Bridging Work
A Level PE

How is A Level PE assessed?

Paper 1&2: Written exam
2 hours
105 marks each (70%)
Section A: Applied anatomy and physiology
Section B: Skill acquisition and sports psychology
Section C: Sport and society and technology in sport.

Non-exam assessment: Students assessed as a performer or coach in a full sided version of one activity mentioned on the specification
Plus: written analysis of performance
90 marks (30%)

Change from GCSE

All lessons are conducted in a classroom setting, and there will be no opportunities to engage in competitive sport during lesson time. As such, it is essential that students maintain a strong commitment to a sport, regularly training and competing outside of school hours.

Careers from an A Level in PE

Science & Health-Related Careers - These often require further study in areas like sports science, physiotherapy, or medicine.

- **Physiotherapist**
- **Sports Scientist**
- **Exercise Physiologist**
- **Occupational Therapist**
- **Nutritionist / Dietitian**
- **Rehabilitation Specialist**

Fitness & Performance Careers - Great for those who enjoy hands-on work and training environments.

- **Personal Trainer**
- **Strength and Conditioning Coach**
- **Sports Coach (various levels: youth to elite)**
- **Performance Analyst**

Education Careers - If you're interested in teaching or working with young people.

- **PE Teacher**
- **Sports Development Officer**
- **Youth Sports Coordinator**

Sport & Business Careers - Where sport meets marketing, management, and events.

- **Sports Management**
- **Event Management (Sporting Events)**
- **Sports Marketing or PR**
- **Talent Scout / Agent**

Psychology & Support Roles - If you're interested in the mental side of sport.

- **Sport Psychologist**
- **Mental Performance Coach**
- **Wellness Coach**

Media & Journalism Careers - Especially if you're good at writing or content creation.

- **Sports Journalist / Sports Broadcaster / Commentator**
- **Content Creator (YouTube, social media in sport)**

Transferable skills: PE gives you skills in leadership, teamwork, communication, and resilience – useful in many sectors.

What exam questions look like

An example multiple choice question:

Which **one** of the following classifications accurately describes the skill of taking a football penalty kick?

a) Closed, externally-paced, complex and discrete
b) Closed, externally-paced, simple and discrete
c) Closed, self-paced, complex and discrete
d) Closed, self-paced, simple and discrete

An example short answer question:

When a performer is running, blood is redirected to the working muscles.
Explain how this *redistribution* of blood is achieved
(3 marks)

An example extended writing question:

Consider how commercialisation **and** the improvement of technology for sport analytics have affected performance in the 100meters at the Olympic games
(8 marks)

Some useful tips from our students

We asked some Year 12s about the transition from GCSE to A-Level—this is what they said:

1. Make sure you get video footage of performance in a fully competitive situation as early as you can. You have to accompany this with a commentary of you performing key skills.
2. Make sure you make catch up notes if you miss a lesson. There is a lot of content covered in each lesson and you can't afford to fall behind as the subject moves on at a fast pace.
3. Developing the ability to write good responses to the long answer questions is really important. Knowing what the command word means and being able to structure a well written response that answers the question is a key to success.
4. Don't do PE if you think you are going to play sport in lessons. It is all classroom based and it is expected that the practical requirements of the course are completed in your own time.

Before you get started

Having an enthusiasm for watching and playing a variety of sports will help you when answering exam questions and help with your involvement in class discussions.

The A Level specification can be found using the link below. Here you can see the practical activities which can be assessed in the coursework element of the course as well as the content for all aspects of the exam.

AQA | Physical Education | A-Level | A-level Physical Education

AQA | Physical Education | AS and A-level | Physical Education

Section A – Applied Anatomy & Physiology

Work your way through the research tasks to enhance your knowledge about this topic. Approximate timings for each task are given in brackets.

In paper 1 section A we look at anatomy and physiology. In this topic area we look at:

- Cardiovascular system,
- Respiratory system,
- Muscular-skeletal system,
- Energy systems.

TASK 1 (15 minutes)

1. Research the following types of movement and give a sporting example of each one; flexion, extension, rotation, circumduction, abduction, adduction.
2. Research the adaptations (changes) that may occur to the skeletal and muscular system after an intense 6-week training programme.

TASK 2 (10 minutes)

Levers– Three classes of lever and examples of their use in the body during physical activity/sport. Mechanical advantage and mechanical disadvantage of each class of lever.

1. Research the three levers, draw and describe each. Give examples of their use in sport and in everyday life.

TASK 3 (10 minutes)

Newton's Laws – Newton's three laws of linear motion applied to sporting movements

1. Research Newton's three laws.
2. Describe each law and give a sporting example of each.

Using your knowledge gained at GCSE please apply to the questions below to help you in the anatomy and physiology section.

Identify which **one** of the following statements defines expiratory reserve volume.

A The amount of air breathed in or out per breath ⬭

B The amount of air left in the lungs after maximal expiration has occurred ⬭

C The amount of air that can be forcibly expelled after a normal breath ⬭

D The amount of air that can be forcibly inspired at the end of a breath ⬭

[1 mark]

'Tidal volume × respiratory frequency' is an equation.

Which **one** of these physiological measures does the equation allow you to calculate?

A Expiratory reserve volume ⬭

B Inspiratory reserve volume ⬭

C Minute ventilation ⬭

D Residual volume ⬭

[1 mark]

Areas of Guidance

- https://www.bbc.co.uk/bitesize/subjects/znyb4wx
- https://www.youtube.com/watch?v=DLxYDoN634c
- http://study.com/academy/lesson/osteoclast-definition-function-formation.html
- https://www.youtube.com/watch?v=GY57UYK95ZY

Section B – Skill Acquisition & Sports Psychology

Work your way through the research tasks to enhance your knowledge about this topic. Approximate timings for each task are given in brackets.

TASK 1: (30 minutes)

Skills acquisition focuses on how skill is acquired and the impact of psychological factors on performance.

Skill acquisition is an important aspect of teaching/coaching skills and a knowledge of how to get the most out an individual athlete is important. This can be as simple as the best way to give feedback to an individual, to understanding how the theories of learning have an impact on skill development.

Click on the link to watch a TED talk on skill acquisition: Skill Acquisition
https://www.youtube.com/watch?app=desktop&v=5MgBikgcWnY

Summarise the key points in 5 bullet points:

TASK 2: (15 minutes)

Sports Psychology develops your knowledge and understanding of the role in sports psychology in optimising performance in physical activity and sport.

The increased stress of competitions can cause athletes to react both physically and mentally in a manner that can negatively affect their performance abilities. They may become tense, their heart rates race, they break into a cold sweat, worry about the outcome of the competition, they find it hard to concentrate on the task at hand. This has led coaches to take an increasing interest in the field of sports psychology. That interest has focused on techniques that athletes can use in the competitive situation to maintain control and optimise their performance. Once learned, these techniques allow the athlete to relax and to focus his/her attention positively on the task of preparing for and participating in the competition. Psychology is another weapon in the athlete's armoury in gaining the winning edge.

Click on the link to watch a video clip on Sports Psychology: Using Psychology to train top athletes
https://www.youtube.com/watch?app=desktop&v=2v6_Mq3fGbU

Summarise the key points from the video in 5 bullet points

Section C – Skill Acquisition & Sports Psychology

Work your way through the research tasks to enhance your knowledge about this topic. Approximate timings for each task are given in brackets.

Task 1 (15 minutes) Underrepresented groups – Disability. Ethnic group. Gender. Disadvantaged

1. Give examples of a sporting star who is or was part of each group. If you don't know any research them on the internet.
2. Explain the terms - Discrimination Stereotyping Prejudice. Using one underrepresented group, describe how they have or may be affected by Discrimination Stereotyping Prejudice.

Task 2 (20 minutes) – Understanding of technology for sports analytics.

1. Choose ONE of the following technologies to research:

- GPS and motion tracking systems
- Video analysis software (e.g. Hudl, Dartfish)
- Metabolic cart and indirect calorimetry
- Smart wearables (e.g. heart rate monitors, fitness trackers)
- Equipment development (e.g. carbon fibre bikes, prosthetics in para-sport)
- Material technology in sports facilities (e.g. 4G pitches, anti-slip swimming pool floors)

2. Answer the following questions in your own words:

1. What is the technology, and how does it work? (Brief explanation)
2. Who uses this technology? (Athletes, coaches, scouts, medical teams, etc.)
3. How does it help optimise performance or prevent injury?
4. What are the benefits of using this technology? (e.g. accuracy, speed, deeper insights)
5. Are there any drawbacks or limitations? (e.g. cost, accessibility, over-reliance, data privacy concerns)
6. How has this technology changed participation or performance in sport? (Think about different populations — elite athletes, disabled athletes, grassroots participation, etc.)

Non-exam Assessment

A level PE Coursework Task

This task mirrors the first part of the piece of coursework you will complete in year 12.

You should use your main sport (the one you would get the best practical score in) as the one you choose to base this task on.

Task 1: (20 minutes)

Please open the A Level PE Specification which can be viewed or downloaded from the hyperlink: AQA | Physical Education | AS and A-level | Physical Education

The current list of activities you can choose from can be found on pages 37 – 41 of the specification you have just downloaded. Here are a few select examples of activities that often proven popular with our students: Association football, Gymnastics (floor routines and apparatus only), Netball, Swimming, Table tennis and Tennis.

I would like you to pick one activity from the specification that you feel you have the best chance of achieving a high score for your practical performance.

Write the name of that activity here

On page 42 – 102 of the specification you can find the criteria for assessment for each of these sports. As you can see the assessment is split into three areas

For games these are; AO1 attacking skills, AO2 defensive skills and AO3 tactics and strategies

For individual activities these are; AO1 event 1, AO2 event 2, AO3 tactics and strategies.

Look at the specification and cut and paste the criteria for your chosen sport

For example:

Table tennis

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills
Area of assessment 1 – Attacking skills	Service. Forehand – push, slice top spin. Backhand – push, slice. Rally – forehand strokes – push, straight drive cross court drive top spin straight drive. Backhand strokes - push, slice, cross court slice. Return of serve.
Area of assessment 2 – Defensive skills	Return of serve. Forehand – block, push, drive return, cross court return. Backhand block – push, slice return. Rally. Forehand slice, chop. Backhand slice, chop.
Area of assessment 3 – Tactics and strategies	Variation of service. Moving from attack to defence (and vice versa). Variation of shot. Use of slice and backspin. Depth of service.

Selecting your weakness (15 minutes)

Focusing on you as a performer, think about a recent competitive performance in your sport (for example your last football match).

Select one attacking skill at one specific part in the performance, that you didn't perform well.

Identify that skill and describe the following:

- *Who was performing?*
- *Against whom?*
- *When?*
- *What was happening at the time?*
- *What was the score?*
- *How had you and your opponents been performing?*
- *Name an elite performer and briefly compare them to you, what position do you both play in?*
- *Why have you chosen them over other players?*
- *Why are they better than you at the position (don't say you are bad or just that they are better than you – faster, stronger, more skilful etc.)*