



Year 12 into 13 Summer Task 2026

Subject: PE

Compulsory Tasks:

1. TheEverLearner

Complete all Year 12 tutorials, quizzes, tests and checkpoints on theeverlearner.com for all 3 sections to a standard of 60%, otherwise will need to be attempted again until this % is reached.

2. Coursework - Area of Assessment 2 and 3 – Analyses

Please work on your corrections on your AA2 & AA3 Analyses – acting on the advice/support given (on your Google Docs).

3. Extended answer exam questions

Complete **six** extended answer questions – **one 8-mark and one 15-mark question from each section.**

Optional Tasks:

Complete **all** 15 mark extended answer questions on:

- Applied Anatomy & Physiology
- Skill Acquisition
- Sport and Society

You can email t.honey@springwoodhighschool.co.uk any questions relating to the tasks or the coursework.

SECTION A - Applied Anatomy & Physiology

Q1.

Evaluate which of the following training methods would have the greatest positive impact on the energy systems an elite road cyclist uses in a race:

- altitude training
- high intensity interval training (HIIT).

(Total 8 marks)

Q2.

Usain Bolt and Mo Farah are both multiple Olympic champions, Usain Bolt in the 100 m and Mo Farah in the 10 000 m.

Analyse how the structures of their predominant muscle fibre types differ, producing functional characteristics that impact on their performance.

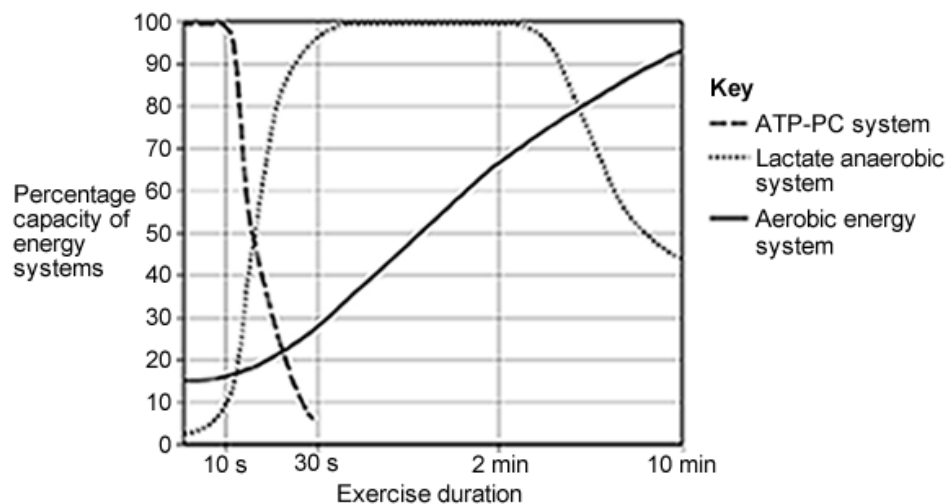
(Total 15 marks)

Q3.

The table below shows the times of an elite athlete for a 100m, 400m and 3000m race.

The graph below shows the relative contribution of the energy systems on the energy continuum.

Event	100m	400m	3000m
Time	10.49 secs	47.40 secs	8:06.11



Analyse the contribution of each energy system for each event identified in the table.

(Total 15 marks)

Q4.

Lactate sampling and the VO_2 max test are measurements of energy expenditure.

Evaluate how useful these measurements of energy expenditure would be for a 100m sprinter **and** a marathon runner.

(Total 15 marks)

SECTION B - Skill Acquisition

Q5.

Developments in video and analysis programmes have changed how coaches provide feedback to performers.

Evaluate the impact of these developments on a coach's ability to provide effective feedback to an athlete in the cognitive stage of learning.

(Total 8 marks)

Q6.

Great Britain's Rebecca Romero won a silver medal in rowing at the Athens Olympics in 2004. She then changed to track cycling, winning individual pursuit gold at the Beijing Olympics in 2008.

Analyse why an elite performer would find the switch from rower to cyclist easier than if they were to move from tennis to badminton.

Use your knowledge of **transfer of learning** and the following **skill continua**:

- Open–Closed
- Discrete–Continuous
- Simple–Complex.

(Total 15 marks)

Q7.

Trampolinists **A** and **B** have both performed the same set routine on a number of occasions in training. For each attempt they have been awarded an execution score out of 10 by their coach, with 10 being the best possible score.

The table below shows the execution scores the trampolinists were awarded for each attempt.

Attempt number	1	2	3	4	5	6
Trampolinist A scores	9.7	9.8	9.8	9.7	9.6	9.8
Trampolinist B scores	3.7	3.4	4.2	4.7	5.9	5.1

Evaluate whether massed practice or distributed practice would be most effective for their coach to use with:

- Trampolinist **A**
- Trampolinist **B**.

Refer to each trampolinist's stage of learning in your answer.

(Total 15 marks)

Q8.

A batsman in cricket may face a bowler who can deliver the ball at over 90mph. The batsman therefore needs to take in information and process it very quickly.

Analyse how the input stage of information processing will differ between an international and a local club batsman **and** explain how a coach can adapt the strategies to improve selective attention to each player's level of ability.

(Total 15 marks)

SECTION C - Sport and Society

Q9.

Social stratification can impact on the sports participation of an individual. One example of social stratification may be the class that an individual belongs to.

Evaluate the different sporting experiences that upper class and working class 15-year-olds may have **and** how this might impact on their life-long participation in sport.

(Total 8 marks)

Q10.

The table below shows the participation data for disabled and non-disabled adults over a 4-year period since the London 2012 Olympic and Paralympic Games.

% participating in 30 minutes of moderate intensity activity at least once per week		
	Non-disabled	Disabled
2012–2013	40.1	19.1
2013–2014	39.8	17.6
2014–2015	39.6	17.2
2015–2016	39.9	16.8

Explain the barriers that disabled athletes face **and** evaluate the effectiveness of the strategies used to overcome these barriers.

Use the data in table above to support your answer.

(Total 15 marks)

Q11.

Analyse how the changes in society between 1780 and 1900, driven by the Industrial Revolution, improved the sporting opportunities available to the working classes in Great Britain.

(Total 15 marks)

Q12.

Analyse the influence of social factors in the nineteenth century on the development of lawn tennis, association football and track and field events.

(Total 15 marks)