DIXONS SIXTH FORM ACADEMY

# SUMMER WORK 2022

# A Level Physical Education

*STUDENT NAME:*

# Contents

# About the Summer Work

This booklet contains a number of tasks that students are expected to complete to a good standard in order to be able to be enrolled in this subject.

Please complete these tasks on A4 paper and bring them to your first lesson in September.

The work handed in should be:

- written in black or blue ink on A4 lined paper
- written in full sentences with no copying and pasting from external sources
- have all compulsory tasks completed
- have students' full names on each sheet
- multiple sheets should be connected together

This booklet also contains significant additional information and a range of optional tasks. We would encourage you to complete all the tasks including the optional ones to fully prepare for Sixth Form study.

# Welcome to Physical Education

## Subject outline

On the course, you will study a wide range of topics, including applied anatomy and exercise physiology, biomechanical movement, skill acquisition, sports psychology, sport and society, and the role of technology in physical activity and sport. Within each area, there are many different topics that will be studied and applied to the study of Physical Education and elite level sport.

An excellent A level PE student would have a passion for all aspects of sport and a desire to learn new information about the subject as a whole. They would already be participating in practical sport with the intention to maintain their involvement throughout the course. They would be happy to fully commit to the subject and understand the additional time and effort required to meet the high demand of the theoretical and practical criteria.

Outside the classroom the students will be expected to further their knowledge and understanding of the theoretical specification by completing regular homework tasks, further reading and exam practice papers. They will also have to complete the Non-exam assessment (NEA) which involves written coursework and practical performance. The students have to analyses and evaluate 2 different sporting skills from the specification in their written coursework. For the practical component, the students are marked against the criteria set out by the exam board. This is done by collecting video evidence of themselves performing a sport from the specification in a fully competitive context (EG 11 v 11 football or 7v7 netball match, smaller sided games cannot be used). If the students are not competing in competitive sport to the required level or in a full context (EG 11 v 11 football or 7v7 netball match), then they will be expected to complete a rock-climbing course organised by Dixons 6$^{th}$ form outside of curriculum time to enhance their grade.

**Assessment**

The A level PE course is assessed through the completion of 2 exam papers at the end of year 2 which accounts for 70% of the qualification and the NEA (written and practical coursework) makes up the remaining 30%.

Example paper click here

**Paper 1**: Factors affecting participation in physical activity and sport

Section A: Applied anatomy and physiology

Section B: Skill acquisition Section

Section C: Sport and society

• Written exam: 2 hours

• 105 marks

• 35% of A-level

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

Section A: Exercise physiology and biomechanics Section

Section B: Sport psychology

Section C: Sport and society and technology in sport

• Written exam: 2 hours

• 105 marks

• 35% of A-level

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

Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.

• Internal assessment, external moderation

• 90 marks

• 30% of A-level

## Careers & Higher Education

Courses that students who study A level PE move onto include PE, Sport Science, Sports Coaching and Development and Physiotherapy.

Careers that this qualification can lead to include,

- Sports science
- PE teacher
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local and national level
- Diet and fitness instructor
- Personal trainer

**Links to careers (click image for links)**

## Labour markets in Bradford

When studying A level PE the delivery of the course has been intelligently sequenced to allow the students to make maximum progress. The delivery of the course has also been planned to encourage the development of the following core skills, communication, organisation, attention to detail, planning creativity and problem solving, which are skills that are considered to be most in demand that employees look for in the local labour market.

## Links to key information:

Web link to course information guide from D6A website is here

Web link to specification is here

Web link to Year 1 AQA textbook here

Web link to Year 2 AQA textbook here

Web link to highly recommended revision notes here

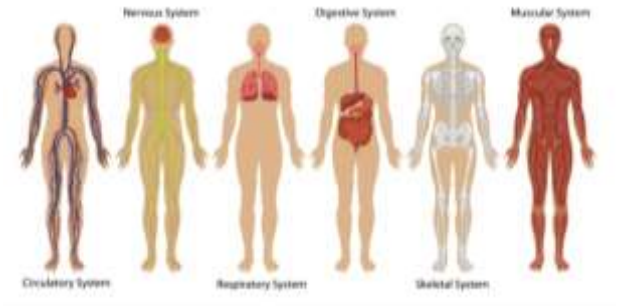
# Summer work tasks

The minimum requirement is task 1, task 4 and task 5 ☺

**Task 1: essential task – knowledge building**

You have all studied different courses and different topics, so we would like to start with some common ground for all!

1. Go to this BBC bitesize link for GCSE AQA Physical Education
2. Revise the first 4 section of the applied anatomy and physiology section (Muscular, Skeletal, Cardiovascular and Respiratory systems) and then complete the exam questions at the end of each section, record your score J (don't worry about getting it all correct!)
3. Send your score to phewitt@dixons6a.com by 2nd September 2022.
4. Revise the Aerobic and Anaerobic Energy systems (here) and produce a mind map for each system. Make sure you include which type of athletes would benefit from each system!
5. Complete the forms quiz here that tests your knowledge of the energy systems.
6. *A keen A level student will push themselves to complete all the questions at the end of each unit, try the questions and send the scores - but this last bullet point is optional*



**Forms quiz QR code**

The minimum requirement is task 1, task 4 and task 5 😊

**Task 2: optional task - testing knowledge**

Below are some statements linked to the work that you have just revised. Some are correct, some are not. Your task is to decide how many are incorrect (no help here!), write them out, then also write out the corrected statement. Email your statements to phewitt@dixons6a.com by 2nd September 2022. *You may write on lined paper and photograph, or type into an email.*

1. The triceps extend the elbow (straightening the arm).
2. The hamstring extends the knee (straightening the leg).
3. An isometric contraction involves the muscle lengthening whilst it is under tension.
4. A joint is held together by ligaments which give the joints their stability.
5. A hinge Joint can be found at the shoulder and hip and allow movement in almost every direction.
6. Abduction – movement away from the midline of the body. This occurs at the hip and shoulder joints during a jumping jack movement.
7. Plantar Flexion – the foot moves towards the shin as if you are pulling your toes up. This movement only occurs at the ankle.
8. A blood pressure reading consists of two values:
   diastolic value – blood pressure while the heart is squeezing.
   systolic value – blood pressure while the heart is relaxing.
9. Heart rate (HR) is the number of times the heart beats (or the ventricles pump blood out) in one minute.
10. Cardiac output is the amount of blood pumped out of the ventricles each time they contract.
11. Diffusion is the movement of gas from an area of high concentration to an area of low concentration.
12. Expiratory reserve volume is the maximum amount of additional air that can be taken into the lungs after a normal breath.
13. Breathing depth (tidal volume) and rate (frequency) increase – this gets more oxygen into the lungs and removes more carbon dioxide out of the lungs.
14. As exercise increases both tidal volume and inspiratory reserve volume increase.

The minimum requirement is task 1, task 4 and task 5 😊

**Task 3: optional task - testing knowledge**

Analogies are a great way to get you thinking creatively…

For example Starlings Law

"The heart wall is like a *catapult*, if it is stretched further (by more blood entering it) the heart wall fires back quicker with more force pushing out more blood"

Your task is to create 5 analogies for these parts of the cell or body using everyday (non-scientific) things

1. Stroke Volume
2. Hinge Joint
3. Blood Pressure
4. A Voluntary Muscle
5. Capillary

Email your statements to phewitt@dixons6a.com by 2nd September 2022. Feel free to make a A4 poster to photograph and send instead.

The minimum requirement is task 1, task 4 and task 5 ☺

**Task 4: Essential task**

**Watch the 2 videos here and here and read the passage below, then answer all the questions at the bottom of the page.**

By the 14th century, Tennis had found its way to England where both Henry VII and Henry VIII apparently became keen players and influenced the building of courts up and down the country. Supposedly, Henry VIII himself invented the 'service' - his servants used to throw the ball up in the air for him because he was too fat to do it himself.

Tennis was seen as a very exclusive sport – It needed expensive equipment & facilities, required an understanding of complex rules and social etiquette. Laws were passed which restricted tennis to noblemen & royalty. As result, the privileged status of the elite was retained.

Popular recreation for the working classes could be cruel and violent (deaths were recorded in mob football games), but Real Tennis played by the Upper Classes was genteel and sophisticated.

In contrast to working class sports that were played in simple, natural locations, Real tennis was an elite sport played in purpose-built facilities, built in the grounds of large estates owned by very rich members of the nobility (aristocracy).

Real tennis was available only to those who had access to facilities and who had the high class social position: it certainly wasn't played locally by people who lived nearby! In the period when Henry VIll made the game fashionable, members of his court eager to please the king made sure that they built facilities on their estates so that they would please the king should he visit. A court was very expensive to build: Henry VIII had one built at Hampton Court: there are 26 courts still in existence in England, one being at Hatfield House.

Real Tennis courts had spectator galleries so that people could watch, socialise and bet on the outcome.

The rules and equipment of real tennis were sophisticated and relatively high tech, which again contributed to the game being exclusive – most of the working class population were illiterate and had no education, so the culture of the game would have been alien to them: peasants probably wouldn't have dreamt of having the opportunity to play. In the same way, in modern times, not many people in society think about playing polo which is an exclusive modern sport, and few people in lower socio-economic groups have the aspiration or money to play golf.

The upper classes had the time and money to play Real Tennis (unlike the working classes): it also demanded training and a high level of skill, whereas working class 'mob' sports tended to rely on force and there was often an element of brutality.

**Q1) Which class played Real Tennis?**

**Q2) Explain why Real tennis was not played by the working class.**

**Q3) What sports did the working-class play?**

**Q4) Can you describe some of the characteristic of working-class sport?**

**Q5) Can you research working class sport in Pre Industrial Britain and describe 3 examples of this activity. Try and explain why these sports were played by the working classes.**

Email your answers to phewitt@dixons6a.com by 2nd September 2022 Feel free to make a A4 poster to photograph and send instead.

The minimum requirement is task 1, task 4 and task 5 ☺

**Task 5: essential task**

i) Choose a team sport (e.g. basketball) and an individual sport (e.g. badminton).

ii) Write a report for your chosen sport that includes an explanation of the following points.

- A brief description of the history and rules of your chosen sport.
- The muscle fibres which are used when performing your chosen sport (these could include Type 1, Type 2a and Type 2x)
- The bones, joints and muscles used when performing the main skills in your chosen sport.
- The energy systems which are used when performing specific skills in your chosen sport

(some of the key terms you may need to research as they might not have been covered in your key stage 4 courses!!!).

iii) Present this information in a format of your choice (this could be video, PowerPoint, poster, or a written document).

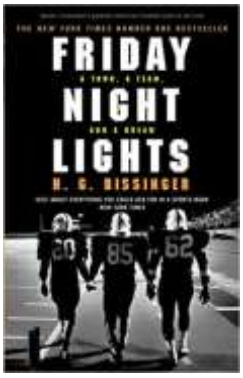
Be creative and make the presentation interesting and engaging. You can include other areas not stated below if that is of interest to you.

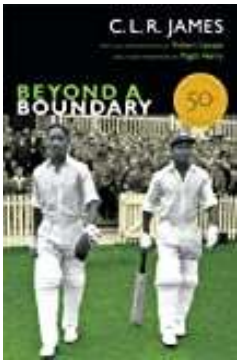
Email your answers to phewitt@dixons6a.com by 2nd September 2022 Feel free to make a A4 poster to photograph and send instead.

# Reading list

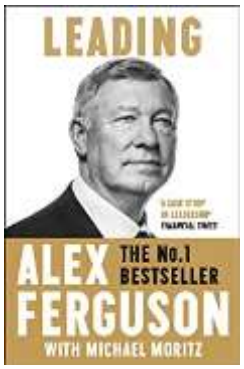
- Sports people autobiographies
- The Sporting Gene - David Epstein
- Football Against The Enemy by Simon Kuper (1994)
- A Good Walk Spoiled: Days And Nights On The PGA Tour by John Feinstein (1995)
- Addicted by Tony Adams (1998)
- Muhammad Ali by various
- Slaying the Badger: LeMond, Hinault and the Greatest Ever Tour de France by Richard Moore (2011)
- Open by Andre Agassi (2009)
- All Played Out by Pete Davies (1990)
- Beware of the Dog by Brian Moore (2010)
- The Hand of God: the Life of Diego Maradona by Jimmy Burns (1996)
- The Blind Side: Evolution of a Game by Michael Lewis (2006)
- The Illustrated History of Football by David Squires (2016)
- My Father and Other Working-Class Football Heroes by Gary Imlach (2005)
- The Inner Game of Tennis: The Classic Guide to the Mental Side of Peak Performance

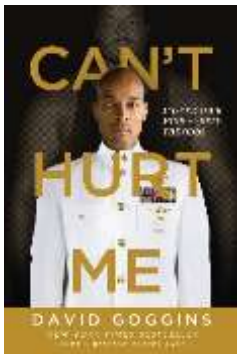
**Stretching your learning-Further reading**

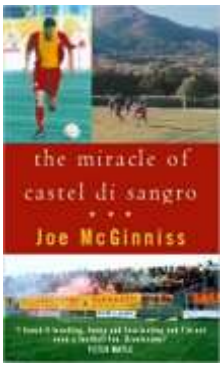


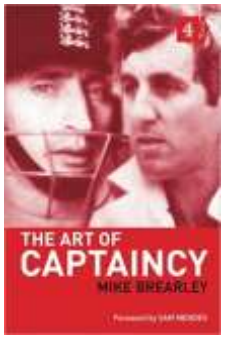



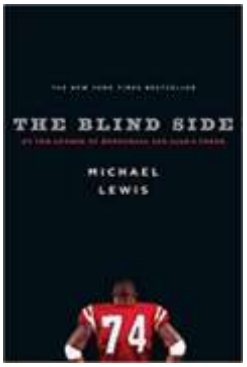




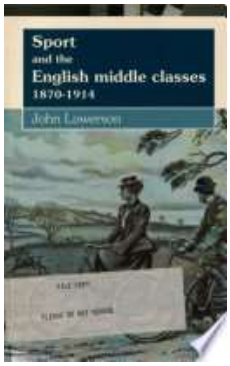



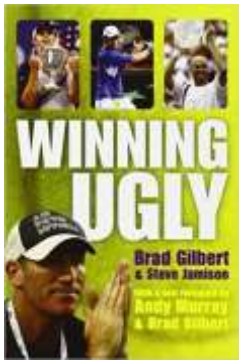



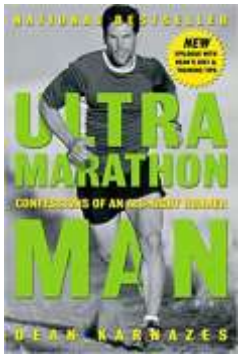





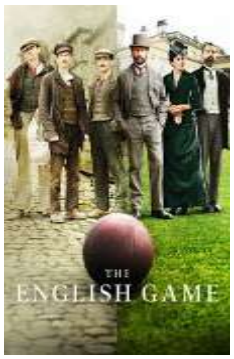


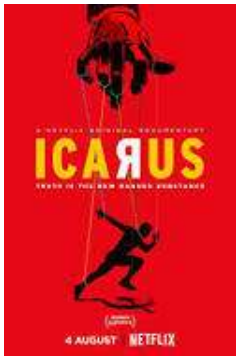



**Films/ Documentaries**

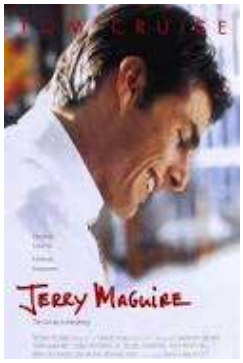

**The last Dance**




**The English Game**

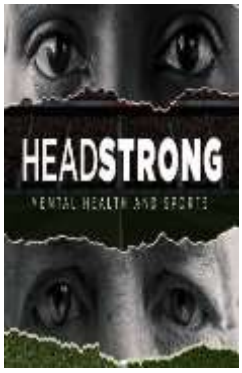



**Icarus**



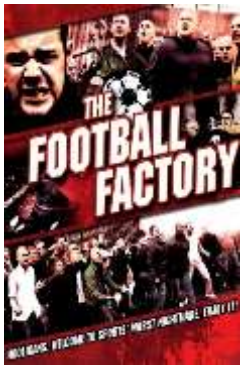

**Jerry MaGuire**


**The Game Changers**




**Headstrong**


**Free Solo**




**The Football Factory**


**Chariots of Fire**

**Podcasts (click images for links)**






**Useful and informative Websites**

https://www.aqa.org.uk/subjects/physical-education/as-and-a-level

http://www.bbc.co.uk/history/british/victorians/sport_01.shtml

http://news.bbc.co.uk/sport1/hi/academy/default.stm

www.olympic.org

www.einet.net/review/83726-526768/Sir_Norman_Chester_Centre_for_Football_Research_University_of_Leicester.htm

www.london2012.com

www.eis2win.co.uk

www.youthsporttrust.org

www.sportengland.org