

OCR

Oxford Cambridge and RSA

A level PE

Transition Work



A Level PE Transition Tasks

This paper is worth 30% of your overall mark in the full A Level, assessed via a 90 mark, 2 hour paper at the end of Y13.

In Y12 topics are covered such as:

Part 1 – Applied anatomy and Physiology

- Skeletal and muscular systems
- Cardiovascular and respiratory systems

Part 2 – Exercise Physiology

- Diet and nutrition
- Preparation and training methods

Part 3 – Biomechanics

- Biomechanical principles, levers and the use of technology

Task 1:

	Key Term	Definition	
1	Joint		
2	<u>Ligament</u>		
3	<u>Articular cartilage</u>		
4	<u>Plane of movement</u>		
5	<u>Movement patterns</u>		
6	<u>Flexion and Extension</u>		
7	<u>Dorsiflexion and Plantar flexion</u>		
8	<u>Abduction and Adduction</u>		

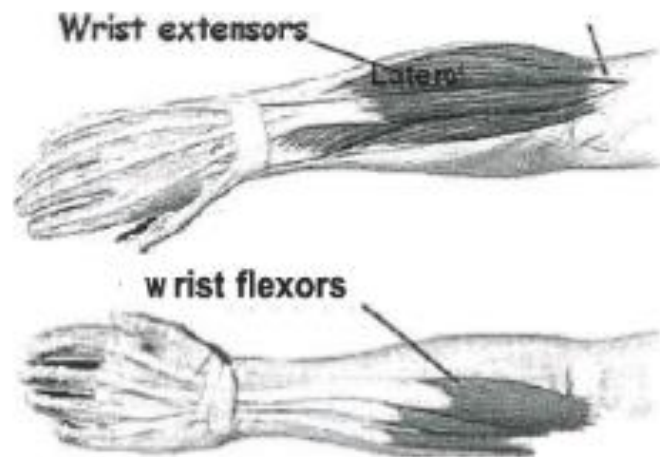
Task2:

The Wrist Joint

Joint type:

.....

The articulating bones at the wrist are the radius, ulna and carpals.



The movements possible at the wrist are:

..... &

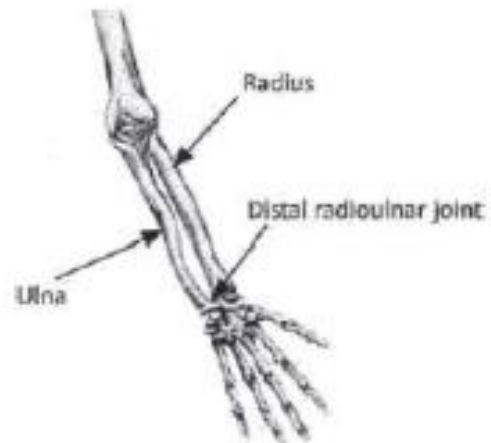
	Movement 1	Movement 2
Agonist		
Antagonist		

Examples from sport:

The Radio-ulnar Joint

Joint type:

The articulating bones at the radio-ulnar joint are the radius and ulna.



The movements possible at the radio-ulnar joint are:

..... &

..... &

	Movement 1	Movement 2
Agonist		
Antagonist		

Examples from sport:

The Elbow Joint

Joint type:

.....

The bones that articulate at the elbow joint are the humerus, radius and ulna.



The movements possible at the elbow joint are:

..... &

	Movement 1	Movement 2
Agonist		
Antagonist		

Examples from sport

The Knee Joint

Joint type:

.....

The bones that articulate at the knee joint are the femur and tibia.

The movements possible at the knee joint are:

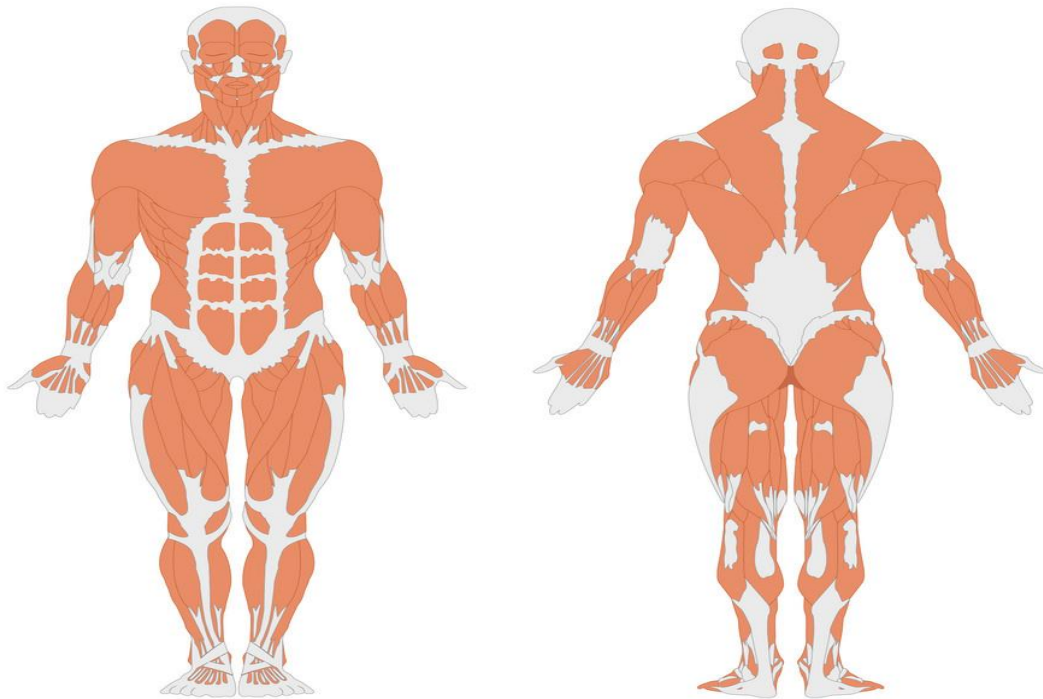
..... &



	Movement 1	Movement 2
Agonist		
Antagonist		

Examples from sport:

Task 3:



Label the following muscle using the list below:

- Pectoralis major
- Biceps brachii
- External obliques
- Wrist flexors
- Tibialis anterior
- Anterior deltoid
- Rectus abdominis
- Adductor longus
- Rectus femoris
- Posterior deltoid
- Triceps brachii
- Latissimus dorsi
- Gluteus medius
- Gluteus maximus
- Bicep femoris
- Gastrocnemius
- Soleus
- Trapezius
- Teres major
- Wrist extensors

Task 4:

Define the following words:

Diet–

Nutrition-

Health balanced diet-

Macronutrient-

Micronutrient-

Find out what is the recommended calories intake is:

Male –

Female-

What are the components of a balance diet?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

What is the recommended intake of water per day?

Biomechanics is the study of human movement and the effect of force and motion on performance. Using the laws and principles of physics it enables us to:

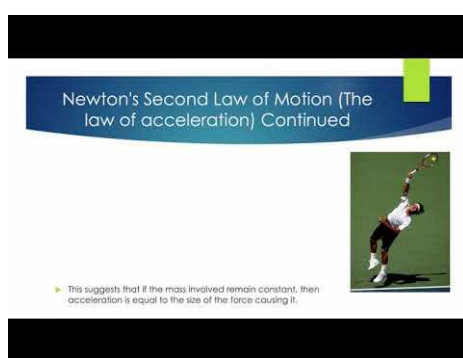
- analyse performance
- maximise efficiency of movement
- reduce overuse or acute injuries
- design protective, comfortable and effective equipment.

This is an area of your KS5 is linked hugely to your KS4 science study and you will be expected to remember your knowledge of these laws:

Newtons 1st law of motion	Law of inertia.
Newtons 2nd law of motion	Law of acceleration.
Newtons 3rd law of motion	Law of reaction.

I recommend watching this video:

<https://www.youtube.com/watch?v=U2TIC3oKuRc>



Task 6:

On paper, Word or PowerPoint explain your understanding of each of the above laws of motion. You should include:

1. A definition of the law (available above)
2. An explanation of what that means, possibly through a real world example.

You may need to find this information on the internet or your KS4 science work.

Task 8: Centre of Mass and Stability

Definitions:

1. **Centre of mass:** The point where all of the mass of the object is concentrated. When an object is supported at its centre of mass there is no net torque acting on the body and it will remain in static equilibrium.
2. **Stability:** If a body is *stable* it is difficult to move from its balanced position. If it is easy to move something from balanced to unbalanced it is not *stable*.

Instructions:

You should understand:

- Position of the centre of mass
- Line of gravity
- Base of support

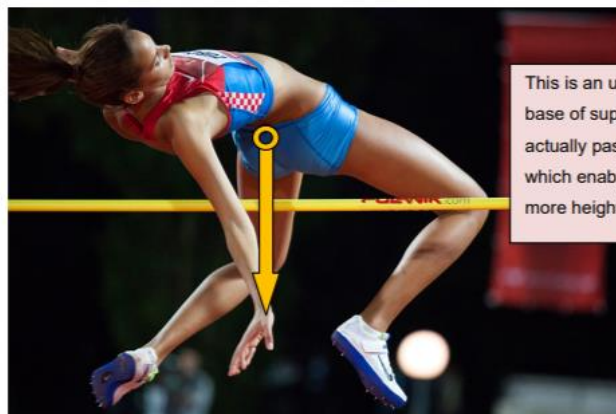
Two examples for you:

- Yellow identifies the line of gravity;
- Red identifies the base of support.



This is very stable position. It is a wide base of support. The line of gravity is directly over the base of support, but slightly forward from the centre. This will allow him to resist the force of a punch more efficiently, and also provide him with forward momentum when throwing a punch.

The boxer will shift his centre of mass, and become less stable when performing a punch or dodging his opponent's punch.

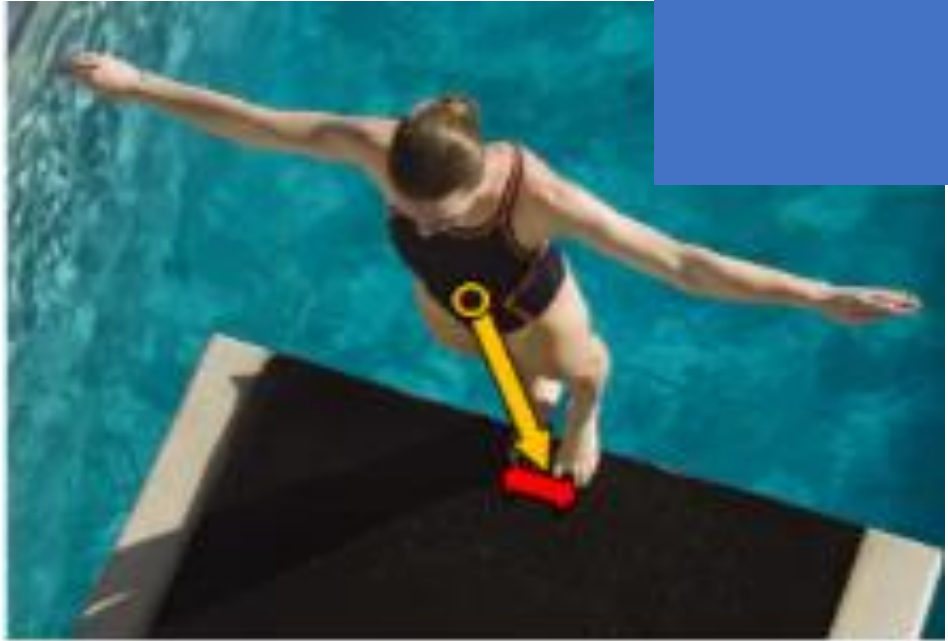


This is an unstable position. There is no base of support and the centre of mass actually passes underneath the bar, which enables the high jumper to gain more height.

NOW:

Have at your own explanations:

The base of support is included and so is the line of gravity. Write a paragraph for each picture similar to those for the boxer and high jumper.



OCR A Level PE Transition Tasks

Psychological issues affecting performance

This paper is worth 20% of your overall mark in the full A Level, assessed via a 60 mark, 60 minute paper at the end of Y13.

In Y12 topics are covered such as:

1. Skill acquisition
2. Sports psychology

Task 1:

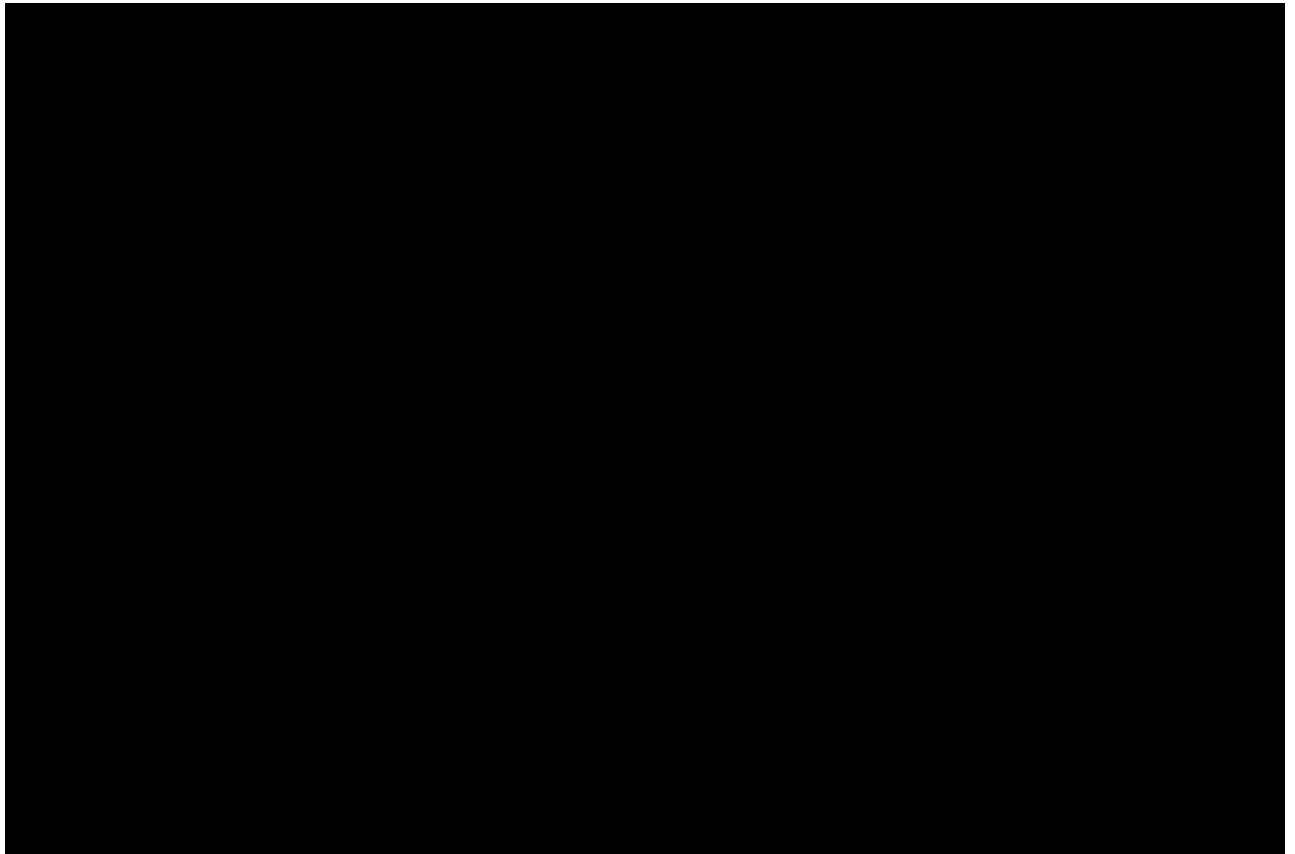
Complete the table below by researching a definition

	Key Term	Definition
1	Motor skill	
2	Attentional wastage	
3	Massed practice	
4	Distributed practice	
5	Fixed practice	
6	Varied practice	
7	Mental rehearsal	
8	Part practice	
9	Whole-part-whole practice	
10	Progressive-part practice	
11	Whole practice	

Task 2: Skill Continuum (Chapter 4.1)

Watch the video and summarise the following skill continuum through the following:

1. Name each skill continuum (there are 6)
2. Label each continuum at each extreme
3. Describe each extreme
4. Add 3 sporting examples to the continuum
 - a. *There is a full example on the next page*



Video link: <https://www.youtube.com/watch?v=iWEuG9BuoOA>

An example:

Name: Environmental continuum



Description of the extremes:

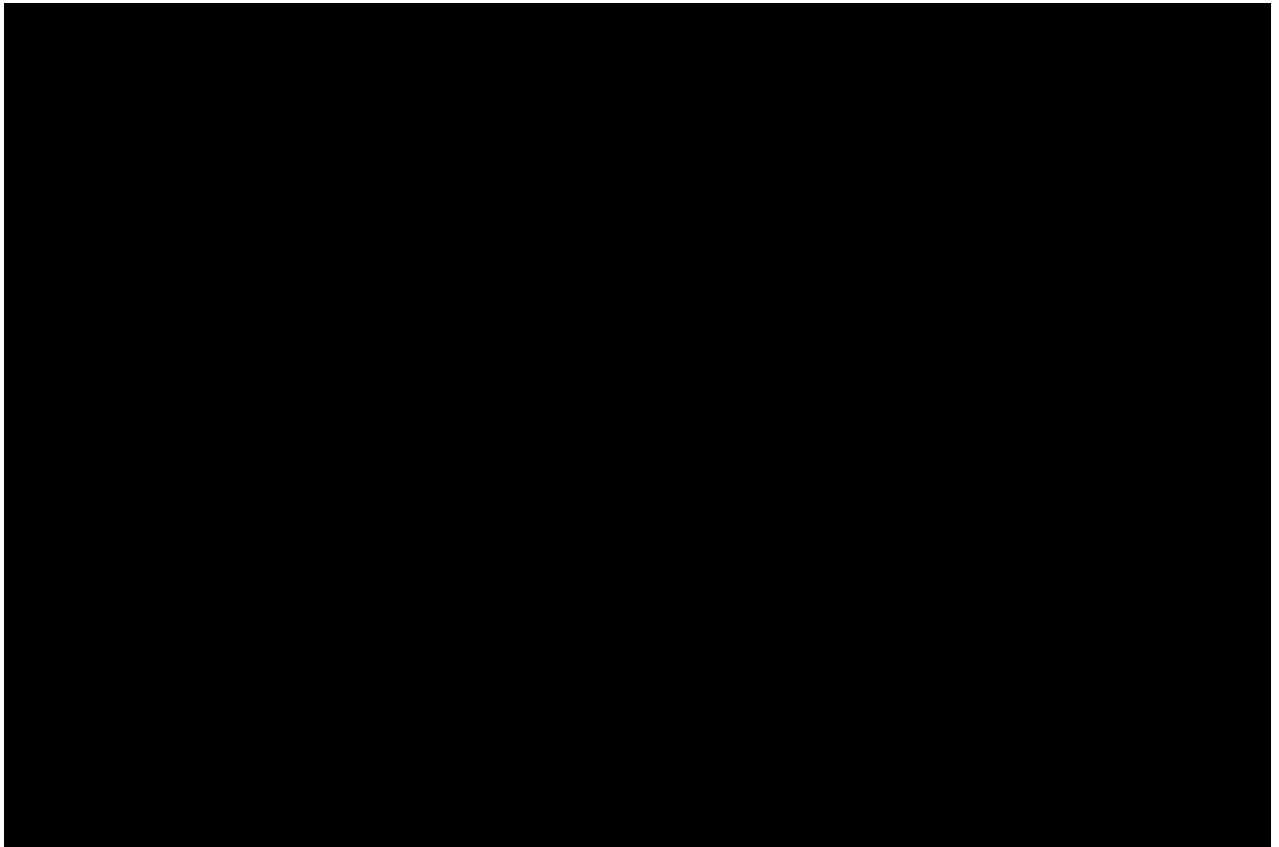
Open skills are affected by the environment: weather, crowds, venue/arena, opponents etc.

Closed skills are not affected by the environment: weather, crowds, venue/arena, opponents etc.

Three sporting examples

Task 3: Methods of practice

- Write a summary of each method of practice in the video.
- For your sport, explain which method is most suitable and why?
- Consider if there are times in your sport where other practice methods may be useful. Explain these.



Video link: <https://www.youtube.com/watch?v=UgfQIhepgCQ>

An example

Massed practice is a method of training where there are no breaks.

This type of training would not be the most commonly used training method in football, however, there are occasions when athletes may use this. For example, a player may stay on after training and practice 100 free kicks to perfect their technique.

Task 4: Types of practice

- Write a summary of each type of practice in the video.
- Using sporting examples, explain particular skills which may use each type of practice.



Video link: <https://www.youtube.com/watch?v=mE-lyBMqQbE>

An example

Whole part whole practice is a form of skill development when the skill is initially performed as a **whole**, then is split up into its sub-routines to be learned well before returning to the full (the whole) skill again. It is appropriate to situations when the performer has never tried the skill before, so they have a go at it as a **whole** first then break it down. For example, in swimming a performer may initially try to swim, then the coach may give them a float and focus on just the correct leg motion before returning to the whole skill.

OCR A Level PE Transition Tasks

Socio cultural issues affecting performance

This paper is worth 20% of your overall mark in the full A Level, assessed via a 60 mark, 60 minute paper at the end of Y13.

In Y12 topics are covered such as:

1. Sport & Society
2. Contemporary issues in sport and physical activity

Task 1:

Complete the table below by researching a definition

	Key Term	Definition
1	Social	
2	Cultural	
3	Social & cultural factors	
4	Pre-industrial Britain	
5	Pedestrianism	
6	Amateurism	
7	Professionalism	
8	Public schools	
9	Athleticism	

Task 2: Mob football & Cock fighting

These are images of mob football & cock fighting



From
these
images
alone, be
creative
in
answering
these



questions.

		MOB FOOTBALL	COCK FIGHTING
1	Describe each sporting activity – what can you see happening.		
2	From the images, which class do you believe played this sport (upper or lower) and why?		

Task 3: Factors affecting sport in Britain over time

There are 6 key factors which you will learn about through Pre-industrial Britain, Post-industrial Britain and Twentieth Century Britain:

1. Gender
2. Class
3. Law & Order
4. Transport
5. Social class
6. Education & literacy

In pre-industrial Britain, the men went to work whilst the women were the keepers of the home, you were either rich, or poor and this did not change over time, because education was limited to the rich. Transport was on foot for most, even the rich didn't travel far as the roads were poor quality, and therefore everything was local and people did not travel for sport. With regards to laws, again they were most informal and localised.

From the description above, consider your initial thoughts on the following. Write your thoughts down in the space:

	Your thoughts
If women were expected to stay at home and look after the children and the house. Do you believe they played sport? Why do you think this?	
If education was reserved for the rich then the poor could not read, or write. How would this affect the rules of a game?	
If transport was minimal and everything was local, who would sport be played against?	