



Hardenhuish School

A High Performing Academy

Dear A-Level PE students

Thank you to everyone who has completed and submitted the phase 2 revision work. It was great to see the different ideas you had for revision and amazing to see the amount of effort you are putting into your preparation for year 12. In phase 3 we want you to continue to focus on the same content that we had for phase 2, however we will now start to look at how the course is assessed and also give you some more revision techniques to use over the summer.

When you sit your a-Level exams there are three types of questions that you will be asked to answer. The different types of questions are known as Assessment Objective (AO1, AO2 & AO3) The diagram below is taken from the A-Level specification and describes what each assessment objective is.

Assessment Objectives	
AO1	Demonstrate knowledge and understanding of 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.
AO3	Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

To put it in more simple terms –

AO1 – is recalling and remembering content, identifying something e.g. remembering what muscles causes a particular movement.

AO2 – is explaining something in more detail and giving examples e.g. explaining what a environmental skill continuum is and giving examples of skills and where they fit onto the continuum

AO3 – is comparing, evaluating and analyzing, these are typically the harder longer answer questions. E.g. comparing two skills and analyzing why they are at different ends of skill continuum or analyzing the movements available at different joints in the body.

We have included some exam style questions in **appendix 1** of this document, as part of your phase three work and we would like you to have a go at answering them. They only include content that you covered in phase 2 and all the details and links to the documents can be found later in this document in **appendix 2**. Each exam style question includes a mark scheme which we would then like you to use to mark your own answer. You will be required to submit these completed and marked exam questions when you start with us in September.

The Leitner Revision System

You may or may not be familiar with this revision technique but it is a really good way of ensuring that you are revising the right content and not just reading and going over the same content again and again.

For this revision technique you will need to create a series of revision questions. We only want you to worry about the content we have given you so far but the more questions you can create the better. Think about the Assessment objectives that we introduced you to earlier and try and have a broad range of questions. Some should be AO1 where you are just trying to remember something maybe the name of a muscle. Some should be AO2 so maybe giving an sporting example of a particular type movement and some should be AO3 which might be comparing to different ends of a skill continuum.

The idea is that you have 5 boxes and start with all your question cards in box 1. Each time you answer a question correctly you move the question card into the next box. If you answer a question incorrectly you move it down a box (or if you want to make it harder you move it all the way back box number 1) The idea is that you go through the question in box 1 every day as these are the questions that you are getting wrong and need to practice the most. The other boxes you will complete less frequently as you got the questions correct. However this also makes it harder as you are giving your self more time between the questions and so more time forget. Your system could look like this –

Box 1 – Every day

Box 2 – Every other day

Box 3 – Every Wednesday

Box 4 – Every other Wednesday

Box 5 - The first Wednesday of each month

Keep adding question throughout the summer and try to keep to your system and see how many questions you can get in (and keep in) box number 5.



In summary your phase 3 work consists of the following –

1. Continue to revise the content that you were given in phase 2 (there is a little more info that you will need to answer the exam questions which is included as another topic on a page linked document)
2. Answer and mark the exam style questions and bring these with you to school September.
3. Create lots of question cards (AO1, AO2 & AO3) and create yourself a Leitner revision system. Stick to the system and see how many questions you can move into box number 5.

If you have any questions regarding any of this work then please do not hesitate to contact me at any point on lkb@hardenhuish.wilts.sch.uk

Have a great summer and we look forward to seeing you all in September.

Thanks

Mr Brailey
Curriculum Leader for PE

Appendix 1 – Exam Style Questions & Mark Schemes

1. Using the continuity continuum, classify each of the skills in the table below.

Triple Jump	Front crawl swimming	Tennis forehand	Cartwheel

[4]

Question			Answer/Indicative content	Marks
1			<p>Continuity classification</p> <ul style="list-style-type: none"> • (triple jump) - serial • (front crawl) - continuous • (tennis forehand) - discrete • (cartwheel) - discrete 	<p>4 (AO2)</p>
			Total	4

1. Using an example for each, describe the terms 'high organisation' and 'low organisation' when classifying motor skills.

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[2]

Question			Answer/Indicative content	Marks
1			<p>Two marks from:</p> <ol style="list-style-type: none"> 1. High organisation skills have sub routines which are very closely linked together / difficult to separate / break up into parts -e.g. golf swing, somersault, cartwheel 2. Low organisation skills are made up of sub routines that are easily separated / can be broken down into parts / easily practised in individual parts. -e.g. swimming <u>breast stroke</u>, gymnastic routine, trampolining routine, triple jump 	<p>2 (2 x AO2)</p>
			Total	2

1. Using a practical example, describe what is meant by an open skill in physical activity.

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[2]

Question			Answer/Indicative content	Marks
1			Two marks from: <ul style="list-style-type: none"> • the environment is constantly changing (AO1) • performer needs to adjust / use perceptual awareness (AO1) • skill is externally paced (AO1) • e.g. a pass from a hockey midfielder to an attacker (AO2) 	2 (1 x AO1 1 x AO2)
			Total	2

1.

- i. A dive in a swimming race could be classed as a closed skill.
Which **one** of the following terms could also be used when classifying this skill?
Put a tick (✓) in the box next to the correct answer.

A. Fine

B. Gross

C. Continuous

D. Self-paced

- ii. Give **one** reason for your answer given above.

----- [1]

- iii. Front crawl in swimming can be classified as an open skill or a closed skill.
Explain when front crawl could be classified as an open skill.

----- [2]

Question		Answer/Indicative content	Marks
1	i	One mark from: 1. B Gross	1 (1 × AO1)
	ii	Well answered. (gross skill) One mark from 1. involves large muscle movements / muscle groups	1 (1 × AO1)
	iii	Two marks from: 1. Open water (swim) / triathlon / in the sea / lake or in a competitive race/ when there are opponents / in water polo 2. Environment / weather / currents/ waves / tides / other swimmers <u>have an effect on the swimmer</u> 3. When the swimmer uses <u>perception / has to make decisions</u> or the swimmer has to adapt how you swim / where you swim / how fast you swim 4. Front crawl is not always over a set/the same distance in a set /the same environment	2 (2 × AO2)
Total			4

1. Giving a practical example for each, explain why a skill can be classified as either self paced or externally paced.

[4]

	Answer/Indicative content	Marks
1	<p>Four marks for four from:</p> <p>(self-paced)</p> <ol style="list-style-type: none"> 1. when the performer has control over the speed or timing of the skill or chooses or decides when to start or perform the skill / when performer has (a more or a higher degree of) control over the speed or timing of the skill 2. any example where the performer has control over the speed or timing or starting of the skill - e.g. tennis <u>serve</u> or javelin throw or golf swing / free kick in football <p>(externally-paced)</p> <ol style="list-style-type: none"> 3. when the environment or opponent or external factors have control over the speed or timing of the skill or determine when the skill is performed / when the environment or opponent has (a more or a higher degree of) control over the speed or timing of the skill 4. any example where the environment or opponent has control over the speed or timing or starting of the skill e.g. receiving a tennis serve or receiving a pass in football / having to pass in a game when opponent running in for a tackle / sprint start 	4
•	Total	4

1. **Fig. 1** shows a performer doing a sit up.



Complete the table below to show the movements that take place at the hip joint during both the upward and downward phases.

Phase	Agonist	Movement produced	Type of contraction
Upward			
Downward			

[6]

Question	Answer/Indicative content	Marks	Guidance
1	<p>Six marks from:</p> <p>Upward phase</p> <ul style="list-style-type: none"> • (agonist) Iliopsoas • (movement) Flexion • (contraction) Concentric <p>Downward phase</p> <ul style="list-style-type: none"> • (agonist) Iliopsoas (still the agonist) • (movement) Extension • (contraction) Eccentric 	6 (AO3)	Do not accept: isotonic for the contraction phases.
	Total	6	

1. Fig. 6 shows the upward phase of a shoulder press.

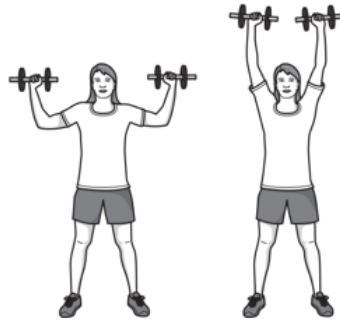


Fig. 6

Complete the table below to show the movement that takes place at the shoulder joint during the upward phase.

Movement	Agonist	Antagonist	Type of contraction

[4]

Question		Answer/Indicative content				Marks	Guidance
1		Four marks from:				4 (AO3)	Do not <u>accept</u> shortened versions of muscles e.g. lats
		Movement	Agonist	Antagonist	Type of contraction		
		abduction	deltoid	Latissimus dorsi	concentric or isotonic		
Total						4	

1.

Using the table below, name the main agonist muscle creating movement, the plane of movement and give a practical example for the following joint movements:

- Hip abduction
- Wrist flexion

Joint movement	Main agonist muscle	Plane of movement	Practical example
Hip abduction			
Wrist flexion			

[6]

Question	Answer/Indicative content	Marks	Guidance												
1	<p>6 marks for:</p> <table border="1"> <thead> <tr> <th>Joint movement</th> <th>Main agonist muscle</th> <th>Plane of movement</th> <th>Practical example</th> </tr> </thead> <tbody> <tr> <td>Hip abduction</td> <td>1. gluteus medius/minimus</td> <td>2. frontal</td> <td>3. e.g. star jump or box splits</td> </tr> <tr> <td>Wrist flexion</td> <td>4. wrist flexors</td> <td>5. sagittal</td> <td>6. e.g. follow through after basketball shot</td> </tr> </tbody> </table>	Joint movement	Main agonist muscle	Plane of movement	Practical example	Hip abduction	1. gluteus medius/minimus	2. frontal	3. e.g. star jump or box splits	Wrist flexion	4. wrist flexors	5. sagittal	6. e.g. follow through after basketball shot	6 (AO3)	<p>NB. Need specific phase of movement to qualify for the practical example.</p> <p>Examiner's Comments Responses to this question were variable. In the main, few candidates were accurate enough with the agonist for hip abduction. Many referring to gluteus maximus or iliopsoas. Wrist flexor was fine. Planes of movement generally completed well for both parts but examples were generally speaking too vague as phase not given on a lot of answers. Many candidates gave a generic sporting skill as opposed to a specific movement.</p>
Joint movement	Main agonist muscle	Plane of movement	Practical example												
Hip abduction	1. gluteus medius/minimus	2. frontal	3. e.g. star jump or box splits												
Wrist flexion	4. wrist flexors	5. sagittal	6. e.g. follow through after basketball shot												
	Total	6													

1. Name **one** agonist and **one** antagonist at the ankle joint at the point of take-off during a vertical jump.

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[2]

Question			Answer/Indicative content	Marks	Guidance
1			Two marks for: <ul style="list-style-type: none">• agonist – gastrocnemius / soleus• antagonist – tibialis anterior	2 (AO2)	
			Total	2	

Appendix 2 – Theory Content to Learn & Revise

Joints, Muscles & Movements (already included with phase 2)

<file:///C:/Users/LKB/OneDrive%20-%20Hardenhuish%20School/Theory%20Lessons/A%20Level%20OCR/Summer%20Induction%20work/Phase%202%201.1a%201%20%20Joints,%20muscles%20and%20movements.pdf>

Functional Role of Muscles & Muscle Contractions (only look at section A & B)

https://hardenhuish-my.sharepoint.com/:b:/g/personal/lkb_hardenhuish_wilts_sch_uk/ESnDyqvAMytGngDfcFgA5isBc5YdicoHfxKzOBdw_1DB5A?e=sOGia7

Classification of Skills (already included with phase 2)

<file:///C:/Users/LKB/OneDrive%20-%20Hardenhuish%20School/Theory%20Lessons/A%20Level%20OCR/Summer%20Induction%20work/Phase%202%202.1%209%20%20Classification%20of%20skills.pdf>