 Complete this MOOC. Football: more than a game University of Edinburgh This course is open now!	 Listen to this radio programme from the BBC World service Sports Hour is a live Saturday morning sports show with reports, debate and humour. There are over 280 shows available covering all world sport. BBC World Service, Sports hour BBC Programmes	 Read this article which explores the science behind wearing a helmet in sporting activities and how helmets are there to stop brain fracture and not concussion. Football helmets don't protect against concussion - and we're not sure what does	 Watch this TED talk which explores how racial stereotypes have infiltrated the language we use to discuss athletes Shouldn't sports be colour-blind? TED Talks - Patrick Amuse	 Complete this course European occupation for the prevention and treatment of disease Future Learn Available now or 4th May 2020
 Listen to this radio programme. This is a daily podcast bringing you the latest from the Premier League, SPL, European football and more. BBC Radio 5 Live BBC Programmes	 Read this article which explores some of the key gender issues in sports. Sports are dominated around men - and that needs to change News TED	 Watch this TED talk. Are athletes really getting faster, better, stronger? TED Talks - David Epstein	 Listen to this podcast in which Gurney and Burrey react to KSI's split-decision victory over Logan Paul in Los Angeles. KSI vs Logan Paul 2 BBC Sounds	 Watch this TED talk. My 33 years of jazz TED Talks - Aimee Mullins
 Watch this TED talk in which Valerie Fontas-Petit, longtime coach of the USA women's gymnastics team, shares the secret to her success. Hint: it has nothing to do with "winning." Why Winning doesn't always equal success TED Talks - Valerie Fontas	 Watch this TED talk in which Christopher McDougal explores the mysteries of the human desire to run. Are we born to run? TED Talk - Christopher McDougal	 Watch this TED talk. How much do you know about Intellectual Disabilities? Special Olympics let me be myself - a champion TED Talk - Matthew Williams	 Watch this TED talk. Amazing, inspiring feats of daring and determination that will bring you everywhere from the high seas to the deep sea. (Proud of eight tales). Extreme sports TED Talks	 Listen to this podcast from the British Journal of Sports Medicine. It covers all sorts of aspects of Sports Medicine, from the science behind running shoes to the power of sleep. Night Podcast Also available on other podcast providers - search BJSM

4. Wider reading

A level courses require you to have a wide contextual knowledge and experience of the subject. We recommend you use your time to read around your subject. Our recommended list of resources and lines of enquiry are as follows:

Reading List

Books

Atherton, C. Howitt, R. & Young, S. 2019. *AQA A Level PE*. Hodder Education

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.

Journals

Journal of Sports Sciences

Journal of Sport & Social Issues

Websites

www.mypeexam.com

www.sportengland.org

www.teachpe.com

www.brianmac.co.uk

NGB websites o e.g. The FA www.thefa.com or The RFU www.rfu.com

Television

Sports News Channels - This will support how you show your understanding by using current examples from sport.

Icarus. 2017- A film around doping within sport and current issues surrounding the use of drugs within sport.

Hoop Dreams. 1994- A film regarding barriers to participation in sport.

Live Sporting Events- This will support how you show your understanding by using current examples from sport.

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>