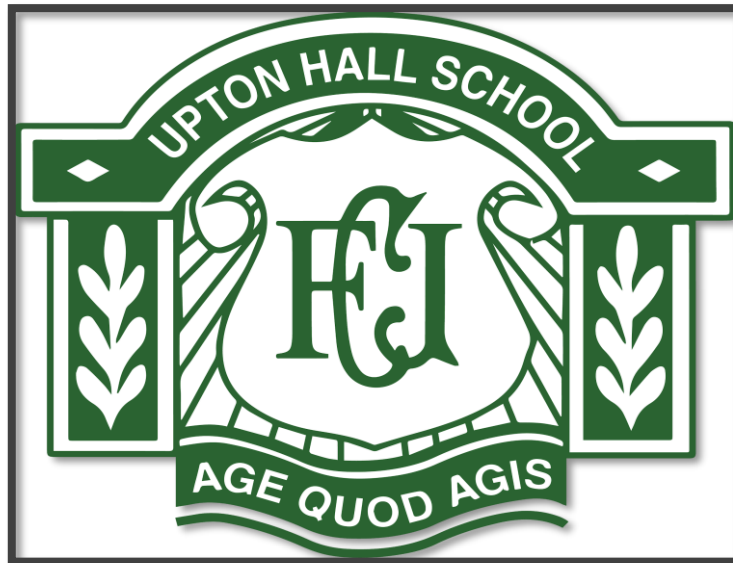


AQA A Level PE  
Transition Workbook



*Scan Me!  
To View The Interactive  
Version Of The  
Booklet!*

Name: \_\_\_\_\_

Form: \_\_\_\_\_

A Level:

AQA Specification:

First Exam 2017.

First Teaching September 2016.

Specification Code: 7582 [Updated 1.4 Sept 2020]

# Welcome To A Level PE:

## Introduction

The aim of this booklet is to ease you into A level PE. Year 12 is a big step and a very important year. You will encounter unfamiliar situations; take on different roles and tackle highly demanding work. You will be expected to read around the content taught within the lesson.

Independent study skills have become increasingly important at A level. You will not achieve your potential if you do not put in the work outside of lessons.

This independence of approach to study is an area you should strive to improve, building on the blocks of your KS4 knowledge. At KS5 there is greater expectation that you develop independent skills and knowledge to underpin those learnt in class.

The quality of your transition tasks will be a good indicator of how well you will perform in A-Level P.E and give you flavour of the 3 topics covered. I hope you enjoy the tasks and show enthusiasm, enjoyment, and real interest in A level Pe.

Section A: Mrs Fox-Parry [sfoxparry@uptonhall.org]

Section B: Miss Statham [astatham@uptonhall.org]

Section C: Miss Butterworth [sbutterworth@uptonhall.org]

## How To Use This Booklet:

- This booklet is interactive.
- When you see a QR Code you need to scan it using a camera, the link will then appear, select it and additional information will then load this could be a document, folder or video.
- If you can't scan the QR Code you can also click the image and it will take you to the link.
- You may also see hyperlinks, which will be blue underlined text, click the link and it will take you to the webpage.
- Some images will be linked to websites for resources where possible. Hover over images to see if it is linked.



*When you see a box like this..  
Scan Me! Or Click On Me!  
I will take you to additional  
information you need to know.*

## Lesson Expectations:

- Make sure you arrive on time.
- You need your exercise book and exam question book.
- Make sure you have the correct stationery including glue and scissors.
- Make sure you have completed the requested lesson preparation for each lesson.
- Meet all deadlines without exception.
- If work doesn't meet the required standard, you will be required to repeat it.
- Engage with other students and teachers during lessons.

# Summary Overview Of The Course:

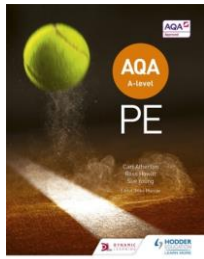
<u>Content Overview:</u>	<u>Assessment Overview:</u>	
<p>Paper 1: Factors Affecting Participation In Physical Activity &amp; Sport</p>	<p>Section A: Applied Anatomy &amp; Physiology. Section B: Skill Acquisition. Section C: Sport &amp; Society 2 Hours 105 Marks Each section has 35 Marks.</p>	<p>Worth 35% Of A Level</p>
<p>Paper 2: Factors Affecting Optimal Performance In Physical Activity &amp; Sport</p>	<p>Section A: Exercise Physiology &amp; Biomechanics. Section B: Sport Psychology. Section C: Sport &amp; Society &amp; Technology In Sport 2 Hours 105 Marks Each section has 35 Marks.</p>	<p>Worth 35% Of A Level</p>
<p>NEA:</p>	<p>Assessed as a performer in a competitive environment or as a coach in the full sided version of the activity.  Written / Verbal analysis of performance.  90 Marks</p>	<p>Worth 30% Of A Level</p>

It is a core course requirement that you are taking part in competitive sport throughout the duration of the course.

You will be required to film your practical performance in your chosen sport, detailed guidance on this will be provided at the start of Year 12.

# A Level Materials:

## Textbook:



Textbook: AQA A Level Full Specification Book  
- ISBN 1510473300

## Revision Guides:

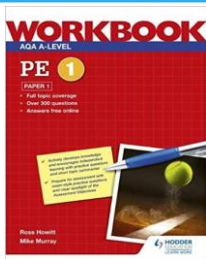


Revision Guide: My Revision Notes AQA A Level  
- ISBN 9781510405226

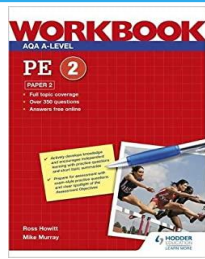


Revision Guide: Need To Know AQA A Level  
- ISBN 1510428577

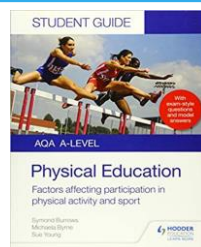
## Work Books [Exam Questions]:



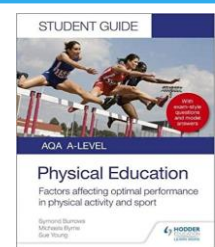
Workbook Paper 1  
AQA A Level  
- ISBN 1398312622



Workbook Paper 2  
AQA A Level  
- ISBN 1398312630



AQA A Level Student Guide 1: Factors Affecting Participation In Physical Activity & Sport  
- ISBN 1510455469



AQA A Level Student Guide 2: Factors Affecting Optimal Performance In Physical Activity & Sport  
- ISBN 1510455493

# Revision Tips:

## Introduction:

Highlighting, re-reading, summarising and cramming revision the night before are the most ineffective revision strategies, they only allow you to retain information for a short period of time.

Devise a revision timetable which distributes revision for the subject / topic over a period of time e.g. week or month. Stick

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8AM							
10AM							
11AM							
12PM							
1PM							
2PM							
3PM							
4PM							
5PM							
8PM							

Spend an equal amount of time on the three following revision areas:

**Part A - Content: Review, consolidate, check it, ensure understanding.**

**Part B - Skills: Put your knowledge into practice by testing yourself.**

**Part C - Feedback: Use the feedback to make improvements.**

## Revision Rules:

Don't use the same revision method every time, mix it up.

Spend more time revising the topics you find hardest, those you remember the least about & the topics you make more mistakes within.

Distribute your revision—Revise over a period of time, Complete 20-30 minutes of revision on three different days, rather than an hour and half on one day with no revision on other days.

Every 30 minutes take a short break for 5-10 minutes. During your break move away from your work area.

Switch off all electronic devices (phones, tablets, internet etc) or place them in another room so you can not be distracted. Remove the temptations.

You can use highlighters and colour pens when completing your revision, but don't over use them. The content is more important than the aesthetics of the revision materials you make.

Make revision materials as you go along for each topic, not at the end of the topic or at the end of the year.

## Revision Tip One -

### Part A: Content Consolidation: Consolidating:

When consolidating your notes try to use the following techniques:

- Put information into your own words.
- Use shapes.
- Use pictures.
- Use tables.
- Use charts.
- Use diagrams.
- Use metaphors.
- Use acronyms.

## Revision Tip Two -

### Part A: Content Consolidation: Connecting Information:

Connect information within a topic and across different topics using the following techniques:

- Mind maps.
- Graphs.
- Flow charts.
- Comparison tables (Similarities & Differences) (Strengths & Weakness) (Advantages & Disadvantages).

## Revision Tip Three -

### Part A: Content Consolidation: Read, Cover, Recall, Check:

How to revise using this technique:

- Read the information you want to remember.
- Cover it up, and write out what you remember.
- Check to see how much you forgot.

Use it to test yourself on:

- Spellings.
- Lists.
- Definitions.
- A sequence of simple events.
- AO1 knowledge and facts.



## Revision Tip Four -

### Part A: Content Consolidation: Key Words / Definitions:

How to revise using this technique:

- Create key word flashcards or flip books.
- Include the key word on the front.
- Place the definition on the back of the flashcard or inside the flip book.

Use it to:

- Test yourself on the definitions.
- Connect key words by sorting them into relevant categories which link with each other.



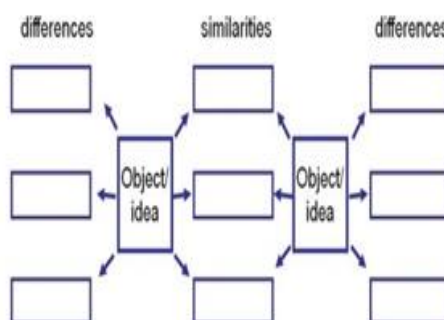
## Revision Tip Five -

### Part A: Content Consolidation: Graphic Organisers:

Decide if you are describing, analysing parts, comparing, analysing cause and effect, predicting or evaluating and display your arguments in a graphic organiser.

Use it to:

- Look at topics in more detail.



## Revision Tip Six -

### Part A: Content Consolidation: Teach Someone Else:

Describe or explain a process/scenario to someone who does not know it or a classmate.

They can ask questions to fill in any gaps you missed and if they are also revising it may help them understand the work better.

Use it when:

- Explaining a series of events or a process that has some detail.



# Revision Tips:

## Revision Tip Seven -

### Part A: Content Consolidation: Flashcards:

Use flashcards to contain:

- Key information.
- Facts.
- Definitions.
- AO1 content.
- Exam questions & answers.

You can categorise your flashcards into:

- Topic areas.
- Sections e.g. Anatomy, Psychology, History (A, B or C).
- Papers (Paper 1 or Paper 2).

### How to revise from flash cards:

Subdivide your flashcards into the following four sections:

#### Section 1:

- Items that need frequent practice.
- Items you're not remembering.
- Items that need regular review.
- You don't know it at all, you make mistakes when recalling it.
- Spend 40% of your time on this section.
- When you fully recall a card move it to section 2.

#### Section 2:

- Cards that have just moved out of section 1.
- These items still trip you up, or confuses you in a way.
- If you have recalled it regularly move it to section 3.
- If you can't recall it, move it to section 1 again.
- Spend 30% of your time on this section.

#### Section 3:

- Items you nearly always get correct.
- You are confident about the item.
- Any mistakes in recall move back to section 2.
- Spend 20% of your time on this section.

#### Section 4:

- Nothing leaves this box, because you know it so well.
- You feel confident in the item.
- You always get it right.
- You consider the material easy.
- Still check the items every now and again.
- Spend 10% of your time on this section.

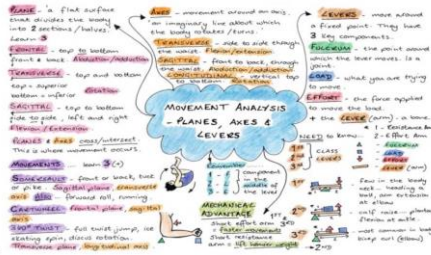
Cards, can move up or down through the process between sections 1-3.

Test yourself anywhere

## Revision Tip Eight -

### Part A: Content Consolidation: Mind Maps:

- Start with a central theme and organise the information from it, grouped into subtopics.
- Label the branches with the relationships.
- To summarise a whole topic after revising it in detail.
- Only put in the key words, everything else should come to mind when you read it.



## Revision Tip Nine -

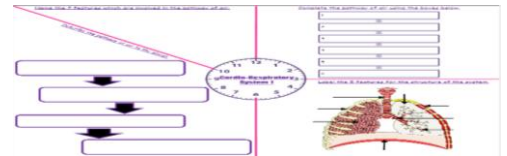
### Part A: Content Consolidation: Revision Clocks:

#### How to use the technique:

- Spend up to 10 minutes revising an area of the topic.
- Complete the revision clocks in blue or black pen from what you can recall.
- Any missing information add using red or green pen.

#### Use them to:

- Test yourself using the cover, recall and check method.
- Get your parents or friends to test you on the questions.



## Revision Tip Ten -

### Part B: Skills: Quizzes:

#### Use this technique by:

- Create your own exam questions and test yourself.
- Create your own quizzes with friends and test each other.
- Use the Seneca learning website ([www.senecalearning.com](http://www.senecalearning.com)).

#### How to revise using this technique:

- Answer the questions.
- Note down your score.
- Revise the topic some more.
- Have another go at the questions later. Did you improve?



## Revision Tip Eleven -

### Part B: Skills: Exam Questions:

#### How to revise using this technique:

- Complete past exam questions and analyse them.
- Mark your answers.
- Fill in the answers you missed.
- Go through the paper and colour code each topic:
  - Red - Need to revise.
  - Amber - Need to go over a few bits again.
  - Green - I've got it.

#### Use it to test your ability to:

- Recall the information you have revised, to answer the question asked, not just write down everything you know, to follow the command words in an exam.



## Revision Tip Twelve -

### Part B: Skills:

#### Timed Exam Questions:

#### How to revise using this technique:

- Select an individual exam question.
- Give yourself the correct number of minutes per mark to answer the question.
- Once the time is up, mark your answer.
- Correct your answer.
- Re-write the perfect answer.



## Revision Tip Thirteen -

### Part C: Feedback:

#### Audit Your Feedback:

#### How to revise using this technique:

- Audit your feedback you have been given.
- Areas of strength and weaknesses on tests, homework, exam questions and any feedback on work in your book.
- Identify for each subtopic which assessment objective you lose marks on: AO1, AO2 or AO3.
- What did you get wrong last time on that topic, revise this first and spend more time on it.

# Specification:

Throughout the course it is important to always refer back to the specification.  
You should download a copy of the specification and save it to your google drive area.

The specification details are below:

AQA Specification:

First Exam 2017.

First Teaching September 2016.

Specification Code: 7582 [Updated 1.4 September 2020]



*Scan Me!  
To View The  
Specification*

**OR**

*Click The QR Code!  
To View The  
Specification*

# Cornell Note Taking:

Throughout A Levels you will be required to take notes. When you are completing your notes you are required to complete them using the Cornell method, see the image below for an example of how this will look in PE.

You should split your exercise book, lined paper etc into the sections and layout with the correct sub-headings as shown in the example image below, or you can print the blank Cornell proforma at the back of this booklet.

<u>Name:</u> Joe Bloggs	<u>Date:</u> April 2020
<u>Topic:</u> Biomechanics	<u>Sub-Topic:</u> Projectiles
<b><u>Questions &amp; Key Words:</u></b> A projectile is an object upon which the only force acting is gravity. There are a variety of examples of projectiles. An object dropped from rest provided that the influence of air resistance is negligible. An object that is thrown vertically upward provided that the influence of air resistance is negligible. An object which is thrown upward at an angle to the horizontal provided that the influence of air resistance is negligible.	<b><u>Notes:</u></b> <ul style="list-style-type: none"><li>A projectile has a single force that acts upon it - the force of gravity.</li><li>If there were any other force acting upon an object, then that object would not be a projectile.</li><li>By definition, a projectile is any object upon which the only force is gravity.</li><li>A projectile is an object upon which the only force is gravity. Gravity acts to influence the vertical motion of the projectile, causing a vertical acceleration.</li><li>The horizontal motion of the projectile is the result of the tendency of any object in motion to remain in motion at constant velocity.</li><li>Due to the absence of horizontal forces, a projectile remains in motion with a constant horizontal velocity.</li><li>Horizontal forces are not required to keep a projectile moving horizontally. The only force acting upon a projectile is gravity!</li></ul>
<b><u>Summary:</u></b> A projectile is any object that once projected or dropped continues in motion by its own inertia and is influenced only by the downward force of gravity.	

## ***Main Ideas Section:***

- This section will mostly be completed after lesson or during a review and should be completed second.
- Cue Column.
- Main ideas.
- Questions that connect points.
- Study prompts.
- Key Vocabulary.

## ***Notes Section:***

- This section will mostly be completed during lesson and should be completed first.
- Definitions.
- Diagrams.
- Use concise sentences.
- Use shorthand symbols.
- Use abbreviations.
- Use lists.
- Put space between points.
- Bullet points.
- Teacher given notes.
- Research notes.

## ***Summary Notes Section:***

- This section will mostly be completed after lesson or during review. This section should be completed last.
- Use as a quick reference area.
- A summary of key points.
- A list of questions you need answering.



Scan Me!  
OR  
Click The  
QR Code!

AQA A Level PE

Section A: Applied Anatomy & Physiology / Exercise  
Physiology & Biomechanics

Transition Workbook  
Section A

A Level:

AQA Specification:

First Exam 2017.

First Teaching September 2016.

Specification Code: 7582 [Updated 1.4 Sept 2020]

Teacher: Mrs Fox-Parry

# Specification:

## 3.2.2 Biomechanical Movement:

Students should develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport.

Students should have a knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.

### 3.2.2.2 Levers:

<u>Content:</u>	<u>Additional Information:</u>
Three classes of lever and examples of their use in the body during physical activity and sport.	
Mechanical advantage and mechanical disadvantage of each class of lever.	



*Scan Me!*  
*A Level PE*  
*AQA Specification*  
*Page: 21.*

# Paper 1: Lever Systems

## Lever Systems:

Lever systems help you to move. They can increase the amount you can lift or the speed in which you can move something. You need to be able to:

- Draw the three classes of lever
- Describe the lever
- Give examples in sport

### Key Words

**Lever:** Is a bone and is shown as a straight line



**Fulcrum:** Is a pivot or joint and is shown as a triangle



**Effort:** Is a force provided by muscles and is shown by an arrow

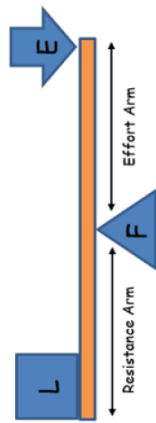


**Load:** Is the weight of the body/object being moved, it is shown as a square

## Levers:

Lever	Description	Sporting example
1 <sup>st</sup> Class	The fulcrum is surrounded by the effort and the load	Heading a ball
2 <sup>nd</sup> Class	The load is surrounded by the fulcrum and the effort	Calf raises
3 <sup>rd</sup> Class Lever	The load is surrounded by the fulcrum and the effort	Bicep curl

### 1<sup>st</sup> Class

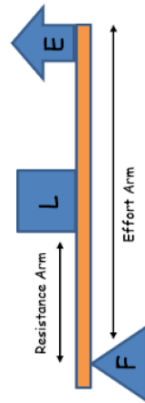


The fulcrum is surrounded by the effort and the load



Heading a ball

### 2<sup>nd</sup> Class

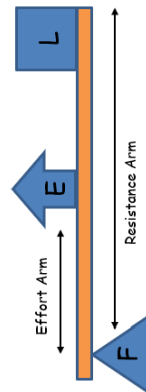


The load is surrounded by the fulcrum and the effort



Calf raises

### 3<sup>rd</sup> Class Lever



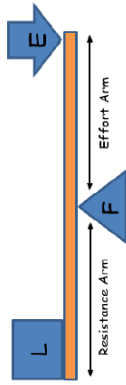
The load is surrounded by the fulcrum and the effort



Bicep curl

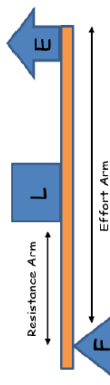
## Mechanical advantages:

### 1<sup>st</sup> Class Lever



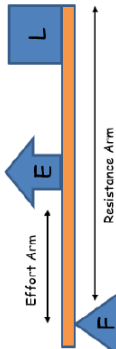
Will vary depending on the distance of the load and the effort from the fulcrum

### 2<sup>nd</sup> Class Lever



Able to lift heavier loads owing to its large effort arm

### 3<sup>rd</sup> Class Lever

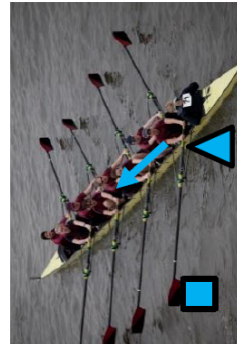


Provides speed and wide range of movement owing to a long resistance arm

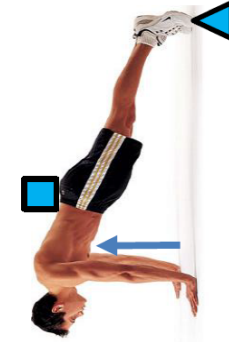
## Identifying lever systems:

Each lever system can be identified by the component in the middle:

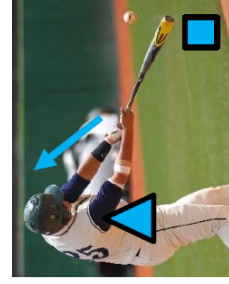
One F (fulcrum)  
Two L (load)  
Three E (effort)



Effort = Biceps  
Load = water  
Fulcrum = hand/oars  
1<sup>st</sup> class lever  
(fulcrum in the middle)



Effort = Triceps  
Load = Body weight  
Fulcrum = Feet  
2<sup>nd</sup> class lever  
(load in the middle)



Effort = muscles  
Load = bat/ball  
Fulcrum = shoulders  
3<sup>rd</sup> class lever  
(effort in the middle)

# Levers Transition Task Instructions:

## Instructions:

- Read the article on levers and make Cornell notes, a blank template for the Cornell notes is available on the last page for you to print, or divide your lined paper up into the sections and complete it that way instead following the Cornell Notes format (Scan the QR Code for the article).
- Research 3 different types of levers and apply them to sporting examples.
- Fill in booklet and complete questions.



*Scan Me!*  
&  
*Read The*  
*Article!*

# Levers Transition Tasks:

1. What do you think of when you hear the word 'lever'?

2. How do you think parts of your body can be referred to as levers?

3. Every lever has 3 components. Use the words below to fill in the gaps.

**Force / Axis / Move / Force / Lever / Rotates**

Fulcrum - The \_\_\_\_\_ around which the lever \_\_\_\_\_.

Load - The \_\_\_\_\_ of the object that you want to \_\_\_\_\_.

Effort - The \_\_\_\_\_ that is applied by the user of the \_\_\_\_\_ system.

4. Think about a darts player throwing a dart. What would be the....

Fulcrum:

Load:

Effort:

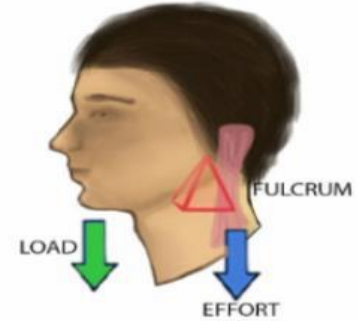
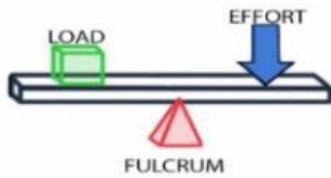


# Levers Transition Tasks:

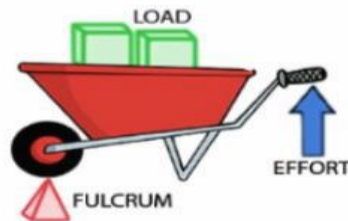
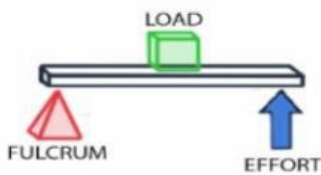
## Different Classes of Lever:

Levers are classified as either First Class, Second Class or Third Class according to the placement of the fulcrum, load and effort.

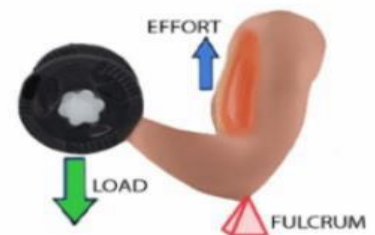
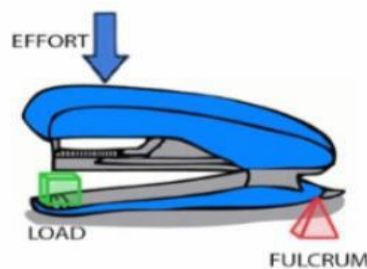
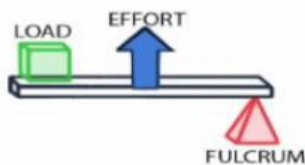
### FIRST CLASS LEVER SYSTEM



### SECOND CLASS LEVER SYSTEM



### THIRD CLASS LEVER SYSTEM



1st Class = Fulcrum in the middle.

2nd Class = Load in the middle.

3rd Class = Effort in the middle.

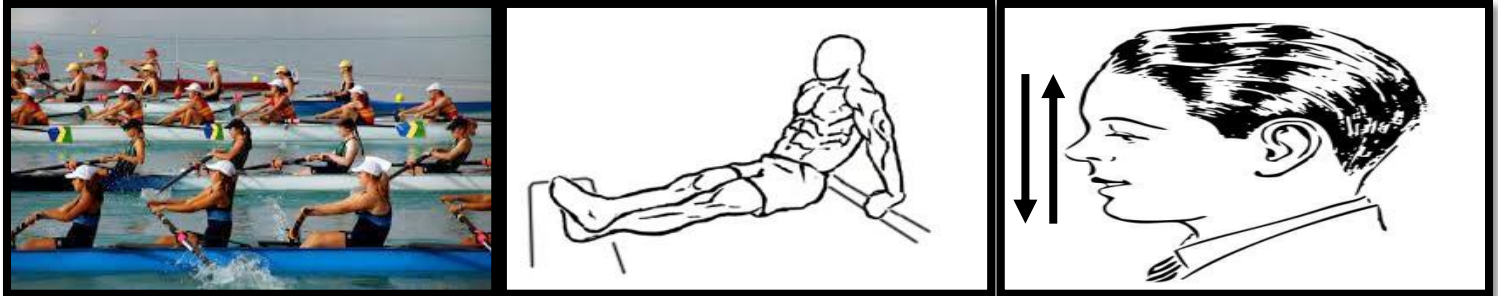
**Remember  
EFL ELF FEL  
&  
FLE 1, 2, 3!**

# Levers Transition Tasks:

## First Class Levers: Load – Fulcrum – Effort

In this lever system the fulcrum sits in the middle, between the load and the effort.

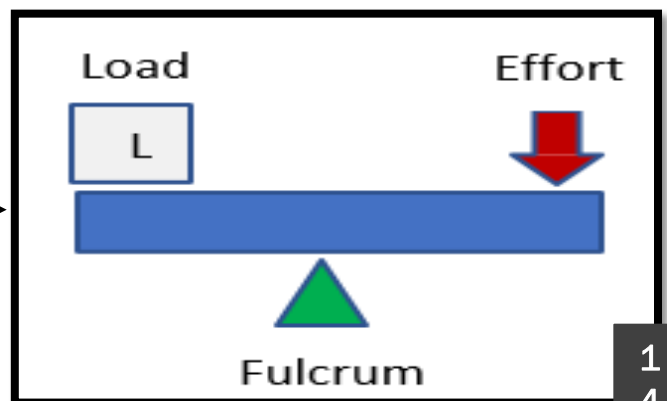
5. *For the pictures shown, fill in the table below.*



Exercise / Activity:	Load:	Fulcrum:	Effort:

6. *Can you think of any other first class lever systems?*

This diagram is very important. If asked to draw a lever system in an exam – this is what you will need to present.

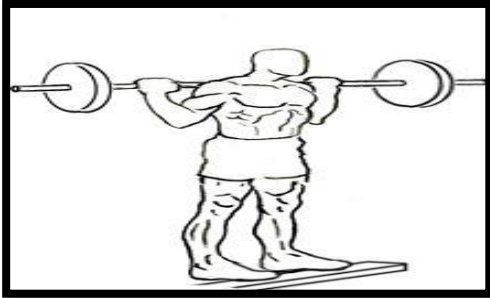


# Levers Transition Tasks:

## Second Class Levers: Fulcrum – Load - Effort

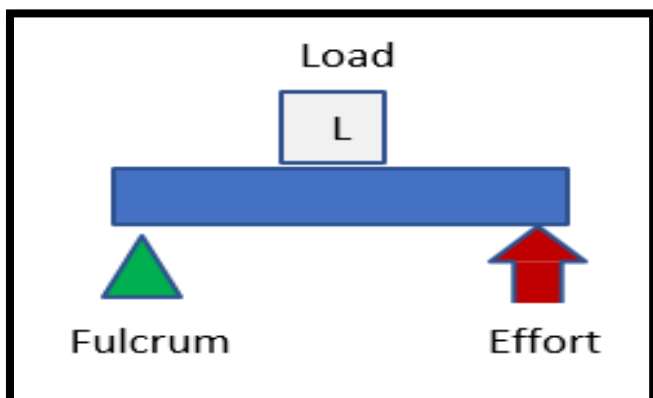
In this lever system the load sits between the fulcrum and the effort.

7. For the pictures shown, fill in the table below.



<u>Exercise / Activity:</u>	<u>Load:</u>	<u>Fulcrum:</u>	<u>Effort:</u>

8. Can you think of any other second class lever systems?

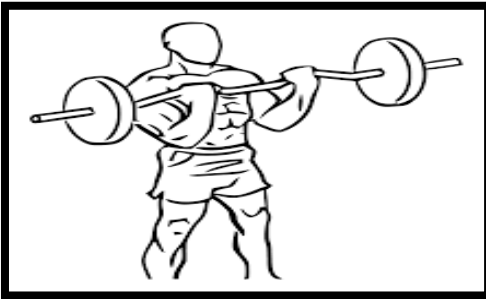


# Levers Transition Tasks:

## Third Class Levers: Fulcrum – Effort - Load

In this lever system the effort is applied between the fulcrum and the load.

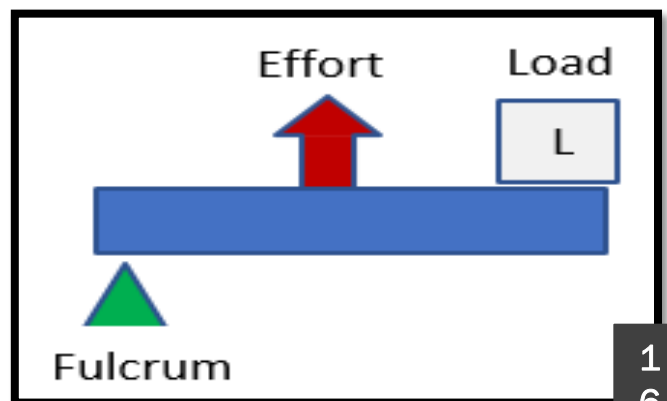
9. For the pictures shown, fill in the table below.



<u>Exercise / Activity:</u>	<u>Load:</u>	<u>Fulcrum:</u>	<u>Effort:</u>

10. Can you think of any other third class lever systems?

**Hint – You must know the difference between each lever system and the location of the fulcrum, effort and load.**



# Levers Transition Tasks:

## Advantages/Disadvantages of lever systems:

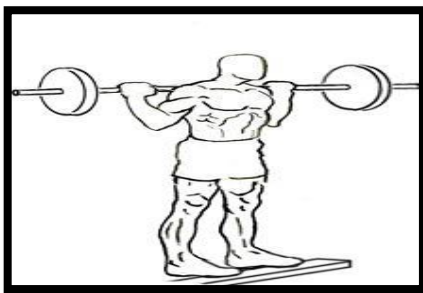
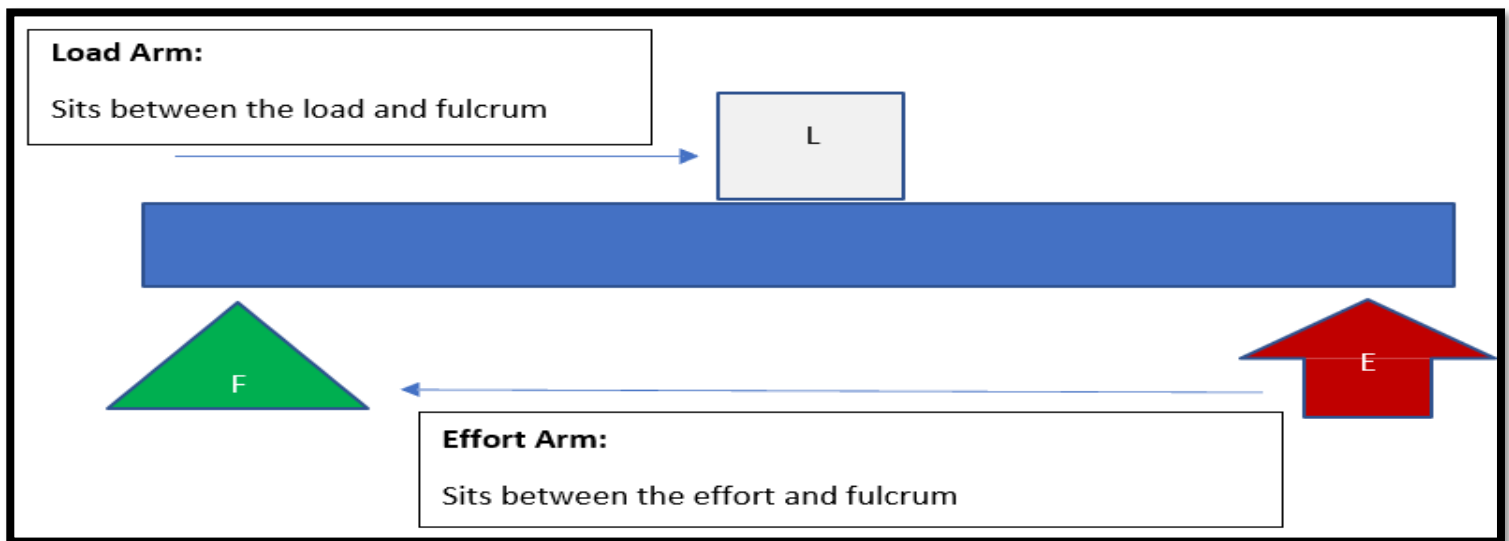
Lever Systems can be seen to have a **mechanical advantage** or a **mechanical disadvantage**.

**Mechanical Advantage** = Effort Arm ÷ Resistance Arm.

This is when a large load can be lifted with relatively little effort. It is usually due to the effort arm being longer than the .

**Mechanical Disadvantage:** This is when it takes a lot of effort to lift a relatively small load.

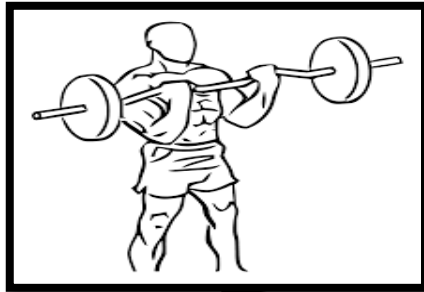
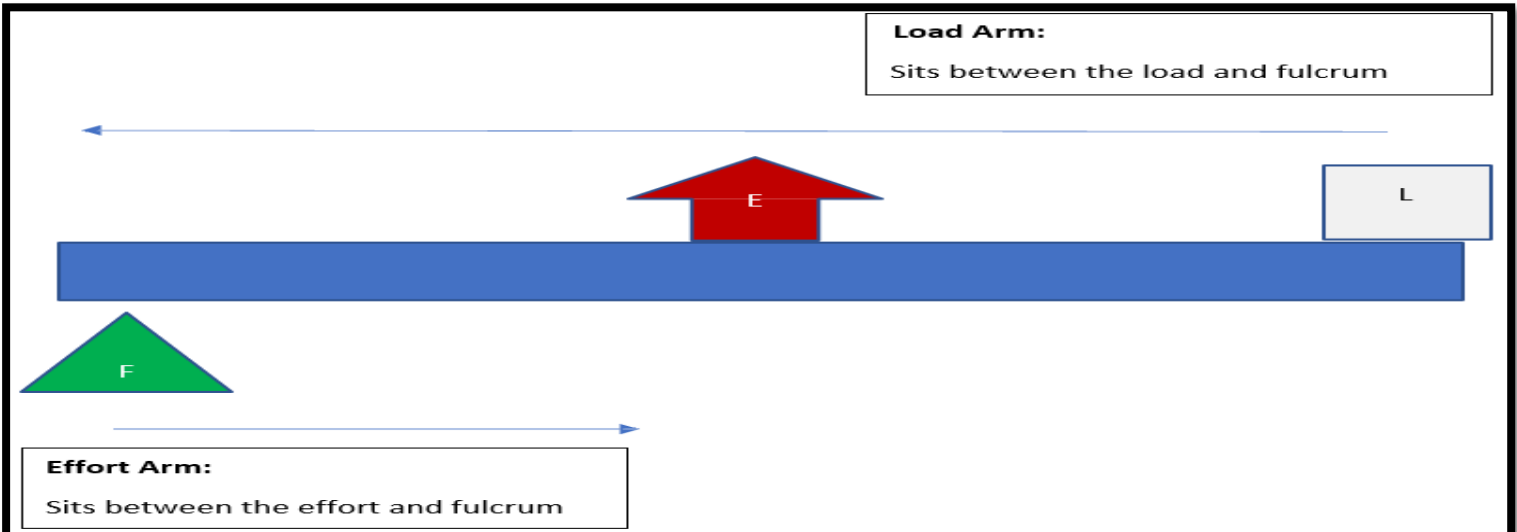
A **Second Class Lever System** will always have a mechanical advantage due to the **effort arm being longer than the load arm**.



Examples

# Levers Transition Tasks:

A Third Class Lever System will always have a mechanical disadvantage due to the load arm being longer than the load arm.



Examples

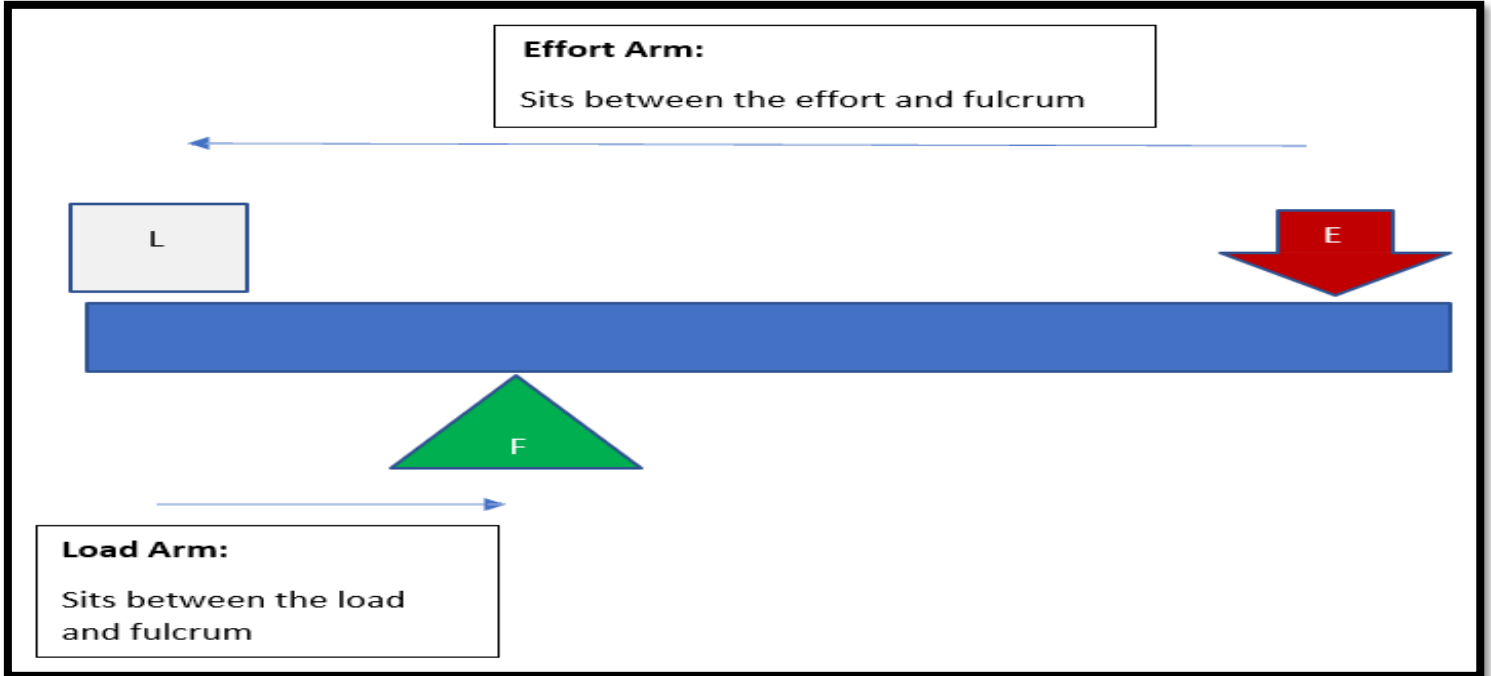
A mechanical disadvantage has the benefit of producing fast movements.

# Levers Transition Tasks:

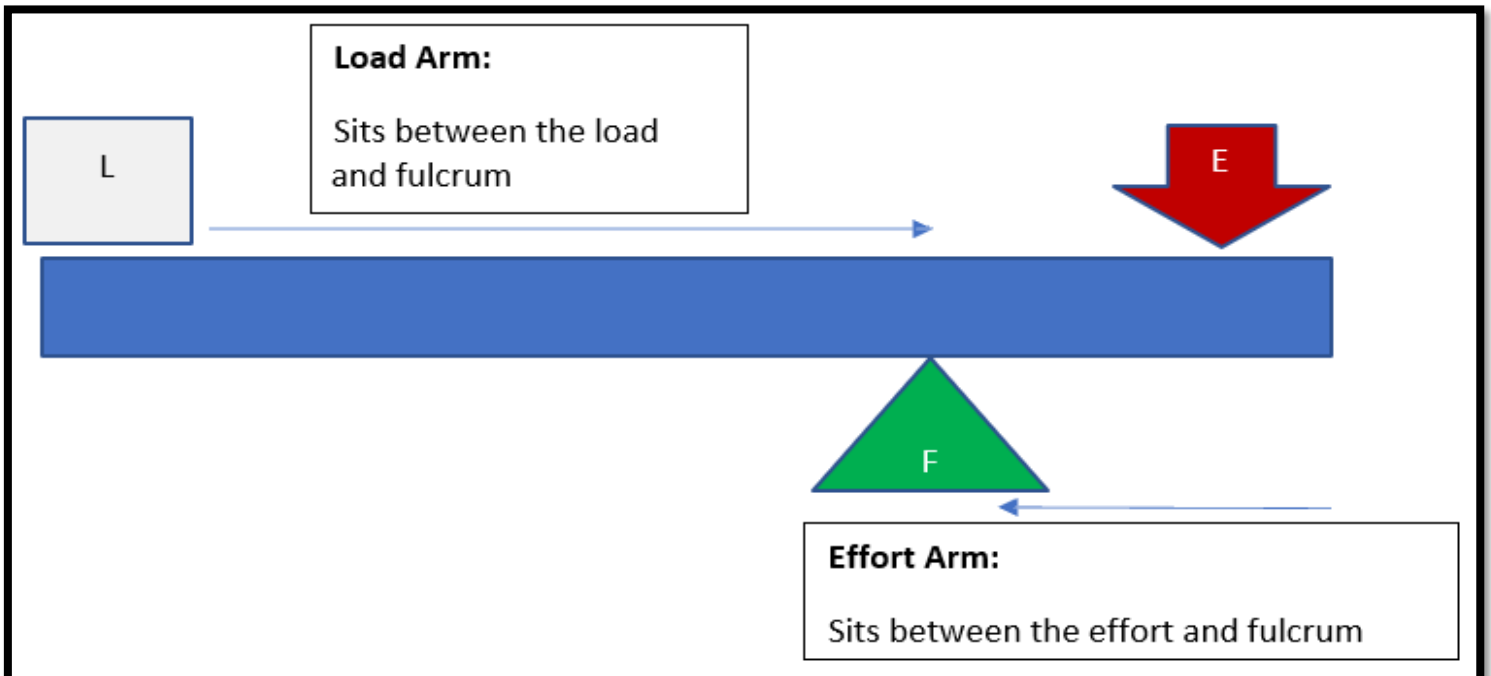
A **First Class Lever System** may have a **mechanical advantage** or a **mechanical disadvantage** depending on the **length of the effort arm** in relation to the **resistance arm**.

Remember **Mechanical Advantage = Effort Arm ÷ Resistance Arm**

In the following example the **effort arm** is longer than the **load arm**, producing a **mechanical advantage**.



In the following example the **load arm** is longer than the **effort arm**, producing a **mechanical disadvantage**.



# Levers Transition Tasks:

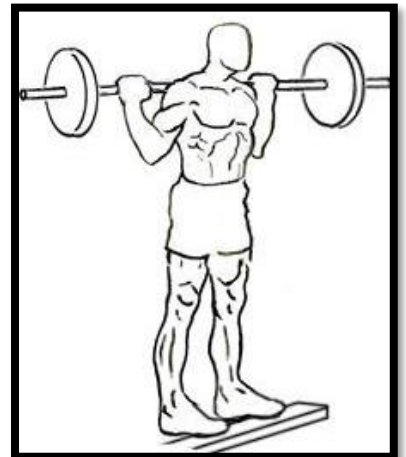
<u>Class Of Lever:</u>	<u>Advantage:</u>	<u>Disadvantage:</u>
First Class	<b>Mechanical Advantage</b> - if the length of the effort arm is greater than the length of the load arm.	<b>Mechanical Disadvantage</b> – if the length of the load arm is greater than the length of the effort arm.
Second Class	<b>Mechanical Advantage</b> – A large load can be lifted with relatively little effort.	Slower Movement.
Third Class	Fast Movement.	<b>Mechanical Disadvantage</b> – A large effort is needed to lift a relatively small load.

11. What movement action is shown through a tricep dip?

12. How do you know that a tricep dip is a first class lever system?

13. What is the fulcrum when a tricep dip is performed?

14. Draw the lever system that operates at the ankle joint, labelling the fulcrum, effort and load.



# Levers Transition Tasks:

15. Analyse the lever system being used at the ankle.

16. A bicep curl is an example of which type of lever system? (1)



17. Give one advantage and one disadvantage of the lever system used when performing a bicep curl (2)

## Key Terms

**Inertia** – The resistance an object has to a change in its state of motion.

**Newton's First Law (Inertia)** – A force is required to change the state of motion.

**Newton's Second Law (Acceleration)** – The magnitude and direction of the force determines the magnitude and direction of the acceleration.

**Newton's Third Law (Action/Reaction)** – For every action there is an equal and opposite reaction.

**Fulcrum** – The point around which the lever rotates.

**Load** – The force of the thing that you want to move.

**Effort** – The force that is applied by the user of the lever system.

**Mechanical Advantage** – A large load can be lifted with relatively little effort.  $\text{Effort Arm} \div \text{Resistance Arm}$ .

**Mechanical Disadvantage** – Cannot lift as heavy a load with the same amount of effort.

## Levers Transition Tasks:

18. Q1: The photograph below shows an athlete performing the long jump.

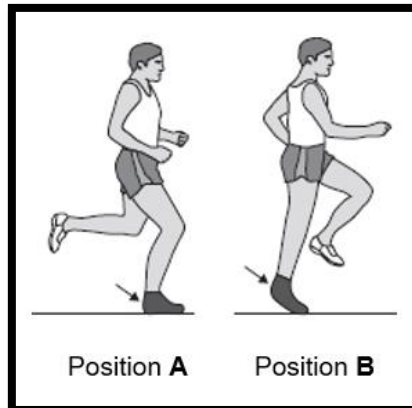


In the photograph, a third-class lever is operating at the hip to allow flexion.

Explain the mechanical advantage of the third-class lever operating at the hip for the athlete (2 Marks).

19. Q2: Running is an example of a physical activity that requires an efficient respiratory system.

The figure below shows the drive phase of the leg action while running.



State one mechanical advantage and one mechanical disadvantage of the lever system that is being used at the right ankle as the runner in the figure above moves from Position A to Position B (2 Marks).

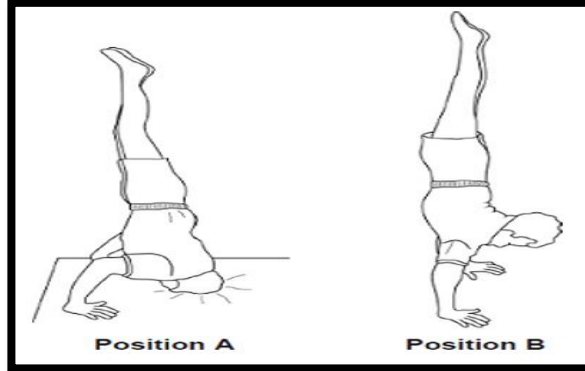
Mechanical advantage

Mechanical disadvantage

# Levers Transition Tasks:

20. Q3: Lever systems allow movement at joints. Sketch and label a third class lever system (2 Marks).

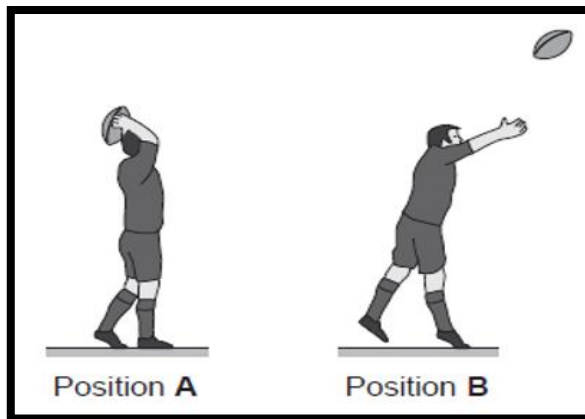
21. Q4: The figure below shows how a gymnast pushes up from a headstand to a handstand.



Name, sketch and label the lever system that is operating at the elbow during the movement from A to B (3 Marks).

Lever system:

22. Q5: The image below shows the movements involved as a player throws the ball on to the field of play during a game of rugby.

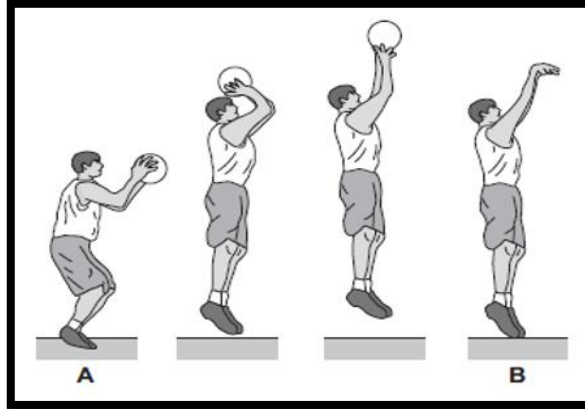


Using the figure, name, sketch and label the lever system operating at the elbow during the movement from Position A to Position B (3 Marks).

Name of lever system:

## Levers Transition Tasks:

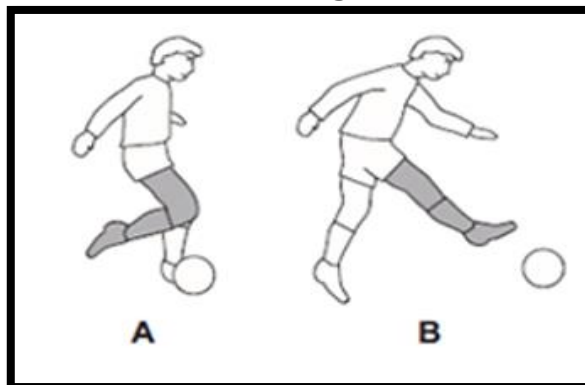
23.Q6: (i) Using the figure below, name, sketch and label the lever system operating at the ankle joint from position A to position B (2 Marks).



Name of Lever system:

(ii) State one mechanical advantage of the lever system operating at the ankle joint in the figure above, from position A to position B (1 Mark).

24.Q7: The diagram below shows a football player kicking a ball.



Name, sketch and label the lever system operating at the knee of the football player in the diagram (2 Marks).

## Levers Transition Tasks:

25. Q8: The ankle operates as a lever as an athlete pushes off the ground to clear a hurdle.

Identify the class of lever operating at the ankle and explain the mechanical advantage of the class of lever for the athlete (3 Marks).

Class of lever at the ankle:

Explanation:

26. Q9: The photograph below shows a long jumper about to take off from the board with their right leg.



Analyse how the musculo-skeletal and lever systems operate at the right knee and ankle to achieve an effective take-off (8 Marks).

# Student Checklist For A Level PE Section A First Lesson:

It is expected that you hand the following tasks in to your teacher at the start of your first lesson.

<u>Tasks:</u>	<u>Complete:</u> <input type="checkbox"/> <input type="checkbox"/>	<u>Notes / Further Information:</u>
1		Tasks 1-4 Levers Introduction
2		Tasks 5-6 First Class Levers
3		Tasks 7-8 Second Class Levers
4		Tasks 9-10 Third Class Levers
5		Tasks 11-17 Sporting Application Questions
6		Tasks 18-26 Exam Question Practice

AQA A Level PE

Section B: Skill Acquisition / Sports Psychology

Transition Workbook  
Section B

A Level:

AQA Specification:

First Exam 2017.

First Teaching September 2016.

Specification Code: 7582 [Updated 1.4 Sept 2020]

Teacher: Miss Statham

# Specification:

## 3.2.3 Sport Psychology:

In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport.

Students should be able to understand and interpret graphical representations associated with sport psychology theories.

### 3.2.3.1 Psychological Factors That Can Influence An Individual In Physical Activities:

#### 3.2.3.1.1 Aspects Of Personality:

<u>Content:</u>	<u>Additional Information:</u>
Understanding of the nature vs nurture debate in the development of personality.	Trait, social learning.
Interactionist perspective.	Hollander, Lewin.
How knowledge of interactionist perspective can improve performance.	



*Scan Me!  
A Level PE  
AQA Specification  
Page: 22 & 23.*

# Personality Transition Tasks:

## **Task 1: Complete The Table:**

- Think about the different types of personality that you remember from GCSE.
- List the different characteristics for each of the 2 types of personality in a table.

<b><u>Personality type 1:</u> _____</b>	<b><u>Personality type 2:</u> _____</b>
<b><u>Characteristics:</u></b>	<b><u>Characteristics:</u></b>

# Personality Transition Tasks:

**Task 2: Scan the QR code and read the article (Introvert and Extrovert Personality Traits By Olivia Guy-Evans, published Nov 09, 2020).**



**Task 3: Complete Cornell Notes based on the article.**

A blank template for the Cornell notes is available on the last page for you to print, or divide your lined paper up into the sections and complete it that way instead following the Cornell Notes format.

**Task 4: Complete the exam questions below.**

1. Explain how the interactionist theories of personality enable us to predict the behaviour of performers (3 Marks).
2. Describe social learning theory of personality (3 Marks).
3. Evaluate how well the interactionist perspective explains the behaviour of a team member in varying competitive situations (8 Marks).

**Task 5: Complete the glossary on the next pages.**

# Personality Transition Tasks:

*Task 5: Complete the glossary with a definition for each key terminology:*

<u>Key Word:</u>	<u>Definition:</u>
Personality	
Introvert	
Extrovert	
Nature	
Nurture	
Trait Theory	
Narrow Band Approach	

# Personality Transition Tasks:

Key Word:	Definition:
Social Learning Theory	
Interactionist Perspective	
Lewin's Approach to the Interactionist Perspective	
Hollander's Approach to the Interactionist Perspective	
Memory tools/ any other notes:	

# Student Checklist For A Level PE Section B First Lesson:

It is expected that you hand the following tasks in to your teacher at the start of your first lesson.

<u>Tasks:</u>	<u>Complete:</u> <input type="checkbox"/> <input type="checkbox"/>	<u>Notes / Further Information:</u>
1		Personality Characteristics Table
2		Read The Article On Personality
3		Make Cornell Notes Based On The Article
4		Complete The Exam Questions
5		Complete The Key Words Glossary

AQA A Level PE

Section C: Sport & Society & Technology In Sport

Transition Workbook  
Section C

A Level:

AQA Specification:

First Exam 2017.

First Teaching September 2016.

Specification Code: 7582 [Updated 1.4 Sept 2020]

Teacher: Miss Butterworth

# Specification:

## 3.2.4.8 The Role Of Technology In Physical Activity And Sport:

Students should understand the types of and use of data analysis to optimise performance.

In this section, students should be able to select and justify their selection of technology for analysis of physical activity and sport to optimise performance by:

<u>Content:</u>	<u>Additional Information:</u>
The role of technology in sport and its positive and negative impacts.	<input type="checkbox"/> Sport. <input type="checkbox"/> Performer. <input type="checkbox"/> Coach. <input type="checkbox"/> Audience.



*Scan Me!*  
*A Level PE*  
*AQA Specification*  
*Page: 29 & 30.*

# Technology Transition Tasks:

## Task 1: Technology Key Words:

- Using the QR Code scan it or click on it, and create flashcards with the key word on the front and definition on the back.
- Revise over and try to learn these definitions.



## Task 2: Hawkeye:

- Using the internet and youtube research about Hawkeye.
- Create a spider diagram about hawkeye with key information on, using A4 plain paper.
- Include:
  - What does it do?
  - How does it do it?
  - What technology is involved?
  - Key facts.
  - Strengths of it.
  - Weaknesses of it.

## Task 3: GPS:

- Using the internet and youtube research about GPS.
- Create a spider diagram about GPS with key information on, using A4 plain paper.
- Include:
  - What does it do?
  - How does it do it?
  - What technology is involved?
  - What does it track?
  - What data can it collect?
  - Key facts.
  - Strengths of it.
  - Weaknesses of it.

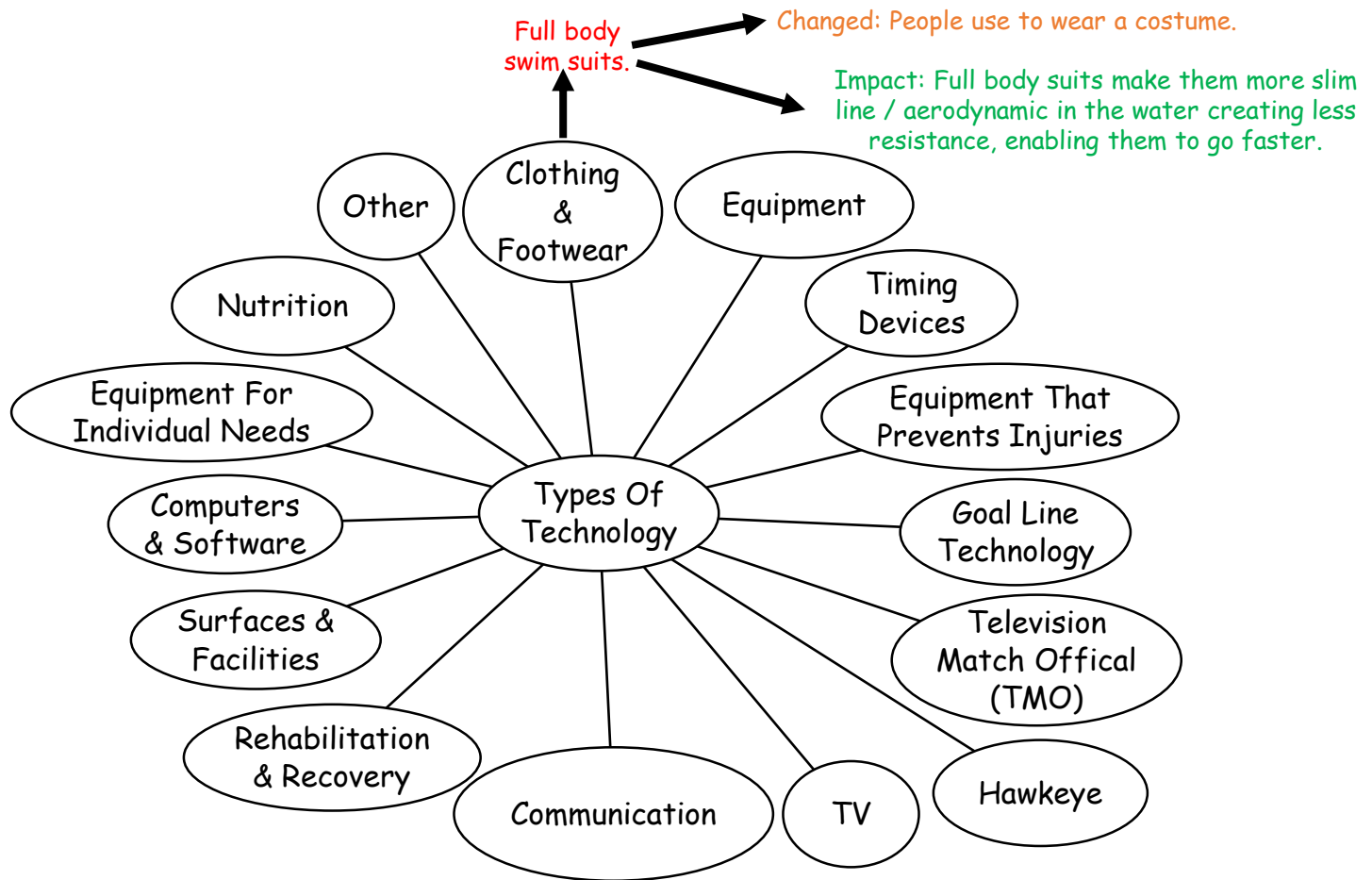
## Task 4: TMO (Television Match Official):

- Using the internet and youtube research about TMO.
- Create a spider diagram about TMO with key information on, using A4 plain paper.
- Include:
  - What does it do?
  - How does it do it?
  - What technology is involved?
  - Key facts.
  - Strengths of it.
  - Weaknesses of it.

# Technology Transition Tasks:

## Task 5: Types Of Technology:

- ❑ The more you know about different types of technology the better you will do in this topic.
- ❑ Create a spider diagram or do a couple of spider diagrams to enable it to fit , using A4 plain paper.
- ❑ Use the below diagram layout and headings.
- ❑ When watching the video's on the introduction powerpoint play and pause it, place each item of technology mentioned in the correct category below. View the powerpoint using the QR code at the bottom of the page.
- ❑ On your spider diagram branching off each item you need to do 2 arrows coming off, 1 arrow stating how the item has changed, the 2nd arrow saying the impact on sport (See my example on the diagram below).
- ❑ You may wish to use 3 different colours like the example below (Red is the name of the equipment, orange is what has changed, green is the impact of the change).
- ❑ Examples of impact on sport: helps make correct decisions, makes competition fairer, helps communication, less pressure, more accurate timing and measurements, identify strengths and weaknesses to help improve, increase the viewing experience etc.



# Student Checklist For A Level PE Section C First Lesson:

It is expected that you hand the following tasks in to your teacher at the start of your first lesson.

<u>Tasks:</u>	<u>Complete:</u> <input type="checkbox"/> <input type="checkbox"/>	<u>Notes / Further Information:</u>
1		Technology Key Words
2		Hawkeye Spider Diagram
3		GPS Spider Diagram
4		TMO Spider Diagram
5		Types Of Technology Spider Diagram

AQA A Level PE  
NEA: Non – Exam Assessment

Transition Workbook  
NEA

A Level:

AQA Specification:

First Exam 2017.

First Teaching September 2016.

Specification Code: 7582 [Updated 1.4 Sept 2020]

Teacher: Miss Butterworth

# NEA Guidance:

## Summary

As well as your written examination, you are required to complete an area of Non-Examined Assessment (NEA).

It is worth 30% of your final grade and requires you to complete the following:

- Be assessed in one sport of your choice (from the list) in a full competitive situation.
- Complete a verbal/written analysis of performance.

This will be internally assessed and externally moderated.

Be sure to look at the specification for the NEA aspect.



*The NEA starts at  
page 37 of the  
specification!*

## Written/Verbal Analysis of Performance (45 marks) - Coursework

You are required to analyse and evaluate, using your knowledge of the specification, a performance of a player in one activity from the specific list. This can be either your own performance or the performance of another person.

You can complete this in either:

- A purely written format.
- A combination of a written presentation with additional verbal explanation.

You will be assessed on your performance analysis assessment in the following two skills

- Analysis (20 marks).
- Evaluation (25 marks).

# Practical Performance:

## Practical Performance (45 marks)

In your practical performance you will be assessed against the following assessment objectives

You will be assessed for all activities in the following skills:

- Area of assessment 1: Technical quality – Aspect 1 (Attacking/Event 1) - 15 marks.
- Area of assessment 2: Technical quality – Aspect 2 (Defending/Event 2) - 15 marks.
- Area of assessment 3: Application of strategic/tactical awareness - 15 marks.

Player/performer: Area of assessments 1 and 2.

- Detailed guidance explaining the relevant skills/techniques is outlined for each activity.

Player/performer: Area of assessment 3

You will be assessed on your execution and performance of the following considerations:

- General strategies employed to achieve the overall aim/objective.
- Specific tactics that help achieve the strategies/decision making skills game or performance plans related specifically to attacking and defensive play.
- Specific set plays to outwit an opponent.
- Ability to modify and execute changes as required either due to personal analysis of the situation or via the instructions of a leader/coach.

<u>Activity:</u>	<u>Comments:</u>	<u>Area Of Assessment 1:</u>	<u>Area Of Assessment 2:</u>	<u>Area Of Assessment 3:</u>
Acrobatic Gymnastics	-	Routine 1	Routine 2	Tactics & Strategies
Association Football	Cannot be 5 a side.	Attacking Skills	Defensive Skills	Tactics & Strategies
Athletics	Long Distance Running Must Not Exceed 10,000m.	Event 1	Event 2	Tactics & Strategies
Badminton	-	Attacking Skills	Defensive Skills	Tactics & Strategies
Cricket	Cannot do both fielding and wicket keeping.	Batting skills or bowling skills or fielding/wicket keeping skills.	Batting skills or bowling skills or fielding/wicket keeping skills.	Tactics & Strategies
Dance	-	Dance 1	Dance 2	Choreography
Equestrian	-	Flat work	Jumping	Tactics & Strategies
Golf	-	Short Irons (7 Wedges / Putting)	Long Irons (Driver / 6 Iron)	Tactics & Strategies
Gymnastics	Floor Routines & Apparatus	Apparatus	Apparatus	Tactics & Strategies
Netball	-	Attacking Skills	Defensive Skills	Tactics & Strategies
Swimming	Not Synchronised Swimming.	Race 1	Race 2	Tactics & Strategies
Trampolining	-	Routine 1 - Compulsory	Routine 2 - Voluntary	Tactics & Strategies

## Task 1: Getting Ready For The NEA:

In order to ensure you are prepared for your first lesson you need to...

- Go to your emails and you will have an email from Miss Butterworth sharing your A Level PE Evidence Folder. The folder will have your full name followed by A Level PE Evidence Folder.
- Download the specification and place it in your A Level PE folder on google drive.
- Print off the specification pages for your sport.

## Task 2: Performance Analysis:

- Watch a sporting match of your choice, preferably in your chosen sport which you will be doing for A Level.
- Create a Notational Analysis table including the key skills demonstrated within a game (you might need to research what notational analysis involves).
- Tally the number of times each skill is completed within a game by one of the individual performers.
- Include the youtube link in your work of the video you watched and the time frame you watched from and to.
- You must watch at least 20 minutes of it unless it is dance or trampolining then complete the above for one routine.

## Task 3: Preparing For Your Performance Analysis:

- For your chosen A Level sport.
- Record footage of you partaking the sport in a competitive situation (Can't be edited yet/at least 30minutes). Or 1 routine if trampolining or 1 dance of at least 2 minutes long.
- This video needs to be uploaded to your drive ready for the first week of term.

# Student Checklist For A Level PE NEA First Lesson:

It is expected that you hand the following tasks in to your teacher at the start of your first lesson.

<u>Tasks:</u>	<u>Complete:</u> <input type="checkbox"/> <input type="checkbox"/>	<u>Notes / Further Information:</u>
1		Prepared Your Google Drive Folder
2		Performance Analysis Youtube Task
3		Preparing For Your Performance Analysis

Name:

Date:

Topic:

Sub-Topic:

Questions & Key Words:

Notes:

Summary: