Answers: 6 Mark Questions – Paper 1

Question 1

(4 x AO2, 2 x AO3)

Indicative content

Principles of training (AO2 and 3)

1 Overload

2 Work harder than normal / puts body under stress / adaptation will follow / comes about by increasing frequency / intensity / duration.
- e.g. lifting heavier weights.

3 Specificity

4 Training should be particular / relevant to needs (Do not accept specific on its own without explanation)/relevant energy system used / relevant muscle groups used / specific sport or specific area of the body.
- e.g. choosing main muscle groups used in activity to train for strength.

5 Progression

6 (Gradually) becomes more difficult / demanding / challenging / once adapted then more demands on body.
- e.g. Doing more repetitions of sprints at each training session.

6 Reversibility

7 Fitness can deteriorate if training stops
- e.g. Performer performs worse in training / fitness tests

Goal setting (AO2 and AO3)

1 S = Specific - need to make the goal a particular target / to your sport / you know what you are trying to achieve
- e.g. beat your personal best time or to improve your chest pass in basketball

2 M = Measurable - need to be able to measure the goal
- e.g. to know how well you have done / to assess progress on a gymnastic apparatus

3 A = Achievable - must be within the capabilities of the individual / or A = Agreed
- e.g. a golfer aiming to reduce their handicap by 3 shots over a year
- e.g. you can agree your targets with your coach or peer for athletics throwing event or agreed with coach / parent

4 R = Recorded - goals should be written down when agreed with your netball coach or R = Realistic - must be within the capabilities of the individual / or attainable
- e.g. a javelin thrower writing their agreed goals down in a training log
- e.g. scoring at least one goal every two games for a striker in football

5 T = Time-phase / timed / time
- e.g. goal of improving serving technique in tennis should be achieved in six weeks' time.

Question 2

(2 x AO1, 2 x AO2, 2 x AO3)

Ways of reducing risk of injury in delivery

(AO1 = numbered points & AO2 = bullet points)

1 risk assessment / maintenance / replacement of machines / equipment

- e.g. checking treadmill before the start of each training session
- e.g. replace exercise mats that are worn / display an out of use / faulty sign on treadmill
- e.g. stack step up boxes out of the way
- DEV. ensure all equipment / machines / stations are safe distance from each other
- e.g. rowing machine a safe distance from the treadmill

2 monitoring and addressing potential hazards

- e.g. clean floor so not slippery / rough / use mats for hard floor / wipe up any spillages / water
- e.g. ensure all litter / bags are put away to prevent slipping / tripping
- DEV. make sure not too many people / crowded
- e.g. one person to a machine

3 Supervision of participants

- DEV. teach correct use of equipment / proper technique
- e.g. induction session demonstrating safe use of equipment
- DEV. proper warm up / cool down
- e.g. suitable description of warm up / cool down
- DEV. make sure everyone following rules / protocols
- e.g. posters displaying correct technique / rules

4 instructions / advice on training might change based on risk assessment of participant

- e.g. some training may not be suitable depending upon health / fitness / illness / injury / medical conditions identified
- DEV. appropriate goal setting required
- e.g. use of SMART principle
- DEV. realistic and achievable goals will consider starting point of the participant
- e.g. ensuring participants are not doing too much / over-exerting themselves
- DEV. if base level of fitness not good, then training programme will aim to gradually improve this.
- e.g. not lifting weights which are too heavy at first; not working at too high intensity

Influence of participants health, fitness and wellbeing (AO3)

5 there is more risk of injury where participants' general health is poor

- DEV. they might be physically weaker
- DEV. because they exercise less, they're less able to cope with exercise / body just not ready for exercise
- e.g. underlying condition makes them susceptible to injury

6 there is more risk of injury where participants' fitness is poor

- DEV. muscles less strong so may not cope with intensity of exercise
- e.g. more likely to pull muscles / sprain / strain
- DEV. can lead to lack of balance / co-ordination / agility / flexibility
- e.g. could make wrong decisions or injure / hurt themselves falling

7 there is more risk of injury where participants' wellbeing is poor

- DEV. could lead to lack of motivation
- E.g. may not be trying properly and injure through incorrect technique
- DEV. can mean less concentration / focus
- E.g. could do something wrong / not listen to instructions and get injured
- DEV. could result in lack of confidence
- E.g. may not regularly attend so don't improve fitness
- E.g. low self-esteem leading to incorrect technique

Question 3

(2 x AO1, 2 x AO2, 2 x AO3)

Components

1. Pulse raiser - any exercise that increases heart rate

- Jogging on the spot/light jogging

2. Mobility – any exercise that takes joint through full range of movement

- Arm swings/hip circles/ankle rotations

3. Dynamic – any exercise that involves change of speed and direction

- Shuttle runs/agility runs

4. Stretching – any exercise that increases range of movement/ reduces risk of injury

- Static stretches – e.g. hamstrings stretch, etc.
- Dynamic stretches – e.g. lunges

5. Skill Rehearsal – any exercise that prepares performer for the race by replicating elements of the race

- Short 10m sprints/practice their starting technique

Mental Preparation Techniques

6. Imagery

- Heightens or controls arousal levels (AO3)
- E.g. The athlete using imagery to keep calm/get in the zone before the race

7. Mental rehearsal

- Allows effective / clear / safe decision making (AO3)
- E.g. The athlete visualises the sprint start
- Both imagery/mental rehearsal can speed up reactions (AO3)

8. Selective attention

- improves concentration/focus or blocks out distractions (AO3)
- e.g. An athlete uses selective attention to concentrate on the upcoming race

9. Positive thinking

- Increases motivation/confidence/self-awareness (AO3)
- E.g. The athlete believes they are going to win/qualify for the race or telling themselves they are going to have a good start from the blocks

10. (General evaluations of mental preparation) (AO3)

- Heightens/controls arousal
- Improves decision-making
- Speeds up reactions
- Improves focus/concentration or blocks out distractions
- Increases confidence/motivation/self-awareness

Answers: 6 Mark Questions – Paper 2

Question 4

(4 x AO2, 2 x AO3)

(AO1 = numbered points & AO2 = bullet points)

1 Discrimination / bad experience of sport and physical activity

- DEV. others / males devalue female sport / activity
- e.g. not enjoying PE lessons
- DEV. narrow opportunities in schools
- e.g. few activities for girls / girl only activities

2 Low self-esteem discourages participation

- DEV. embarrassment / worried about body image
- e.g. lack of confidence to take part

3 Lack of media coverage and role models

- DEV. few female role models for this age group or in certain sports
- DEV. lack of media coverage of female sport / activities on a regular basis
- e.g. lack of representation of women's football compared to men's game
- e.g. lack of coverage in newspapers and TV

4 Lack of encouragement / support

- e.g. not encouraged by family
- e.g. friends / peer inactivity
- DEV. others do not participate and discourage peers from doing so
- DEV. devalue activity / make fun of taking part

5 Other interests / activities

- DEV. Lack of time / spend free time doing other things rather than sport and physical activity

Assessment of physical effects that such low levels of activity could have (AO3) on different body systems

6 Impact on cardiovascular health

- Effects on Heart rate, breathing rate
- Can lead to higher blood pressure
- Increased risk of Coronary Heart Disease (CHD)
- Increased risk of hypertension

7 Impact on musculoskeletal health

- Reduced muscle mass, strength and endurance
- Weaker / less mobile joints
- Can lead to poor posture / does not benefit posture
- Increased risk of osteoporosis
- Increased risk of arthritis

Question 5

(4 x AO2, 2 x AO3)

Indicative content (Using practical examples, discuss how goal setting can motivate performers in sport.)

1 Goal setting can **inspire / drive performers**

- Drive challenge / excite to achieve your best or something to aim for
- Improved performance (can motivate)
- EG to set a time for a personal best in the 100 metres

Goal setting (can motivate) performers to **train harder / more regularly /stick to training or start training (seriously)**

- The drive to train / prepare more effectively because of the need to fulfil goal / to win / be better
- Task adherence
- EG a tennis player puts more hours in to practice her forehand

Goal setting using the **SMART** method (can be motivating)

- Reference to element/s of SMART
- Can give focus
- Enables monitoring progress completing 80% of successful tackles in the next game

Goals can be split into **short / long-term goals**

- Short term goals can incrementally lead to the fulfilment of long term goals or achieving targets step by step to gain good overall performance
- Goals achieved can increase confidence
- EG A gymnast who wishes to improve her floor routine will concentrate firstly on her opening tumbling sequence

Indicative content (Describe how appropriate goal setting can prevent injury in sport.)

5 Ensure goals **are achievable** / realistic

- To avoid too much stress physically and psychologically or too much arousal – causing injury

6 Ensure that goals are **not too challenging** / strenuous or that you work on short term goals leading up to longer term goals

- Work / train at the level appropriate to your ability / fitness to prevent injury

7 Agree **goals** with coach / trainer

- Ensure expert advice about safe practice in training / performance to avoid injury

8 Set goals **that include risk assessment**

- Think about the dangers of the activity

9 Set goals that encourage the learning **of correct techniques**

- Learning the right technique will lead to less likelihood of sustaining injury
- EG muscle strain or tendonitis

10 Use **extension of SMART – SMARTER** goal setting

- Making goals exciting / ethical / evaluate
- Recording / revising goals

Question 6

(4 x AO2, 2 x AO3)

Indicative content

(Benefits of mental preparation in a warm up [AO2])

1. Heightens or controls arousal levels
   - e.g. A gymnast using imagery to keep calm before a floor routine
2. Get 'in the zone'
   - e.g. A netball player using positive thinking before a game
3. Improves concentration / focus
   - e.g. An athlete uses selective attention to concentrate on the race ahead
4. Increases motivation
   - e.g. A football player uses positive thinking to motivate herself before a match
5. increases self-awareness
   - e.g. A rugby player runs through his strengths and weaknesses during the warm up
6. Allows effective / clear / safe decision making
   - e.g. A skier visualises each turn before the slalom race

(Physical benefits of a warm up - synoptic (AO3) element)

7. Decreases likelihood of injury
   - Increase in muscle temperature makes muscles more pliable
8. Decreases the likelihood of muscle soreness
   - Helps to avoid DOMS
9. Releases adrenaline
   - Enables the process of speeding up O2 supply
10. Increase in muscle temperature
    - Helps with supplying energy / muscles become more flexible
11. Increases blood flow
    - Enables more O2 to working muscles
12. Increases speed of muscle contractions
    - Prepare performer for making quick reactions