LANGLEY PARK SCHOOL FOR GIRLS

A LEVEL

PHYSICAL EDUCATION

SUMMER PROJECT 2023

In order to make the transition from GCSE to AS level study easier we are asking our potential PE students to complete 3 small projects over the course of the summer holidays.

This will ensure you keep your GCSE knowledge flowing and build upon it for the beginning of you’re a level studies.

The tasks in this booklet will:

* introduce you to topics on the A Level Physical Education syllabus
* develop your independent learning and research skills
* demonstrate your commitment to studying A level Physical Education at LPGS
* allow us to hit the ground running in September 2019

It is expected that each project in this booklet should take approximately 4 hours to complete, that’s 12 hours work across your 7 week summer holiday.

How you complete the tasks is down to you. Guidance materials are included but if you wish to create the work in your own format please be as creative as you can.

You should bring your completed projects to your first PE lesson in September.

We look forward to seeing your work and teaching you in September,

LPGS PE Department

**Success at A Level PE**

To secure strong outcomes within this subject you have to have an inherent interest in sport events and performers from across the world.

Many of you will excel in one maybe two sports, but a broader knowledge is necessary in A Level PE.

We want you to be watching and keeping up to date with as many sporting events and performers, as possible.

**Sporting events this summer:**

Netball World Cup

Women’s FIFA World Cup

Wimbledon

Rugby World Cup – warm up games

Tour de France

British Golf Open

US Tennis Open

World Rowing Championships

You will need to watch/read about the some of the above in order to complete the summer work set on the following pages.

This events will also feature strongly in your first few lessons back, but feel free to watch any additional sporting events as well.

**PROJECT 1 – PHYSIOLOGY UNIT Teacher: Miss. Bush**

1 - Produce a poster on the exercise related function of the 7 major food groups:

Carbohydrate, Fat, Protein, Minerals, Vitamins, Water, and Fibre

2 - Produce a dietary recommendation plan for 2 contrasting athletes from events you have watched this summer.

You should suggest the percentage contribution of each food group, the type of foods which will provide this nutrient and justify your decision.

|  |
| --- |
| **Athlete = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sport = \_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Food group** | **% contribution** | **Justification** |
| **Carbohydrate** |  |  |
| **Fat** |  |  |
| **Protein** |  |  |
| **Minerals** |  |  |
| **Vitamins** |  |  |
| **Fibre** |  |  |
| **Water** |  |  |

|  |
| --- |
| **Athlete = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sport = \_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Food group** | **% contribution** | **Justification** |
| **Carbohydrate** |  |  |
| **Fat** |  |  |
| **Protein** |  |  |
| **Minerals** |  |  |
| **Vitamins** |  |  |
| **Fibre** |  |  |
| **Water** |  |  |

**PROJECT 2 – Skill Acquisition Unit Teacher: Miss Neale**

**Task 1 –**

Use the internet to define each of the following skill classification continua:

*OPEN CLOSED*

*GROSS FINE*

*SELF-PACED EXTERNALLY -PACED*

*DISCRETE SERIAL CONTINUOUS*

*HIGH ORGANISED LOW ORGANISED*

*SIMPLE COMPLEX*

From your sporting viewing classify 6 different skills from 6 different sports using **ALL 6** of the continua and justify your decisions.

|  |  |
| --- | --- |
| **Skill 1 =**  | **Justification** |
| Open / ClosedGross / FineSelf-paced / Externally-pacedDiscrete / Continuous / SerialHigh organised / Low organisedSimple / Complex |  |
| **Skill 2 =**  | **Justification** |
| Open / ClosedGross / FineSelf-paced / Externally-pacedDiscrete / Continuous / SerialHigh organised / Low organisedSimple / Complex |  |
| **Skill 3 =**  | **Justification** |
| Open / ClosedGross / FineSelf-paced / Externally-pacedDiscrete / Continuous / SerialHigh organised / Low organisedSimple / Complex |  |
| **Skill 4 =** | **Justification** |
| Open / ClosedGross / FineSelf-paced / Externally-pacedDiscrete / Continuous / SerialHigh organised / Low organisedSimple / Complex |  |
| **Skill 5 =**  | **Justification** |
| Open / ClosedGross / FineSelf-paced / Externally-pacedDiscrete / Continuous / SerialHigh organised / Low organisedSimple / Complex |  |
| **Skill 6 =** | **Justification** |
| Open / ClosedGross / FineSelf-paced / Externally-pacedDiscrete / Continuous / SerialHigh organised / Low organisedSimple / Complex |  |

**PROJECT 3 – SPORT AND SOCIETY Teacher: Miss. McGovern**

**Drugs in Sport**

Research and produce a leaflet on the following;

1. Question: Why do performers take drugs? The social and psychological reasons.

From watching your sporting events / performers this summer, produce a 3 case studies on a sport/athlete who would benefit from taking each of the below drugs:

Erythropoietin (EPO)

Anabolic steroids

Beta blockers

You need to include:

1. What are the physiological effects of these drugs on the performer and their performance
2. The positive and negative implications to the sport and performer of drug taking.
3. What that specific sporting organisations policy on drug use is