



TUXFORD
— ACADEMY —

OCR A LEVEL (H555) PHYSICAL EDUCATION

Bridging Unit 2022

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Introduction

This series of tasks and activities are designed to give you an insight into OCR A-Level Physical Education. As part of the transition from year 11 AQA GCSE PE/BTEC Sport Level 1/2 to OCR A-Level PE it is important to develop a greater understanding of certain aspects of the course which will help you over the next two years. Please complete the following booklet.

If you did not study GCSE PE in years 10 and 11 do not worry! A high percentage of the topics we will cover, haven't been studied at GCSE so the information will be new to all students. It is however essential you are aware of the step up from key stage 4.

Name	
School	
Sport	
Team & League	
Training Days & Times	

Throughout the next two years of study you will be encouraged to enhance your involvement in sport and develop yourself as a performer or coach. It is therefore a prerequisite of the course that you are **currently involved in competitive sport** or have been and intend to return to competition in the near future. Even if you are injured you can keep a record of your treatment and rehabilitation.

Over the two years you will study the following units of work;

Component 01: Physiological factors affecting performance (90 marks – 2 hour exam paper)

- 1.1 Applied anatomy and physiology
- 1.2 Exercise physiology
- 1.3 Biomechanics.

Component 02: Psychological factors affecting performance (60 marks – 1 hour exam paper)

- 2.1 Skill acquisition
- 2.2 Sports psychology.

Component 03: Socio-cultural issues in physical activity and sport (60 marks – 1 hour exam paper)

- 3.1 Sport and Society
- 3.2 Contemporary issues in physical activity and sport

Component 04: Performance in physical education (NEA)

- 4.1 Performance or coaching of an activity taken from the approved lists*.

OCR A LEVEL PE

At a Glance

Aims and learning outcomes

OCR's A Level in Physical Education will equip learners with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education.

This requires them to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

For the full specification please visit <http://www.ocr.org.uk/Images/234833-specificationaccredited-a-level-gce-physical-education-h555.pdf>

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> Applied anatomy and physiology Exercise physiology Biomechanics 	Physiological factors affecting performance (01)* 90 marks 2 hour written paper	30% of total A level
<ul style="list-style-type: none"> Skill acquisition Sports psychology 	Psychological factors affecting performance (02)* 60 marks 1 hour written paper	20% Of total A level
<ul style="list-style-type: none"> Sport and society Contemporary issues in physical activity and sport 	Socio-cultural issues in physical activity and sport (03)* 60 marks 1 hour written paper	20% of total A level
<ul style="list-style-type: none"> Performance or Coaching Evaluation and Analysis of Performance for Improvement (EAPI) 	Performance in physical education (04)* 60 marks** Non-exam assessment (NEA)	30% of total A level

The content of OCR's A Level in Physical Education is divided into four components. Each component is further sub divided into topic areas and the detailed content associated with those topics.

Component 01: Physiological factors affecting performance

- 1.1 Applied anatomy and physiology
- 1.2 Exercise physiology
- 1.3 Biomechanics.

Component 02: Psychological factors affecting performance

- 2.1 Skill acquisition
- 2.2 Sports psychology.

Component 03: Socio-cultural issues in physical activity and sport

- 3.1 Sport and Society
- 3.2 Contemporary issues in physical activity and sport.

Component 04: Performance in physical education (NEA)

- 4.1 Performance or coaching of an activity taken from the approved lists*.

*The approved lists can be found in section 2e of the 'OCR AS and GCE guide to NEA in Physical Education'.

4.2 The Evaluation and Analysis of Performance for Improvement (EAPI).

The content of this specification allows for practical examples from physical activities and sports to show how theory can be applied and to reinforce understanding. Areas of the specification where this may be assessed are marked with the following symbol:



This specification contains a 5% quantitative skills requirement. The use of quantitative skills is spread across the components and areas of the specification where this may be assessed are marked with the following symbol:



There is a synoptic element to the assessment of A level Physical Education and this will be assessed in each component. This specification is designed to be co-teachable with OCR's AS Level in Physical Education.

This specification is fully co-teachable with the AS qualification. All additional GCE content contained in this specification is marked with an *. This * can be found to the left of each topic header that applies to the additional GCE content.

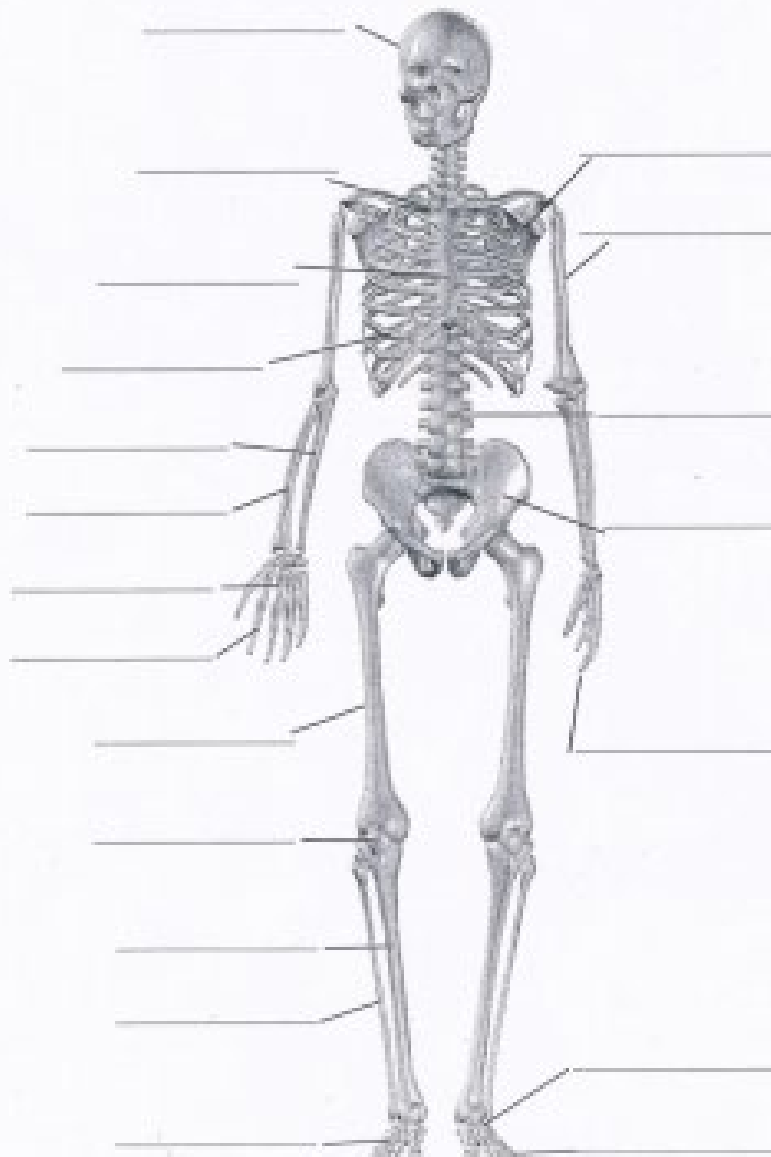
APPLIED ANATOMY & PHYSIOLOGY

Please complete definitions for the following key terms:

Term	Definition
Abduction	
Adduction	
Agonist	
Antagonist	
Concentric Contraction	
Eccentric Contraction	

Frontal Plane of Movement	
Isometric Contraction	
Plantar Flexion	
Pronation	
Sagittal Plane of Movement	
Tendon	
Transverse Plane of Movement	

Label the diagram of the skeleton below.



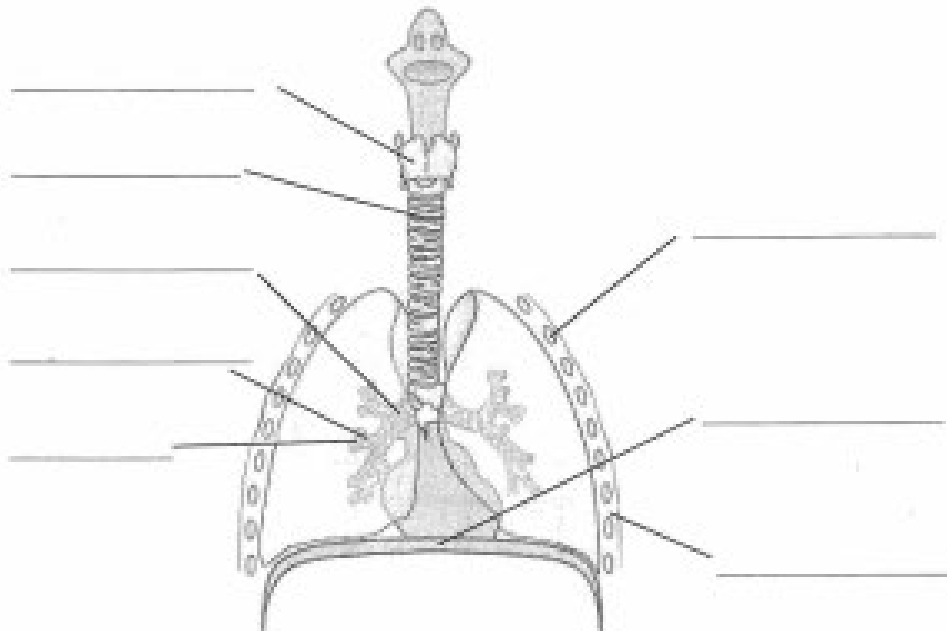


Joint	Joint Type	Articulating bones	Movement possible
Wrist			
Elbow			
Radioulna			
Shoulder			

Spine	Cartilaginous Gliding Pivot	Between individual vertebrae Between vertebral arches Atlas and axis	(of trunk only); flexion, extension, lateral flexion, rotation to same side, rotation to opposite side.
Hip			
Knee			
Ankle			

Label the following items on the diagram below; larynx, diaphragm, trachea, bronchi, ribs, intercostal muscles, bronchioles and alveoli.

(5)



Choose the correct answers to these questions.

a. Parts of the respiratory system are:

- A. Lungs, heart, bronchi, capillaries
- B. Lungs, bronchi, trachea, alveoli, biceps
- C. Trachea, lungs, bronchi, bronchioles, stomach
- D. Bronchi, trachea, larynx, alveoli, bronchioles

☐

b. The chemical formula for aerobic respiration is:

- A. Glucose + oxygen → carbon dioxide, water, energy
- B. Glucose + oxygen → water, energy, lactic acid
- C. Oxygen → carbon dioxide, water, energy
- D. Glucose → carbon dioxide, water, energy, oxygen

☐

(2)

EXERCISE PHYSIOLOGY

Ergogenic Aids – Fill-in the blanks

1.	Dietary manipulation such as pre- / post-competition meals and carbohydrate loading aim to maximise these stores	___ C ___
2.	A synthetic copy of the natural red blood cell producing hormone	___ E ___
3.	A category of performance enhancement which includes creatine supplementation and carbohydrate loading	___ O ___
4.	RhEPO, blood doping and anabolic steroids are all ...	___ L ___
5.	A key aim of fluid intake	___ I ___
6.	A group of nutritional aids that play an important role in vascular and metabolic control	N ___
7.	A side effect of blood doping is hyper-viscosity of the blood; this risks the blood doing what?	___ G ___
8.	This can increase the speed of nervous stimulation, focus and concentration	___ A ___
9.	Soda loading involves the use of this to increase a performer's buffering capacity	___ I ___
10.	A method used by endurance performers which involves reinfusing blood cells prior to competition	___ D ___
11.	In order to maximise this food fuel, power athletes focus on creatine supplementation, phosphate loading and heavy training	___ S ___

BIOMECHANICS

Define Newton's three laws of motion and apply each of these laws to a practical example from your sport.

Law	Definition	Application

SKILL ACQUISITION

Classification of Skills – What am I describing?

Definition	Answer
A skill that is not affected by the environment and is usually self-paced eg a hammer throw. Classified on the environmental continuum.	
A skill with a high perceptual load (lots of information to process) and many subroutines eg a tennis serve. Classified on the difficulty continuum.	
A skill with no clear beginning or end eg cycling. Classified on the continuity continuum.	
A skill with a clear beginning and end eg throwing a javelin. Classified on the continuity continuum.	
A skill where control over the rate of movement is determined by the environment eg windsurfing where the waves vary and the required responses change. Classified on the pacing continuum.	
A skill that involves intricate movement using small muscle groups eg the finger and wrist action of a spin bowler in cricket. Classified on the muscular involvement continuum.	
A skill involving large muscle groups/movements eg weightlifting. Classified on the muscular involvement continuum.	
A skill that is performed in a constantly changing environment where there is a high perceptual load. That requires the performer to adapt their movements.	
A skill where control over the rate of movement is determined by the performer eg high jump. Classified on the pacing continuum.	
A skill with a number of discrete elements/subroutines that are put together in a definite order to make a movement or sequence eg triple jump. Classified on the continuity continuum.	
A skill with limited decision making/information to process and few subroutines eg sprinting. Classified on the difficulty continuum.	

Task

Select a skill from the sport you intend to be assessed in and produce a written statement about that skill and how it links to the various classifications listed above.

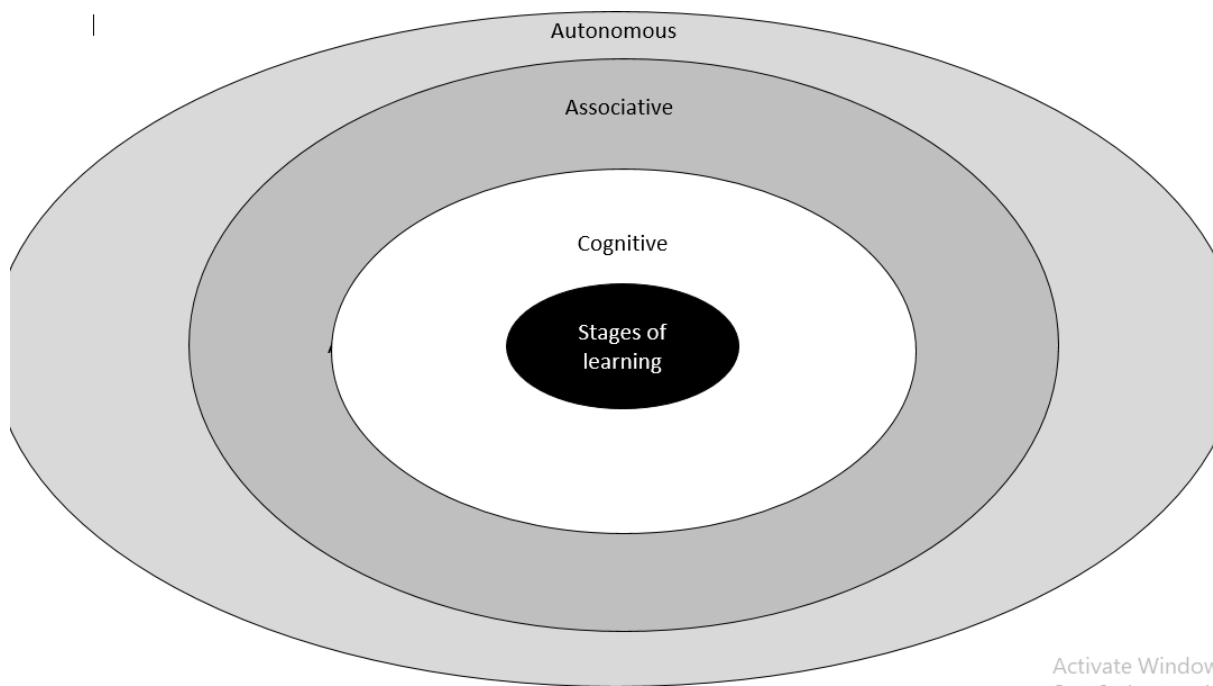
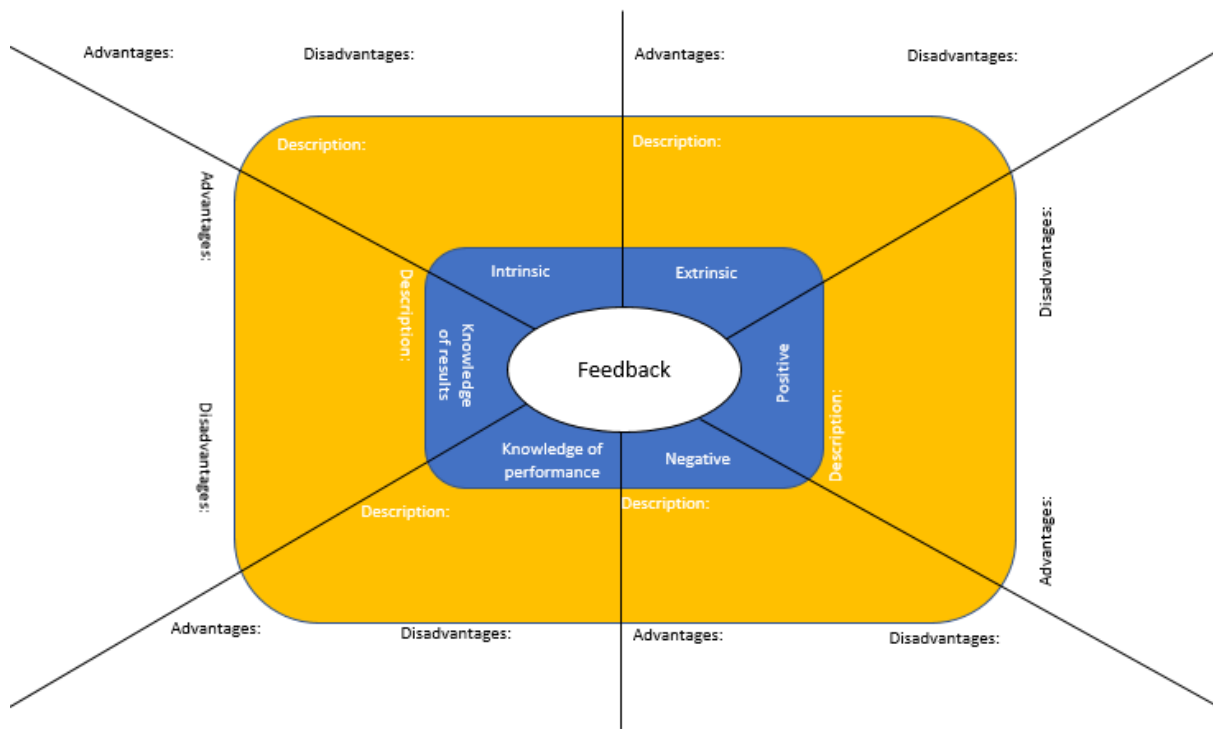
SPORT PSYCHOLOGY

Fill in the blanks below:

A characteristic of personality	___ I _
The intensity and direction of our behaviour	_____ N
The emotional component of attitude	_____ V _
A person who is highly competitive, works fast and likes control	___ E / _
A state of readiness to perform a task	_ R _ _ _ _
An emotional response that influences behaviour	_ T _ _ _ _
An outgoing and sociable person	E _ _ _ _ _
Encouragement in the form of physical rewards	_____ D
Extreme and unpredictable emotions	U _ _ _ _ _
Encouragement in the form of praise	___ T _ _ _ _
Our true self	_____ H _ _ _ _ _ / C _ _ _
Motivation that comes from a source outside the performer	E _ _ _ _ _
The focus of an attitude	_____ O _ _ _ _
The most external level of personality	R _ _ _ _ _
A method of changing an attitude	_____ Y

Tasks

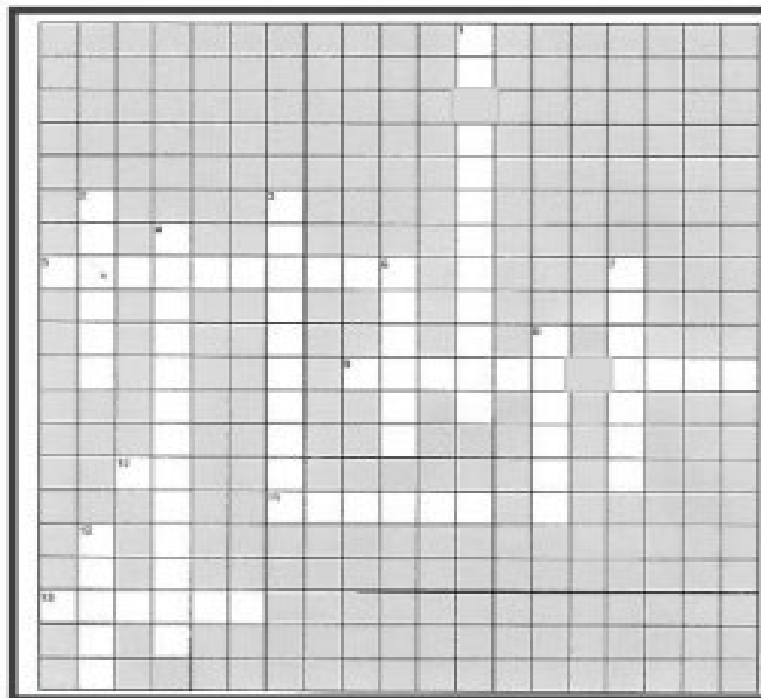
- Research and find out information about the following leadership styles;
 - autocratic
 - democratic
 - laissez faire
- Using your knowledge of positive thinking, self-talk, mental rehearsal, imagery and goal setting describe how they can be used to manage stress in sport.



Activate Window
Go to Settings to activate

SPORT & SOCIETY

Complete the crossword on the Olympic Games.



Across

5. Communication that tries to influence people's beliefs. (10)
9. Scene of Black Power Demonstration in 1968. (6/4)
10. Soviet Union (and 16 other countries) stayed away from these Games. (2)
11. Host city of 1972 Games - linked with Palestinian terrorism. (6)
13. this notion was linked to the Third Reich ideology. (6)

Down

1. Founder of Modern Olympic Games. (12)
2. Host city of 1936 'Hitler' Games. (6)
3. Key principle of modern Olympics. (10)
4. An aim of the modern Olympic Games. (13)
6. Home to the first modern Olympic Games in 1896. (6)
7. A word meaning to 'stay away from'; this affected LA ('84) and Moscow ('80). (7)
8. USA stayed away from the Olympics held here in 1980. (6)
12. Another aim of the modern Olympic Games. (5)

8

Task

Describe the positive and negative impacts on the host country/city of hosting a global sporting event (such as the Olympic Games or FIFA World Cup)

CONTEMPORARY ISSUES IN PHYSICAL ACTIVITY AND SPORT

*Ethics and deviance in sport



- drugs and doping in sport
 - legal supplements versus illegal drugs and doping
 - reasons why elite performers use illegal drugs/doping
 - consequences/implications to:
 - society
 - sport
 - performers
 - strategies to stop the use of illegal drugs and doping
- violence in sport
 - causes in relation to players and spectators
 - implications to:
 - society
 - sport
 - performers
 - strategies to prevent violence in relation to players and spectators
- gambling in sport
 - match fixing/bribery
 - illegal sports betting.

Violence in sport

Causes in relation of violence in relation to:



Players

Spectators

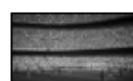


Strategies to prevent violence in relation to:



Players

Spectators



Implication of violence in sport, on:

The sport



Society



Performers



Drugs & doping in sport

Legal supplements versus illegal drugs and doping



Reasons why elite performers use illegal drugs/doping



Consequences/implications of drugs/doping in sport, on:

The sport



Society



Performers

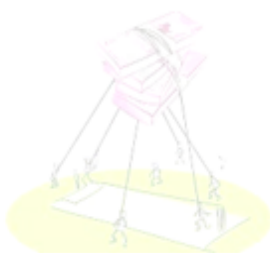


Strategies to stop the use of illegal drugs and doping



Gambling in sport

Match fixing/Bribery


















Illegal sports betting



LISTEN, WATCH, READ, STUDY

Highlight the tasks as you complete them

 <p>Complete this MOOC.</p> <p>Football: more than a game University of Edinburgh This course is open now!</p>	 <p>Listen to this radio</p> <p>programme from the BBC World service. Sports Hour is a live Saturday morning sports show with reports, debate and humour. There are over 280 shows available covering all world sport.</p> <p>BBC World Service: Sports hour BBC Programmes</p>	 <p>Read this article which explores the science behind wearing a helmet in sporting activities and how helmets are there to stop brain fracture and not concussion.</p> <p>Football helmets don't protect against concussion - and we're not sure what does</p> <p>Ideas TED</p>	 <p>Watch this TED talk which explores how racial stereotypes have infiltrated the language we use to discuss athletes.</p> <p>Shouldn't sports be colour-blind TED Talks – Patrick Ferrucci</p>	 <p>Complete this course.</p> <p>Exercise prescription for the prevention and treatment of disease Future Learn Available now or 4th May 2020</p>
 <p>Listen to this radio</p> <p>programme. This is a daily podcast bringing you the latest from the Premier League, EFL, European football and more.</p> <p>BBC Radio 5 Live BBC Programmes</p>	 <p>Read this</p> <p>article which explores some of the key gender issues in sports.</p> <p>Sports are designed around men – and that needs to change Ideas TED</p>	 <p>Watch this TED talk.</p> <p>Are athletes really getting faster, better, stronger? TED Talks – David Epstein</p>	 <p>Listen to this podcast in which</p> <p>Calum and Buncey react to KSI's split-decision victory over Logan Paul in Los Angeles.</p> <p>KSI vs Logan Paul II BBC Sounds</p>	 <p>Watch this TED talk.</p> <p>My 12 pairs of legs TED Talks – Aimee Mullins</p>
 <p>Watch this TED talk in</p> <p>which Valorie Kondos Field, long-time coach of the UCLA women's gymnastics team, shares the secret to her success. Hint: it has nothing to do with "winning."</p> <p>Why Winning doesn't always equal success TED Talk – Valorie Kondos</p>	 <p>Watch this TED</p> <p>talk in which Christopher McDougall explores the mysteries of the human desire to run.</p> <p>Are we born to run? TED Talk – Christopher McDougall</p>	 <p>Watch this TED talk. How much do you know about intellectual disabilities?</p> <p>Special Olympics let me be myself – a champion TED Talk – Matthews Williams</p>	 <p>Watch this TED talk. Amazing, inspiring feats of daring and determination that will bring you everywhere from the high skies to the deep sea. (Playlist of eight talks).</p> <p>Extreme sports TED Talks</p>	 <p>Listen to this podcast from the British Journal of</p> <p>Sports Medicine. It covers all sorts of aspects of Sports Medicine, from the science behind running shoes to the power of sleep.</p> <p>BJSM Podcast Also available on other podcast providers – search 'BJSM'</p>

READING LIST

Reading List

Resources and references

Useful textbooks

- Baddeley, A., Eysenck, M. and Anderson, M. (2009) *Memory*, Psychology Press
- Bean, A. (2008) *The Complete Guide to Strength Training (Complete Guides)* London: A&C Black Publishers.
- Bean, A. (2013) *The Complete Guide to Sports Nutrition (Complete Guides)*, London: Bloomsbury Sport
- Bean, A. (2014) *Food for Fitness: How to Eat for Maximum Performance* London: Bloomsbury Sport
- Bean, A. (2015) *Sports Supplements: Which Nutritional Supplements Really Work*, London: Bloomsbury Sport
- Beashel, P. and Taylor, J. (1999) *Advanced studies in Physical Education and Sport*, Cheltenham: Nelson Thornes.
- Blazeovich, A. (2010) *Sports Biomechanics: The Basics: Optimising Human Performance*, London: A&C Black Publishers (new edition coming out in Jan 2016)
- Burkett, B. (2010) *Sports mechanics for coaches*, Champaign, IL: Human Kinetics
- Cox, R. (2011) *Sports Psychology: Concepts and Applications*, Maidenhead: McGraw-Hill Higher Education
- Davis, R., et al. (2000) *Physical Education and the Study of Sport*, St. Louis, MO: Mosby
- Hodges, N. and Williams, M. (2012) *Skill Acquisition in Sport: Research, Theory and Practice*, London: Routledge
- Hay, J. (1993) *The Biomechanics of Sports Techniques (Fourth Edition)*, Upper Saddle River, NJ: Prentice Hall
- Honeybourne, J., Hill, M. and Moors, H. (2004) *Advanced Physical Education and Sport for A Level (Third Edition)*, Cheltenham: Nelson Thornes.
- Karageorghis, C and Terry, P. (2010) *Inside Sport Psychology*. Champaign, IL: Human Kinetics Publishers
- Kent, M. (2007) *Oxford Dictionary of Sports Science and Medicine*, Oxford: OUP
- McGinnis, P. (2013) *Biomechanics of Sport and Exercise*, Champaign, IL: Human Kinetics.
- Tortora, G. and Derrickson, B. (2012) *Essentials of Anatomy and physiology*, Chichester: John Wiley and Sons
- Weinberg, R. and Gould, D. (2010) *Foundations of Sport and Exercise Psychology*, Champaign, IL: Human Kinetics Publishers
- Wesson, K., et al. (2005) *Sport and PE: A Complete Guide to Advanced Level Study (Third Edition)*, London: Hodder Education

FACULTY EXPECTATIONS

There are some expectations that we set for all students who are studying A-level Physical Education.

Students are to **provide a notepad, pens, pencils and a folder for their lessons**, a folder for both the theoretical and coursework components will be required.

It is recommended that a USB storage device (memory stick) is also provided to transfer work to and from the school/home computers.

It is expected that students attend all lessons promptly and in the correct business attire. If a student misses a lesson it is expected that they will speak to the member of staff who taught the lesson and catch up with the work.

Mobile phones are not to be used in lessons and must be switched off

Students will be provided with homework and coursework to be completed at home or in study time at school. It is expected that all students will hand their work in for marking promptly and to the best of their ability.

The workload is considerable and approximately six hours per week should be completed at home as independent research/study.

In addition to lessons the PE Faculty endeavours to hold regular support sessions after school allowing students to complete work with extra guidance available.

Deadline – First lesson back in September

We look forward to welcoming you in September 2022.

Tuxford Academy PE Faculty