



DAVENANT FOUNDATION SCHOOL

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YEAR 12 PHYSICAL EDUCATION SUMMER TASK 2021

Top tips for A Level PE

1. You will be assessed in performing or coaching in ONE activity. You will be expected to keep a log of competitive participation to show frequency and level of participation. You will need to select your best sport and role from a selected list of sports.
2. Read before a topic, during a topic and after a topic. Do not expect to know all there is to know about a topic following a lesson. Independent learning is a very important factor when it comes to A level success.
3. Complete homework/coursework on time. Do not miss deadlines. Homework will aid your understanding of topics and your coursework is worth 50% of your course so therefore needs to be kept on top of.
4. If in doubt ask. Do not be afraid to speak to your teachers if there is anything you do not understand. You can contact them via email or use Fronter if you are not in school.
5. PE has one exam at the end of the course. Start revision notes early, i.e. during/after each topic. This will support your revision in the lead up to your final summer exam.

A Level PE summer task: The Evaluation and Analysis of Performance for Improvement (EAPI)

(Marked out of 30 and worth 15% of final grade)

Watch a Youtube clip and observe for approx. 10 mins. Complete an analysis of a performance/match in a sport from the DfE list of sports.

Consider the level of performer you are going to observe i.e. a performance of your peers will be easier to spot their weaknesses compared to an elite performance.

Complete your evaluation using the following prompts:

- the quality and range of skills being performed *
- the appropriateness and level of success of the selection and application of skills, strategies and tactics
- the understanding and awareness shown by the performer during the performance
- the use of physical attributes (i.e. Fitness levels, size of performer) during performance · the overall effectiveness and success of the performance
- the major area of weakness of the performance that you would prioritise for improvement through a long term development plan and why
- You should justify your comments through the application of relevant theoretical knowledge

Resources:

- <http://www.ocr.org.uk/qualifications/as-a-level-gce-physical-education-h155-h555-from-2016/>
- Scroll down to ASSESSMENT PREPARATION · Go to NON-EXAMINED ASSESSMENT (NEA) or go to:
- <http://www.ocr.org.uk/Images/234840-guide-to-non-exam-assessment.pdf>
- Look from the page numbered 22 onwards for information related to the EAPI.
- Look from the page numbered 34 onwards for details related to practical performance such as core skills and advanced skills associated with your chosen sport.

YEAR 12 SUMMER TASK

COHORT 2021 – 2023

PAPER 3 : SPORT & SOCIETY

TASK 1 : PAPER 3 : **SPORT & SOCIETY**

- PAPER 3 is dependant on using : **EXAMPLES FROM THE SPORTING WORLD**
- Using newspapers, TV, Radio, Internet and any other information areas

DRAW UP A TABLE OF SPORTING EXAMPLES :

- ↗ **COLUMN 1 - THE NAMES OF INTERNATIONAL SPORTS PERFORMERS, FROM A VARIETY OF SPORT, who have made an impact in the SUMMER OF 2019**
- ↗ **COLUMN 2 - THE SPORT THEY PARTICIPATE IN**
- ↗ **COLUMN 3 - THE REASON WHY THEY HAVE MADE THE NEWS / AN IMPACT**

TASK 2 : PAPER 3 – SPORT & SOCIETY

SECTION 2 GLOBAL SPORTING EVENTS - THE MODERN OLYMPIC GAMES

THE OLYMPIC GAMES are known as : ‘ The Greatest Show on Earth ’

The SYLLABUS requires us to look at : The ‘POLITICAL EXPLOITATION OF THE OLYMPIC GAMES’

OLYMPIC GAMES	DATE	POLITICAL EXPLOITATION
Berlin	1936	The Third Reich Ideology
Mexico City	1948	‘Black Power’ demonstration
Munich	1972	Palestinian terrorism
Moscow	1980	Boycott led by USA
Los Angeles	1984	Boycott led by Soviet Union

SYLLABUS

- ✓ For **EACH** of the Olympic Games above, **RESEARCH** how the Games were used for **Political Exploitation**
- ✓ **Consider :**
 - ↗ **WHO** used the Games for Political Exploitation
 - ↗ **HOW** the Games were used for Political Exploitation - what actually happened at the Games
 - ↗ The **EFFECTS** on each of the Games of the Political Exploitation
- ✓ You should aim to **WRITE** around half a side of **A4** for **EACH** Olympic Games

Students should also watch the Netflix series – The English Game. They should take notes on the history of Football in the UK.

PAPER 2

CLASSIFICATION OF SKILLS

By the end of this unit, you should be able to classify skills with justifications on the following continua;

- ✓ Difficulty (simple-complex)
- ✓ Environmental influence (open-closed)
- ✓ Pacing (self-paced-externally paced)
- ✓ Muscular involvement (gross-fine)
- ✓ Continuity (discrete –serial-continuous)
- ✓ Organisation (high organisation-low organisation)

Research classification of skills continue and choose from your preferred/ favourite sport and attempt to classify it. Remember to use the continuum.

PAPER 1

Applied anatomy & physiology

By the end of this unit, you should be able to demonstrate knowledge & understanding of the key roles the skeletal and muscular systems play in performance of physical activities and sport. Topic areas include;

- Skeletal & muscular systems
- Cardiovascular & respiratory systems
- Diet and nutrition and effect on physical activity performance
- Preparation and training methods.

Research the above topic areas and relate to sporting examples.

A LEVEL Practical Questionnaire

1.

I would like to be assessed as a Performer

I would like to be assessed as a Coach

2.

What sport are you most likely to be assessed in?

.....

3.

Do you currently participate/coach within this sport? YES

NO

4.

If so, what level do you currently play/coach at? E.g. Club/County/National

.....

5.

If your sport is time/distance based, please state your event and your current 'Personal Best' (You must have evidence of this PB). E.g., Power of 10.

Event: Personal best:

6.

During the season, how many times a week do you train or run a coaching session?

.....

7.

If you are a performer, how often do you compete? E.g., Once a week.

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