

Year 11 – 12 Bridging Work

A Level Physical Education

Dear Year 11 Students,

During these uncertain times we would like to help you plan ahead as best you can as you move towards the next stage of your education. We would like you to think about your next steps and look at how to prepare for your post 16 courses. The PE department have devised some work you can study during the coming weeks, which will lay the foundations for you to go on to succeed at A-Level Physical Education.

Physical Education:

In year 12 and year 13, Physical Education is divided into 4 units. The content from these units is spread across three terminal exam papers, which are taken at the end of year 13. This sits alongside the non-examined coursework element to make up your overall grade. This is how those units and the 'NEA' content are divided:

1. Paper 1 – Physiological factors affecting performance
2. Paper 2 – Psychological factors affecting performance
3. Paper 3 – Socio-cultural issues in physical activity and sport
4. Non-examined evaluation and analysis of performance for improvement

Why this work?

Before embarking on this course, it will be useful for you to extend your knowledge from the GCSE or BTEC Sport you may have studied, as well as increasing the depth of knowledge you have of the different elements of Physical Education. This will help further your vocabulary and your understanding from previous studies. You will come across some new terminology and concepts that will be referred to throughout the A-Level course.

Where should I complete it?

Please complete the tasks either on paper or on your computer and save them for when we return to school. There will be a 'Microsoft Team' set up where work can be uploaded on a week by week basis and you can communicate with staff.

How long will it take?

The work has been divided into weekly tasks. Each week's task should take between 2-3 hours.

Physical Education Year 11 to 12 transition work

Paper 1 is split into 3 sections, there will be tasks set on all 3 sections:

1. Anatomy and Physiology
2. Exercise Physiology
3. Biomechanics

Task One: Anatomy and Physiology (The muscular skeletal system)

- Go onto the link below and using the information from the video complete the revision sheet that is attached.
You may need to do some additional research to complete the revision sheet.
- A-Level PE – Muscular Skeletal System
(<https://www.youtube.com/watch?v=NoHSGRvK3jg>)

Physical Education Year 11 to 12 transition work

Task One: Exercise Physiology (Ergogenic Aids or Performance enhancing drugs)

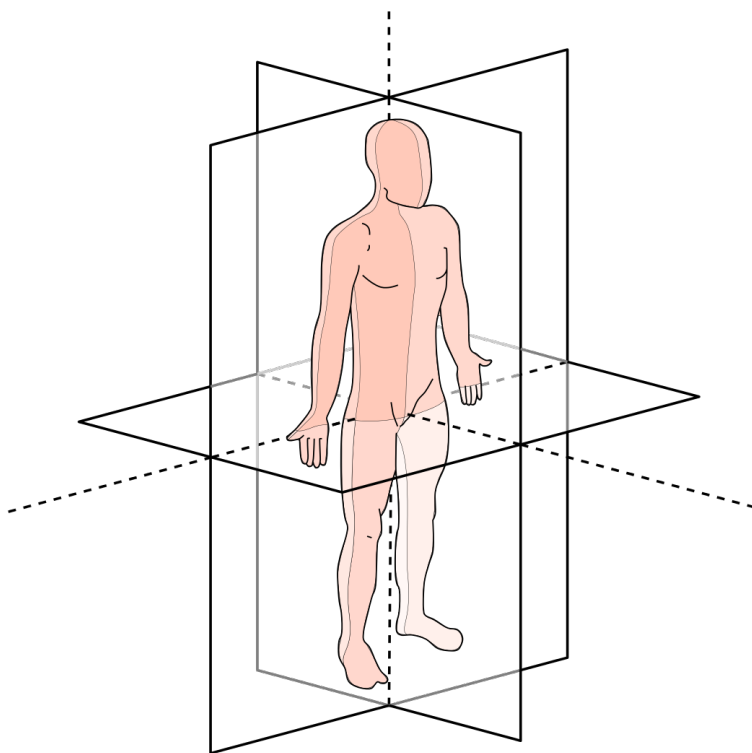
- Read the PDF 'Week 2 Task 1 Ergogenic Aids'. Look at all the different performance enhancing drugs and complete the following table including whether they are legal or illegal, the benefits and drawbacks of each.

Ergogenic Aid	Legal or illegal	Benefits	Drawbacks	Athlete it would benefit
Anabolic Steroid				
EPO				
Human Growth Hormone				
Blood Doping				

Intermittent Hypoxic Training				
Cooling Aids				

Task 2: Biomechanics (Levers, Planes and Axis)

- Read pages 5-7 on PDF 'Week 2 Task 2 PE Review' alongside the following videos to complete summaries of the following:
 - <https://www.youtube.com/watch?v=moP483UxRQ8> - Planes and axis
 - https://www.youtube.com/watch?v=F6X_ydbOR1g&t=1023s – Levers of the body
1. Draw a diagram of a first class, second class and third class lever systems and label them with the fulcrum, resistance and load alongside the resistance and load arm.
 2. Describe what a mechanical advantage or disadvantage is and how they apply to all three lever systems.
 3. Give an explanation between the differences between planes and axis.
 4. Label the picture below with the axis of rotation and planes of movement



5. Complete the following table of key terms.

Key Terms	Definitions
Levers	
Planes	
Axis	
Sagittal Plane	
Frontal Plane	
Transverse Plane	
Longitudinal Axis	
Transverse Axis	
Sagittal Axis	

Physical Education Year 11 to 12 transition work – Week 4

Physical Education- Paper 2

Tasks:

Lesson 1

- Complete AO1 revision recall sheet on types of continuum. Give sporting examples for each and apply it to your sport. An example is below:

Continuity

Discrete Skills ----- Serial Skills ----- Continuous Skills

<p>“How well defined the beginning/end is”</p> <p>Continuous: No clear beginning or end.</p> <p>Serial: Number of discrete elements/subroutines.</p> <p>Discrete: Clear beginning and end.</p>	<p>Continuous: Cycling – Whole practice</p> <p>Serial: Sequence – Triple Jump</p> <p>Discrete: Specific – Penalties</p>
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- Make revision cue cards based on learning continuums (include definitions, diagrams, sporting examples and recall exam question on the back). An example of an AO1 recall question could be: State a skill that would fall into the high organisation category).
- Learn the AO1 recall definitions for this topic of the glossary.
- Complete revision exam questions on learning continuums. Type up your answers and colour code according to the AO. AO1- Red AO2- Blue AO3- Green
- Have a go at self-marking your exam questions using AO1 AO2 and AO3.

Physical Education Year 11 to 12 transition work – Week 5

Physical Education- Paper 2

Tasks:

Lesson 2- Motivation

- Watch the YouTube clip at the beginning of the PowerPoint slide (This is an introduction into motivation in sport).
- Use the worksheet to write down the definitions, examples, and relationship between the two types.
- Click on the YouTube video clip in the PowerPoint. This is a specific OCR revision video on motivation.
- Learn the AO1 recall definitions for this topic. Being able to recall definitions and facts is an essential skill if you want to do well in the exam.
- Watch the film Coach Carter

Physical Education Year 11 to 12 transition work – Week 6

Physical Education- Paper 3 Socio-cultural issues in physical activity and sport

Global sporting events



Part 1

The origins of the Modern Olympic Games can be linked with a visit by Baron Pierre de Coubertin to England in the late nineteenth century. Amateur sport and its values were apparent in English schools and society alike and de Coubertin wanted this for the French people and in turn led to him establishing the Games in 1896.

Task 1

Complete a paragraph (about half a page in font size 12) after research into the following:

Where did de Coubertin visit in England and who did he meet? How did his visit influence his approach to the Olympic Games? It led to the aims of the Olympic Games which are?

{(One well known independent school) and at least one, if not two, (the second is harder to find) places in England that influenced him to create the multi-sport event that we see today.}

Task 2

Fun fact to find – what do the 5 rings symbolise and why this choice of colours?

Part 2

The FIFA World Cup and the Olympic Games are opportunities for the best athletes in the world to perform on a global stage and to compete against the best of the best. They are a sporting spectacle enjoyed by millions across the planet. This enormous audience holds an attraction for other reasons which has, in some cases, soured the sport or event itself.

Political exploitation of the modern Olympic Games is an aspect of the course that you will need to know about. For an overview, watch this YouTube clip

<https://www.youtube.com/watch?v=OS0TLKeHokA>

Task 3

Research the relevant Summer Olympic Games and complete the table below. Do not cut and paste the information you find and do not rely on Wikipedia!

Year	Host city and country	What was the Games remembered for? (bullet points please)	What was the political issue raised?
1936			
1968			
1972			
1980			
1984			

Task 4

Fun facts to find

1. Which American was tasked with commercialising the 1984 Games?
2. Why did the USA choose to commercialise an amateur sporting event? (hint – go back 8 years)

<https://www.scholastic.com/teachers/articles/teaching-content/history-olympic-games/>

<https://www.smithsonianmag.com/history/the-little-known-history-of-how-the-modern-olympics-got-their-start-138117709/>

<https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Document-Set-Teachers-The-Main-Olympic-Topics/The-Modern-Olympic-Games.pdf>

<https://www.historytoday.com/archive/months-past/first-modern-olympic-games>

Physical Education Year 11 to 12 transition work – Week 7

Physical Education- Paper 3 Socio-cultural issues in physical activity and sport

Ethics and deviance in sport

Sport should be clean and allow human beings to test their physical prowess and endeavour against each other on a level playing field. As professional sport has become increasingly popular, competitive as well as lucrative, sportsmanship has been replaced with gamesmanship and ultimately deviance. You will need to know current examples of where this has occurred and importantly why those involved in sport (it is not just the athlete) have chosen to cheat.

Task 1

Identify an example from any sport (try to have 4 different sports in the table below) where the following example of deviance has occurred.

Deviance	Sport and athlete	Consequence	Hyperlink (source)
Match fixing			
Drugs and / or doping (1)			
Drugs and / or doping (2)			
Violence by athlete and/or spectator			

Task 2

Watch one (or all if you are interested) of the following documentaries.

- Icarus (2017) on Netflix
- Stop at Nothing: The Lance Armstrong Story (2017) on Netflix
- Lance (30 for 30) on BT Sport
- The Armstrong Lie (Sky documentaries)

If you do not have a subscription to any of these, do not worry (or pay for them) for this task. Instead watch the following and do further research in preparation for task 3.

<https://www.youtube.com/watch?v=VmQIP8JtyYw>

<https://www.youtube.com/watch?v=z466itSHE58>

https://www.youtube.com/watch?v=ghelajT_Dj8

Task 3

Create a mind map, which will act as a plan, for the question below. You do not need to complete the question, although you may choose to.

Do the potential rewards gained from using performance enhancing outweigh the risks for both sport and the performer? (10 marks)

You will need to identify:

1. Advantages of taking PEDs or doping for a) the athlete b) the sport
2. Disadvantages of taking PEDs or doping for a) the performer b) the sport
3. An opinion as to whether the risks are worth taking. Your ethical opinion is to be included.

Please ensure that all tasks set are completed to the best of your ability and brought to the first timetabled lesson at the start of Year 12.

Good luck – we hope that they whet your appetite to choose A Level Physical Education after the Summer break.