

A-level PE

Transition

Tasks booklet



Revise elements of the GCSE PE Paper 2 Sports Psychology section of the course which are covered in A-Level



Expand upon your learning of GCSE areas

Purpose of this booklet...

Acquire new Knowledge of the AQA A-Level PE course.



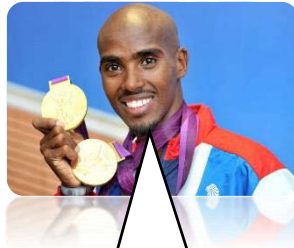
***IMPORTANT INFORMATION**

There are other areas of the GCSE PE Paper 2 course from the 'Socio-cultural Influences' and 'Health, Fitness and Well-being' which are on the A-Level Specification but we will cover them later



Name

Welcome to your own **personal transition task booklet** for A-Level PE



You will use the **Assessment Objectives** below to make sure you fully understand the topic.



... To help you prepare for the test at the start of Year 12 this booklet will guide you through the **key topics**.



AO1: Demonstrate Knowledge and Understanding of the factors that underpin performance and involvement in physical activity and sport

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO1 - Command Words:

- Identify
- List
- Define
- State
- What...?

AO3 - Command words:

- Analyse
- Evaluate
- Discuss

AO2 - Command Words:

- Apply
- How does...?
- Explain
- Describe

e.g.
'Analyse how the different classifications of skill can be seen in a Football match.'

So for example you may be asked to...
'State the Classifications of Skill.'



e.g.
'Explain 2 sporting examples of a Self-Paced Skill.'



Areas of the A-level Specification which we have already covered at GCSE



Progress Tracker

TOPIC	COMPLETE	AREA(S) TO REVISE FURTHER...
<i>3.1.2.1 Skill, skill continuums and transfer of skills</i>		
Characteristics of skill*. <i>*New Area</i>		
Use of skill continua.		
Justification of skill placement on each of the continua.		
Transfer of learning* <i>*Completely new area</i>		
Types of Guidance		
Types of Feedback		
The Information Processing Model	<i>I will cover this in more detail next year</i>	
SMART Targets	<i>These topic areas are all on Mr Hines' areas of the A-Level syllabus so I will not cover it here with you</i>	
Arousal and the Inverted-U Theory		
Stress Management Techniques		
Aggression		
Personality Types		
Motivation		

*** Areas in the purple boxes are completely new theory that was not on the GCSE course**

Use the information from the Specification below so you cover the correct information for each topic area. For *Skill Continua*, *Transfer of Learning*, *Types of guidance* and *Feedback* I have included links that take you to a webinar on Youtube for information.

For characteristics you will need to research them yourself using each characteristic of **ACE FACE**.

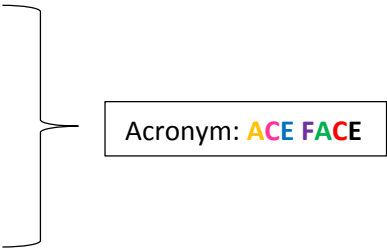
As some of the areas are the same content as GCSE use your GCSE notes to help you.

AQA A-Level PE Specification

3.1 Factors affecting participation in physical activity and sport (Paper 1)

3.1.2 Skill acquisition

3.1.2.1 Skill, skill continuums and transfer of skills

Content	Additional information
Characteristics of skill.	<p>Aesthetically pleasing Consistent Efficient Fluent Accurate Controlled Economical</p>  <p>Acronym: ACE FACE</p>
Use of skill continua.	<p>Open – closed. Discrete – serial – continuous.* Gross – fine. Self-paced – externally paced. High – low*. Simple – complex**Called Basic and Complex at GCSE *New continuums for A-Level **Same content as GCSE but called a different name</p>
Justification of skill placement on each of the continua.	
Transfer of learning.	<p>Positive. Negative. Zero. Bilateral.</p>

A-level transition task. GCSE Paper 2 Sports Psychology into A-Level Paper 1 Section B

Content	Additional information
Understanding of how transfer of learning impacts on skill development.	

3.1.2.4 Use of guidance and feedback

Content	Additional information
Methods of guidance.	Verbal. Visual. Manual. Mechanical.
Understand the different purposes and types of feedback.	Knowledge of performance. Knowledge of results. Positive and negative. Intrinsic. Extrinsic.
Understanding of how feedback and guidance impacts on skill development.	

**3.1 Factors
affecting
participation in
physical activity**

Definition and Characteristics of Skill

**3.1.2.1
Skill, skills
continuums and
transfer of skills**

1 – Define the terms; Skill and Ability



2 – What are the characteristics of skill?

3 – Using the characteristics of a skilled performer give examples for each of how an unskilled performer will appear



3.1 Factors affecting participation in physical activity

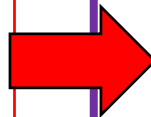
Use of skill continua

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

3.1.2.1 Skill, skills continuums and transfer of skills

1 – Name and describe the 4 different classifications of Skill from GCSE?

FYI- The 'Basic and Complex continuum is renamed the Simple and Complex Continuum at A-Level



2 – Name and describe the 2 additional classifications of Skill that you need to learn for A-Level?



2 – Give a sport related example for each extreme of the new classifications...

3.1 Factors affecting participation in physical activity

Justification of skill placement on each of the continua

3.1.2.1 Skill, skills continuums and transfer of skills

1 – Label and place the skill of a Javelin throw on the 6 different continua below



2 – Justify what are the appropriate 6 classifications of skill for the 2 pictured skills



ANALYSE IT!

APPLY IT!

3.1 Factors affecting participation in physical activity

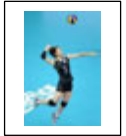
Transfer of learning

<https://www.youtube.com/watch?v=nyL5WGdUNeQ>

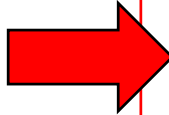
3.1.2.1 Skill, skills continuums and transfer of skills

*Ignore Pro-active & Retro-active transfer

1 – Name the 4 main types of Transfer?



KNOW IT!



2 – Describe each of the 4 types of transfer?



4 – What are the factors that lead to positive transfer taking place?

ANALYSE IT!

4- Give sporting examples for each type of transfer

APPLY IT!

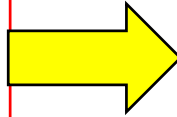
3.1 Factors affecting participation in physical activity

Types of Guidance

3.1.2.4 Use of guidance and feedback

<https://www.youtube.com/watch?v=MxZeasc-wCA>

1 – Name and describe each of the 4 types of Guidance?



2 – What are the advantages and disadvantages of each type of guidance



3 – Which types of guidance is most appropriate for elite level performers & why??



3.1 Factors affecting participation in physical activity

Types of feedback

3.1.2.4 Use of guidance and feedback

<https://www.youtube.com/watch?v=dP-5UgFIWkU>

1 – State and explain the 6 main types of Feedback?



4 – Which types of feedback are most appropriate for elite level performers & why??



3 – Which types of feedback are most appropriate for beginners & why??

