GCSE PE RECAP TASK BOOKLET – Questions & Answers

EXAM 1

Anatomy & Physiology and Training

Name:

Topics and Tasks	Page(s) Q	Page(s) A	Max. Score	Date Attempted			
Bones, Joints & Movement:							
Skeletal System 1	2	3	/22				
Skeletal System 2	4	5	/17				
Joint Structure & Movement 1	6	7	/25				
Muscular System 1	8	9	/15				
Muscular System 2	10	11	/28				
Movement Analysis 1	12	15	/22				
Movement Analysis 2	14	16	/38				
Effects of Exercise and Training:							
Components of Fitness 1	18	20	/60				
Components of Fitness 2	19	21	/42				
Short Term Effects of Exercise 1	22	25	/26				
Short Term Effects of Exercise 2	24	26	/32				
Applying the Principles of Training 1	28	29	/21				
Long Term Training Effects of Exercise 1	30	32	/16				
Long Term Training Effects of Exercise 2	31	33	/32				
Heart, Lungs and Prevention of Injury:							
Respiratory System 1	34	37	/34				
Respiratory System 2	36	37	/34				
Cardiovascular System 1	38	41	/37				
Cardiovascular System 2	40	41	/37				
Warm Up & Cool Down 1	42	43	/21				
Prevention of Injury 1	44	45	/28				

Please turn over for help and instructions on how to use this booklet

Booklet information	
1	The booklet is designed to be used at home for revision.
2	All tasks can be completed in a book, on a scrap piece of paper or verbally with the help of a 'tester'
3	All answers are included for all tasks and this booklet provides the basic information required to answer the majority of exam questions.
4	Notes from lessons and the textbook provide the detail to answer more complex exam questions and this booklet should NOT be considered the only information you're required to know for your exams.
How to use this booklet…	
1	Decide on your method for giving answers; writing on paper, writing in your yellow book or talking to a helper
2	**Writing** Write the numbers down for the task on a piece of paper or in your yellow book. Write all the answers you can for the task you're doing in black or blue pen. Fill in any gaps or incorrect answers using your green pen. Green pen answers are the answers you need to ensure you revise for the next attempt at that task. Parents can check the answers to these to ensure there is no cheating!
3	**Verbal** Your helper will need the answer booklet in front of them, open at the recap task you're doing. Your helper can call out the number they want you to answer or you can go through them in order. Verbally tell them your answer, they then have two options Tell you are right or wrong as you answer Note the Qs you got wrong and go through them with you at the end Green pen answers are the answers you need to ensure you revise for the next attempt at that task.
How can you help as a parent, guardian or sibling…	
1	Make them use this for 5-10mins every other day!!!!
2	Engage with the activity by asking them to do these with you verbally
3	They will get it wrong!! Encourage them to keep track of scores to help with confidence
4	If they are getting them right, ensure they visit those topics less frequently, but still do them!
5	Encourage them to have a go at exam questions after they have got the recap tasks right for a topic. These can be accessed through their Google Drive and will be available from after half term.
6	If you need any additional help or resources then contact me ASAP on: dheron2nrw@nsix.org.uk

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:**

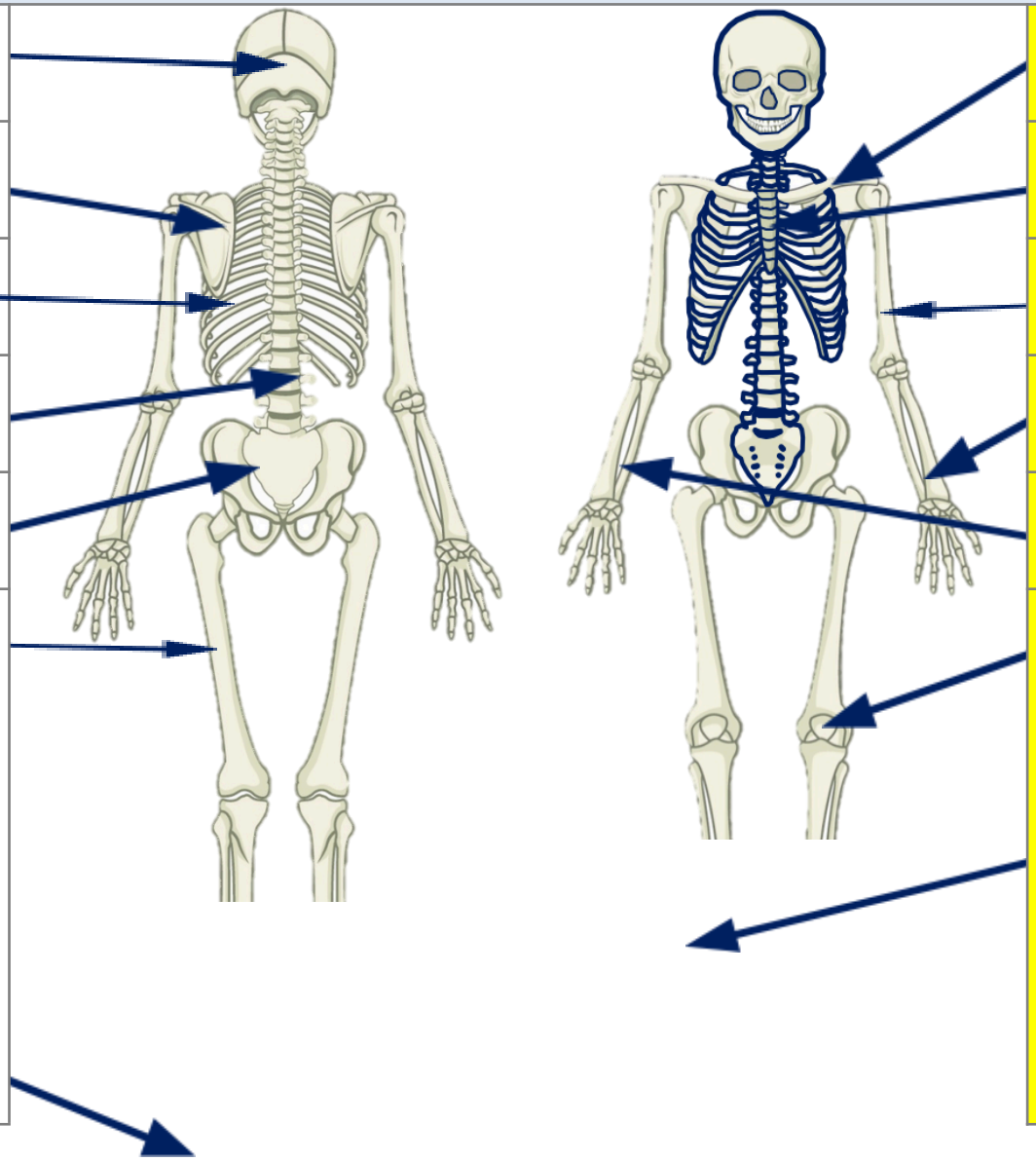
THE SKELETAL SYSTEM 1

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

ID (1-20) all the bones of the skeletal system below

Mark 1 /20

1		11	
2		12	
3		13	
4		14	
5		15	
6		16	



ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

7		17	
8		18	
9		19	
10		20	

ID (21-22) the skeleton, outlined in blue, in the image on the right **(21)** and the other skeleton, that is not highlighted **(22)**

Mark 2 /2

21		22	

See next answer page for the answers to this task

TOTAL Marks /22

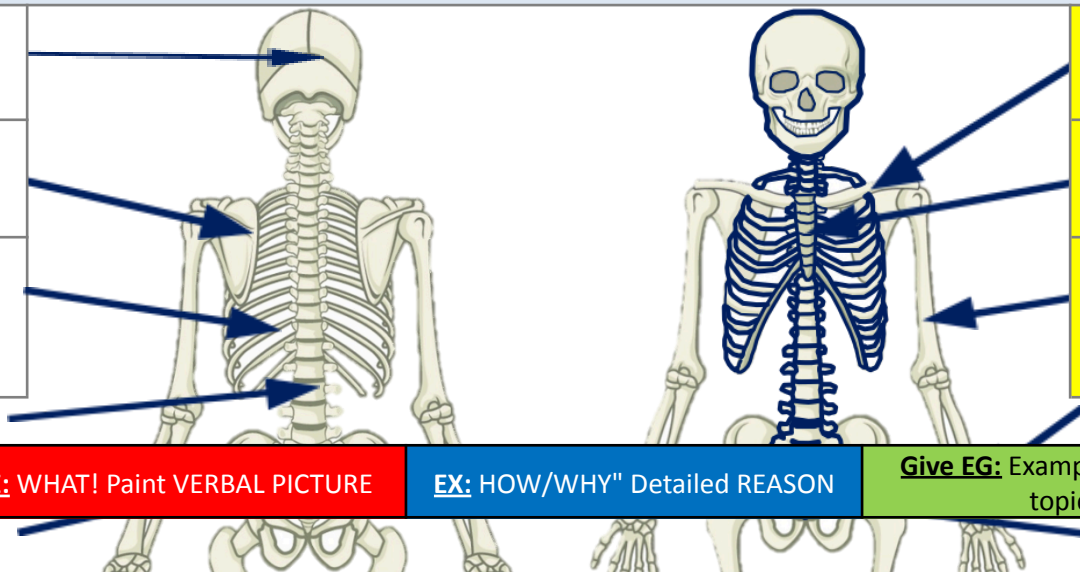
THE SKELETAL SYSTEM 1

ANSWERS (/22)

ID (1-20) all the bones of the skeletal system below

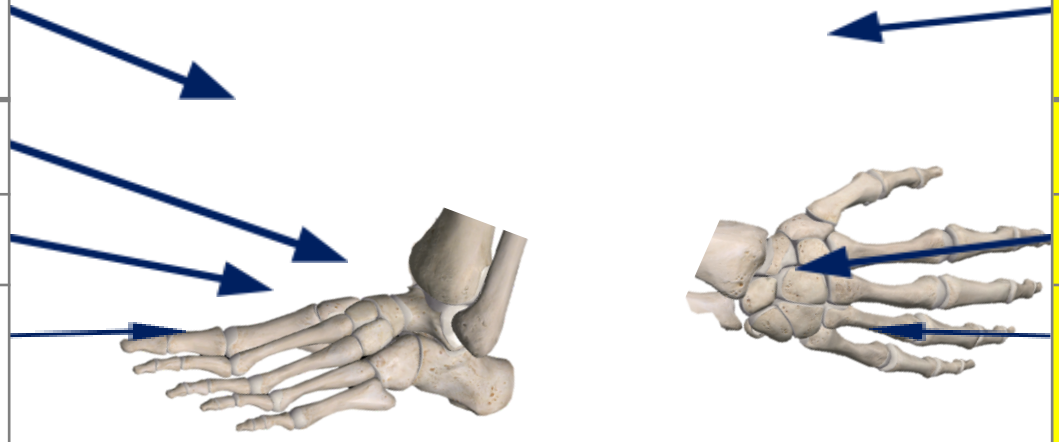
Mark 1 20

1	Cranium	11	Clavicle
2	Scapula	12	Sternum
3	Ribs	13	Humerus



ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

4	Vertebrae	14	Radius
5	Pelvis	15	Ulna
6	Femur	16	Patella
7	Fibula	17	Tibia
8	Tarsals	18	Carpals
9	Metatarsals	19	Metacarpals
10	Phalanges	20	Phalanges



ID (21-22) the skeleton, outlined in blue, in the image on the right **(21)** and the other skeleton, that is not highlighted **(22)**

Mark 2 | 2

21	Axial Skeleton	22	Appendicular Skeleton

TOTAL Marks | 22

THE SKELETAL SYSTEM 2

ID = Identify | DE = Describe | EX = Explain | EG = Example

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

ID (1-6) the functions of the skeleton	Mark 1	/6	DE (7-12) each function	Mark 2	/6	Give EG (13-18) for each function	Mark 3	/5

1		7			
2		8		13	
3		9		14	
4		10		15	
5		11		16	
6		12		17	

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

See next answer page for the answers to this task | TOTAL Marks /17

THE SKELETAL SYSTEM 2

ANSWERS (/17)

ID (1-6) the functions of the skeleton	Mark 1	6	DE (7-12) each function	Mark 2	6	Give EG (13-18) for each function	Mark 3	5

1	Posture	7	The bones help ensure there is less stress placed on muscles and joints by aligning the body correctly		
2	Production	8	The larger bones produce red blood cells, white blood cells and platelets	13	Larger bones like the femur help produce red blood cells, white blood cells and platelets
3	Protection	9	Bones protect vital organs and other parts of the body that would otherwise be easily damaged	14	When heading a ball in football the cranium protects the brain
4	Movement	10	Bones provide an area for muscles to be attached (tendon), creating levers for movement	15	The biceps attach to the radius to produce movement at the elbow
5	Mineral Store	11	The bones act as a store for vital minerals	16	Calcium, Iron, and Potassium

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

6	**Support**	12	The skeleton gives the body its shape and it also holds vital organs in place	17	Cranium holds the brain in place

TOTAL Marks	17

JOINT STRUCTURE AND MOVEMENT 1

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

Hinge Joint

ID (1-2) 2 different hinge joints. (**1** has 3 articulating bones, **2** has 2 articulating bones)

Ball & Socket Joint

ID (3-4) two ball and socket joints

Mark 1 /4

1		2	
3		4	

ID (5-13) the articulating bones for the four different joints named above

Mark 2 /9

5		8	
6		9	
7			
10		12	
11		13	

ID (14-21) the different movement types that are possible for each joint type

Mark 3 /8

14		16	
15		17	
19			
20			

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

	18		21

DE (22-25) each element of a joint named below — Mark 4 — /4

Tendon	22	
Ligament	23	
Cartilage	24	
Synovial Fluid	25	

See next answer page for the answers to this task — TOTAL Marks /25

JOINT STRUCTURE AND MOVEMENT 1 — ANSWERS (/25)

Hinge Joint

ID (1-2) 2 different hinge joints. (1 has 3 articulating bones, 2 has 2 articulating bones)

1	Elbow Joint	2	Knee Joint

Ball & Socket Joint

ID (3-4) two ball and socket joints — Mark 1 — /4

3	Shoulder Joint	4	Hip Joint

ID (5-13) the articulating bones for the four different joints named above — Mark 2 — /9

5	Humerus	8	Femur	10	Humerus	12	Femur
6	Radius	9	Tibia	11	Scapula	13	Pelvis
7	Ulna						

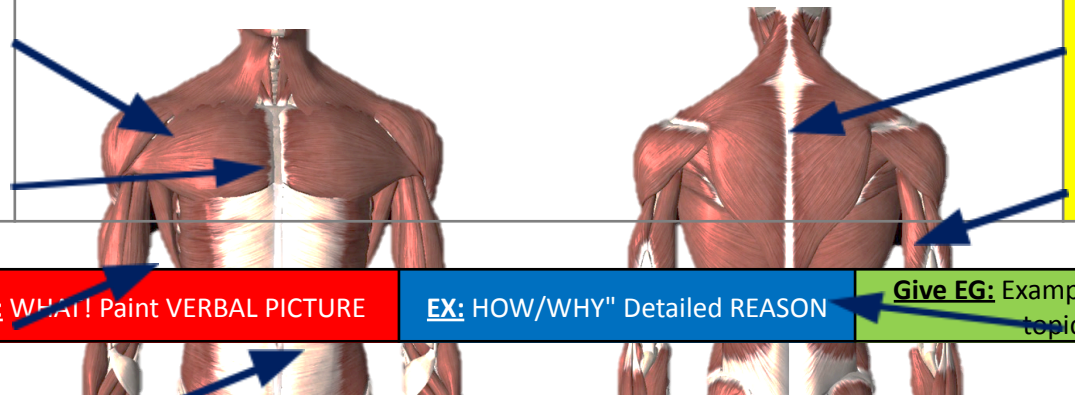
ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

THE MUSCULAR SYSTEM 1	ID = Identify	DE = Describe	EX = Explain	EG = Example

ID (1-11) all the <u>muscles</u> below

Mark 1 /11

1



6

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

2		7	
3		8	
4		9	
5		10	
		11	

DE (12-15) each term associated with muscular movement below

Mark 2 /4

Agonist	12	
Antagonist	13	
Fixator	14	
Antagonistic Muscle Pair	15	

See next answer page for the answers to this task

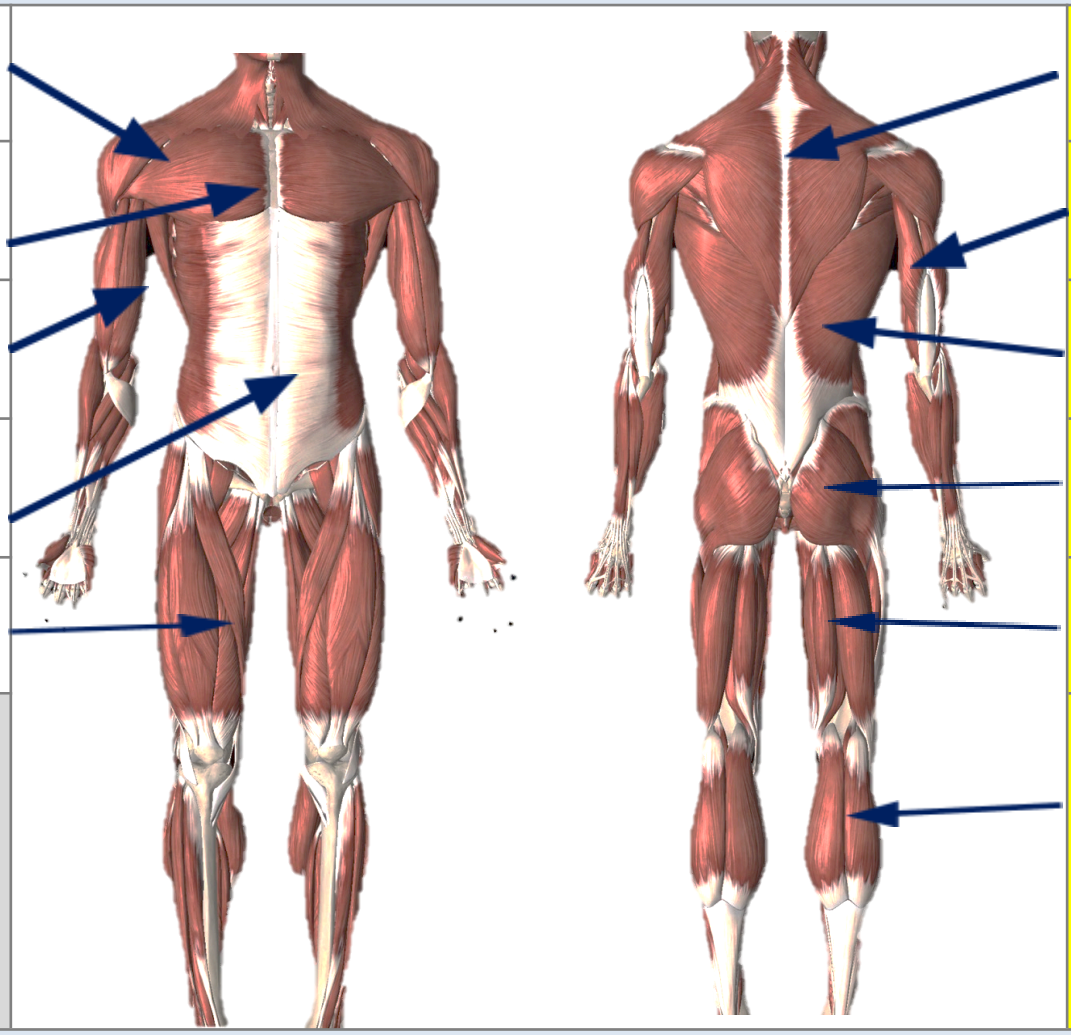
TOTAL Marks /15

THE MUSCULAR SYSTEM 1

ANSWERS (/15)

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

ID (1-11) all the muscles below — Mark 1 — /11

1	Deltoid		6	Trapezius
2	Pectorals		7	Tricep
3	Bicep		8	Latissimus Dorsi
4	Abdominals		9	Gluteals
5	Quadriceps		10	Hamstrings
			11	Gastrocnemius

DE (12-15) each term associated with muscular movement below — Mark 2 — /4

Agonist	12	The muscle that contracts and shortens to produce movement
Antagonist	13	The muscle that relaxes and lengthens during the movement

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

Fixator	**14**	The muscle(s) that stabilise one part of the body while another part of the body moves
Antagonistic Muscle Pair	**15**	Pairs of muscles working together to produce movement
		TOTAL Marks **15**

THE MUSCULAR SYSTEM 2

ID = Identify **DE** = Describe **EX** = Explain **EG** = Example

ID (1-4) 4 terms associated with muscular movement — **Mark 1** /4

1		**5**	
2		**6**	
3		**7**	
4		**8**	

DE (5-8) each of the 4 terms that have been **ID (1-4)** — **Mark 2** /4

ID (9-16) the name of the muscle that has taken on the named role in the movement at each joint below — **Mark 3** /8

Flexion	**Elbow**	**Agonist**	**9**		**Extension**	**Elbow**	**Agonist**	**13**	
		Antagonist	**10**				**Antagonist**	**14**	
	Knee	**Agonist**	**11**			**Knee**	**Agonist**	**15**	
		Antagonist	**12**				**Antagonist**	**16**	

DE (17-22) each type of movement identified below — **Mark 4** /6

Give **EG (23-28)** for each type of movement below — **Mark 5** /6

Flexion	**17**		**23**

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

Extension	**18**		**24**	
Abduction	**19**		**25**	
Adduction	**20**		**26**	
Circumduction	**21**		**27**	
Rotation	**22**		**28**	

See next answer page for the answers to this task

TOTAL Marks **/28**

THE MUSCULAR SYSTEM 2

ANSWERS (/28)

ID (1-4) 4 terms associated with muscular movement — **Mark 1** — **4**

DE (5-8) each of the 4 terms that have been **ID (1-4)** — **Mark 2** — **4**

1	**Agonist**	5	The muscle that contracts and shortens to produce movement
2	**Antagonist**	6	The muscle that relaxes and lengthens during the movement
3	**Fixator**	7	The muscle(s) that stabilise one part of the body while another part of the body moves
4	**Antaganistic Muscle Pair**	8	Pairs of muscles working together to produce movement

ID (9-16) the name of the muscle that has taken on the named role in the movement at each joint below — **Mark 3** — **8**

Flexion	**Elbow**	**Agonist**	9	Biceps	**Extension**	**Elbow**	**Agonist**	13	Triceps
		Antagonist	10	Triceps			**Antagonist**	14	Biceps
	Knee	**Agonist**	11	Hamstrings		**Knee**	**Agonist**	15	Quadriceps
		Antagonist	12	Quadriceps			**Antagonist**	16	Hamstrings

DE (17-22) each type of movement identified below — **Mark 4** — **6**

Give **EG (23-28)** for each type of movement below — **Mark 5** — **6**

Flexion	17	A decrease in the angle at a joint	23	Bicep Curl (Upward phase)
Extension	18	The angle of the bones that are moving (Articulating Bones) is increased	24	Bicep Curl (Downward phase)
Abduction	19	The movement away from the midline	25	Leg Raise (Upward phase)

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

Adduction	**20**	The movement towards the midline	**26**	Leg Raise (Downward phase)
Circumduction	**21**	Circular motion at a joint	**27**	Bowling a ball in cricket
Rotation	**22**	Bone turns around it's longitudinal axis	**28**	Topspin shot in table tennis / side foot pass (Football)
			TOTAL Marks	**28**

MOVEMENT ANALYSIS 1

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

ID (1-4) the term associated with the definitions, listed below, of each element of joint movement — **Mark 1** /4

1		The bone that is **moving** at a joint
2		The point (**Pivot**) around which the lever **rotates**
3		The **resistance** (Force) that is being applied
4		Muscles working to **cause** the action

ID (5-7), using the description, the lever that is being described above — **Mark 2** /3

The **Fulcrum** is in the middle.		The **Effort** is in the middle.		The **Load** is in the middle.	
5		**6**		**7**	

ID (8-10) each axis based on the given example — **Mark 3** /3

Cartwheel	**8**	
Pirouette	**9**	

ID (11-13) each plane based on the given example — **Mark 4** /3

Tennis split step	**11**	
Chest Pass	**12**	

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

Somersault	10		Golf swing	13	

DE (14-16) a 1st, 2nd and 3rd class lever below — Mark 5 /3

1st	14		2nd	15		3rd	16	

Give an **EG (17-19)** for each plane names below — Mark 6 /3

Give an **EG (20-22)** for each axis named below — Mark 7 /3

Sagittal	17		Longitudinal	20	
Transverse	18		Transverse	21	
Frontal	19		Frontal	22	

See next answer page for the answers to this task TOTAL Marks /22

MOVEMENT ANALYSIS 2

ID = Identify **DE** = Describe **EX** = Explain **EG** = Examp

ID (1-3) 3 components of a lever — Mark 1 /3

DE (4-6) 3 components of lever — Mark 2

1		4	
2		5	
3		6	

ID (7-9) 3 different levers — Mark 3 /3

DE (10-12) 3 levers using a diagram — Mark 4 /3

EG (13-15) for each lever — Mark 5

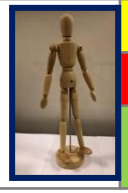
7		10		13	
8		11		14	
9		12		15	

16 **DE (16)** what an axis of rotation is — An axis of rotation is… — Mark 6

ID: Key Terms / Lists / | DE: | EX: | Give EG: Example linked to | Use EG: Use EG to DE/EX

ID (17-19) 3 axes	Mark 7	/3	DE (20-22) directions	Mark 8	/3	EG (23-25) of 3 axes of rotation	Mark 9	

17
20
23



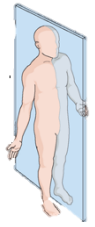
18
21
24

19
22
25

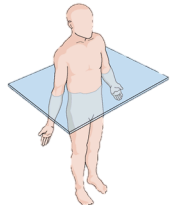
26 DE (26) what planes of movement are — Planes of movement are… — Mark 10

ID (27-29) 3 planes of movement	Mark 11	3	ID (30-32) types of movement	Mark 12	3	EG (33-35) for each plane of Movement	Mark 13	

27
30
33



28
31
34



29
32
35

DE (36-37) what is meant by mechanical advantage (MA) (36), the equation used to calculate it (37) & ID (38) the lever system that has the MA* — Mark 14

36

37

38

* MA = Mechanical Advantage

See next answer page for the answers to this task

TOTAL Marks /

MOVEMENT ANALYSIS 1

ANSWERS (/22)

ID (1-4) the term associated with the definitions, listed below, of each element of joint movement — Mark 1 — 4

1	**Lever**	The bone that is moving at a joint
2	**Fulcrum**	The point (Pivot) around which the lever rotates
3	**Load**	The resistance (Force) that is being applied
4	**Effort**	Muscles working to cause the action

ID (5-7), using the description, the lever that is being described above						Mark 2	3
5	**1st Class Lever**	**6**	**3rd Class Lever**	**7**	**2nd Class Lever**		
The **Fulcrum** is in the middle.		The **Effort** is in the middle.		The **Load** is in the middle.			

ID (8-10) each axis based on the given example			Mark 3	3	**ID (11-13)** each plane based on the given example			Mark 4	3
Cartwheel	**8**	**Frontal**			Tennis split step	**11**	**Frontal**		
Pirouette	**9**	**Longitudinal**			Golf swing	**12**	**Transverse**		
Somersault	**10**	**Transverse**			Chest Pass	**13**	**Sagittal**		

DE (14-16) a 1st, 2nd and 3rd class lever below								Mark 5	3
1st	**14**	The **Fulcrum** is in the middle. Increase effort & speed of a body	**2nd**	**15**	The **Load** is in the middle. Increase effect of a force only	**3rd**	**16**	The **Effort** is in the middle. Most common speed of a body	

Give an **EG (17-19)** for each plane names below			Mark 6	3	Give an **EG (20-22)** for each axis named below			Mark 7	3
Sagittal	**17**	Netball Chest Pass			**Longitudinal**	**20**	Pirouette		
Transverse	**18**	Hip rotation in a golf swing			**Transverse**	**21**	Somersault		
Frontal	**19**	Tennis split step			**Frontal**	**22**	Cartwheel		

TOTAL Marks	**22**

MOVEMENT ANALYSIS 2

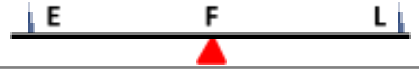
ANSWERS (/38)

ID (1-3) 3 components of a lever	Mark 1	3	**DE (4-6)** 3 components of lever	Mark 2	

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

1	**Fulcrum**	4	The point (Pivot) around which the lever rotates
2	**Load**	5	The resistance (Force) that is being applied
3	**Effort**	6	Muscles working to cause the action

ID (7-9) 3 different levers — **Mark 3** — 3 — **DE (10-12)** 3 levers using a diagram — **Mark 4** — 3 — **EG (13-15)** for each lever — **Mark 5**

7	**1st Class Lever**	10		13	**Neck:** Heading a ball in Football.
8	**2nd Class Lever**	11		14	**Ball of the foot:** on tip toes reaching for smash
9	**3rd Class Lever**	12		15	**Elbow:** Upwards phase of a bicep curl.

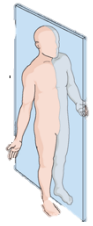
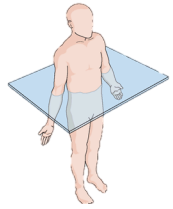
16	**DE (16)** what and axis of rotation is	An axis of rotation is… straight line around which an object rotates.	**Mark 6**

ID (17-19) 3 axes — **Mark 7** — 3 — **DE (20-22)** directions — **Mark 8** — 3 — **EG (23-25)** of 3 axes of rotation — **Mark 9**

	17	**Frontal**		18	**Longitudinal**		19	**Transverse**
	20	Front to back		21	Top to bottom		22	Side to side
	23	Cartwheel		24	Pirouette		25	Somersault

26	**DE (26)** what planes of movement are	Planes of movement are… imaginary flat surfaces that runs through the body. **Mark 10**

ID (27-29) 3 planes of movement — **Mark 11** — 3 — **ID (30-32)** types of movement — **Mark 12** — 3 — **EG (33-35)** for each plane of Movement — **Mark 13**

	27	**Frontal**		28	**Sagittal**		29	**Transverse**
	30	Abduction / Adduction		31	Flexion / Extension		32	Rotation
	33	Tennis split step		34	Chest Pass		35	Golf Swing

DE (36-37) what is meant by mechanical advantage (MA) **(36)**, the equation used to calculate it **(37)** & **ID (38)** the lever system that has the MA* — **Mark 14**

36	When levers allow you to move a large output load with a smaller effort.		
37	(Load (N) / Effort (N))	38	2nd Class Lever

* **MA = Mechanical Advantage**

TOTAL Marks 38

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

COMPONENTS OF FITNESS 1

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

ID (S-R) CoF	Mark 1 /10	DE (1-10) CoF	Mark 2 /10	ID (11-30) CoF tests	Mark 3 /20	EG (31-50) CoF	Mark 4 /20
S		11	Test 1:	P		21	Test 1:
1		12	Test 2:	6		22	Test 2:
		31	EG 1:			41	EG 1:
		32	EG 2:			42	EG 2:
S		13	Test 1:	C		23	Test 1:
2		14	Test 2:	7		24	Test 2:
		33	EG 1:			43	EG 1:
		34	EG 2:			44	EG 2:
S		15	Test 1:	B		25	Test 1:
3		16	Test 2:	8		26	Test 2:
		35	EG 1:			45	EG 1:
		36	EG 2:			46	EG 2:
S		17	Test 1:	A		27	Test 1:
4		18	Test 2:	9		28	Test 2:
		37	EG 1:			47	EG 1:
		38	EG 2:			48	EG 2:
S		19	Test 1:	R		29	Test 1:
5		20	Test 2:	10		30	Test 2:
		39	EG 1:			49	EG 1:

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

		40	EG 2:			50	EG 2:
*CoF = Components of Fitness	See next answer page for the answers to this task					TOTAL Marks	/60

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

COMPONENTS OF FITNESS 2

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

DE (1-42) the test protocols for each one named below

Mark 1 /42

Stamina (Muscular)	1		**Power**	22	
	2		Standing Broad Jump (22-24)	23	
Press Up Test (1-3)	3			24	
Sit Up Test (4-6)	4		Sargent Jump /Vertical Jump (25-27)	25	
	5			26	
	6			27	
Stamina (Cardiovascular)	7		**Speed**	28	
	8		30 Metre Sprint Test (28-30)	29	
MSFT (7-9)	9			30	
Cooper 12 Min Run (10-12)	10		**Co-Ordination**	31	
	11			32	
	12		Wall Throw (31-33)	33	
Strength	13		**Balance**	34	
Hand Grip Dynamometer (13-15)	14		Stork Stand Test (34-36)	35	
	15			36	
1 Repetition Max Test (16-18)	16		**Agility**	37	
	17		Illinois Agility Run (37-39)	38	
	18			39	
Suppleness / Flexibility	19		**Reaction Time**	40	
	20			41	
Sit & Reach (19-21)	21		Ruler Drop (40-42)	42	

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

See next answer page for the answers to this task	TOTAL Marks	/42

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

COMPONENTS OF FITNESS 1

ANSWERS (/60)

ID (S-R) CoF		Mark 1	10	DE (1-10) CoF		Mark 2	10	ID (11-30) CoF tests		Mark 3	20	EG (31-50) CoF		Mark 4	20
S	**Stamina** (Muscular)			11	Press Up Test			P	**Power**			21	Standing Broad Jump		
1	Ability of the muscle or muscle group to keep going without rest			12	Sit Up Test			6	A combination of strength and speed			22	Sargent Jump/Vertical Jump		
				31	Long distance: running / Aerobics / swimming / Cardio bike(15-20min): Med. pace							41	Athletics: Triple jump / Throwing events /Sprinting Rugby / Basketball		
				32								42			
S	**Stamina** (Cardiovascular)			13	Multi-Stage Fitness Test			C	**Co-Ordination**			23	Wall Throw / Ball Toss		
2	The ability to continuously exercise without tiring			14	Cooper 12 Minute Run			7	Ability to repeat a pattern of movement with fluency and accuracy			24	Need to be blank to get mark		
				33	X-country/Cycling/ Swimming Rowing/Rugby/Football							43	Dance / Gymnastics / Tennis		
				34								44			
S	**Strength**			15	Hand Grip Dynamometer			B	**Balance**			25	Stork Stand Test		
3	Ability of the muscle to exert a force for a short period of time			16	1 Repetition Max Test			8	Ability to keep your centre of mass over a base of support			26	Need to be blank to get mark		
				35	Sprinting / Rugby / Cycling / Rowing / Weightlifting							45	Gymnastics / Dance / Athletics: Pole Vault		
				36								46			
S	**Suppleness/Flexibility**			17	Sit & Reach Test			A	**Agility**			27	Illinois Agility Run		
4	The range of movement at a joint			18	Need to be blank to get mark			9	Ability to change direction under control & maintain speed, balance & power			28	Need to be blank to get mark		
				37	Gymnastics / Dance / Field Hockey							47	Trampolining / Gymnastics Basketball/Netball/Football		
				38								48			
S	**Speed**			19	30 Metre Sprint Test			R	**Reaction Time**			29	Ruler Drop Test		
5	The ability of the body to move quickly			20	Need to be blank to get mark			10	The time it takes to initiate an action/movement			30	Need to be blank to get mark		
				39	Athletics / Swimming / Netball / Football / Basketball							49	Athletics: Sprint Start / Tennis: Receiving a serve / Basketball/Hockey/Football		
				40								50			

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

*CoF = Components of Fitness

TOTAL Marks	60

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

COMPONENTS OF FITNESS 2

ANSWERS (/42)

DE (1-42) the test protocols for each one named below

Mark 1 4

Stamina (Muscular) Press Up Test (1-3)	1, 2, 3	As many as possible, with no rest, until they are unable to continue. Press up: Each time arms are fully extended after being lowered to 90^0	**Power** Standing Broad Jump (22-24)	22, 23, 24	The athlete places their feet on a line, crouches down and jumps a far as possible (landing on 2 feet). The assistant measures and records the distance from the line to the back of the heel. The athlete repeats the test 3 times & records the furthest
Sit Up Test (4-6)	4, 5, 6	As many as possible, with no rest, until they are unable to continue. Press up: Each time arms are fully extended after being lowered to 90^0	Sargent Jump /Vertical Jump (25-27)	25, 26, 27	The athlete stands side onto the wall (chalking finger tips). Keepin both feet on the ground, reach as high as possible with one hand mark the wall with the finger tips (M1). Jumps as high as possible, marks the wall with chalk (M2). Difference between M1 & M2, repeating 3 times. Avg value
Stamina (Cardiovascular) MSFT (7-9)	7, 8, 9	Using a mat complete as many sit ups as possible in 30 seconds. Knees bent throughout, shoulders must touch the mat and chest makes contact with quadriceps to complete sit up.	**Speed** 30 Metre Sprint Test (28-30)	28, 29, 30	A 50m distance is measured out with cones at the start, 20m & 50m. Performer sprints for 50m, with a 20m rolling start. Timer starts when the participant crosses the cones at 20m & finishes when they cross the cones at 50m.
Cooper 12 Min Run (10-12)	10, 11, 12	Mark a square 20m x 20m with cones. Start the Test CD/track and listen to the instructions. Reach the 20m distance by each beep, stop when not. Triple beep signals a new level and an □ in speed. RESULT: Level & shuttles completed in that level.	**Co-Ordination** Wall Throw (31-33)	31, 32, 33	Stand 2m away from a wall, assistant says "GO" and times. The athlete throws a tennis ball with their right hand against the wall and catches it with the left hand, throws the ball with the left han and catches it with the right hand. The assistant counts the numbe of catches in 30 seconds
Strength Hand Grip Dynamometer (13-15)	13, 14, 15	Using a measured area (Athletics track). Participants run as far as possible in 12 minutes. Record distance covered and round to the nearest 10m.	**Balance** Stork Stand Test (34-36)	34, 35, 36	Lift the right leg and put sole of the right foot on kneecap. "GO", time start, raise the left heel to stand on their toes. Time is stoppe when the athlete's left heel touches the ground or right foot move away from the left knee. Rest for 3mins, repeat on other leg. Add both times=result.
1 Repetition Max Test (16-18)	16, 17, 18	Dynamometer is set to zero and hold above your head. Move down to the side of the body with dial facing away from you. Read the score, perform the test 3 times, use highest value. (1min rest)	**Agility** Illinois Agility Run (37-39)	37, 38, 39	The assistance sets up the course as detailed in the diagram. Face down, at "Start" cone, "GO", start the stopwatch. The athlete jumps to his/her feet and negotiates the course aroun the cones. Stopwatch as they cross finish & records the time.
Suppleness / Flexibility Sit & Reach (19-21)	19, 20, 21	Warm-up: 10 reps (Light weights), 1min rest. X2 sets of 2-5 reps (Heavier weights), 2min rest. Perform 1 rep: success = 2mins rest, 10% increase in weight. Failed: 5% reduction, Max weight lifted with 5 attempts. (Male: 1.25 x body weight; Female: 0.8 x body weight)	**Reaction Time** Ruler Drop (40-42)	40, 41, 42	Hold ruler between index finger & thumb of dominant hand, top o thumb level with zero-centimetre line on ruler. Catch the ruler ASA between index finger and thumb. Distance between bottom of rul and top of the thumb. The test is repeated 3 times and the averag value is used.

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

TOTAL Marks 42

SHORT TERM EFFECTS OF EXERCISE 1

ID = Identify | DE = Describe | EX = Explain | EG = Exampl

DE (1) what is meant by short term effects of exercise — Mark 1 /

STEoE	1	

ID & DE (2-7) 3 effects exercise has on the heart & lungs — Mark 2 /6

DE (8-13) each key term **ID** for Mark 2 the heart & lungs — Mark 3 /

The Heart	2		8	The Lungs	5		11
	3		9		6		12
	4		10		7		13

DE (14-16) when & how the vascular shunt mechanism occurs — Mark 4 /3

Give **EG (17-18)** of vaso -dilation & vaso-constriction — Mark 5 /

Vascular Shunt Mechanism	14				
	15				
	16				
Vasodilation	17		Vasoconstriction	18	

ID (19-21) STEoE on muscles — Mark 6 /3

DE (22-23) STEoE on muscles — Mark 7 /2

EX (24-26) STEoE on muscles — Mark 8 /

Muscles	19		22		24	
	20		23		25	

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

	21		26	

* STEoE = Short Term Effects of Exercise	See next answer page for the answers to this task	TOTAL Marks /2

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

ID: Key Terms / Lists /	DE: WHAT	EX: HOW/WHY	**Give EG:** Example linked to	**Use EG:** Use EG to DE/EX

SHORT TERM EFFECTS OF EXERCISE 2

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

ID & DE (1-6) 3 effects exercise has on the heart & lungs — Mark 1 — /6

DE (7-12) each key term **ID** for Mark 2 the heart & lungs — Mark 2 — /6

The Heart	1		7	The Lungs	4		10
	2		8		5		11
	3		9		6		12

ID (13-15) STEoE on muscles — Mark 3 — /3

DE (16-17) STEoE on muscles — Mark 4 — /2

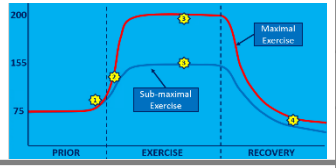
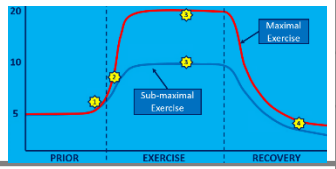
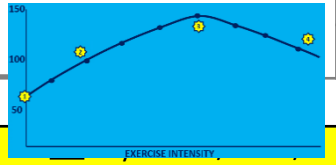
EX (18-20) STEoE on muscles — Mark 5 — /3

Muscles	13		16		18		
	14		17		19		
	15				20		

EX (21-24) changes to graph 1 — Mark 6 — /4

EX (25-28) changes to graph 2 — Mark 7 — /4

EX (29-32) changes to graph 3 — Mark 8 — /4

1		21		22	
		23			
		24			
2		25		26	
		27			
		28			
3		29		30	
		31			

Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

	32		
* STEoE = Short Term Effects of Exercise	See next answer page for the answers to this task	TOTAL Marks	/32

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

SHORT TERM EFFECTS OF EXERCISE 1

ANSWERS (/26)

DE (1) what is meant by short term effects of exercise — **Mark 1** — **1**

STEoE	**1**	Changes to the body that take place… In a session / during a warm up / during a performance / during a game

ID (2-7) STEoE on heart **(2-4)** & lungs **(5-7)** — **Mark 2** — **6**

2	**Increased** Cardiac Output	**8**	**Increased** volume of blood pumped from the heart **per minute**
3	**Increased** Stroke Volume	**9**	**Increased** volume of blood pumped from the heart **per beat**
4	**Increased** Heart Rate	**10**	**Increase** in the number of times the heart beats **per minute**

DE (8-13) STEoE on heart **(8-10)** & lungs **(11-13)** — **Mark 3** — **6**

5	**Increased** Minute Volume	**11**	**Increased** volume of air inhaled or exhaled **per minute**
6	**Increased** Tidal Volume	**12**	**Increased** volume of air inhaled or exhaled **per breath**
7	**Increased** Breathing rate / Respiratory rate	**13**	**Increase** in the number of breaths **per minute**

DE (14-16) the vascular shunt mechanism — **Mark 4** — **3**

Vascular Shunt Mechanism	**14**	Happens during exercise.
	15	The body redistributes blood to the muscles that need it (Vasodilation)
	16	Blood flow is reduced to internal organs (Vasoconstriction)

Give **EG (17-18)** of vaso -dilation & vaso-constriction — **Mark 5** — **2**

Vasodilation	**17**	Increased blood supply to the quads during a game of hockey	
Vasoconstriction	**18**	Decreased supply to liver / kidney / intestines during a game of hockey	

ID (19-21) STEoE on muscles — **Mark 6** — **3**

DE (22-23) STEoE on muscles — **Mark 7** — **2**

EX (24-26) STEoE on muscles — **Mark 8** — **3**

Muscles	**19**	**Tiredness / Fatigue**	**22**	Muscles run out of energy stores & become tired.	**24** We become tired due to the increase in lactic acid in the bloodstream from the muscles.
	20	**Temperature**	**23**	Exercise causes blood / muscle temperature to increase	**25** Most of the energy released by the muscle is heat energy. Your bodies response is to sweat. The blood vessels near the surface of the body vasodilate

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

	21	**Blood Pressure**		**26**	Increases during exercise due to the increase in demand for oxygen to the working muscles
				TOTAL Marks	**26**

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

SHORT TERM EFFECTS OF EXERCISE 2

ANSWERS (/26)

ID (1-6) STEoE on heart (1-3) & lungs (4-6) — Mark 1 — 6

1	**Increased** Cardiac Output	7	**Increased** volume of blood pumped from the heart **per minute**
2	**Increased** Stroke Volume	8	**Increased** volume of blood pumped from the heart **per beat**
3	**Increased** Heart Rate	9	**Increase** in the number of times the heart beats **per minute**

DE (7-12) STEoE on heart (7-9) & lungs (10-12) — Mark 2 — 6

4	**Increased** Minute Volume	10	**Increased** volume of air inhaled or exhaled **per minute**
5	**Increased** Tidal Volume	11	**Increased** volume of air inhaled or exhaled **per breath**
6	**Increased** Breathing rate / Respiratory rate	12	**Increase** in the number of breaths **per minute**

ID (13-15) STEoE on muscles — Mark 3 — 3

Muscles	13	**Increased** Tiredness / Fatigue
	14	**Increased** Temperature
	15	**Increased** Blood Pressure

DE (16-17) STEoE on muscles — Mark 4 — 2

16	Muscles run out of energy stores & become tired.
17	Exercise causes blood / muscle temperature to increase

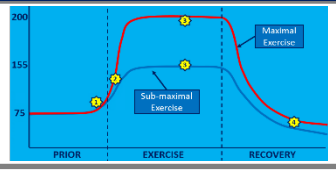
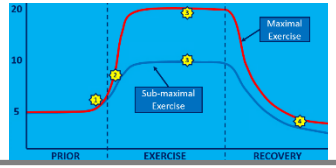
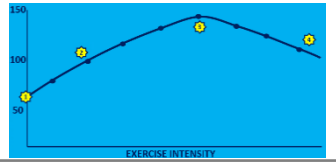
EX (18-20) STEoE on muscles — Mark 5 — 3

18	We become tired due to the increase in lactic acid in the bloodstream from the muscles.
19	Most of the energy released by the muscle is heat energy. Your bodies response is to sweat. The blood vessels near the surface of the body vasodilate
20	Increases during exercise due to the increase in demand for oxygen to the working muscles

EX (21-24) changes to graph 1 — Mark 6 — 4

EX (25-28) changes to graph 2 — Mark 7 — 4

EX (29-32) changes to graph 3 — Mark 8 — 4

1		21	Anticipatory rise in HR	22	HR increases as exercise intensity increases
		23	HR will plateau when exercise allows or when intensity reaches its max.		
		24	HR reduces slowly to help recovery and to remove lactic acid		
2		25	Anticipatory rise in Q	26	Q increases as exercise starts due to SV&HR
		27	Q will plateau when exercise allows or when intensity reaches its max.		
		28	Q reduces slowly to help recovery and to remove lactic acid		
3		29	Average: 70 ml/beat	30	SV increases as exercise intensity increases
		31	The heart can only pump a maximum volume, can't go higher than this		
		32	SV decreases beyond max because HR is so high there isn't enough time for heart to refill between beats		

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

TOTAL Marks	32

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

APPLYING THE PRINCIPLES OF TRAINING 1

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

ID (1-4) each principle of training — Mark 1 /4

DE (5-8) each principle of training — Mark 2 /4

1		3	
2		4	

5		7	
6		8	

ID (9-10) 2 methods of continuous training — Mark 3 /2

DE (11-12) 2 methods of continuous training — Mark 4 /2

9		11	
10		12	

DE (13) what Interval Training is and then **ID (14-17)** & **DE (18-21)** 4 methods of interval training — Mark 5 /9

INTERVAL TRAINING	13		

TYPES OF INTERVAL TRAINING

14		16	
15		17	

18		20	
19		21	

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

See next answer page for the answers to this task	TOTAL Marks	/21

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

APPLYING THE PRINCIPLES OF TRAINING 1

ANSWERS (/21)

ID (1-4) each principle of training — **Mark 1** 4

DE (5-8) each principle of training — **Mark 2** 4

1	**Specificity**	5	The training must be specific to the activity / energy / muscles / actions
2	**Progression**	6	Training demands gradually increase over time to ensure that adaptations occur and performance improves.
3	**Overload**	7	Involves the body working harder than normal to make improvements
4	**Reversibility**	8	Adaptations from training are reversed if the training is reduced or stopped

ID (9-10) 2 types of continuous training — **Mark 3** 2

DE (11-12) 2 types of continuous training — **Mark 4** 2

9	**Continuous Training**	11	Exercise performed at a constant intensity, within the aerobic training zone without rest
10	**Fartlek Training**	12	Exercise where the intensity varies. High intensity work is alternated with lower intensity work

DE (13) Interval training and then **ID (14-17)** & **DE (19-22)** 4 types of interval training — **Mark 5** 9

	Interval Training	13	Exercise that incorporates periods of work followed by a rest period.

TYPES OF INTERVAL TRAINING

14	**Circuit Training**	18	Series of exercise stations arranged to work alternate muscle groups	16	**Plyometric Training**	20	Explosive exercises that involve repeated muscular contractions
15	**Weight Training**	19	Use of sets and reps with increased resistance from weights/pulley	17	**High Intensity Interval Training**	21	Repeated periods of high intensity exercise followed by active recovery

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

	TOTAL Marks	21

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

LONG TERM EFFECTS OF TRAINING 1

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

DE (1-4) the identified long term effects of Training on the cardiovascular system — Mark 1 /4

Resting Heart Rate	Resting Stroke Volume	Cardiac Output	Cardiac Hypertrophy
1	2	3	4

DE (5-8) the identified long term effects of Training on the respiratory system — Mark 2 /4

Respiratory Muscles	Tidal Volume (During Exercise)	Minute Volume (During Exercise)	Capilliarisation
5	6	7	8

DE (9-12) the identified long term effects of Training on the muscular system — Mark 3 /4

Resistance To Fatigue	Muscular Strength	Muscular Endurance	Muscular Hypertrophy
9	10	11	12

DE (13-16) the identified long term effects of Training on other areas of the body — Mark 4 /4

Bone Density	Rate Of Recovery	Aerobic Capacity (Cv Endurance)	Capilliarisation (Muscles / Cv System / Respiratory System)
13	14	15	16

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

*LTEoT = Long Term Effects of Training	See next answer page for the answers to this task	TOTAL Marks	/16

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

LONG TERM EFFECTS OF TRAINING 2

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

ID (1-4) LTEoT on Cardiovascular System	Mark 1	/4	**DE (17-20)** LTEoT on Cardiovascular System	Mark 2	/4
1	2		3	4	
17	18		19	20	

ID (5-8) LTEoT on Respiratory System	Mark 3	/4	**DE (21-24)** LTEoT on Respiratory System	Mark 4	/4
5	6		7	8	
21	22		23	24	

ID (9-12) LTEoT on Muscular System	Mark 5	/4	**DE (25-28)** LTEoT on Muscular System	Mark 6	/4
9	10		11	12	
25	26		27	28	

ID (13-16) LTEoT on other body parts	Mark 7	/4	**DE (29-32)** LTEoT on other body parts	Mark 8	/4
13	14		15	16	
29	30		31	32	

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

*LTEoT = Long Term Effects of Training	See next answer page for the answers to this task	TOTAL Marks	/32

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

LONG TERM EFFECTS OF TRAINING 1

ANSWERS (/16)

DE (1-4) long term effects of Training (Incl. effect) on the cardiovascular system — Mark 1 — 4

Resting Heart Rate	Resting Stroke Volume	Cardiac Output	Cardiac Hypertrophy
1 Decrease in the number of times the heart beats **per minute** at rest	2 Increase in the volume of blood pumped from the heart **per beat** at rest	3 Increase in the volume of blood pumped from the heart **per minute**	4 Increase in the **size** of heart cardiac muscles

DE (5-8) long term effects of Training (Incl. effect) on the respiratory system — Mark 2 — 4

Respiratory Muscles	**Tidal Volume** (During Exercise)	**Minute Volume** (During Exercise)	Capilliarisation
5 Number of breaths **per minute**	6 Increase in the volume of air inhaled or exhaled **per breath**	7 Increase in the volume of air inhaled or exhaled **per minute**.	8 Increase in the strength of the **Intercostal muscles** that help in the process of breathing

DE (9-12) long term effects of Training (Incl. effect) on the muscular system — Mark 3 — 4

Resistance To Fatigue	Muscular Strength	Muscular Endurance	Muscular Hypertrophy
9 Increase to the point at which **fatigue negatively affects performance**	10 Increase in the muscles ability to exert **force** for **short period of time**	11 Increase in the ability of the muscle or muscle group to **keep going without rest**	12 Increase in the **size** of skeletal muscles

DE (13-16) long term effects of Training (Incl. effect) on other areas of the body — Mark 4 — 4

Bone Density	Rate Of Recovery	Aerobic Capacity (Cv Endurance)	Capilliarisation (Muscles / Cv System / Respiratory System)
13 Increase in the **strength & health** of bones	14 Increase in the speed at which the body returns back to its **pre-exercise state**	15 Increased or Improved ability to **take in, transport and use oxygen** to sustain aerobic exercise	16 Increase in number of **capillaries**, increasing surface area for gas exchange

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

*LTEoT = Long Term Effects of Training

TOTAL Marks	16

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

LONG TERM EFFECTS OF TRAINING 2

ANSWERS (/32)

ID (1-4) LTEoT on Cardiovascular System — Mark 1 — 4

1	**Resting Heart Rate**	2	**Resting Stroke Volume**
17	Decrease in the number of times the heart beats **per minute** at rest	18	Increase in the volume of blood pumped from the heart **per beat** at rest

DE (17-20) LTEoT on Cardiovascular System — Mark 2 — 4

3	**Cardiac Output**	4	**Cardiac Hypertrophy**
19	Increase in the volume of blood pumped from the heart **per minute**	20	Increase in the **size** of heart cardiac muscles

ID (5-8) LTEoT on Respiratory System — Mark 3 — 4

5	**Breathing / Respiratory Rate** (At rest)	6	**Tidal Volume** (During Exercise)
21	Number of breaths **per minute**	22	Increase in the volume of air inhaled or exhaled **per breath**

DE (21-24) LTEoT on Respiratory System — Mark 4 — 4

7	**Minute Volume** (During Exercise)	8	**Respiratory Muscles**
23	Increase in the volume of air inhaled or exhaled **per minute**.	24	Increase in the strength of the **Intercostal muscles** that help in the process of breathing

ID (9-12) LTEoT on Muscular System — Mark 5 — 4

9	**Resistance to Fatigue**	10	**Muscular Strength**
25	Increase to the point at which **fatigue negatively affects performance**	26	Increase in the muscles ability to exert **force** for **short period of time**

DE (25-28) LTEoT on Muscular System — Mark 6 — 4

11	**Muscular Endurance**	12	**Muscular Hypertrophy**
27	Increase in the ability of the muscle or muscle group to **keep going without rest**	28	Increase in the **size** of skeletal muscles

ID (13-16) LTEoT on other body parts — Mark 7 — 4

13	**Bone Density**	14	**Rate of Recovery**
29	Increase in the **strength & health** of bones	30	Increase in the speed at which the body returns back to its **pre-exercise state**

DE (29-32) LTEoT on other body parts — Mark 8 — 4

15	**Aerobic Capacity** (CV ENDURANCE)	16	**Capilliarisation** (Muscles / CV System / Respiratory system)
31	Increased or Improved ability to **take in, transport and use oxygen** to sustain aerobic exercise	32	Increase in number of **capillaries**, increasing surface area for gas exchange

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

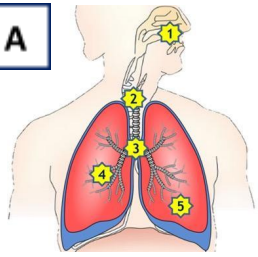
*LTEoT = Long Term Effects of Training

TOTAL Marks	32

RESPIRATORY SYSTEM 1

ID = Identify | DE = Describe | EX = Explain | EG = Example

A



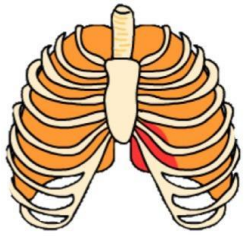
ID (1-5) in diagram A	Mark 1	/5
1	N / M	
2	T	
3	B	

EX (6) main function of the respiratory system	Mark 2	/1
4	B	
5	A	
6		

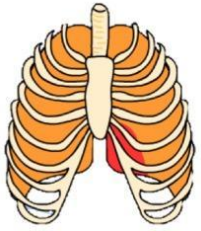
DE (7-9) 3 features of the alveoli	Mark 3	/3
Alveoli 7	The site of	
8		
9		

DE (10-11) each respiratory system term below	Mark 4	/2
Concentration 10		
Diffusion 11		

DE (12-15) the process of inhalation	Mark 5	/4
12	(External) Intercostal muscles	
13	Diaphragm	
14	Lung volume	
15	Air / pressure	



DE (16-19) the process of exhalation	Mark 6	/4
16	(External) Intercostal muscles	
17	Diaphragm	
18	Lung volume	
19	Air / pressure	



DE (20-22) STEoE on respiratory system	Mark 7	/3
Minute Volume 20		
Tidal Volume 21		
Respiratory Rate 22		

ID (23-28) max and rest values for each term	Mark 8	/6
Rest 23		
Rest 24		
Rest 25		
Max 26		
Max 27		
Max 28		

DE (29-30) the features of aerobic & anaerobic exercise	Mark 9	/2

Give 2 EG (31-34) for each type of exercise	Mark 10	/4

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

Aerobic Exercise	29		31	
			32	
Anaerobic Exercise	30		33	
			34	

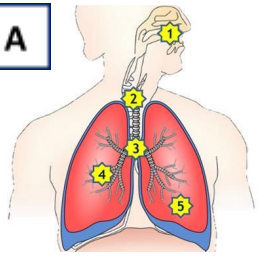
* STEoE = Short Term Effects of Exercise	See next answer page for the answers to this task	TOTAL Marks	/34

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

RESPIRATORY SYSTEM 2

ID = Identify | DE = Describe | EX = Explain | EG = Example

A



ID (1-5) in diagram A — Mark 1 — /5

1	
2	
3	

EX (6) main function of the respiratory system — Mark 2 — /1

4	
5	
6	

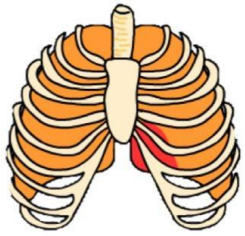
DE (7-9) 3 features of the alveoli — Mark 3 — /3

Alveoli	7	
	8	
	9	

DE (10-11) each respiratory system term below — Mark 4 — /2

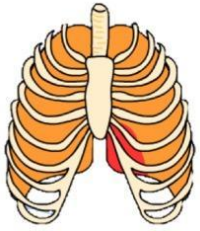
Concentration	10	
Diffusion	11	

DE (12-15) the process of inhalation — Mark 5 — /4



12	
13	
14	
15	

DE (16-19) the process of exhalation — Mark 6 — /4



16	
17	
18	
19	

DE (20-22) STEoE on respiratory system — Mark 7 — /3

Minute Volume	20	
Tidal Volume	21	
Respiratory Rate	22	

ID (23-28) max and rest values for each term — Mark 8 — /6

23	Rest		26	Max	
24			27		
25			28		

DE (29-30) the features of aerobic & anaerobic exercise — Mark 9 — /2

Give 2 **EG (31-34)** for each type of exercise — Mark 10 — /4

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

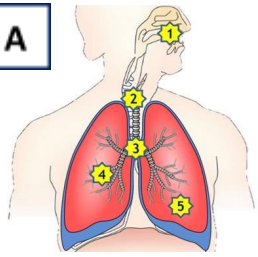
Aerobic Exercise	29		31	
			32	
Anaerobic Exercise	30		33	
			34	

* STEoE = Short Term Effects of Exercise	See next answer page for the answers to this task	TOTAL Marks /34

RESPIRATORY SYSTEM 1 & 2

ANSWERS (/34)

A



ID (1-5) in diagram A — Mark 1 — 5

1	Nose / Mouth
2	Trachea
3	Bronchi
4	Bronchiole
5	Alveoli

EX (6) main function of respiratory system — Mark 2 — 1

6	To bring O2 into the body and remove CO2 as a waste product of exercise

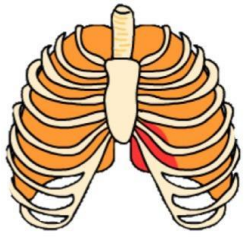
DE (7-9) 3 features of the alveoli — Mark 3 — 3

Alveoli	7	The site of **gaseous exchange**
	8	Allow **O2** to diffuse/move **into** blood/capillaries.
	9	Allow **CO2** to diffuse/move **from** blood/capillaries

DE (10-11) each respiratory system term below — Mark 4 — 2

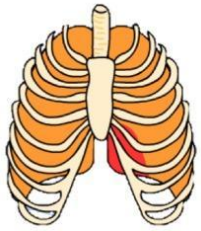
Concentration	10	The **amount of gas** by volume in the air
Diffusion	11	Gases move from **high** conc^{n} to **low** conc^{n}

DE (12-15) the process of inhalation — Mark 5 — 4



12	(External) Intercostal muscles **contract**
13	Diaphragm **contracts** & **flattens**
14	Lung volume expands / **increases**
15	Air **enters** and pressure **increases**

DE (16-19) the process of exhalation — Mark 6 — 4



16	(External) Intercostal muscles **relax**
17	Diaphragm **relaxes** and **moves up**
18	Lung volume gets **smaller**
19	Air **leaves** and pressure **decreases**

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

DE (20-22) STEoE* on respiratory system	Mark 7	3	ID (23-28) max and rest values for each term	Mark 8	6

Minute Volume	20	Volume of air **inhaled** or **exhaled** **per minute**	23	Rest	6 – 7.5 l/min	26	Max	100-150 l/min
Tidal Volume	21	Volume of air **inhaled** or **exhaled** **per breath**	24		500ml	27		2.5 – 3 L
Respiratory Rate	22	breaths **per minute**	25		12-15	28		40-50

DE (29-30) the features of aerobic & anaerobic exercise	Mark 9	2	Give 2 EG (31-34) for each type of exercise	Mark 10	4

Aerobic Exercise	29	**Low** intensity, **long**-duration exercise that **requires oxygen**	31 32	Long distance running (800m+) / jogging / playing a full game of netball / hockey player continuously running up & down pitch
Anaerobic Exercise	30	**High** intensity, **short**-duration exercise that **doesn't require O2**	33 34	Powerlifting / 100m sprint / Sprinting / Long/Triple/High Jump Discus / Jumping up to head a football / Rugby player sprinting to score a try

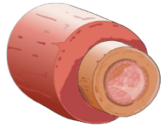
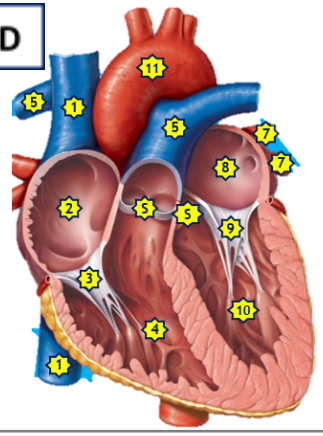
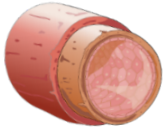
* **STEoE = Short Term Effects of Exercise**

TOTAL Marks /34

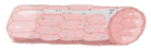
CARDIOVASCUALAR SYSTEM 1

ID = Identify | DE = Describe | EX = Explain | EG = Example

ID (1-3) each vessel (A-C)	Mark 1	/3	DE (4-12) features of each vessel	Mark 2	/9	ID (13-23) in diagram D (1-11)	Mark 3	/11

1	A 	4		13 (1)		D 			
		5		14 (2)					
		6		15 (3)					
2	B 	7		16 (4)					
		8		17 (5)					
		9		18 (6)	5 takes blood to the…				
		10		19 (7)					
3		11		20 (8)		22 (10)			

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

	C 	12		21 (9)		23 (11)	

DE (24-29) key features of each CV system key term below			Mark 4	/6	DE (30-32) Q, SV & HR			Mark 5	/3
Pulmonary Circulation	24				Cardiac Output	30			
	25								
Systemic Circulation	26				Stroke Volume	31			
	26								
Double Circulatory System	28				Heart Rate	32			
	29								

DE (33-35) when & how the vascular shunt mechanism occurs			Mark 6	/3	Give an EG (36-37) of vaso -constriction & vaso-dilation			Mark 7	/2
Vascular shunt mechanism	33								
	34								
	35								
Vasodilation	36				Vasoconstriction	37			

See next answer page for the answers to this task | **TOTAL Marks** /37

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

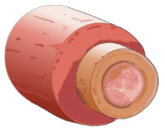
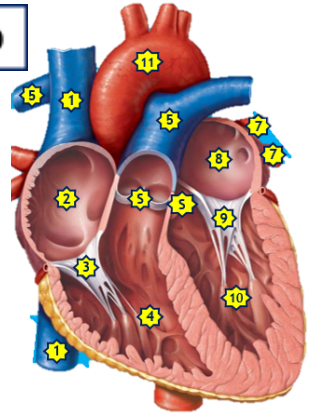
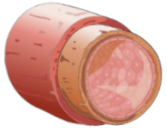
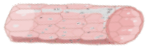
CARDIOVASCUALAR SYSTEM 2

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

ID (1-3) each vessel (A-C) — Mark 1 /3

DE (4-12) features of each vessel — Mark 2 /9

ID (13-23) in diagram D (1-11) — Mark 3 /11

1	A 	4		13 (1)		D 	
		5		14 (2)			
		6		15 (3)			
2	B 	7		16 (4)			
		8		17 (5)			
		9		18 (6)	5 takes blood to the…		
	C	10		19 (7)			
3		11		20 (8)		22 (10)	
		12		21 (9)		23 (11)	

DE (24-29) key features of each CV system key term below — Mark 4 /6

DE (30-32) Q, SV & HR — Mark 5 /3

Pulmonary Circulation	24		Cardiac Output	30	
	25				
Systemic Circulation	26		Stroke Volume	31	
	27				
Double Circulatory System	28		Heart Rate	32	
	29				

DE (33-35) when & how the vascular shunt mechanism occurs — Mark 6 /3

Give an **EG (36-37)** of vaso -constriction & vaso-dilation — Mark 7 /2

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

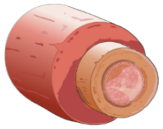
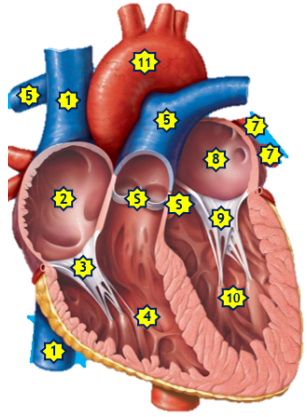
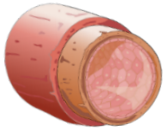
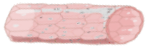
Vascular shunt mechanism	**33**				
	34				
	35				
Vasodilation	**36**		**Vasoconstriction**	**37**	

See next answer page for the answers to this task | **TOTAL Marks** /37

CARDIOVASCUALAR SYSTEM 1 & 2

ANSWERS (/37)

ID (1-3) each vessel (A-C) — **Mark 1** 3 — **DE (4-12)** features of each vessel — **Mark 2** 9 — **ID (13-23)** in diagram (1-11) — **Mark 3** 11

1	A 	4	High pressure	13 (1)	Vena Cava			
		5	Away from the heart	14 (2)	Right Atrium			
		6	Thick muscular walls	15 (3)	Tricuspid Valve			
2	B 	7	Low pressure	16 (4)	Right Ventricle			
		8	Back to the heart	17 (5)	Pulmonary Artery			
		9	Thin walls	18 (6)	Lungs			
		10	Valves prevent backflow	19 (7)	Pulmonary Vein			
3	C 	11	One cell thick	20 (8)	Left Atrium	22 (10)	Left Ventricle	
		12	Gas exchange	21 (9)	Bicuspid Valve	23 (11)	Aorta	

DE (24-29) key features of each CV system key term below — **Mark 4** 6 — **DE (30-32)** Q, SV & HR — **Mark 5** 3

Pulmonary Circulation	24	Takes deoxygenated blood from the right ventricle to the lungs	**Cardiac Output**	30	Volume of blood pumped from the heart per minute
	25	Takes Oxygenated blood from the lungs to the left atrium			
Systemic Circulation	26	Takes oxygenated blood from the left ventricle to the body and…	**Stroke Volume**	31	Volume of blood pumped from the heart per beat
	27	Deoxygenated blood to right atrium			

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

Double Circulatory System	**28**	RIGHT side of the heart pumps deoxygenated blood to the lungs	**Heart Rate**	**32**	Number of times the heart beats per minute
	29	LEFT side pumps oxygenated blood to the tissues			

DE (33-35) when & how the vascular shunt mechanism occurs	**Mark 6**	**3**	Give an **EG (36-37)** of vaso -constriction & vaso-dilation	**Mark 7**	**2**

Vascular shunt mechanism	**33**	Happens during exercise.
	34	The body redistributes blood to the muscles that need it (Vasodilation – Blood vessels widen)
	35	Blood flow is reduced to internal organs (Vasoconstriction – Blood vessels narrow)

Vasodilation	**36**	Increased blood supply to the quads during a game of hockey	**Vasoconstriction**	**37**	Decreased supply to liver/kidney/intestines during a game of hockey

TOTAL Marks	**37**

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

WARMUP & COOL DOWN 1

ID = Identify | DE = Describe | EX = Explain | EG = Example

Warm Up

ID (1-5) components of a WU*	Mark 1	/5	DE (6-10) each WU component	Mark 2	/5	Give EG (11-15) for each WU component	Mark 3	/5

	Component		Description		Example
1		6		11	
2		7		12	
3		8		13	
4		9		14	
5		10		15	

Cool Down

ID (16-17) components of a CD*	Mark 4	/2	DE (18-19) each CD component	Mark 5	/2	Give EG (20-21) for each CD component	Mark 6	/2

	Component		Description		Example
16		18		20	
17		19		21	

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

* WU = Warm Up / CD = Cool Down	See next answer page for the answers to this task	TOTAL Marks	/21

WARMUP & COOL DOWN 1

ANSWERS (/21)

Warm Up

ID (1-5) components of a WU*	Mark 1	5	DE (6-10) each WU component	Mark 2	5	Give EG (11-15) for each WU component	Mark 3	5

	Component		Description		Example
1	PULSE RAISER	6	Important to slowly increase heart rate prior to physical exercise	11	Jogging / Cycling / Skipping
2	MOBILITY EXERCISES	7	Preparing joints for physical activity by moving them through their full range of motion	12	Open the gate / Close the gate / Hip Circles / Ankle Circles / Arm Circles
3	STRETCHES	8	The flexibility of muscles is temporarily improved by stretching during a warm up	13	Sumo Squats / High Knee Skips / Heel Flicks / Walking Lunges / Leg Swings
4	DYNAMIC MOVEMENTS	9	Copy sporting actions and prepare muscles and joints for more explosive movements	14	Shuttle Runs / Zig Zag Runs
5	SKILL REHEARSAL	10	Takes performers close to full intensity and allows skills to be practised	15	Basketball: Ball handling skills / Lay-ups / Three-pointers

Cool Down

ID (1-5) components of a CD*	Mark 4	2	DE (6-10) each CD component	Mark 5	2	Give EG (11-15) for each CD component	Mark 6	2

	Component		Description		Example
16	LOW INTENSITY EXERCISE	18	Helps the body return back to its resting state	20	Slow Jogging / Swimming / Cycling

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

17	**STRETCHES**	19	Stretches completed for longer than in the warm up. They are usually static stretches	21	Squats / Open and close the gate / Calf walk / Hamstring walk

*** WU = Warm Up / CD = Cool Down**

TOTAL Marks	**21**

PREVENTION OF INJURY 1

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

ID (1-3) 3 ways to minimise the risk of injury		Mark 1	/3	**DE (4-6)** 3 ways to minimise the risk of injury		Mark 2	/3
1				4			
2				5			
3				6			

DE (7-9) each of the key terms below associated with the prevention of injury		Mark 3	/3
7	**HAZARD**		
8	**RISK**		
9	**INJURY**		

ID (10-12) 3 categories for appropriate comps			Mark 4	/3	**DE (13-15)** how to make comps appropriate		Mark 5	/3	Give **EG (16-18)**		Mark 6	/3
10	T				13				16			
11	P				14				17			
12	S				15				18			

ID (19-23) 5 different types of hazard			Mark 7	/5	**EG (24-28)** for each type of hazard		Mark 8	/5
19	W				24			
20	E				25			
21	L				26			

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

22	S		27		
23	H		28		

See next answer page for the answers to this task | **TOTAL Marks** /28

PREVENTION OF INJURY 1

ANSWERS (/28)

ID (1-3) 3 ways to minimise the risk of injury	Mark 1	3	DE (4-6) 3 ways to minimise the risk of injury	Mark 2	3
1 **Lifting & carrying equipment correctly**			4 Ensure sports equipment is lifted and carried using the correct technique		
2 **Correct clothing / footwear**			5 Clothing should provide enough warmth and must not be hazardous to themselves and others to ensure a safe competitive environment		
3 **Warmup & cool down**			6 A warm up should be completed before & a cool down after activity to reduce the chance of injury		

ID (7-9) each of the key terms below associated with the prevention of injury		Mark 3	3
7	**Hazard**	Something that has the potential to cause harm	
8	**Risk**	The chance of being harmed by the hazard	
9	**Injury**	Potential harm caused by the hazard	

ID (10-12) 3 categories for appropriate comps			Mark 4	3	DE (13-15) how to make comps appropriate	Mark 5	3	Give EG (16-18)	Mark 6	3
10	T	**Type**	13	Appropriate type of competition entered to compete safely		16	Tag rugby / touch rugby / midi rugby / 7's / 15-a-side			
11	P	**Physical**	14	Performers physicality developed to compete safely		17	Weight category in boxing and age group in football			
12	S	**Skill**	15	Performers skills are developed to compete safely		18	Passing / tackling / skills performed to a basic level			

ID (19-23) 5 different types of hazard			Mark 7	5	EG (24-28) for each type of hazard	Mark 8	5
19	W	**Weather/Sunlight**	24	Pool: Sunlight makes it hard to see floor			

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

20	E	**Equipment/Footwear**	25	Fitness Centre: Broken equipment
21	L	**Litter & Faeces**	26	Playing Field: Glass / Cans
22	S	**Surface**	27	Sportshall: Wet floor
23	H	**Heavily Crowded Area**	28	Artificial Outdoor Area: Too many people

TOTAL Marks	28

GCSE PE RECAP TASK BOOKLET - ANSWERS

EXAM 1

Anatomy & Physiology and Training

Name:

Please turn over for help and instructions on how to use this booklet

Booklet information	
1	The booklet is designed to be used at home for revision.
2	All tasks can be completed in a book, on a scrap piece of paper or verbally with the help of a 'tester'
3	All answers are included for all tasks and this booklet provides the basic information required to answer the majority of exam questions.
4	Notes from lessons and the textbook provide the detail to answer more complex exam questions and this booklet should NOT be considered the only information you're required to know for your exams.
How to use this booklet…	
1	Decide on your method for giving answers; writing on paper, writing in your yellow book or talking to a helper
2	**Writing** Write the numbers down for the task on a piece of paper or in your yellow book. Write all the answers you can for the task you're doing in black or blue pen. Fill in any gaps or incorrect answers using your green pen. Green pen answers are the answers you need to ensure you revise for the next attempt at that task. Parents can check the answers to these to ensure there is no cheating!
3	**Verbal** Your helper will need the answer booklet in front of them, open at the recap task you're doing. Your helper can call out the number they want you to answer or you can go through them in order. Verbally tell them your answer, they then have two options Tell you are right or wrong as you answer Note the Qs you got wrong and go through them with you at the end Green pen answers are the answers you need to ensure you revise for the next attempt at that task.
How can you help as a parent, guardian or sibling…	
1	Make them use this for 5-10mins every other day!!!!
2	Engage with the activity by asking them to do these with you verbally
3	They will get it wrong!! Encourage them to keep track of scores to help with confidence
4	If they are getting them right, ensure they visit those topics less frequently, but still do them!
5	Encourage them to have a go at exam questions after they have got the recap tasks right for a topic. These can be accessed through their Google Drive and will be available from after half term.
6	If you need any additional help or resources then contact me ASAP on: dheron2nrw@nsix.org.uk

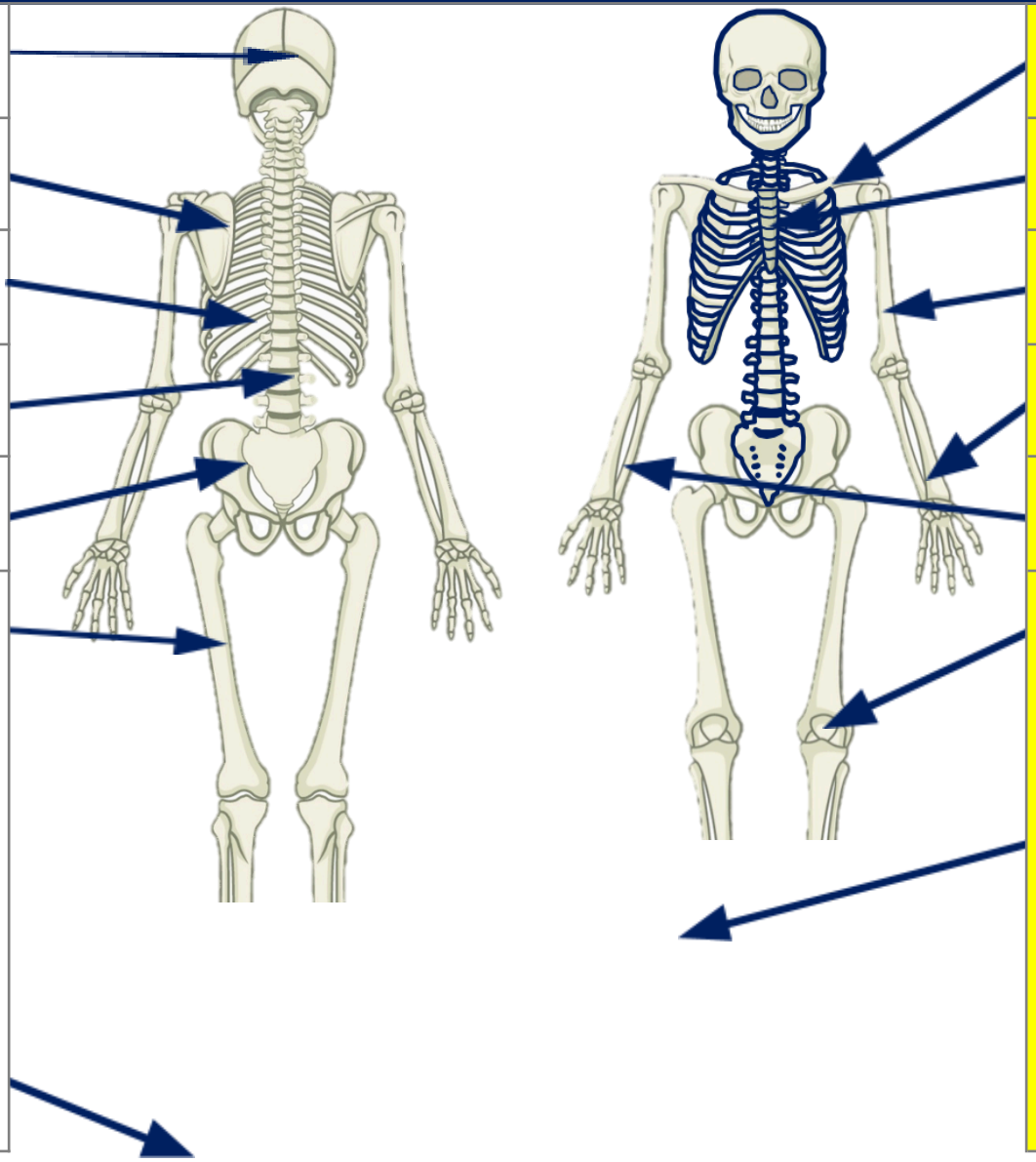
THE SKELETAL SYSTEM (1/2)

ANSWERS (/22)

ID (1-20) all the bones of the skeletal system below

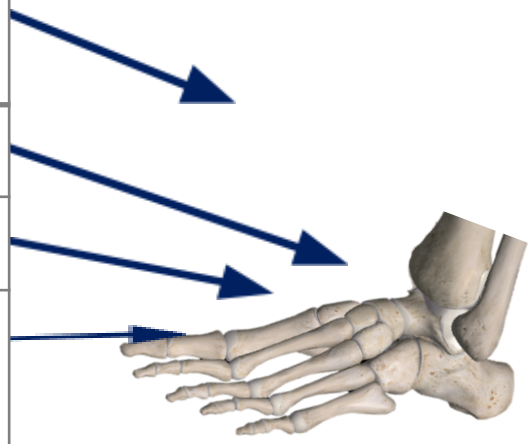
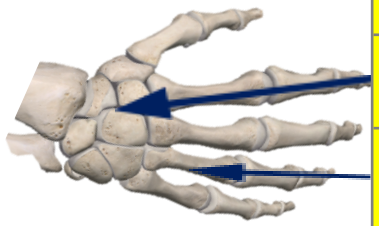
Mark	20
1	

1	Cranium
2	Scapula
3	Ribs
4	Vertebrae
5	Pelvis
6	Femur



11	Clavicle
12	Sternum
13	Humerus
14	Radius
15	Ulna
16	Patella

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

7	Fibula			17	Tibia
8	Tarsals			18	Carpals
9	Metatarsals			19	Metacarpals
10	Phalanges			20	Phalanges

ID (21-22) the skeleton, outlined in blue, in the image on the right (21) and the other skeleton, that is not highlighted (22)	Mark 2	2

21	Axial Skeleton	22	Appendicular Skeleton

TOTAL Marks	22

THE SKELETAL SYSTEM (2/2)

ANSWERS (/17)

ID (1-6) the functions of the skeleton	Mark 1	6	DE (7-12) each function	Mark 2	6	Give EG (13-18) for each function	Mark 3	5

1	Posture	7	The bones help ensure there is less stress placed on muscles and joints by aligning the body correctly	

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

2	**Production**	8	The larger bones produce red blood cells, white blood cells and platelets	13	Larger bones like the femur help produce red blood cells, white blood cells and platelets
3	**Protection**	9	Bones protect vital organs and other parts of the body that would otherwise be easily damaged	14	When heading a ball in football the cranium protects the brain
4	**Movement**	10	Bones provide an area for muscles to be attached (tendon), creating levers for movement	15	The biceps attach to the radius to produce movement at the elbow
5	**Mineral Store**	11	The bones act as a store for vital minerals	16	Calcium, Iron, and Potassium
6	**Support**	12	The skeleton gives the body its shape and it also holds vital organs in place	17	Cranium holds the brain in place

TOTAL Marks	**17**

JOINT STRUCTURE AND MOVEMENT (1/1)

ANSWERS (/25)

Hinge Joint	**Ball & Socket Joint**	
ID (1-2) 2 different hinge joints. (**1** has 3 articulating bones, **2** has 2 articulating bones)	**ID (3-4)** two ball and socket joints	**Mark 1** /

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

1	Elbow Joint	2	Knee Joint	3	Shoulder Joint	4	Hip Joint

ID (5-13) the articulating bones for the four different joints named above — Mark 2 /

5	Humerus	8	Femur	10	Humerus	12	Femur
6	Radius	9	Tibia	11	Scapula	13	Pelvis
7	Ulna						

ID (14-21) the different movement types that are possible for each joint type — Mark 3 /

14	Flexion	16	Flexion	19	Extension
15	Extension	17	Abduction	20	Adduction
		18	Rotation	21	Circumduction

DE (22-25) each element of a joint named below — Mark 4 /

Tendon	22	Attach muscles to bone and are both strong and a little flexible
Ligament	23	Attach bone to bone and are tough, resilient bands of connective tissue, aid stability
Cartilage	24	Soft connective tissue that has no blood supply, it is a shock absorber and prevents friction
Synovial Fluid	25	Fluid that lubricates joints to help with movement. It helps protect the joint, nourish the cartilage

TOTAL Marks 25

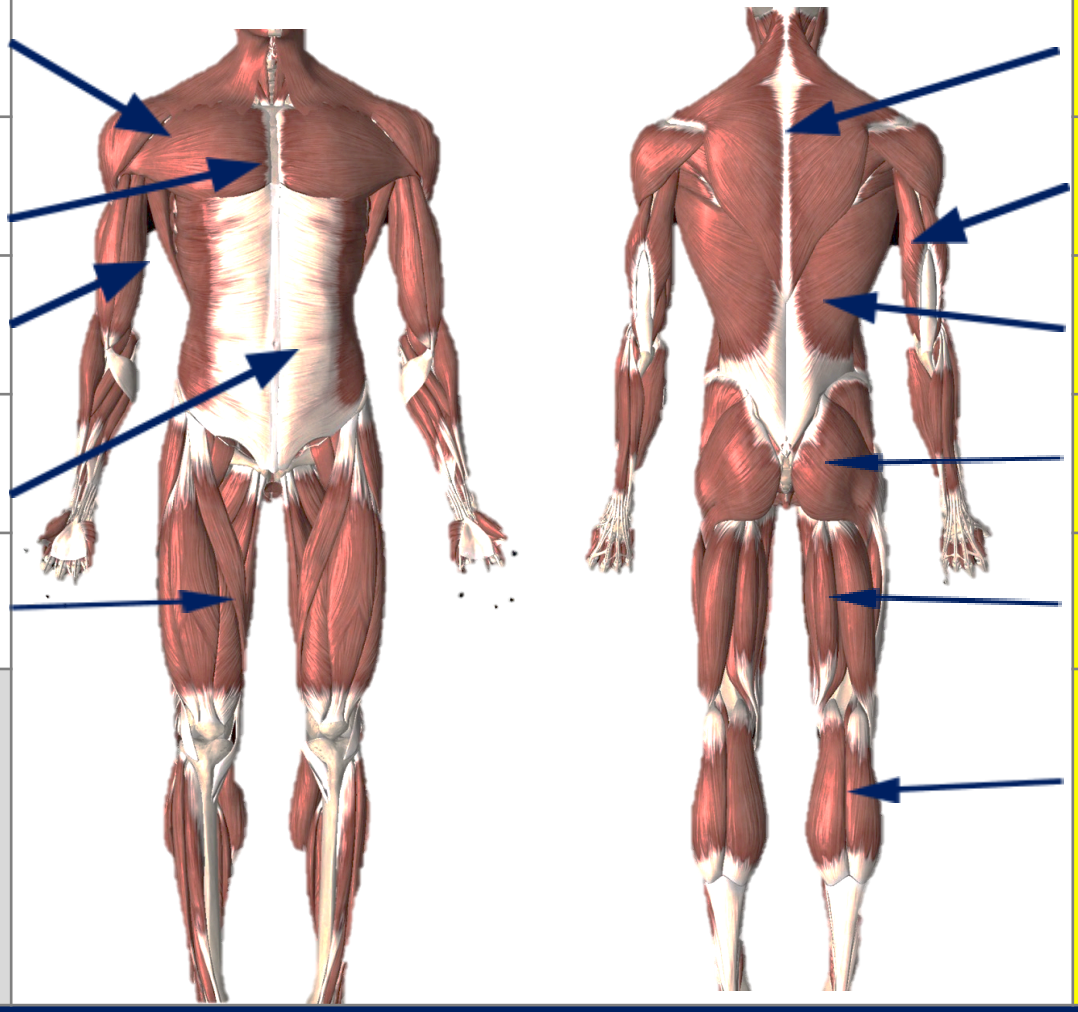
THE MUSCULAR SYSTEM (1/2)

ANSWERS (/15)

ID (1-11) all the muscles below — Mark 1 /1

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

1	Deltoid
2	Pectorals
3	Bicep
4	Abdominals
5	Quadriceps



6	Trapezius
7	Tricep
8	Latissimus Dorsi
9	Gluteals
10	Hamstrings
11	Gastrocnemius

DE (12-15) each term associated with muscular movement below — **Mark 2** /

12

13

14

15

See next answer page for the answers to this task

TOTAL Marks	15

THE MUSCULAR SYSTEM (2/2)

ANSWERS (/28)

ID (1-4) 4 terms associated with muscular movement — **Mark 1** — **4**

DE (5-8) each of the 4 terms that have been **ID (1-4)** — **Mark 2** — **4**

1	Agonist	5	The muscle that contracts and shortens to produce movement
2	Antagonist	6	The muscle that relaxes and lengthens during the movement
3	Fixator	7	The muscle(s) that stabilise one part of the body while another part of the body moves
4	Antaganistic Muscle Pair	8	Pairs of muscles working together to produce movement

ID (9-16) the name of the muscle that has taken on the named role in the movement at each joint below — **Mark 3** — **8**

Flexion	Elbow	Agonist	9	Biceps	Extension	Elbow	Agonist	13	Triceps
		Antagonist	10	Triceps			Antagonist	14	Biceps
	Knee	Agonist	11	Hamstrings		Knee	Agonist	15	Quadriceps
		Antagonist	12	Quadriceps			Antagonist	16	Hamstrings

DE (17-22) each type of movement identified below — **Mark 4** — **6**

Give EG (23-28) for each type of movement below — **Mark 5** — **6**

Flexion	17	A decrease in the angle at a joint	23	Bicep Curl (Upward phase)
Extension	18	The angle of the bones that are moving (Articulating Bones) is increased	24	Bicep Curl (Downward phase)
Abduction	19	The movement away from the midline	25	Leg Raise (Upward phase)

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

Adduction	**20**	The movement towards the midline	**26**	Leg Raise (Downward phase)
Circumduction	**21**	Circular motion at a joint	**27**	Bowling a ball in cricket
Rotation	**22**	Bone turns around it's longitudinal axis	**28**	Topspin shot in table tennis / side foot pass (Football)
			TOTAL Marks	**28**

MOVEMENT ANALYSIS (1/2) — ANSWERS (/22)

ID (1-4) the term associated with the definitions, listed below, of each element of joint movement — **Mark 1** — **4**

1	**Lever**	The bone that is moving at a joint
2	**Fulcrum**	The point (Pivot) around which the lever rotates
3	**Load**	The resistance (Force) that is being applied
4	**Effort**	Muscles working to cause the action

ID (5-7), using the description, the lever that is being described above — **Mark 2** — **3**

5	**1st Class Lever**	**6**	**3rd Class Lever**	**7**	**2nd Class Lever**
The **Fulcrum** is in the middle.		The **Effort** is in the middle.		The **Load** is in the middle.	

ID (8-10) each axis based on the given example — **Mark 3** — **3**

ID (11-13) each plane based on the given example — **Mark 4** — **3**

Cartwheel	**8**	**Frontal**	Tennis split step	**11**	**Frontal**
Pirouette	**9**	**Longitudinal**	Golf swing	**12**	**Transverse**

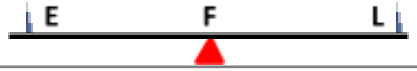
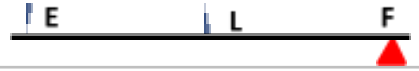
MOVEMENT ANALYSIS (2/2)

ANSWERS (/38)

ID (1-3) 3 components of a lever — **Mark 1** — **3** — **DE (4-6)** 3 components of lever — **Mark 2**

1	**Fulcrum**	4	The point (Pivot) around which the lever rotates
2	**Load**	5	The resistance (Force) that is being applied
3	**Effort**	6	Muscles working to cause the action

ID (7-9) 3 different levers — **Mark 3** — **3** — **DE (10-12)** 3 levers using a diagram — **Mark 4** — **3** — **EG (13-15)** for each lever — **Mark 5**

7	**1st Class Lever**	10		13	**Neck:** Heading a ball in Football.
8	**2nd Class Lever**	11		14	**Ball of the foot:** on tip toes reaching for smash
9	**3rd Class Lever**	12		15	**Elbow:** Upwards phase of a bicep curl.

25 **DE (25)** what and axis of rotation is — An axis of rotation is… straight line around which an object rotates. — **Mark 6**

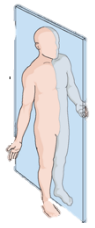
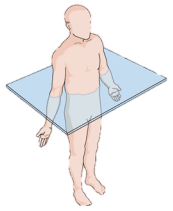
ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

ID (16-18) 3 axes	Mark 7	3	DE (19-21) directions	Mark 8	3	EG (22-24) of 3 axes of rotation	Mark 9	3

	16	Frontal		17	Longitudinal		18	Transverse
	19	Front to back		20	Top to bottom		21	Side to side
	22	Cartwheel		23	Pirouette		24	Somersault

35	DE (35) what planes of movement are	Planes of movement are… imaginary flat surfaces that runs through the body.	Mark 10	1

ID (26-28) 3 planes of movement	Mark 11	3	ID (29-31) types of movement	Mark 12	3	EG (32-34) for each plane of Movement	Mark 13	3

	26	Frontal		27	Sagittal		28	Transverse
	29	Abduction / Adduction		30	Flexion / Extension		31	Rotation
	32	Tennis split step		33	Chest Pass		34	Golf Swing

DE (36-37) what is meant by mechanical advantage (MA) (36), the equation used to calculate it (37) & ID (38) the lever system that has the MA*	Mark 14	3

36	When levers allow you to move a large output load with a smaller effort.		
37	(Load (N) / Effort (N))	38	2nd Class Lever

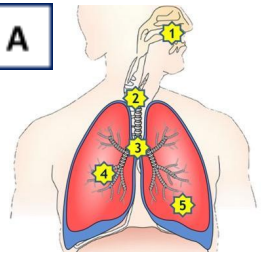
* MA = Mechanical Advantage

TOTAL Marks	38

RESPIRATORY SYSTEM (1/2 & 2/2)

ANSWERS (/34)

A



ID (1-5) in diagram A	Mark 1	5

1	Nose / Mouth
2	Trachea
3	Bronchi
4	Bronchiole
5	Alveoli

EX (6) main function of respiratory system	Mark 2	1

6	To bring O2 into the body and remove CO2 as a waste product of exercise

DE (7-9) 3 features of the alveoli	Mark 3	3

Alveoli	7	The site of **gaseous exchange**

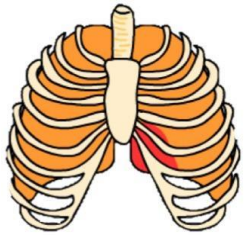
DE (10-11) each respiratory system term below	Mark 4	2

Concentration	10	The **amount of gas** by volume in the air

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

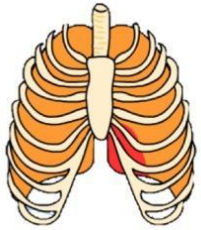
8	Allow **O2** to diffuse/move **into** blood/capillaries.	**Diffusion**	11	Gases move from **high** conc^{n} to **low** conc^{n}
9	Allow **CO2** to diffuse/move **from** blood/capillaries			

DE (12-15) the process of inhalation — **Mark 5** — **4**



12	(External) Intercostal muscles **contract**
13	Diaphragm **contracts** & **flattens**
14	Lung volume expands / **increases**
15	Air **enters** and pressure **increases**

DE (16-19) the process of exhalation — **Mark 6** — **4**



16	(External) Intercostal muscles **relax**
17	Diaphragm **relaxes** and **moves up**
18	Lung volume gets **smaller**
19	Air **leaves** and pressure **decreases**

DE (20-22) STEoE* on respiratory system — **Mark 7** — **3**

Minute Volume	20	Volume of air **inhaled** or **exhaled** **per minute**
Tidal Volume	21	Volume of air **inhaled** or **exhaled** **per breath**
Respiratory Rate	22	breaths **per minute**

ID (23-28) max and rest values for each term — **Mark 8** — **6**

23	Rest	6 – 7.5 l/min	26	Max	100-150 l/min
24		500ml	27		2.5 – 3 L
25		12-15	28		40-50

DE (29-30) the features of aerobic & anaerobic exercise — **Mark 9** — **2**

Give 2 **EG (31-34)** for each type of exercise — **Mark 10** — **4**

Aerobic Exercise	29	**Low** intensity, **long**-duration exercise that **requires oxygen**	31 32	Long distance running (800m+) / jogging / playing a full game of netball / hockey player continuously running up & down pitch
Anaerobic Exercise	30	**High** intensity, **short**-duration exercise that **doesn't require O2**	33 34	Powerlifting / 100m sprint / Sprinting / Long/Triple/High Jump Discus / Jumping up to head a football / Rugby player sprinting to score a try

* **STEoE = Short Term Effects of Exercise**

TOTAL Marks /34

CARDIOVASCUALAR SYSTEM (1/2 & 2/2)

ANSWERS (/37)

ID (1-3) each vessel (A-C) — **Mark 1** — **3**

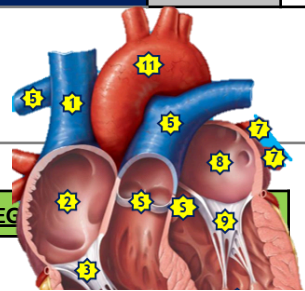
1	

DE (4-12) features of each vessel — **Mark 2** — **9**

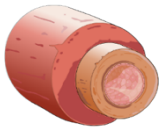
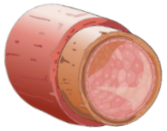
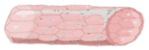
4	High pressure

ID (13-23) in diagram (1-11) — **Mark 3** — **11**

13 (1)	**Vena Cava**



ID: Key Terms / Lists / Sentence | **DE:** WHAT! Paint VERBAL PICTURE | **EX:** HOW/WHY" Detailed REASON | **Give EG:** Example linked to topic | **Use EG**

	A 	5	Away from the heart	14 (2)	Right Atrium		
		6	Thick muscular walls	15 (3)	Tricuspid Valve		
2		7	Low pressure	16 (4)	Right Ventricle		
	B 	8	Back to the heart	17 (5)	Pulmonary Artery		
		9	Thin walls	18 (6)	Lungs		
		10	Valves prevent backflow	19 (7)	Pulmonary Vein		
3		11	One cell thick	20 (8)	Left Atrium	22 (10)	Left Ventricle
	C 	12	Gas exchange	21 (9)	Bicuspid Valve	23 (11)	Aorta

DE (24-29) key features of each CV system key term below	Mark 4	6	DE (30-32) Q, SV & HR	Mark 5	3

Pulmonary Circulation	24	Takes deoxygenated blood from the right ventricle to the lungs	**Cardiac Output**	30	Volume of blood pumped from the heart per minute
	25	Takes Oxygenated blood from the lungs to the left atrium			
Systemic Circulation	26	Takes oxygenated blood from the left ventricle to the body and…	**Stroke Volume**	31	Volume of blood pumped from the heart per beat
	27	Deoxygenated blood to right atrium			
Double Circulatory System	28	RIGHT side of the heart pumps deoxygenated blood to the lungs	**Heart Rate**	32	Number of times the heart beats per minute
	29	LEFT side pumps oxygenated blood to the tissues			

DE (33-35) when & how the vascular shunt mechanism occurs	Mark 6	3	Give an EG (36-37) of vaso -constriction & vaso-dilation	Mark 7	2

Vascular shunt mechanism	33	Happens during exercise.			
	34	The body redistributes blood to the muscles that need it (Vasodilation – Blood vessels widen)			
	35	Blood flow is reduced to internal organs (Vasoconstriction – Blood vessels narrow)			
Vasodilation	36	Increased blood supply to the quads during a game of hockey	**Vasoconstriction**	37	Decreased supply to liver/kidney/intestines during a game of hockey

TOTAL Marks	37

SHORT TERM EFFECTS OF EXERCISE (STEoE) (1/2)

ANSWERS (/26)

DE (1) what is meant by short term effects of exercise — **Mark 1** — **1**

STEoE	**1**	Changes to the body that take place… In a session / during a warm up / during a performance / during a game

ID (2-7) STEoE on heart **(2-4)** & lungs **(5-7)** — **Mark 2** — **6**

2	**Increased** Cardiac Output	**8**	**Increased** volume of blood pumped from the heart **per minute**
3	**Increased** Stroke Volume	**9**	**Increased** volume of blood pumped from the heart **per beat**
4	**Increased** Heart Rate	**10**	**Increase** in the number of times the heart beats **per minute**

DE (8-13) STEoE on heart **(8-10)** & lungs **(11-13)** — **Mark 3** — **6**

5	**Increased** Minute Volume	**11**	**Increased** volume of air inhaled or exhaled **per minute**
6	**Increased** Tidal Volume	**12**	**Increased** volume of air inhaled or exhaled **per breath**
7	**Increased** Breathing rate / Respiratory rate	**13**	**Increase** in the number of breaths **per minute**

DE (14-16) the vascular shunt mechanism — **Mark 4** — **3**

Vascular Shunt Mechanism	**14**	Happens during exercise.
	15	The body redistributes blood to the muscles that need it (Vasodilation)
	16	Blood flow is reduced to internal organs (Vasoconstriction)

Give **EG (17-18)** of vaso -dilation & vaso-constriction — **Mark 5** — **2**

Vasodilation	**17**	Increased blood supply to the quads during a game of hockey	
Vasoconstriction	**18**	Decreased supply to liver / kidney / intestines during a game of hockey	

ID (19-21) STEoE on muscles — **Mark 6** — **3**

DE (22-23) STEoE on muscles — **Mark 7** — **2**

EX (24-26) STEoE on muscles — **Mark 8** — **3**

Muscles	**19**	**Tiredness / Fatigue**	**22**	Muscles run out of energy stores & become tired.	**24**	We become tired due to the increase in lactic acid in the bloodstream from the muscles.
	20	**Temperature**	**23**	Exercise causes blood / muscle temperature to increase	**25**	Most of the energy released by the muscle is heat energy. Your bodies response is to sweat. The blood vessels near the surface of the body vasodilate

	21	Blood Pressure		26	Increases during exercise due to the increase in demand for oxygen to the working muscles
				TOTAL Marks	26

SHORT TERM EFFECTS OF EXERCISE (STEoE) (2/2)

ANSWERS (/26)

ID (1-6) STEoE on heart (1-3) & lungs (4-6) — Mark 1 — 6

1	**Increased** Cardiac Output	7	**Increased** volume of blood pumped from the heart **per minute**
2	**Increased** Stroke Volume	8	**Increased** volume of blood pumped from the heart **per beat**
3	**Increased** Heart Rate	9	**Increase** in the number of times the heart beats **per minute**

DE (7-12) STEoE on heart (7-9) & lungs (10-12) — Mark 2 — 6

4	**Increased** Minute Volume	10	**Increased** volume of air inhaled or exhaled **per minute**
5	**Increased** Tidal Volume	11	**Increased** volume of air inhaled or exhaled **per breath**
6	**Increased** Breathing rate / Respiratory rate	12	**Increase** in the number of breaths **per minute**

ID (13-15) STEoE on muscles — Mark 3 — 3

Muscles	13	**Increased** Tiredness / Fatigue
	14	**Increased** Temperature
	15	**Increased** Blood Pressure

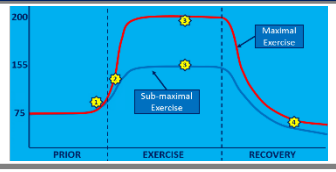
DE (16-17) STEoE on muscles — Mark 4 — 2

16	Muscles run out of energy stores & become tired.
17	Exercise causes blood / muscle temperature to increase

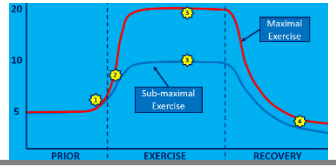
EX (18-20) STEoE on muscles — Mark 5 — 3

18	We become tired due to the increase in lactic acid in the bloodstream from the muscles.
19	Most of the energy released by the muscle is heat energy. Your bodies response is to sweat. The blood vessels near the surface of the body vasodilate
20	Increases during exercise due to the increase in demand for oxygen to the working muscles

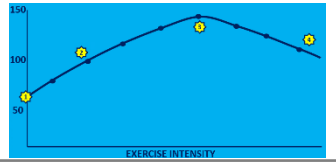
EX (21-24) changes to graph 1 — Mark 6 — 4

1		21	Anticipatory rise in HR
		22	HR increases as exercise intensity increases
		23	HR will plateau when exercise allows or when intensity reaches its max.
		24	HR reduces slowly to help recovery and to remove lactic acid

EX (25-28) changes to graph 2 — Mark 7 — 4

2		25	Anticipatory rise in Q
		26	Q increases as exercise starts due to SV&HR
		27	Q will plateau when exercise allows or when intensity reaches its max.
		28	Q reduces slowly to help recovery and to remove lactic acid

EX (29-32) changes to graph 3 — Mark 8 — 4

3		29	Average: 70 ml/beat
		30	SV increases as exercise intensity increases
		31	The heart can only pump a maximum volume, can't go higher than this
		32	SV decreases beyond max because HR is so high there isn't enough time for heart to refill between beats

	TOTAL Marks	32

LONG TERM EFFECTS OF TRAINING (LTEoT) (1/2)

ANSWERS (/16)

DE (1-4) long term effects of Training (Incl. effect) on the cardiovascular system — Mark 1 — 4

Resting Heart Rate	Resting Stroke Volume	Cardiac Output	Cardiac Hypertrophy
1 Decrease in the number of times the heart beats **per minute** at rest	2 Increase in the volume of blood pumped from the heart **per beat** at rest	3 Increase in the volume of blood pumped from the heart **per minute**	4 Increase in the **size** of heart cardiac muscles

DE (5-8) long term effects of Training (Incl. effect) on the respiratory system — Mark 2 — 4

Respiratory Muscles	**Tidal Volume** (During Exercise)	**Minute Volume** (During Exercise)	Capilliarisation
5 Number of breaths **per minute**	6 Increase in the volume of air inhaled or exhaled **per breath**	7 Increase in the volume of air inhaled or exhaled **per minute**.	8 Increase in the strength of the **Intercostal muscles** that help in the process of breathing

DE (9-12) long term effects of Training (Incl. effect) on the muscular system — Mark 3 — 4

Resistance To Fatigue	Muscular Strength	Muscular Endurance	Muscular Hypertrophy
9 Increase to the point at which **fatigue negatively affects performance**	10 Increase in the muscles ability to exert **force** for **short period of time**	11 Increase in the ability of the muscle or muscle group to **keep going without rest**	12 Increase in the **size** of skeletal muscles

DE (13-16) long term effects of Training (Incl. effect) on other areas of the body — Mark 4 — 4

Bone Density	Rate Of Recovery	Aerobic Capacity (Cv Endurance)	Capilliarisation (Muscles / Cv System / Respiratory System)
13 Increase in the **strength & health** of bones	14 Increase in the speed at which the body returns back to its **pre-exercise state**	15 Increased or Improved ability to **take in, transport and use oxygen** to sustain aerobic exercise	16 Increase in number of **capillaries**, increasing surface area for gas exchange

	TOTAL Marks	16

LONG TERM EFFECTS OF TRAINING (LTEoT) (2/2)

ANSWERS (/32)

ID (1-4) LTEoT on Cardiovascular System	Mark 1	4	DE (17-20) LTEoT on Cardiovascular System	Mark 2	4
1	**Resting Heart Rate**	**2**	**Resting Stroke Volume**	**3**	**Cardiac Output**	**4**	**Cardiac Hypertrophy**
17	Decrease in the number of times the heart beats **per minute** at rest	**18**	Increase in the volume of blood pumped from the heart **per beat** at rest	**19**	Increase in the volume of blood pumped from the heart **per minute**	**20**	Increase in the **size** of heart cardiac muscles

ID (5-8) LTEoT on Respiratory System	Mark 3	4	DE (21-24) LTEoT on Respiratory System	Mark 4	4
5	**Breathing / Respiratory Rate** (At rest)	**6**	**Tidal Volume** (During Exercise)	**7**	**Minute Volume** (During Exercise)	**8**	**Respiratory Muscles**
21	Number of breaths **per minute**	**22**	Increase in the volume of air inhaled or exhaled **per breath**	**23**	Increase in the volume of air inhaled or exhaled **per minute**.	**24**	Increase in the strength of the **Intercostal muscles** that help in the process of breathing

ID (9-12) LTEoT on Muscular System	Mark 5	4	DE (25-28) LTEoT on Muscular System	Mark 6	4
9	**Resistance to Fatigue**	**10**	**Muscular Strength**	**11**	**Muscular Endurance**	**12**	**Muscular Hypertrophy**
25	Increase to the point at which **fatigue negatively affects performance**	**26**	Increase in the muscles ability to exert **force** for **short period of time**	**27**	Increase in the ability of the muscle or muscle group to **keep going without rest**	**28**	Increase in the **size** of skeletal muscles

ID (13-16) LTEoT on other body parts	Mark 7	4	DE (29-32) LTEoT on other body parts	Mark 8	4
13	**Bone Density**	**14**	**Rate of Recovery**	**15**	**Aerobic Capacity** (CV ENDURANCE)	**16**	**Capilliarisation** (Muscles / CV System / Respiratory system)
29	Increase in the **strength & health** of bones	**30**	Increase in the speed at which the body returns back to its **pre-exercise state**	**31**	Increased or Improved ability to **take in, transport and use oxygen** to sustain aerobic exercise	**32**	Increase in number of **capillaries**, increasing surface area for gas exchange

TOTAL Marks **32**

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

COMPONENTS OF FITNESS (CoF) (1/2)

ANSWERS (/60)

ID (S-R) CoF	Mark 1	10	DE (1-10) CoF	Mark 2	10	ID (11-30) CoF tests	Mark 3	20	EG (31-50) CoF	Mark 4	20
S	**Stamina** (Muscular)		11	Press Up Test		P	**Power**		21	Standing Broad Jump	
1	Ability of the muscle or muscle group to keep going without rest		12	Sit Up Test		6	A combination of strength and speed		22	Sargent Jump/Vertical Jump	
			31	Long distance: running / Aerobics / swimming / Cardio bike(15-20min): Med. pace					41	Athletics: Triple jump / Throwing events /Sprinting Rugby / Basketball	
			32						42		
S	**Stamina** (Cardiovascular)		13	Multi-Stage Fitness Test		C	**Co-Ordination**		23	Wall Throw / Ball Toss	
2	The ability to continuously exercise without tiring		14	Cooper 12 Minute Run		7	Ability to repeat a pattern of movement with fluency and accuracy		24	Need to be blank to get mark	
			33	X-country/Cycling/ Swimming Rowing/Rugby/Football					43	Dance / Gymnastics / Tennis	
			34						44		
S	**Strength**		15	Hand Grip Dynamometer		B	**Balance**		25	Stork Stand Test	
3	Ability of the muscle to exert a force for a short period of time		16	1 Repetition Max Test		8	Ability to keep your centre of mass over a base of support		26	Need to be blank to get mark	
			35	Sprinting / Rugby / Cycling / Rowing / Weightlifting					45	Gymnastics / Dance / Athletics: Pole Vault	
			36						46		
S	**Suppleness/Flexibility**		17	Sit & Reach Test		A	**Agility**		27	Illinois Agility Run	
4	The range of movement at a joint		18	Need to be blank to get mark		9	Ability to change direction under control & maintain speed, balance & power		28	Need to be blank to get mark	
			37	Gymnastics / Dance / Field Hockey					47	Trampolining / Gymnastics Basketball/Netball/Football	
			38						48		
S	**Speed**		19	30 Metre Sprint Test		R	**Reaction Time**		29	Ruler Drop Test	
5	The ability of the body to move quickly		20	Need to be blank to get mark		10	The time it takes to initiate an action/movement		30	Need to be blank to get mark	
			39	Athletics / Swimming / Netball / Football / Basketball					49	Athletics: Sprint Start / Tennis: Receiving a serve / Basketball/Hockey/Football	
			40						50		

	TOTAL Marks	60

COMPONENTS OF FITNESS (2/2)

ANSWERS (/42)

DE (1-42) the test protocols for each one named below

Mark 1 | 42

Stamina (Muscular) Press Up Test (1-3)	1, 2, 3	As many as possible, with no rest, until they are unable to continue. Press up: Each time arms are fully extended after being lowered to 90^0	**Power** Standing Broad Jump (22-24)	22, 23, 24	The athlete places their feet on a line, crouches down and jumps as far as possible (landing on 2 feet). The assistant measures and records the distance from the line to the back of the heel. The athlete repeats the test 3 times & records the furthest
Sit Up Test (4-6)	4, 5, 6	As many as possible, with no rest, until they are unable to continue. Press up: Each time arms are fully extended after being lowered to 90^0	Sargent Jump /Vertical Jump (25-27)	25, 26, 27	The athlete stands side onto the wall (chalking finger tips). Keeping both feet on the ground, reach as high as possible with one hand & mark the wall with the finger tips (M1). Jumps as high as possible, marks the wall with chalk (M2). Difference between M1 & M2, repeating 3 times. Avg value
Stamina (Cardiovascular) MSFT (7-9)	7, 8, 9	Using a mat complete as many sit ups as possible in 30 seconds. Knees bent throughout, shoulders must touch the mat and chest makes contact with quadriceps to complete sit up.	**Speed** 30 Metre Sprint Test (28-30)	28, 29, 30	A 50m distance is measured out with cones at the start, 20m & 50m. Performer sprints for 50m, with a 20m rolling start. Timer starts when the participant crosses the cones at 20m & finishes when they cross the cones at 50m.
Cooper 12 Min Run (10-12)	10, 11, 12	Mark a square 20m x 20m with cones. Start the Test CD/track and listen to the instructions. Reach the 20m distance by each beep, stop when not. Triple beep signals a new level and an □ in speed. RESULT: Level & shuttles completed in that level.	**Co-Ordination** Wall Throw (31-33)	31, 32, 33	Stand 2m away from a wall, assistant says "GO" and times. The athlete throws a tennis ball with their right hand against the wall and catches it with the left hand, throws the ball with the left hand and catches it with the right hand. The assistant counts the number of catches in 30 seconds
Strength Hand Grip Dynamometer (13-15)	13, 14, 15	Using a measured area (Athletics track). Participants run as far as possible in 12 minutes. Record distance covered and round to the nearest 10m.	**Balance** Stork Stand Test (34-36)	34, 35, 36	Lift the right leg and put sole of the right foot on kneecap. “GO”, time start, raise the left heel to stand on their toes. Time is stopped when the athlete’s left heel touches the ground or right foot moves away from the left knee. Rest for 3mins, repeat on other leg. Add both times=result.
1 Repetition Max Test (16-18)	16, 17, 18	Dynamometer is set to zero and hold above your head. Move down to the side of the body with dial facing away from you. Read the score, perform the test 3 times, use highest value. (1min rest)	**Agility** Illinois Agility Run (37-39)	37, 38, 39	The assistance sets up the course as detailed in the diagram. Face down, at “Start” cone, “GO”, start the stopwatch. The athlete jumps to his/her feet and negotiates the course around the cones. Stopwatch as they cross finish & records the time.
Suppleness / Flexibility Sit & Reach (19-21)	19, 20, 21	Warm-up: 10 reps (Light weights), 1min rest. X2 sets of 2-5 reps (Heavier weights), 2min rest. Perform 1 rep: success = 2mins rest, 10% increase in weight. Failed: 5% reduction, Max weight lifted with 5 attempts. (Male: 1.25 x body weight; Female: 0.8 x body weight)	**Reaction Time** Ruler Drop (40-42)	40, 41, 42	Hold ruler between index finger & thumb of dominant hand, top of thumb level with zero-centimetre line on ruler. Catch the ruler ASAP, between index finger and thumb. Distance between bottom of ruler and top of the thumb. The test is repeated 3 times and the average value is used.

	TOTAL Marks	42

APPLYING THE PRINCIPLES OF TRAINING (1/1)

ANSWERS (/21)

ID (1-4) each principles of training				Mark 1	4	DE (5-8) each principles of training				Mark 2	4
1	**Specificity**	5	The training must be specific to the activity / energy / muscles / actions			3	**Overload**	7	Involves the body working harder than normal to make improvements		
2	**Progression**	6	Training demands gradually increase over time to ensure that adaptations occur and performance improves.			4	**Reversibility**	8	Adaptations from training are reversed if the training is reduced or stopped		

ID (9-10) 2 types of continuous training				Mark 3	2	DE (11-12) 2 types of continuous training				Mark 4	2
9	**Continuous Training**	11	Exercise performed at a constant intensity, within the aerobic training zone without rest								
10	**Fartlek Training**	12	Exercise where the intensity varies. High intensity work is alternated with lower intensity work								

DE (13) Interval Training and then ID (14-17) & DE (19-22) 4 types of interval training				Mark 5	9						
Interval Training		13	Exercise that incorporates periods of work followed by a rest period.								
TYPES OF INTERVAL TRAINING											
14	**Circuit Training**	18	Series of exercise stations arranged to work alternate muscle groups			16	**Plyometric Training**	20	Explosive exercises that involve repeated muscular contractions		

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

15	**Weight Training**	19	Use of sets and reps with increased resistance from weights/pulley	17	**High Intensity Interval Training**	21	Repeated periods of high intensity exercise followed by active recovery

TOTAL Marks	**21**

WARMUP & COOL DOWN (1/1)

ANSWERS (/21)

Warm Up

ID (1-5) components of a WU*	Mark 1	5	DE (6-10) each WU component	Mark 2	5	Give EG (11-15) for each WU component	Mark 3	5

	Component		Description		Example
1	PULSE RAISER	6	Important to slowly increase heart rate prior to physical exercise	11	Jogging / Cycling / Skipping
2	MOBILITY EXERCISES	7	Preparing joints for physical activity by moving them through their full range of motion	12	Open the gate / Close the gate / Hip Circles / Ankle Circles / Arm Circles
3	STRETCHES	8	The flexibility of muscles is temporarily improved by stretching during a warm up	13	Sumo Squats / High Knee Skips / Heel Flicks / Walking Lunges / Leg Swings
4	DYNAMIC MOVEMENTS	9	Copy sporting actions and prepare muscles and joints for more explosive movements	14	Shuttle Runs / Zig Zag Runs
5	SKILL REHEARSAL	10	Takes performers close to full intensity and allows skills to be practised	15	Basketball: Ball handling skills / Lay-ups / Three-pointers

Cool Down

ID (1-5) components of a CD*	Mark 4	2	DE (6-10) each CD component	Mark 5	2	Give EG (11-15) for each CD component	Mark 6	2

	Component		Description		Example
16	LOW INTENSITY EXERCISE	18	Helps the body return back to its resting state	20	Slow Jogging / Swimming / Cycling
17	STRETCHES	19	Stretches completed for longer than in the warm up. They are usually static stretches	21	Squats / Open and close the gate / Calf walk / Hamstring walk

	TOTAL Marks	21

PREVENTION OF INJURY (1/1) ANSWERS (/28)

ID (1-3) 3 ways to minimise the risk of injury	Mark 1	3	DE (4-6) 3 ways to minimise the risk of injury	Mark 2	3
1	**Lifting & carrying equipment correctly**		4	Ensure sports equipment is lifted and carried using the correct technique	
2	**Correct clothing / footwear**		5	Clothing should provide enough warmth and must not be hazardous to themselves and others to ensure a safe competitive environment	
3	**Warmup & cool down**		6	A warm up should be completed before & a cool down after activity to reduce the chance of injury	

ID (7-9) each of the key terms below associated with the prevention of injury		Mark 3	3
7	**Hazard**	Something that has the potential to cause harm	
8	**Risk**	The chance of being harmed by the hazard	
9	**Injury**	Potential harm caused by the hazard	

ID (10-12) 3 categories for appropriate comps			Mark 4	3	DE (13-15) how to make comps appropriate	Mark 5	3	Give EG (16-18)	Mark 6	3
10	T	**Type**	13	Appropriate type of competition entered to compete safely		16	Tag rugby / touch rugby / midi rugby / 7's / 15-a-side			
11	P	**Physical**	14	Performers physicality developed to compete safely		17	Weight category in boxing and age group in football			
12	S	**Skill**	15	Performers skills are developed to compete safely		18	Passing / tackling / skills performed to a basic level			

ID (19-23) 5 different types of hazard			Mark 7	5	EG (24-28) for each type of hazard	Mark 8	5
19	W	**Weather/Sunlight**	24	Pool: Sunlight makes it hard to see floor			
20	E	**Equipment/Footwear**	25	Fitness Centre: Broken equipment			
21	L	**Litter & Faeces**	26	Playing Field: Glass / Cans			
22	S	**Surface**	27	Sportshall: Wet floor			
23	H	**Heavily Crowded Area**	28	Artificial Outdoor Area: Too many people			

	TOTAL Marks	28

GCSE PE RECAP TASK BOOKLET – Questions & Answers

EXAM 2

Socio-cultural Influences, Sports Psychology and Health, fitness & well-being

Name:

Topics and Tasks	Page(s) Q	Page(s) A	Max. Score	Date Attempted
Bones and Joints:				
Skeletal System 1	?	?	/??	
Skeletal System 2	?	?	/??	
Joint Structure & Movement 1	?	?	/??	
Muscular System 1	?	?	/??	
Muscular System 2	?	?	/??	
Movement Analysis 1	?	?	/??	
Movement Analysis 2	?	?	/??	
Heart and Lungs:				
Respiratory System 1	?	?	/??	
Respiratory System 2	?	?	/??	
Cardiovascular System 1	?	?	/??	
Cardiovascular System 2	?	?	/??	
Training:				
Short Term Effects of Exercise 1	?	?	/??	
Short Term Effects of Exercise 2	?	?	/??	
Long Term Training Effects of Exercise 1	?	?	/??	
Long Term Training Effects of Exercise 2	?	?	/??	
Components of Fitness 1	?	?	/??	
Components of Fitness 2	?	?	/??	
Applying the Principles of Training 1	?	?	/??	
Warm Up & Cool Down 1	?	?	/??	

Prevention of Injury 1	?	?	/??						

Please turn over for help and instructions on how to use this booklet

Booklet information	
1	The booklet is designed to be used at home for revision.
2	All tasks can be completed in a book, on a scrap piece of paper or verbally with the help of a 'tester'
3	All answers are included for all tasks and this booklet provides the basic information required to answer the majority of exam questions.
4	Notes from lessons and the textbook provide the detail to answer more complex exam questions and this booklet should NOT be considered the only information you're required to know for your exams.

How to use this booklet…	
1	Decide on your method for giving answers; writing on paper, writing in your yellow book or talking to a helper
2	**Writing** Write the numbers down for the task on a piece of paper or in your yellow book. Write all the answers you can for the task you're doing in black or blue pen. Fill in any gaps or incorrect answers using your green pen. Green pen answers are the answers you need to ensure you revise for the next attempt at that task. Parents can check the answers to these to ensure there is no cheating!
3	**Verbal** Your helper will need the answer booklet in front of them, open at the recap task you're doing. Your helper can call out the number they want you to answer or you can go through them in order. Verbally tell them your answer, they then have two options Tell you are right or wrong as you answer Note the Qs you got wrong and go through them with you at the end Green pen answers are the answers you need to ensure you revise for the next attempt at that task.

How can you help as a parent, guardian or sibling…	
1	Make them use this for 5-10mins every other day!!!!
2	Engage with the activity by asking them to do these with you verbally
3	They will get it wrong!! Encourage them to keep track of scores to help with confidence
4	If they are getting them right, ensure they visit those topics less frequently, but still do them!
5	Encourage them to have a go at exam questions after they have got the recap tasks right for a topic. These can be accessed through their Google Drive and will be available from after half term.
6	If you need any additional help or resources then contact me ASAP on: dheron2nrw@nsix.org.uk

HEALTH, FITNESS & WELL-BEING 1	ID = Identify	DE = Describe	EX = Explain	EG = Example

DE (1-3) each of the key terms below — Mark 1 /3

HEALTH		FITNESS		WELL BEING	
1		2		3	

ID (4-14) physical **(4-8)**, emotional **(9-11)** and social **(12-14)** benefits of physical activity — Mark 2 /11

PHYSICAL BENEFITS		EMOTIONAL BENEFITS		SOCIAL BENEFITS	
4		9		12	
5		10		13	
6		11		14	
7					
8					

ID (4-14) physical **(4-8)**, emotional **(9-11)** and social **(12-14)** consequences of leading a sedentary lifestyle — Mark 3 /11

PHYSICAL CONSEQUENCES		EMOTIONAL CONSEQUENCES		SOCIAL CONSEQUENCES	
15		20		23	
16		21		24	
17		22		25	
18					

19		

See next answer page for the answers to this task

TOTAL Marks	/25

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

HEALTH, FITNESS & WELL-BEING 1

ANSWERS (/25)

DE (1-3) each of the key terms below — **Mark 1** — **/3**

HEALTH	FITNESS	WELL BEING
1 State of complete physical, mental & social well-being.	**2** Ability to carry out daily activities without getting too tired.	**3** Being content, happy, prosperous & healthy.

ID (4-14) physical **(4-8)**, emotional **(9-11)** and social **(12-14)** benefits of physical activity — **Mark 2** — **/11**

PHYSICAL BENEFITS	EMOTIONAL BENEFITS	SOCIAL BENEFITS
4 Helps prevent injury	**9** Increases self-esteem / confidence	**12** Increases friendship group
5 Decrease risk of CHD / High BP	**10** Good stress management	**13** Increased sense of belonging
6 Increases / maintains bone density	**11** Positive body image	**14** Socially active
7 Prevents obesity / limits diabetes		
8 Increases fitness / maintains posture		

ID (4-14) physical **(15-19)**, emotional **(20-22)** and social **(23-25)** consequences of leading a sedentary lifestyle — **Mark 3** — **/11**

PHYSICAL BENEFITS	EMOTIONAL BENEFITS	SOCIAL BENEFITS
15 Increases risk of injury	**20** Low self-esteem / confidence	**23** Small friendship group
16 Increased risk of CHD	**21** Poor stress management	**24** Feel isolated

17	Low bone density	**22**	Negative body image	**25**	Loneliness
18	Leads to obesity / diabetes				
19	Poor fitness / posture				

TOTAL Marks	**/25**

DIET & NUTRITION 1

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

ID (1-8) components of balanced diet	Mark 1	/7	**DE** (1-3) function of each component	Mark 2	/14	Give **EG** (23-28) of a food type for each	Mark 3	/11
1		SIMPLE	8			22		
		COMPLEX	9			23		
2		SATURATED	10			24		
		UNSATURATED	11			25		
3			12			26		
			13					
4			14			27		
			15					
5		K	16			28		
		A	17			29		
6		CALCIUM	18			30		
		IRON	19			31		
7			20			32		
			21					

See next answer page for the answers to this task | TOTAL Marks /32

DIET & NUTRITION 1

ANSWERS (/32)

ID (1-8) components of balanced diet		Mark 1	7	DE (1-3) function of each component		Mark 2	14	Give EG (23-28) of a food type for each	Mark 3	11
1	CARBOHYDRATES	SIMPLE		8	Provide a quick energy source			22	Sugar / Jam / Honey	
		COMPLEX		9	Provide a slow release of energy			23	Cereal / rice / bread	
2	FATS	SATURATED		10	Insulates body / protects vital organs			24	Meat / dairy / fish	
		UNSATURATED		11	Energy store / fuel for energy production			25	Oily fish / nuts	
3	PROTEINS			12	Growth and repair			26	Meat / fish / poultry / Vegetables / grains	
				13	Production of haemoglobin / enzymes					
4	FIBRE			14	Maintain function of digestive system			27	Cereals / bread / lentils / Fruit + vegetables	
				15	Help excrete waste / reduce cholesterol					
5	VITAMINS	K		16	Helps the blood to clot			28	Broccoli / cabbage / kale	
		A		17	Maintains good vision			29	Carrots / sweet potato	
6	MINERALS	CALCIUM		18	Important for bone health			30	Dairy / fresh fruit + veg	
		IRON		19	Important for oxygen transportation			31	Red meat / liver / nuts	
7	WATER			20	Regulation of body temperature			32	Water / Energy drinks	

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

		21	Allows chemical reactions in body		

TOTAL Marks	32

CHARACTERISTICS OF SKILFUL MOVEMENT 1

ID = Identify | **DE** = Describe | **EX** = Explain | **EG** = Example

DE (1-3) the term motor skill — Mark 1 /2

1	
2	

ID (2-7) the six fundamental motor skills — Mark 2 /6

3		5		7	
4		6		8	

ID (1-5) characteristics of skilful movement — Mark 3 /5

DE (6-10) each characteristic — Mark 4 /5

Give an **EG (11-15)** for each. — Mark 5 /5

(WRITE IN THE ORDER YOU'RE SHOWN TO LEARN THEM!!)

9		14		19	
10		15		20	
11		16		21	
12		17		22	

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

CLASSIFICATION OF SKILLS (1/1)

TOTAL Score 1 /20

13 18 23

TASK 1 Identify the two extremes for each continuum below (1-4) Score /4

See next answer page for the answers to this task

TOTAL Marks /23

CHARACTERISTICS OF SKILFUL MOVEMENT 1

ANSWERS (/23)

DE (1-3) the term motor skill			Mark 1 2
1	An action or task that has a target or goal.		Many decisions have to be made. May be learnt in stages
2	It requires voluntary body and/or limb movement to achieve this goal		A straightforward skill where only a few decisions are made
ID (2-7) the six fundamental motor skills			Mark 2 6

ENVIRONMENTAL CONTINUUM 1 3 — A skill that is heavily affected by the environment and unpredictable surroundings

2 4 — A skill that is not affected by the environment or surroundings

DIFFICULTY CONTINUUM

FOLD ALONG THIS LINE

3	Running	5	Kicking	7	Throwing
4	Catching	6	Jumping	8	Hitting

TASK 2 Describe the 2 extremes for the environmental (5-6) & difficulty (7-8) continuums Score /4

ENVIRONMENTAL CONTINUUM — DIFFICULTY CONTINUUM

ID (1-5) characteristics of skilful movement Mark 3 5 | DE (6-10) each characteristic Mark 4 5 | Give an EG (11-15) for each. Mark 5 5

(WRITE IN THE ORDER YOU'RE SHOWN TO LEARN THEM!!)

5 / 9	CLOSED / Pre-Determined	14	A skilled performer knows all of the movements in a routine/ skill before they start	7 SIMPLE	19	A Gymnast knows their routine before they start their performance
6 / 10	OPEN / Fluent	15	Individual skills link together smoothly	8 COMPLEX	20	Basketball player receives the ball and then shoots in one flowing, controlled movement
11	Aesthetic	16	The performed skill looks good		21	A Footballer hits a free kick with the correct technique that looks good.
12 / 9	Co-Ordinated	17	Skill/skills are performed with control	11	22	A Basketballer is able to jump and shoot with control

FOLD ALONG THIS LINE

TASK 3 Identify (9-12), describe (13-16) and give e.g. (17-20) for each continuum below Score /12

ENVIRONMENTAL CONTINUUM — DIFFICULTY CONTINUUM

13 15

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

CLASSIFICATION OF SKILLS (ALL)

ANSWERS

TASK 1 Identify the two extremes for each continuum below (1-4)

18	E.g.	**ENVIRONMENTAL CONTINUUM**	20	E.g.	**DIFFICULTY CONTINUUM**
1	**OPEN**	A skill that is heavily affected by the environment and unpredictable surroundings	3	**COMPLEX**	Many decisions have to be made. May be learnt in stages
2	**CLOSED**	A skill that is not affected by the environment or surroundings	4	**SIMPLE**	A straightforward skill where only a few decisions are made

FOLD ALONG THIS LINE

TASK 2 Describe the 2 extremes for the environmental (5-6) & difficulty (7-8) continuums

ENVIRONMENTAL CONTINUUM			**DIFFICULTY CONTINUUM**		
5	**CLOSED**	A skill that is not affected by the environment or surroundings	7	**SIMPLE**	A straightforward skill where only a few decisions are made
6	**OPEN**	A skill that is heavily affected by the environment and unpredictable surroundings	8	**COMPLEX**	Many decisions must be made. May be learnt in stages

FOLD ALONG THIS LINE

TASK 3 Identify (9-12), describe (13-16) and give e.g. (17-20) for each continuum below

ENVIRONMENTAL CONTINUUM			**DIFFICULTY CONTINUUM**			
9	**OPEN**	13 A skill that is heavily affected by the environment and unpredictable surroundings	11	**SIMPLE**	15	A straightforward skill where only a few decisions are made
17	Kayaking		19	Running		

10	CLOSED	1	A skill that is not affected by the environment or surroundings	12	COMPLEX	16	Many decisions must be made. May be learnt in stages	TOTAL Score 1	/13
18	Discus	4		20	Somersault				

GOAL SETTING (1/2)

TASK 1	Give 3 reasons for goal setting (1-3)		Score	/3
REASONS OF GOAL SETTING	1			
	2			
	3			

TASK 2	Identify each element of the principle of goal setting (4-8)		Score	/5
4		Goals should be within the reach of the performer	7	Goals need to be clear, precise and linked to sport.
5		Goals should have an 'end date' to ensure success can be measured	8	Goals should be written down to ensure they're not altered
6		Goals should include a number to show success/ progress		

FOLD ALONG THIS LINE

TASK 3	Describe each element of the principle of goal setting (9-13)		Score	/5
9	SPECIFIC		12 RECORDED	
10	MEASURABLE		13 TIMED	
11	ACHIEVEABLE			

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GOAL SETTING (2/2)						TOTAL Score 2	/15
TASK 4	Identify (1-5) and describe (6-10) each element of the principle of goal setting					**Score**	/10
1		6		4		9	
2		7		5		10	
3		8					

FOLD ALONG THIS LINE

TASK 5	Explain each element of the principle of goal setting (11-15)			**Score**	/5
SPECIFIC	11	**RECORDED**	14		
MEASURABLE	12	**TIMED**	15		
ACHIEVEABLE	13				

GOAL SETTING (ALL) — ANSWERS

TASK 1	Give 3 reasons for goal setting (1-3)
REASONS OF GOAL SETTING	1 To help adhere to an exercise programme
	2 To improve performance
	3 To control stress / anxiety

TASKS 2-4	Identify and describe each element of the principle of goal setting		
ACHIEVEABLE	Goals should be within the reach of the performer	**SPECIFIC**	Goals need to be clear, precise and linked to sport.
TIMED	Goals should have an end date' to ensure success can be measured	**RECORDED**	Goals should be written down to ensure they're not altered
MEASURABLE	Goals should include a number to show success/ progress		

TASK 5	Explain each element of the principle of goal setting (18-22)				
11	**SPECIFIC**	If goals are specific it ensures that it emphasises a definite training need	14	**RECORDED**	By recording goals they are set in stone, making them meaningful
12	**MEASURABLE**	This allows a definite 'met' or 'not met' statement to be made	15	**TIMED**	A performer can assess whether they have reached their goal at any point
13	**ACHIEVEABLE**	A performer will become demotivated if they are unable to meet their goal			

MENTAL PREPARATION (1/2)				TOTAL Score 1	/17
TASK 1	Define anxiety (1) and then identify (2-3) and describe (4-5) the 2 types of anxiety			**Score**	/5
ANXIETY	1				
	2		4		
	3		5		

TASK 2	Identify different mental preparation techniques (6-11)			**Score**	/6
6		Imagining themselves in a relaxed place to feel calm before a performance	9		Imagining you are an external observer watching yourself perform.
7		Going through the activity in your mind to form a mental image.	10		To concentrate on relevant information and ignore distractions.
8		Imagining yourself performing the skill	11		Talking or thinking positively about past performances to increase self-confidence.

FOLD ALONG THIS LINE

TASK 3	Describe different mental preparation techniques (12-17)			**Score**	/6
12	**SELECTIVE ATTENTION**		15	**MENTAL REHEARSAL** (Internal Imagery)	
13	**MENTAL REHEARSAL** (External Imagery)		16	**IMAGERY**	

POSITIVE THINKING / SELF TALK	14	MENTAL PREPARATION (2/2)	17	MENTAL REHEARSAL		TOTAL Score 2	/18

TASK 4	Identify (1-6) and describe (7-12) different mental preparation techniques	Score	/12

1		7		4		10	
2		8		5		11	
3		9		6		12	

FOLD ALONG THIS LINE

TASK 5	Give examples for each of the different mental preparation techniques (13-18)	Score	/6

SELECTIVE ATTENTION	13		**MENTAL REHEARSAL** (Internal Imagery)	16	
MENTAL REHEARSAL (External Imagery)	14		**IMAGERY**	17	
POSITIVE THINKING / SELF TALK	15		**MENTAL REHEARSAL**	18	

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MENTAL PREPARATION (ALL) — ANSWERS

TASK 1	Define anxiety (1) and then identify and describe (2-3) the two types of anxiety	
ANXIETY	1	Feeling of fear that something might go wrong in the present or future
	2 COGNITIVE	Effects of anxiety on the mind
	3 SOMATIC	Effects of anxiety on the body

TASKS 2-4	Identify and describe different mental preparation techniques		
IMAGERY	Imagining themselves in a relaxed place to feel calm before a performance	**MENTAL REHEARSAL (External Imagery)**	Imagining you are an external observer watching yourself perform.
MENTAL REHEARSAL	Going through the activity in your mind to form a mental image.	**SELECTIVE ATTENTION**	To concentrate on relevant information and ignore distractions.
MENTAL REHEARSAL (Internal Imagery)	Imagining yourself performing the skill	**POSITIVE THINKING / SELF TALK**	Talking or thinking positively about past performances to increase self-confidence.

TASK 5	Give examples for each of the different mental preparation techniques (13-18)				
13	**IMAGERY**	A basketball player may think about a calm beach or familiar training facility before taking a penalty	16	**MENTAL REHEARSAL** (External Imagery)	A rugby player imagining they are in the crowd watching themselves perform the penalty
14	**MENTAL REHEARSAL**	Going through the activity in your mind to form a mental image.	17	**SELECTIVE ATTENTION**	A golfer has to filter out noise from the crowd and movements around them when chipping the ball.

TYPES OF GUIDANCE (1/1)

TOTAL Score 1 /16

15	**MENTAL REHEARSAL** (Internal Imagery)	A rugby player imagining themselves performing the penalty	1 8	**POSITIVE THINKING / SELF TALK**	As a football player prepares to take a penalty, she would say to herself "you can do it, you scored a the winning penalty last week"

TASK 1	Identify four types of guidance (1-4)		**Score**	/4
1	Using a demonstration, videos or pictures to help a performer develop a mental image of what needs to be done	3		Physically helping a performer to execute the skill effectively
2	Using words to describe or explain how to perform a skill	4		Using equipment to help a performer execute the skill effectively

FOLD ALONG THIS LINE

TASK 2	Describe four types of guidance (5-8)			**Score**	/4
VERBAL	5		**MECHANICAL**	7	
MANUAL	6		**VISUAL**	8	

FOLD ALONG THIS LINE

TASK 3	Identify (9-12) and explain (13-16) what makes each type of guidance effective					**Score**	/8
9		13		11		15	

TYPES OF GUIDANCE

ANSWERS

TASK 1	Identify four types of guidance (1-4)		
1	**VISUAL**	Using a demonstration, videos or pictures to help a performer develop a mental image of what needs to be done	
2	**VERBAL**	Using words to describe or explain how to perform a skill	
3	**MANUAL**	Physically helping a performer to execute the skill effectively	
4	**MECANICAL**	Using equipment to help a performer execute the skill effectively	

FOLD ALONG THIS LINE

TASK 2	Describe four types of guidance (5-8)		
VERBAL	5	Using words to describe or explain how to perform a skill	
MANUAL	6	Physically helping a performer to execute the skill effectively	
MECHANICAL	7	Using equipment to help a performer execute the skill effectively	
VISUAL	8	Using a demonstration, videos or pictures to help a performer develop a mental image of what needs to be done	

FOLD ALONG THIS LINE

TASK 3	Identify (9-12) and explain (13-16) what makes each type of guidance effective		
9	**VISUAL**	13	The demonstration, video and or pictures should be easily viewed, accurate, and repeated as this will increase its effectiveness
11	**MANUAL**	15	Physically supporting an athlete's through a movement can help them experience the feeling of successful execution and will help them recreate the movement.

TYPES OF FEEDBACK (1/2)

TOTAL Score 1 /12

TASK 1 Identify different types of feedback (1-6)

Score /6

1		Continuous information about a movement/ skill from within the performer	4		Gives information about unsuccessful outcomes.
2		Feedback about an end result of an action or movement	5		Influences external to the performer, such as sound or vision.
3		Reinforces skill learning and gives information about successful outcomes (from within the performer)	6		Feedback about technique and execution of a skill or movement

FOLD ALONG THIS LINE

TASK 2 Describe different types of feedback (7-12)

Score /6

POSITIVE	7		**INTRINSIC**	10	
EXTRINSIC	8		**KNOWLEDGE OF PERFORMANCE**	11	
NEGATIVE	9		**KNOWLEDGE OF RESULTS**	12	

TYPES OF FEEDBACK (2/2)

TOTAL Score 2 /18

TASK 3	Identify (1-6) and describe different types of feedback (7-12)	Score	/12

1		7		4		10	
2		8		5		11	
3		9		6		12	

FOLD ALONG THIS LINE

TASK 4	Give examples for each of the different types of feedback (13-18)	Score	/6

INSTRINSIC	13		**EXTRINSIC**	16	
KNOWLEDGE OF RESULTS	14		**KNOWLEDGE OF PERFORMANCE**	17	
POSITIVE	15		**NEGATIVE**	18	

TYPES OF FEEDBACK (ALL)			ANSWERS
TASKS 1-3	Identify and describe different types of feedback		
INTRINSIC	Continuous information about a movement/ skill from within the performer	**NEGATIVE**	Gives information about unsuccessful outcomes.
KNOWLEDGE OF RESULTS	Feedback about an end result of an action or movement	**EXTRINSIC**	Influences external to the performer, such as sound or vision.
POSITIVE	Reinforces skill learning and gives information about successful outcomes (from within the performer)	**KNOWLEDGE OF PERFORMANCE**	Feedback about technique and execution of a skill or movement
TASK 4	Give examples for each of the different types of feedback (13-18)		
INTRINSIC	13 A gymnast performing a handstand feels that their legs are straight.	**EXTRINSIC**	16 Influences external to the performer, such as sound or vision.
KNOWLEDGE OF RESULTS	14 A performer seeing a penalty being scored in football	**KNOWLEDGE OF PERFORMANCE**	17 A coach telling a javelin thrower that they need to open their shoulders more
POSITIVE	15 A coach praises a footballer for an effective pass.	**NEGATIVE**	18 A tennis coach telling a player their grip is incorrect.

PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT (1/3)										TOTAL Score 1	/23
TASK 1	Identify the 5 benefits of taking part in physical activity (1-5)									**Score**	/5
1	**H** **B**	2	**S**	3	**S** **M**	4	**W** **B**	5	**L** **N S**		
TASK 2	Identify 10 key factors that affect levels of participation in physical activity (6-15)									**Score**	/10
6	**M**	7	**E**	8	**G**	9	**A**	10	**F**		
11	**A**	12	**R**	13	**T**	14	**E**	15	**D**		

TASK 3	Identify 3 strategies that can be used to increase participation in physical activity (16-18)	**Score**	/3
16		Convincing people (through media) they should take up sport.	
17		Giving people the opportunity to participate by making it easier for them to engage in sport.	
18		Providing more facilities, equipment or coaching in local communities.	

FOLD ALONG THIS LINE

TASK 4	Describe the 5 benefits of taking part in physical activity (19-23)				**Score**	/5
19	**HEALTH BENEFITS**		22	**WELL BEING**		
20	**SOCIALISING**		23	**LEARN NEW SKILLS**		
21	**STRESS MANAGEMENT**					

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT (1/3) — ANSWERS

TASK 1 — Identify the 5 benefits of taking part in physical activity (1-5)

1	Health Benefits	2	Socialising	3	Stress Management	4	Well Being	5	Learning New Skills

TASK 2 — Identify the ten key factors that affect levels of participation in physical activity. (6-15)

6	Media	7	Education	8	Gender	9	Access (Environment/ Opportunity)	10	Family / Friends
11	Age	12	Role Models	13	Time / Money	14	Ethnicity (Religion / Culture)	15	Disability

TASK 3 — Identify 3 strategies that can be used to increase participation in physical activity (16-18)

16	**PROMOTION**	Convincing people (through media) they should take up sport.
17	**ACCESS**	Giving people the opportunity to participate by making it easier for them to engage in sport.
18	**PROVISION**	Providing more facilities, equipment or coaching in local communities.

TASK 4 — Describe the 5 benefits of taking part in physical activity (19-23)

19	**HEALTH BENEFITS**	Sport can make us fitter / healthier
20	**SOCIALISING**	Sport can help us meet new people and make new friends.
21	**STRESS MANAGEMENT**	People use sport to “escape”. Can help with frustration / aggression.
22	**WELL BEING**	Feel better after participating in sport. Release of certain hormones can ↑ happiness.
23	**LEARN NEW SKILLS**	Participating in sport enables us to learn new skills and therefore gain confidence.

PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT (2/3)						TOTAL Score 2	/23
TASK 5	Identify 10 key factors that affect levels of participation in physical activity. (1-10)					**Score**	/10
1		3		5		7		9	
2		4		6		8		10	
TASK 6	Describe 3 strategies to increase participation in physical activity (11-13)					**Score**	/3
PROMOTION	11						
ACCESS	12						
PROVISION	13						

FOLD ALONG THIS LINE

TASK 7	Identify (14-18) and describe (19-23) 5 benefits of taking part in physical activity					**Score**	/10
14		19		17		22	
15		20		18		23	
16		21					

ID: Key Terms / Lists / Sentence	**DE:** WHAT! Paint VERBAL PICTURE	**EX:** HOW/WHY" Detailed REASON	**Give EG:** Example linked to topic	**Use EG:** Use EG to DE/EX topic

PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT (2/3) — ANSWERS

TASK 5 — Identify the ten key factors that affect levels of participation in physical activity (1-10)

1	Media	3	Education	5	Gender	7	Access (Environment/ Opportunity)	9	Family / Friends
2	Age	4	Role Models	6	Time / Money	8	Ethnicity (Religion / Culture)	10	Disability

TASK 6 — Describe 3 strategies to increase participation in physical activity (11-13)

PROMOTION	11	Convincing people (through media) they should take up sport.
ACCESS	12	Giving people the opportunity to participate by making it easier for them to engage in sport.
PROVISION	13	Providing more facilities, equipment or coaching in local communities.

TASK 7 — Identify (14-18) and describe (19-23) the 5 benefits of taking part in physical activity

14	**HEALTH BENEFITS**	19	Sport can make us fitter / healthier
15	**SOCIALISING**	20	Sport can help us meet new people and make new friends.
16	**STRESS MANAGEMENT**	21	People use sport to “escape”. Can help with frustration / aggression.
17	**WELL BEING**	22	Feel better after participating in sport. Release of certain hormones can ↑ happiness.
18	**LEARN NEW SKILLS**	23	Participating in sport enables us to learn new skills and therefore gain confidence.

PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT (3/3)	TOTAL Score 3	/26

TASK 8	Identify (1-10) & describe (11-20) 10 key factors that affect participation in physical activity	Score	/20

1		11		6		16	
2		12		7		17	
3		13		8		18	
4		14		9		19	
5		15		10		20	

TASK 9	Identify (21-23) & describe (24-26) 3 strategies to increase participation in physical activity	Score	/6

21		24	
22		25	
23		26	

ID: Key Terms / Lists / Sentence	DE: WHAT! Paint VERBAL PICTURE	EX: HOW/WHY" Detailed REASON	Give EG: Example linked to topic	Use EG: Use EG to DE/EX topic

PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT (3/3)

ANSWERS

TASK 8 Identify (1-10) and describe (11-20) ten key factors that affect participation in physical activity.

1	**MEDIA**	11	Media coverage is male dominated.	6	**AGE**	16	Participation peaks between 16-24 then declines.
2	**EDUCATION**	12	Schools can increase participation in sport.	7	**ROLE MODELS**	17	Positive role models can inspire participation.
3	**GENDER**	13	More men participate in sport than women.	8	**TIME**	18	Full time work limits participation in sport.
4	**ACCESS**	14	People need opportunities to participate in PA.	9	**ETHNICITY**	19	Ethnic minorities are poorly represented in some sports.
5	**FAMILY / FRIENDS**	15	↑ likely to participate in PA if family/friends do.	10	**DISABILITY**	20	People with disabilities find participation in sport harder.

TASK 9 Identify (21-23) & describe (24-26) 3 strategies that could increase participation in physical activity

21	**PROMOTION**	24	Convincing people (through media) they should take up sport.
22	**ACCESS**	25	Giving people the opportunity to participate by making it easier for them to engage in sport.
23	**PROVISION**	26	Providing more facilities, equipment or coaching in local communities.

COMMERCIALISATION OF SPORT (1/1)						TOTAL Score 1	/28
TASK 1	Identify seven types of media and the four main roles of the media (1-5)					**Score**	/5
1							
2		3		4		5	
TASK 2	Identify five things that can be sponsored (6-10)					**Score**	/5
6		7		8		9	10
TASK 3	Identify the three elements of the golden triangle (11-13)					**Score**	/3
11		12		13			
TASK 4	Describe the three key words below (14-16)					**Score**	/3
14	**COMMERCIALISATION**						
15	**SPONSORSHIP**						
16	**GOLDEN TRIANGLE**						
TASK 5	Describe 3 positives (17-19) and 3 negative (20-22) influences of the media in sport.					**Score**	/6
17			20				
18			21				
19			22				
TASK 6	Describe 3 advantages (23-25) and 3 disadvantages (26-28) of sponsorship in sport.					**Score**	/6
23			26				
24			27				

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COMMERCIALISATION OF SPORT

ANSWERS

TASK 1 Identify seven types of media and the four main roles of the media (1-5)

1	MAGAZINES	NEWSPAPERS	TV	WEBSITES	FILMS	BOOKS	RADIO
2	ADVERTISE	3	INFORM	4	EDUCATE	5	ENTERTAIN

TASK 2 Identify five things that can be sponsored (6-10)

6	STADIUM	7	CLOTHING	8	EQUIPMENT	9	COMPETITION	10	TRANSPORT/ACC

TASK 3 Identify the three elements of the golden triangle (11-13)

11	MEDIA	12	SPORT	13	SPONSORSHIP

TASK 4 Describe the three key words below (14-16)

14	COMMERCIALISATION	The influence of business on sport to make a profit.
15	SPONSORSHIP	Companies pay well known athletes / teams / events to endorse their product or service.
16	GOLDEN TRIANGLE	The relationship between and independence of the media, sport and sponsorship.

TASK 5 Describe 3 positives (17-19) and 3 negative (20-22) influences of the media in sport.

17 18 19	**1.** A shop window to promote business as well as sports // **2.** Provides funds for sport via advertising and sponsorship // **3.** Makes sport exciting, entertaining and interesting and therefore attracts more people to sport // **4.** Media may influence rules and times of play.	20 21 22	**1.** The media may over sensationalise poorer behaviour or negative aspects of sport // **2.** Media may assert too much control over sport // **3.** Only certain sports may benefit from the media // **4.** Minority groups such as disabled are under-represented.

TASK 6 Describe 3 advantages (23-25) and 3 disadvantages (26-28) of sponsorship in sport.

23 24	**1.** May help younger athletes to develop in sport // **2.** Money available for kit, equipment & expert coaching // **3.** Reduced tax bill // **4.** Hospitality at big sporting events // **5.** Company creates a healthy, positive image through its association with sport // **6.** Sponsorship	26 27	**1.** Bad behaviour by the athlete can reflect badly on the company // **2.** Big money sponsorship deals only available to a few top performers // **3.** Some sponsorship gives sport a bad image (alcohol) // **4.** Uncertain investment – financial input doesn't guarantee sporting success // **5.**

25	money makes full-time training possible // 7. Advertises company products or services which generates income.	28	Unsuccessful athlete or team = negative association // 6. Performers teams or events can be manipulated to suit the sponsor	/12

ETHICS IN SPORT (1/1)

TOTAL Score 1

TASK 1	Identify the key words from the descriptions below (1-4)	Score	/4

1		Behaviour that follows the written and unwritten rules of a sport - showing respect for opponents, umpires and spectators in victory or defeat.
2		Observing the games customs and behaving in an accepted way.
3		Bending the rules to gain an unfair advantage in sport.
4		Any behaviour against the rules of a sport, often illegal. Classed as cheating.

FOLD ALONG THIS LINE

TASK 2	Describe (5-8) and give examples (9-12) of each key term below	Score	/8

GAMESMANSHIP	5	
	9	E.g.
DEVIANCE	6	
	10	E.g.
ETIQUETTE	7	
	11	E.g.
SPORTSMANSHIP	8	

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ETHICS IN SPORT (1/1) — ANSWERS

TASK 1	Identify the key words from the descriptions below (1-4)	
1	**SPORTSMANSHIP**	Behaviour that follows the written and unwritten rules of a sport - showing respect for opponents, umpires and spectators in victory or defeat.
2	**ETIQUETTE**	Observing the games customs and behaving in an accepted way.
3	**GAMESMANSHIP**	Bending the rules to gain an unfair advantage in sport.
4	**DEVIANCE**	Any behaviour against the rules of a sport, often illegal. Classed as cheating.

FOLD ALONG THIS LINE

TASK 2	Describe (5-8) and give examples (9-12) of each key term below	
GAMESMANSHIP	5	Bending the rules to gain an unfair advantage in sport.
	9	E.g. Whispering in an opponent's ear to distract them from scoring when taking a penalty.
DEVIANCE	6	Any behaviour against the rules of a sport, often illegal. Classed as cheating.
	10	E.g. A Javelin thrower taking anabolic steroids to help them throw further.
ETIQUETTE	7	Observing the games customs and behaving in an accepted way.
	11	E.g. Clapping in a new batsman in cricket
SPORTSMANSHIP	8	Behaviour that follows the written and unwritten rules of a sport - showing respect for opponents, umpires and spectators in victory or defeat.
	12	E.g. Shaking hands with your opponent and the referee after a Rugby match.

DRUGS IN SPORT (1/1)

TOTAL Score 1 /35

TASK 1 Identify the names of 3 performance-enhancing drugs from the descriptions (1-3) — Score /3

Synthetic hormone that mimics testosterone.	Affect central nervous system, □ arousal.	□ the effect of adrenalin, during stress.
1	2	3

TASK 2 Identify four reasons why athletes take drugs (4-7) — Score /4

4	5	6	7

TASK 3 Describe (8-10) each drug below, 1 effect on performance (11-13) & 1 side effect (14-16) — Score /9

NAME		DESCRIPTION		EFFECT ON PERFORMANCE & SIDE EFFECTS
ANABOLIC STEROIDS	8		11	EF:
			14	SE:
BETA BLOCKERS	9		12	EF:
			15	SE:
STIMULANTS	10		13	EF:
			16	SE:

FOLD ALONG THIS LINE

TASK 4 Identify reasons why athletes take drugs for each of the categories below (17-27) — Score /11

WIN AT ALL COSTS	17				18		
SOCIAL REASONS	19				20		
PSYCHOLOGICAL	21		22			23	
PHYSIOLOGICAL	24		25		26	27	

TASK 5 Identify the negative effects of an athlete taking drugs (28-35) — Score /8

28		30		32		34	
29		31		33		35	

DRUGS IN SPORT (ALL) — ANSWERS

TASK 1 — Identify the names of 3 performance-enhancing drugs from the descriptions (1-3)

Synthetic hormone that mimics testosterone.	Affect central nervous system, □ arousal.	□ the effect of adrenalin, during stress.
1 **ANABOLIC STEROIDS**	2 **STIMULANTS**	3 **BETA BLOCKERS**

TASK 2 — Identify four reasons why athletes take drugs (4-7)

4	5	6	7
WIN AT ALL COSTS	**SOCIAL REASONS**	**PSYCHOLOGICAL**	**PHYSIOLOGICAL**

TASK 3 — Describe (8-10) each drug below, 1 effect on performance (11-13) & 1 side effect (14-16)

NAME		DESCRIPTION		EFFECT ON PERFORMANCE & SIDE EFFECTS
ANABOLIC STEROIDS	8	Synthetic hormones that mimic the effects of testosterone.	11	EF: ↑ muscle mass / speed of recovery / ↑ duration / intensity of training
			14	SE: Heart failure / liver damage / aggression / hormonal change
BETA BLOCKERS	9	Reduce effect of adrenalin which is released during times of stress.	12	EF: ↓ blood pressure / ↓ HR / ↓ muscle tremors / ↓ anxiety
			15	SE: Stomach issues / tiredness / dizzy spells / dry mouth
STIMULANTS	10	Affect the central nervous system, increasing arousal.	13	EF: ↑ concentration / ↑ alertness / ↑ focus / ↑ use of fat as energy source
			16	SE: Sleeping issues / stomach issues / anxiety

FOLD ALONG THIS LINE

TASK 4 — Identify reasons why athletes take drugs for each of the categories below (17-27)

WIN AT ALL COSTS	17	Fear losing money			18	Fear losing fame / glory		
SOCIAL REASONS	19	Pressure from others			20	Others are taking drugs		
PSYCHOLOGICAL	21	Steady nerves / relax	22	Increase motivation			23	Increase aggression
PHYSIOLOGICAL	24	Build muscle	25	Train harder	26	Lose weight	27	Mask pain

TASK 5 — Identify the negative effects of an athlete taking drugs (28-35)

28	Against the rules / law	30	Bad role model	32	Lose money / status	34	Health risks
29	Bad publicity for country	31	Bad publicity for sport	33	Unfair on clean athletes	35	Cost of drugs testing

VIOLENCE IN SPORT (1/1)				TOTAL Score 1	/24
TASK 1	Identify the key words relating to violence in sport from the descriptions (1-6)			**Score**	/6
1		Feeling of anger that can result in violent behaviour.			
2		A response initiated without conscious thought.			
3		A player may lash out or become aggressive to rid themselves of anger that builds up.			
4		When a player is emotionally invested in a game.			
5		When players feel they can 'get away' with poor behaviour because the rules are not enforced			
6		When a player deliberately seeks to make another person angry/ upset.			
TASK 2	Identify strategies used to control violence in sport (7-10)			**Score**	/4
7		8		9	10

FOLD ALONG THIS LINE

TASK 3	Describe the key words relating to violence in sport (11-16)		**Score**	/6
FRUSTRATION	11			
PROVOCATION	12			
LACK OF DISCIPLINE	13			
INSTINCT	14			
EMOTIONAL INTENSITY	15			
AGGRESSION	16			
TASK 4	Identify (17-20) and describe (21-24) strategies used to control violence in sport		**Score**	/8
17		21		

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VIOLENCE IN SPORT (1/1) — ANSWERS

TASK 1	Identify the key words relating to violence in sport from the descriptions (1-6)		
1	**AGGRESSION**	Feeling of anger that can result in violent behaviour.	
2	**INSTINCT**	A response initiated without conscious thought.	
3	**FRUSTRATION**	A player may lash out or become aggressive to rid themselves of anger that builds up.	
4	**EMOTIONAL INTENSITY**	When a player is emotionally invested in a game.	
5	**LACK OF DISCIPLINE**	When players feel they can 'get away' with poor behaviour because the rules are not enforced	
6	**PROVOCATION**	When a player deliberately seeks to make another person angry/ upset.	
TASK 2	Identify strategies used to control violence in sport (7-10)		
7	**IMAGERY**	8	**GOOD ROLE MODELS**
9	**AVOID AGGRESSIVE SITUATIONS**	10	**ENFORCE FINES/BANS**

FOLD ALONG THIS LINE

TASK 3	Describe the key words relating to violence in sport (11-16)		
FRUSTRATION	11	A player may lash out or become aggressive to rid themselves of anger that builds up.	
PROVOCATION	12	When a player deliberately seeks to make another person angry/ upset.	
LACK OF DISCIPLINE	13	When players feel they can 'get away' with poor behaviour because the rules are not enforced	
INSTINCT	14	A response initiated without conscious thought.	
EMOTIONAL INTENSITY	15	When a player is emotionally invested in a game.	
AGGRESSION	16	Feeling of anger that can result in violent behaviour.	
TASK 4	Identify (17-20) and describe (21-24) strategies used to control violence in sport		
17	Imagery	21	Using internal imagery or relaxation techniques may help to control emotions.

18	Good Role Models	22	Following the behaviour of good role models will reduce the copying of poor behaviour.
19	Avoid Aggressive Situations	23	Remove yourself from situations that make you aggressive to prevent violent behaviour
20	Enforce Fines / Bans	24	Enforcing fines, bans or legal action for violence to deter athletes from behaving in this way.