AN INTRODUCTION TO A LEVEL PE…

We are looking forward to getting started on the PE A-Level with you in September, a challenging and rewarding course that we are sure you are going to love. Use the next few months to look through these and bring along anything you have done to your first few PE lessons in September. At King Edward VI, we study the OCR exam board for A-Level PE and use the textbooks listed below as support resources during the course. We usually give students the textbooks to borrow during the course; however, you may wish to purchase one yourself so this link takes you to the book we use:

OCR A Level PE (Year 1 and Year 2) : Powell, Sarah, Honeybourne, John: Amazon.co.uk: Books

If you didn't purchase the textbooks, they will be available to borrow in September.

Click the link below to access the OCR Specification, I have listed key pages for you to have a look at:

https://ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf

Overview of the course – page 10 (this outlines how you will be assessed)

Specifications (these tell you the course content – you may wish to print these and start your folders).

We start our course in Y12 with paper 1 & paper 2 topics. I have outlined the topics below and explained where in the specification you can find the course content.

• Anatomy, energy, physiology, injury & biomechanics – page 13-27 of the document (all of this content will be examined in PAPER 1)

• Psychology & skill – page 28-32 of the document (all of this content will be examined in PAPER 2)

Sports – for A-Level, you will need to specialise in ONE sport, participating regularly and if possible, competing in this sport to a good level. The list of sports that are recognised for A-Level PE can be found in the practical specification (page 38-39):

OCR AS and A Level Physical Education NEA Guide

You can find specific details about your sport from page 40 onwards, the sports are listed in the order of the table you have accessed above. If you are a performance sport, such as swimming or athletics, you can find the grading for these sports in the performance tables from page 102 onwards.

General course tasks

1. Once you have found the specific details about your main sport (Page 40 onwards from the non-exam assessment) choose 3 skills from the list of core and/or advanced skills. - Write the perfect technical model (coaching points) for these skills. - Describe one drill you could use to practice each of these 3 skills

2. Course content – if you have managed to print the course content for PAPER 1 and PAPER 2, you can do this task with a highlighter (or many highlighters depending on how you like to work). If you do not have access to a printer, you can do this task by writing a list.

Either highlight or list the topics in each paper, using a form of traffic light system: • For example, RED (no knowledge), ORANGE (some knowledge) & GREEN (studied before and really understood it). There is no need for these colours to be used, as long as you know your code.

3. Extended task – this task will cover different topic areas from both papers. Take your time and research any topic areas where you have not studied the content before, or you struggled to understand it when you did GCSE/BTEC at key stage 4. There is no minimum or maximum amount of time.

Scenario – A summer of sport. This summer has the World Cup 2026, Wimbledon and the Commonwealth Games 2026 to keep us occupied and get that sporting fix! A large part of the course requires you to know about sport and different sports so this task will help you to link what you watch to some of the theory in A-Level PE.

The first part of the task is to watch some sport, the above competitions are an idea but with so much sport available, you can choose what you watch BUT you must watch something that you wouldn't usually watch to broaden your knowledge.

Then, for one of the competitions above (or you can relate to each one), complete the topic tasks below.

Scenario tasks – link to theory content

a) STAGE OF LEARNING (Skill acquisition – PAPER 2) – reflect their performance level. Consider the following three stages of learning… What stage of learning would you be at? Can you explain why they are at this stage of learning with specific examples?

b) GOAL SETTING (Sport Psychology – PAPER 2) – Use the following link to theory behind goal setting: OCR A-level PE: Goal Setting (youtube.com). After watching the video, consider what different goals the performer might have set. When would their goal setting begin? What goals might they have in preparation? What goals might they set during the competition/tournament/event? What might lead a performer to change their goals?

c) Anatomy (PAPER 1) – have an awareness of the major skeletal muscles in the body. In addition, an awareness of the types of synovial joints at the elbow, knee, hip, wrist, and shoulder. Describe the key muscle groups that are used by your performer in their sport. What types of joints exist around the key muscles you have listed above?

d) Training programmes (PAPER 1) - training programmes are designed to meet the specific needs of an individual performer. Find out what the training principles are. Consider the three phases, what principles might you apply in each stage and think of some ideas of how you might implement these to maintain a level of performance.

Arousal, anxiety and stress management (PAPER 2) - In competitive sport, the mind game is as important as the physical side of the sport as the power of the mind can be the difference between success and failure. When in a competitive situation, performers experience changes in the body, it is how they respond to these changes as to whether a performance is successful or not. For example, the hormone, adrenaline, is released at the start of a performance causing the heart rate to increase, quite often at a rapid pace. Some performers use this adrenaline to prepare and be ready for their performance, whereas others feel jittery and anxious leading to a lower level of performance.

e) Choose two of the following strategies to control stress and describe how you would use them to enhance your first performance back: • Positive thinking/ self-talk • Imagery • Mental rehearsal • Breathing control • Music. You will be able to find examples/methods of each one using a search engine. For example, type into Google 'example of imagery in sport' or 'how breathing can help sports performance'. There may be examples you can work through on YouTube.

4. Additional reading & resources you may find useful:

https://www.brianmac.co.uk www.peaksports.com

National Governing body websites: The FA - www.thefa.com The RFU - www.rfu.com

The BBC Sport app and website.

All sports magazines offer a view on performing, coaching, training, current issues or history of sport. National newspapers. The sports pages report global events and cover the biggest issues.

We would advise you to watch some sports films while you have some time to do so:

- YouTube… - Tom Brown's Schooldays (2005 version with Stephen Fry)
- The English Game - History of professionalism (Netflix)
- 'Catch me if you can' - BBC Panorama investigation into drugs in sport