



P. E. Department
**Southam
College**

Name: _____

AQA A-LEVEL PHYSICAL EDUCATION

SUMMER PROJECT



SECTION A: ANATOMY & EXERCISE PHYSIOLOGY

SECTION B: SKILL ACQUISITION

SECTION C: SPORT & SOCIETY

ASSESSMENT OVERVIEW

Paper 1: Factors affecting participation in physical activity and sport

What's assessed

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

How it's assessed

- Written exam: 2 hours
- 105 marks
- 35% of A-level

Questions

- Section A: multiple choice, short answer and extended writing (35 marks)
- Section B: multiple choice, short answer and extended writing (35 marks)
- Section C: multiple choice, short answer and extended writing (35 marks)



Paper 2: Factors affecting optimal performance in physical activity and sport

What's assessed

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

How it's assessed

- Written exam: 2 hours
- 105 marks
- 35% of A-level

Questions

- Section A: multiple choice, short answer and extended writing (35 marks)
- Section B: multiple choice, short answer and extended writing (35 marks)
- Section C: multiple choice, short answer and extended writing (35 marks)



Non-exam assessment: Practical performance in physical activity and sport

What's assessed

Students assessed as a performer or coach in the full sided version of one activity.

Plus:

written/verbal analysis of performance.

How it's assessed

- Internal assessment, external moderation
- 90 marks
- 30% of A-level

Students are practically assessed in one sport (45 marks = 15% of qualification). Sport must be listed in the course specification. You **MUST** have video evidence of you performing in a fully competitive environment (game/match/competition/race/tournament)

RECOMMENDED RESOURCES

Summer Project

The transition from working at a GCSE standard to an A-Level is significant, including an increasing emphasis on technical content, application to sport, extended answers and independent research. This pack is designed to allow you to practice some of these skills, building on the work that you may have covered at GCSE. Whether you have studied GCSE Physical Education or not, and whatever your grade, there will be something here to support your preparation for A-Level.

This transition project is organised into 3 sections:

Section A: Anatomy & Exercise Physiology

Section B: Skill Acquisition

Section C: Sport & Society

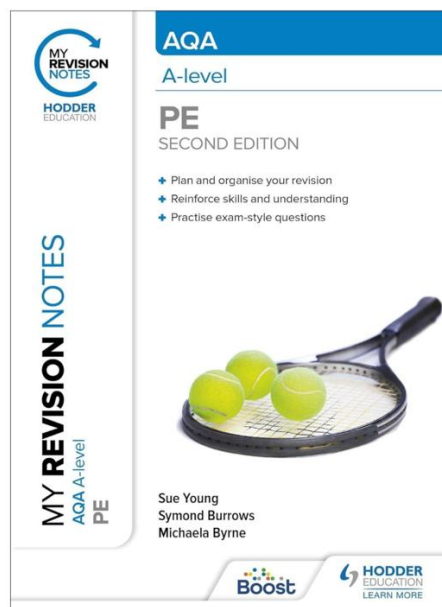
The content and tasks within this project are all based on content studied in the first year of the A-level Physical Education course and are designed to support your preparation for A-Level PE.

Additional Resources

We highly recommend the following revision guide to support your learning outside the classroom once you join the sixth form in September.

My Revision Notes: AQA A-level PE Second Edition

By Sue Young, Symond Burrows and Micheala Byrne



SECTION A: ANATOMY & EXERCISE PHYSIOLOGY

Big Question: How does the Respiratory System impact performance?

Structure of the Respiratory System

Task: Print/Draw a diagram of the Respiratory System. Label the Structure of the Respiratory System on the diagram to show the passage of air.

Lung Volumes

Task: Define the different Lung Volumes.

Lung Volumes	Description
Tidal Volume	
Vital Capacity	
Residual Reserve Volume	
Inspiratory Reserve Volume (IRV)	
Expiratory Reserve Volume (ERV)	

Effects of Exercise on the Respiratory System

Task: Create a one-page revision guide identifying, describing and explaining the **Immediate (short-term) effects of exercise** on the Respiratory System **and** the **long-term effects of exercise** on the Respiratory System.

SECTION B: SKILL ACQUISITION

Big Question: How can coach's help to develop new skills in athletes?

Stages of Learning

Learning is a permanent change in behaviour as a result of practice. As we practice a skill, we move through the 3 stages of learning.

Task: Name and explain the 3 Stages of Learning, for each stage identify characteristics of what a skill's performance would look like during this stage.

1.

2.

3.

Skill Classifications

Skills are classified using skill continuums to determine how best to teach the skill and practice them.

OPEN



CLOSED

How environmental conditions affect the movement.

GROSS



FINE

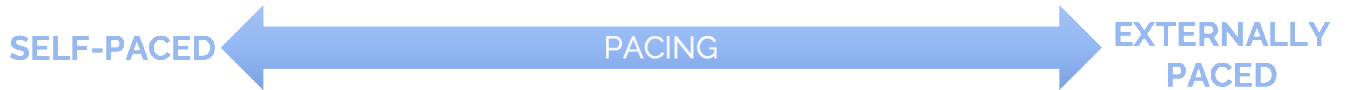
The extent of the muscle groups used in the movement.



How complex a skill is, in terms of the information needed to complete the skill.



How easily a skill can be broken down into sub-routines and how closely these sub-routines of movement are linked.



The level of control the performer has over the timing of the skill and the speed at which it is performed.



How clearly defined the beginning and end of the movement/skill is.

Task: Identify what each of the different types of skills are that make up the skill continuums.

Skill Classification	Description
Open Skill	
Closed Skill	
Gross Skill	
Fine Skill	
Simple Skill	
Complex Skill	
Low Organisation Skill	
High Organisation Skill	
Self-Paced Skill	

Externally Paced Skill	
Discrete Skill	
Serial Skill	
Continuous Skill	

Task: Below are 4 different skills, apply your knowledge of skill continuums to answer the following Multiple-Choice Questions.



Swimming Front Crawl



Netball pass



Badminton serve



Marathon

1. Which of these skills is classified as a 'Fine Skill'?

- ☐ Swimming Front Crawl
- ☐ Netball Pass
- ☐ Badminton Serve
- ☐ Marathon Running

2. Which of these skills is classified as a 'High Organisation Skill'?

- ☐ Swimming Front Crawl
- ☐ Netball Pass
- ☐ Badminton Serve
- ☐ Marathon Running

3. Which of these skills is classified as a 'Open Skill'?

- ☐ Swimming Front Crawl
- ☐ Netball Pass
- ☐ Badminton Serve
- ☐ Marathon Running

4. Which of these skills is classified as a 'Externally Paced Skill'?

- ☐ Swimming Front Crawl
- ☐ Netball Pass
- ☐ Badminton Serve
- ☐ Marathon Running

5. Which two of these skills are classified as a 'Complex Skill'?

- ☐ Swimming Front Crawl
- ☐ Netball Pass
- ☐ Badminton Serve
- ☐ Marathon Running

6. Which two of these skills are classified as a 'Continuous Skill'?

- ☐ Swimming Front Crawl
- ☐ Netball Pass
- ☐ Badminton Serve
- ☐ Marathon Running

7. Which of these skills is classified as a 'Low Organisation Skill'?

- ☐ Swimming Front Crawl
- ☐ Netball Pass
- ☐ Badminton Serve
- ☐ Marathon Running

8. Why do we classify skills?

- ☐ To identify which performers are the most talented
- ☐ To make it easier to compare performers in different sports
- ☐ To help understand the nature of skills and plan appropriate practice to train/improve it
- ☐ To ensure all skills are performed in the same way by all athletes

Types of Guidance

Task: Describe the Four Types of Guidance that a coach may use to support the learning of a new skill. Give an example of how that type of guidance can be used when coaching swimming.



Verbal Guidance:

Example of use in Swimming:

Visual Guidance:

Example of use in Swimming:

Manual Guidance:

Example of use in Swimming:

Mechanical Guidance:

Example of use in Swimming:

SECTION C: SPORT & SOCIETY

Big Question: How have sports developed into what we know them as today?

Research Task

Create a word document researching the development of **Football** or **Tennis**. Your research needs to include the following:

- **Emergence of the Sport** – Mob Football or Real Tennis
- **Development of the Sport** – Association Football or Lawn Tennis. Link this section to the Industrialisation of Britain and the Growth of the Middle Class
- **Growth of Women's Sport** – Research the development of women's participation. Any key events or people that changed women's role within these sports.
- **Commercialisation of Sport** – Discuss what the commercialisation of your sport looks like today. Examples of what to include: Sponsorship, Advertisement, Endorsement, Media Coverage, Financial Reward,
- **Barrier of Participation** – Discuss what barriers people faced today to participate in this sport. Think about different participation groups and under-representation of groups. Why might this be? What barriers do people face from these social groups?

