

Y11 A-Level transition work

- NB If you have completed the GCSE course, you may take the checkpoint tests rather than watch the lessons and complete the tests. Aim to achieve 70% before you move on to the next checkpoint. Perhaps consider completing some practice questions to refresh your knowledge of the topics!
- RGS students must watch the lessons and complete the tests – aim for a pass mark of at least 70% before you move on to the next topic.

Checklist – tick off each task as you complete it

Task	Completed ✓
EverLearner ➤ Skeletal System	Watched lessons
	Completed Test
EverLearner ➤ Muscular System	Watched lessons
	Completed Test
EverLearner ➤ Cardiovascular System	Watched lessons
	Completed Test
EverLearner ➤ Respiratory System (lesson 1 & 2 only)	Watched lessons
	Completed Test
EverLearner ➤ Characteristics of skill	Watched lessons
	Completed Test
EverLearner – Sports Psych ➤ Classification of skill	Watched lessons
	Completed Test
EverLearner ➤ Goal setting	Watched lessons
	Completed Test
EverLearner ➤ Mental preparation	Watched lesson
	Completed Test
EverLearner ➤ Commercialisation	Watched lessons
	Completed Test
EverLearner ➤ Advantages & disadvantages of commercialisation	Watched lessons
	Completed Test
EverLearner ➤ Media	Watched lessons
	Completed Test
Worksheet 1 – Complete the Respiratory diagram and multiple choice questions	
Worksheet 2 – Complete the Goal Setting worksheet	
EAPI - Analyse performance & produce an action plan for an area of identified weakness	
Read PE Review article on the EPOC & draw a spider diagram with the key points	Read article
	Spider diagram completed
Read PE Review article on the Methods of Training & draw a spider diagram with the key points	Read article
	Spider diagram completed
Read PE Review article on Sport & Personality & draw a spider diagram with the key points	Read article
	Spider diagram completed
Read PE Review article on The Impact of the Industrial Revolution on sport & draw a spider diagram with the key points	Read article
	Spider diagram completed
Select an article and prepare a 3 – 5 minute presentation / talk on the topic. You may use other resources and personal opinion – no ppts. You will present to the group in September.	

EAPI Task

This EAPI has two sections and will require you to carry out the following tasks:

1. You will examine the fitness, skills and tactics which are important when performing your chosen sport. This is the sport that you will be assessed on in A-Level PE.
2. You will analyse your own performance and design a short action plan to help improve your performance.

Chosen sport (e.g. gymnastics, netball, rugby, football, dance)

Components of Fitness

Match the definition with the component of fitness – draw a line between the component and the correct definition (this exercise will help you complete Part 1)

Skills Related Components (ABC PRS)

A gility	the ability to remain stable even when moving
B alance	the ability to use two or more body parts smoothly
C ordination	the ability to cover a distance quickly
P ower	the ability to respond quickly to a stimulus
R eaction time	a combination of speed & strength - ability to release maximum force quickly
S peed	the ability to change direction quickly

Health Related (FEEBS)

F lexibility	The efficiency of the heart, lungs and blood vessels to deliver oxygen to the working muscles
E ndurance (cardiovascular)	the % of fat, muscle and bone
E ndurance (muscular)	the force a muscle you can exert with one contraction (allows you to lift heavy weights)
B ody composition	the range of movement at a joint
S trength	the ability to use muscles repeatedly without getting tired

Fitness

Chosen sport: If your chosen sport is athletics or cycling, you may complete the following tasks on a team game e.g. football, netball, hockey, rugby etc.

PART 1 – List all of the aspects of fitness both skill and sport related that you would expect to see if you observed a performer in your sport (*E.G. Speed, Co-ordination etc*). **Remember the acronym: ABC PRS & FEES.**

PART 2 - For **each** fitness component, identify the conditions under which this would be a clear strength of your observed performer

E.G. Fitness Component 1 – Speed

Outcome – Speed is a sport related fitness component and is covering a set distance in the fastest time possible. The player demonstrated good speed as he is a winger in football and was constantly up and down the line, beating his opponent with ease and getting to any loose ball faster than his opponents. When one on one he showed good speed to beat a man and deliver a cross into the box which without that change of pace he would have had to choose another option.

Fitness Component –
Outcome –

Fitness Component –
Outcome –

Fitness Component –
Outcome –

Fitness Component –
Outcome –

Fitness Component –
Outcome –

***Fitness Component –
Outcome –***

***Fitness Component –
Outcome –***

***Fitness Component –
Outcome –***

***Fitness Component –
Outcome –***

Skills and Outcomes

PART 1 - List *all* of the skills you would expect to see performed if you were watching another student perform your chosen sport. (E.G. Football – *short pass, defensive header etc*; Trampoline – *front drop, seat drop etc*; Badminton – *overhead clear, smash etc*)

For *each* skill identified can you write a brief sentence describing what the **outcome** of that skill would be if it were a **strength** of the performer you observed.

E.G. Skill 1 – Football Short Pass

Outcome – *This was a strength because the majority of short passes made reached their target and were not intercepted. They were passed with good weight and accuracy to allow the player receiving the ball to run onto the pass or take a good first touch and keep possession. The player also demonstrated good short passes with both his dominant and non-dominant foot...*

E.G. Trampolining – *describe the correct position you would expect the performer to be in while entering, performing and coming out of the skill – E.G. Seat Drop – The performer showed good height off the cross to get her legs straight and out in front, arms high and extended etc.*

Skill:

Outcome:

Skill:

Outcome:

Skill:
Outcome:

Skill:
Outcome:

Skill:
Outcome:

Tactics

- Explain what a TACTIC is:

List **all** of the tactics you would expect to see performed if you were watching another student perform your chosen sport. *(E.G. hockey – switching play quickly to create an attacking overload in order to beat a defence. In dance using choreography devices to produce an interesting thought provoking piece e.g. varying height, space, dynamics etc)*

In your sport, list all of the tactics you can think of:

Tactic:

Outcome:

Tactic:

Outcome:

Tactic:

Outcome:

Tactic:

Outcome:

Action Plan

In this section you will be required to **analyse** your own performance in your chosen sport – use the grid on P7 & 8:

1. Decide what your skills strengths and weaknesses are from your sport.

2. Decide what your fitness strengths and weaknesses are from your sport.
3. Decide what your tactics strengths and weaknesses are from your sport.
4. Pick a skill which you struggle with.
5. Provide at least **six** coaching points for this skill – imagine you are explaining how to do the skill to a young person who has never attempted this skill before!

E.G. Chest pass in netball:

- Transfer weight forward from one leg to another
 - Knees bent and extend back leg as you transfer weight
 - Elbows tucked in
 - Extend arms out with some speed towards the target
 - Back straight
 - Flick wrists towards target
6. Provide at least six skills practices that would help you improve your skill weakness. Make the practices progressively more challenging. Think about practising the skill with no competition, introducing passive defenders, active defenders, unequal Attack V Defence games, conditioned games & even sided games.
 7. Dance & gymnastics skills, consider static, moving, speed, linking etc

My major skill / dance / gymnastic movement weakness is

I have chosen this skill because

Now fill in the grid on the next page:

EAPI Planning sheet

Sport: (If your chosen sport is cycling or athletics you may do your EAPI on a team game).

Strengths	Skills	
	Tactics	

	Fitness	
Weaknesses	Skills	
	Tactics	
	Fitness	

I think I am effective when I play / perform because:

My main skill weakness is because?

Coaching points for my skill weakness:

Skills practices: (make them progressively more difficult – think: space used, defence/attack overload, number of touches, scoring system etc. You may use diagrams to help you describe your practices. For dance & gymnastic activities consider progressive practices, linking moves, speed of performance.

When you complete the spider diagrams, note only the key points from the articles – do not write huge chunks of information!

Spider Diagram – EPOC

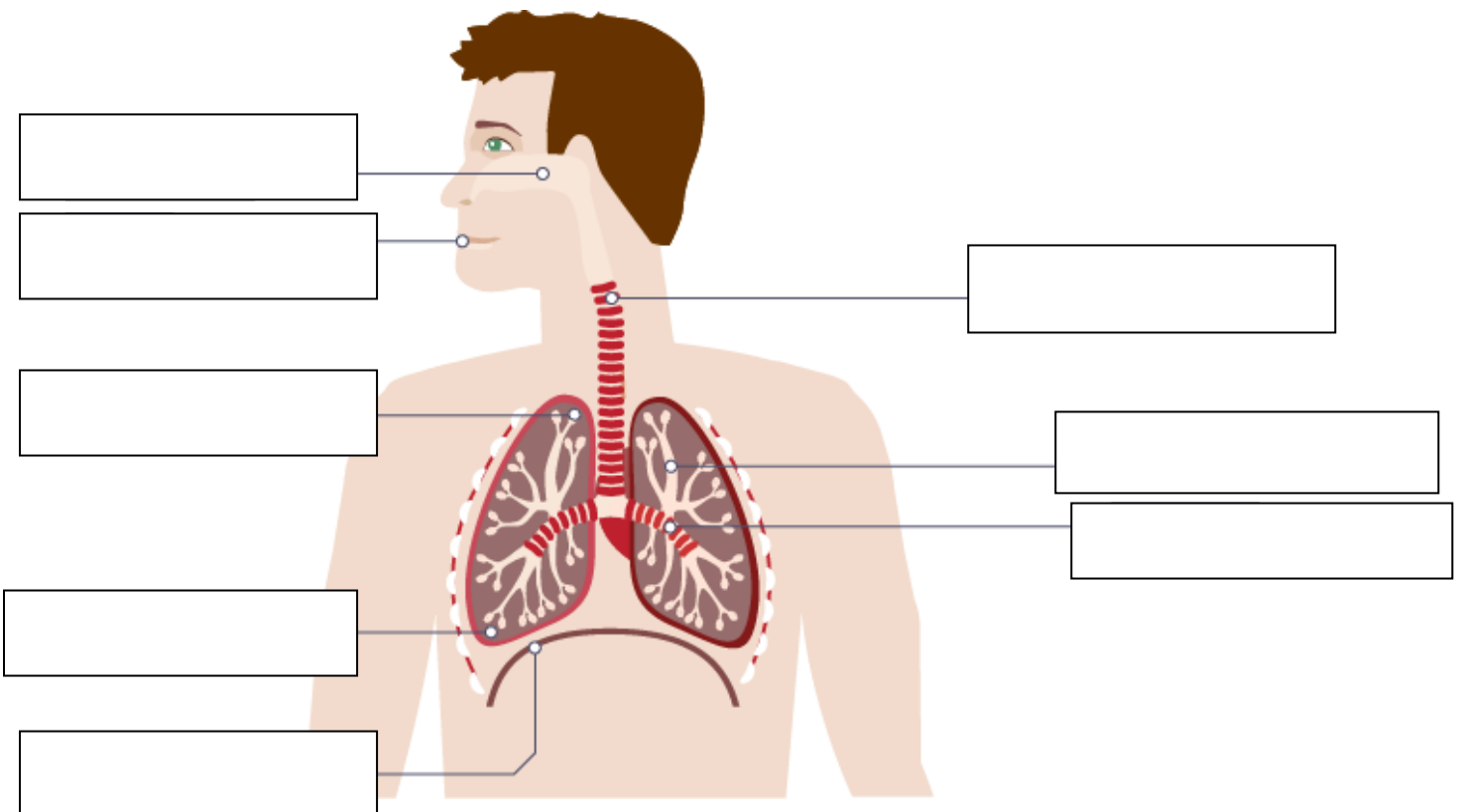
Spider Diagram – Principles of Training

Spider Diagram – Sport & Personality

Spider Diagram – The Impact of the Industrial Revolution on Sport

Complete the following two worksheets:

Respiratory System worksheet



Label the diagram and match the key word to the definition:

Key Term	Definition
	Another name for the windpipe. It carries air from the mouth and nose to the lungs
	Carries air from the trachea into the lungs
	Carry air from the bronchi to the alveoli
	A pair of large, spongy organs optimised for gas exchange between blood and the air
	Many tiny air sacs in the lungs which allow for rapid gaseous exchange
	Tiny hairs that collect particles of dust
	The red pigment found in red blood cells
	Formed when oxygen combines with haemoglobin
Key Terms	
Oxyhaemoglobin	Lungs
Alveoli	Bronchioles
Bronchi	Trachea
Haemoglobin	Cilia

Worksheet 2: Sports psychology – Use of goal-setting

1. Highlight which part of the sentence is too vague for a description of each component of the SMART principle.
2. Replace the word(s) you have identified with a more suitable description.
3. Give a practical example from one of your practical activities to each component.

Characteristic	Description – Highlight vague word (s)	Replacement word (s)	Practical Example
Specific	A performer needs to set a specific target to achieve.		
Measurable	During the goal a performer needs to measure how they are doing.		
Achievable	All goals set need to be able to be achieved by		

	performers.		
Recorded	Goals should be recorded when agreed with the coach.		
Timed	Goals need to be achieved in a certain amount of time.		

4. What are the other benefits of a performer setting a goal?