PE

A Level (Year 2) | AQA | 7582

2016 specification
first exams in 2018

Technical Learning Grids

for A Level Year 2 AQA PE

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Contents

Teacher's Introduction

These learning grids are a tool designed to help you deliver AQA A Level PE (Year 2). The concept is that your students are assigned a set of pages to read from their notes, ZigZag Education's Course Companion or a textbook, possibly for homework, and then asked to complete the relevant learning grids.

The grids are designed to ask questions in sufficient detail that your students are able to study the relevant sections and find the correct answers. Completed grids are provided so that your students' answers can be marked or checked. It may also be useful to hand them out to students during their revision to assist them with answers they cannot find.

These activities are particularly useful for weaker students, who find this method of studying of great value, particularly if they find it difficult to absorb information in class.

Advantages of using these learning grids are:

- Resulting grids contain a summary of what students need to know that is useful for revision.
- They are an easy-to-set, yet valuable homework.
- They are a useful catch-up tool to help students who have missed a lesson.
- They can be used as a basis for cover lessons that require minimal preparation and minimal interaction from the cover teacher.
- They are an independent learning resource.

You may want to photocopy the sheets onto A3 paper, particularly for students with reading or writing difficulties.

This edition supports students using the following sources:

Hodder Education textbook *AQA A Level PE Book 2*
by C Atherton, S Burrows, R Howitt and S Young (ISBN 978-1471859595)

and

7716 – ZigZag Education Course Companion for AQA A Level PE (Year 2)

ZigZag Education is not affiliated with
Hodder Education nor AQA.

When the information that students require to answer a question is not included in the cross-referenced textbook, the question is labelled as a research task.

October 2018

3.1.1 – Applied Anatomy and Physiology

3.1.1.6 – Energy Systems 1: Energy Transfer in the Body

	Questions	
Energy Transfer in the Body	1. Why is adenosine triphosphate (ATP) described as the 'energy currency' of the body?	
	2. Write an equation to show the breakdown of ATP.	
	3. Which enzyme is responsible for the breakdown of ATP?	
	4. Energy is released at the breakdown of adenosine triphosphate to adenosine diphosphate. How long can this energy be used for?	
	5. Write an equation to represent the resynthesis of ADP to ATP.	
	6. Complete the grid to explain how the ATP-PC system creates energy.	Type of reaction:
		Fuel used and where it's stored:
		Enzyme that catalyses breakdown of fuel:
		Site of reaction:
		ATP yield:
		Describe why the ATP system is a coupled reaction.
		By-products:
		Length of time system can be used for:

7. Complete the grid to explain how the anaerobic glycolytic system creates energy.	Type of reaction:	
	Fuel used and where it's stored:	
	Enzymes that catalyse breakdown of fuel:	
	Site of reaction:	
	ATP yield:	
	By-products:	
	Length of time system can be used for:	
8. Complete the grid to explain how the aerobic system creates energy.	Type of reaction:	
	Fuel used:	
	Enzymes that catalyse breakdown of fuel:	
	Site of reaction:	
	The stages of the aerobic system:	
	ATP yield:	
	By-products:	

Energy Transfer in the Body		
	9. Explain the role of the Krebs cycle in the aerobic system.	
	10. Explain the role of the [illegible] transport chain in the aerobic system.	
	11. Explain the importance of beta oxidation in the aerobic system.	

3.1.1 – Applied Anatomy and Physiology

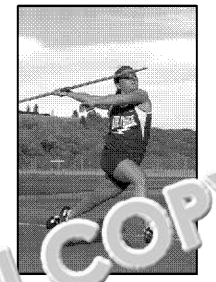
3.1.1.6 – Energy Systems 2: Energy Transfer during Exercise

	Questions	
Energy Transfer during Exercise	1. Why is it important that the body has numerous energy systems to generate ATP?	.
	2. Sketch a graph to represent an energy continuum of all three energy systems.	

Energy Transfer during Exercise		
	3. Using your graph, explain how the energy systems are used at different intensities and durations of exercise. Give practical examples.	
	4. Describe how athletes of different fitness levels and fitness types would utilise different energy systems at different times.	

Energy Transfer during Exercise

5. Give reasons for the differences in ATP production of fast-twitch (type 1) and slow-twitch muscle fibres	Fibre type	
	Fast-twitch (type II)	
	Slow-twitch (type I)	
6. A by-product of the anaerobic glycolytic energy system is the onset of blood lactate accumulation (OBLA) – a rise of lactate above four millilitres per litre. Define the terms *lactate accumulation*, *lactate buffering* and *lactate threshold*.	Lactate accumulation:	
	Lactate buffering:	
	Lactate threshold:	
7. Explain the effects of lactate accumulation on sprint and power performance.		

Energy Transfer during Exercise			
	8. Identify which primary energy system the following sportspeople/skills would utilise.	 Javelin thrower	
		 800 m runner	
		 Tennis serve	
		 Tour de France cyclist	

Questions

Energy Transfer during Exercise

9. Below are the male world record (W.R) times of three athletics events. Identify whether each event is aerobic or anaerobic, and explain your answers.

Event	100 m	400 m	10,000 m
WR time	9.58 s	43.03 s	26 min 17 s

Event	Aerobic/ anaerobic	
100 m		
400 m		
10,000 m		

10. Define the term *oxygen consumption*.

Energy Transfer during Exercise		
	11. Explain why exercise at maximal and submaximal intensities creates an oxygen debt (oxygen deficit).	
	12. (he excess post-exercise c nsumption (EPOC) in recovery of ar lete.	
	13. Draw two graphs to represent the difference in oxygen deficit and oxygen debt (EPOC) between maximal and submaximal exercise.	Submaximal exercise

Energy Transfer during Exercise				
	14. N[illegible]d d[illegible] the two components of E[illegible]ing the time frames in which the co[illegible]nts take place.	1.	[illegible]scription:	
			Time frame:	
		2.	Description:	
			Time frame:	
	15. How does the intensity of exercise a[illegible]t recovery and EPOC?			

3.1.1 – Applied Anatomy and Physiology

3.1.1.6 – Energy Systems 3: VO_2 Max, Measurements of Energy Expen

VO_2 Max, Measurements of Energy Expenditure and Specialist Training Methods

Questions	
1. Define *VO_2 max*	
2. Explain how each the six factors given affects VO_2 max.	

Factor	
Gender	
Body composition	
Age	
Training type	
Genetics	
Lifestyle	

3. Some physiologic[illegible] training [illegible] VO_2 max.

[illegible] of the identified physiological effects, explain how IT increases VO_2 max.

Effect	
Increased cardiac output	
Increased capilliarisation	
Increased haemoglobin and stores of myoglobin	
Increased number and size of mitoch[illegible]ia	

VO_2 Max, Measurements of Energy Expenditure and Specialist Training Methods

4. Identify and describe the test of energy expenditure shown in the image below.

5. Describe the process of lactate sampling and give an example of an athlete who would benefit from knowledge of results from lactate sampling.

Description	
Sporting example	

6. Direct gas analysis is a test conducted in a laboratory to measure VO_2 m...

Briefly outline th... ...for a di... gas ... test.

VO_2 Max, Measurements of Energy Expenditure and Specialist Training Methods		
	7. To allow for gas analysis, the gases an athlete breathes out during exercise are collected in Douglas bags for later analysis. Explain how th[illegible] exchange [illegible] determine energy [illegible].	
	8. Why must athletes slowly climb to the required altitude when altitude training?	
	9. Outline the principle of train[illegible] altitude.	

VO_2 Max, Measurements of Energy Expenditure and Specialist Training Methods			
	10. Describe the effects of altitude training on the respiratory and cardiovascular systems.	Respiratory system	
		Cardiovascular system	
	11. Explain how timing of altitude training and training above 2,400 m should be carefully monitored.		
	12. Outline the basic principle of HIIT.		
	13. State three variables that can be manipulated to vary HIIT.	1.	
		2.	
		3.	
		4.	

VO_2 Max, Measurements of Energy Expenditure and Specialist Training Methods

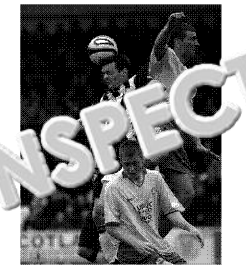
14. Describe plyometric training.	
15. Give three examples of sports or athletes that would benefit fr… plyometric training.	
16. Name and explain the three phases of plyometric training.	Phase …
17. SAQ training stands for 'speed, agilit… and quickness' training. Defi… terms.	…peed Agility Quickness
18. Outline the concept of SAQ training.	

3.1.2: Skill Acquisition

3.1.2.5.1 – Memory Models 1: General Information Processing

General Information Processing Model

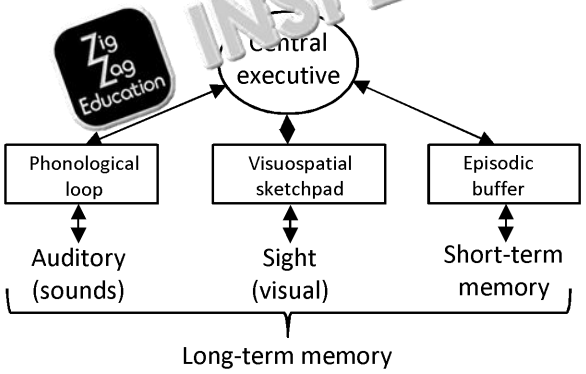
Questions		
1. Outline the input stage of the general information processing model.		
2. The senses within the athlete that absorb information are broadly called proprioceptors. Explain the importance of proprioception.		
3. Using an example of a netball player, describe how the following senses collect information regarding their performance.	Sight	
	Auditory	
	Balance	
	Touch	
	Kinesthesis	

General Information Processing Model		
	4. A footballer is about to make a defensive header. They can hear the crowd and their teammates shouting, and they can see the ball coming towards them, as well as the opposition's players around them and the location of their own teammates.  a) Explain the importance of selective attention in this scenario. b) Suggest three strategies that coaches could employ to improve selective attention of their players.	a) Importance of selective att b) Strategies to improve selec
	5. Outline the decision making process of [illegible] information processing model	

General Information Processing Model			
	6. Identify the capacity of each of the following: short-term sensory store (STSS), short-term memory (STM) and the long-term memory (LTM).		
	7. [illegible] d d[illegible]s[illegible] the two final stages of the g[illegible] formation processing model.	me	
		Output	
		Feedback	

General Information Processing Model

8. **The working memory model (Baddeley [illegible], 1974) proposes the manner in [illegible] information is stored, transferred and [illegible]ved**



Explain the role of each named feature of the model.

Feature	
Central executive	
Phonological loop	
Visuospatial sketchpad	
Episodic buffer	

3.1.2: Skill Acquisition

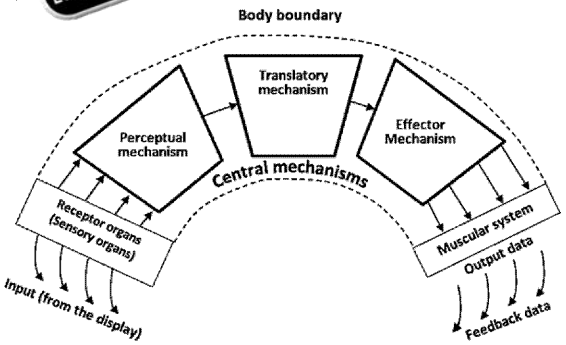
3.1.2.5.2 – Memory Models 2: Efficiency of Information Processing

	Questions		
Efficiency of Information Processing	1. Define the following terms:	Reaction time:	
		Response time:	
		Movement time:	
	2. Describe the difference between simple reaction time and choice reaction time.		
	3. Games players are often faced with choice reaction time as a result of an ever-changing environment. Give sporting examples of games players and then provide examples of multiple stimuli these athletes would be faced with during a match.		

Efficiency of Information Processing		
	4. Provide an equation to show the relationship between reaction time, response time and movement time.	
	5. a) Draw a simple graph to illustrate Hick's with regard to reaction time. b) Explain what the graph shows.	a) b)
	6. Outline the *single channel hypothesis*.	
	7. Explain what the psychological refractory period is.	

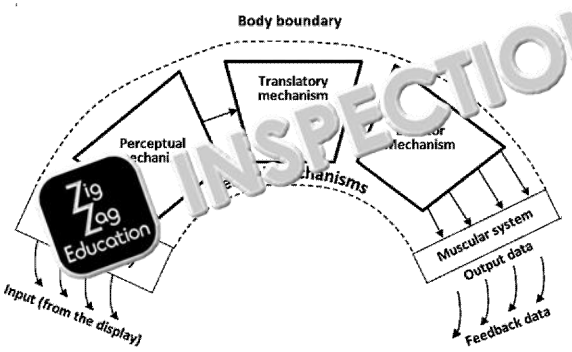
Efficiency of Information Processing

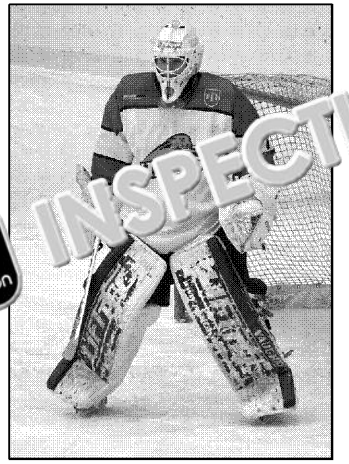
8. Whiting's informati… model demonstrat… athlete processes tio… their senses into an appropriate …



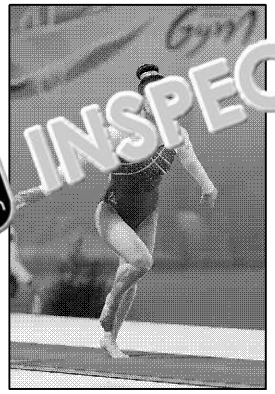
Describe each of the components of Whiting's model and give a sporting example of each.

Component	Descri…
Dis… nent	
Sensory organs	
Perceptual mechanism	
Translatory mechanism	

Efficiency of Information Processing	8. Whiting's information processing model demonstrates how an athlete processes information from their senses into an appropriate response. (continued)  Describe each of the components of Whiting's model and give a sporting example of each. (continued)	Effector mechanism	
		Muscular system output data	
		Feedback data	
	9. Anticipation can be split into spatial summation and temporal summation. Define these three terms.	Anticipation	
		Spatial s…on	

Efficiency of Information Processing			
	10. An ice hockey goalkeeper wants to improve their response time, to improve their performance by preventing goals.  **Suggest six strategies the athlete could use to help improve their response time.**	**1**	
		2	
		3	
		4	
		5	
		6	
	11. Outline the basic principle of schema theory.		
	12. [illegible] and recognition schema occur?		

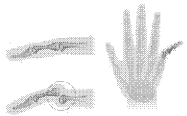
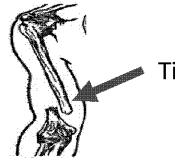
Efficiency of Information Processing			
	13. Describe the two parameters of recall schema and give a sporting example for each.		Desc
		Initial conditions	
		Response specification	
	14. Describe the two parameters of recognition schema and give a sporting example for each.		Desc
		Sensory consequences	
		Response outcomes	
	15. Describe the terms *chunking* and *chaining*.	Chunking	
		Chaining	

Efficiency of Information Processing	16. Explain how a gymnast learning a floor routine can apply the processes of chaining and chunking. 	Chunking	
		Chaining	
	17. Suggest three strategies a coach could employ to increase the use of schema		

3.2.1: Exercise Physiology

3.2.1.3 – Injury Prevention and the Rehabilitation of Injury 1

	Questions		
Types of Injury	1. Define chronic injuries.		
	2. Define acute injuries.		
	3. Using examples, name and describe the three types of acute injury that can occur in sport		
	4. Using examples, name and describe the two types of chronic injury that can occur in sport.		
	5. Fractures are acut[illegible] injuries. Des[illegible] th[illegible] between a *d fi[illegible]ure* and a *simple* fracture.	Compound	
		Simple	

Types of injury			
	6. State which type of injury tennis elbow would be classified as, and explain why.		
	7. Categorise a *dislocation* using the acute/chronic and soft/hard tissue injury categories. Give a sporting example in which a dislocation occurs.	Acute or chronic?	
		Soft or hard tissue injury?	
		Sporting example	
	8. Identify and categorise the injuries shown in the images.		
			
			
			

3.2.1: Exercise Physiology

3.2.1.3 – Injury Prevention and the Rehabilitation of Injury 2

	Questions		
Injury Prevention, Rehabilitation and Recovery	1. Describe the term [illegible] injury prevention [illegible] the importance of [illegible] as an injury prevention method.	[illegible]cription	
		Importance	
	2. Explain the effect of using incorrect equipment or clothing on the risk of injury to an athlete.		
	3. Outline three examp[illegible] sports have enforce[illegible] e equipment in [illegible] pre[illegible] juries.		

Injury Prevention, Rehabilitation and Recovery		
	4. Outline how warm-ups can influence the risk of injury.	
		Stage one
	5. Pl[illegible] plan for an effective warm-up of a football player.	
	6. Explain how increased flexibility can reduce the risk of injury.	

Injury Prevention, Rehabilitation and Recovery				
	7. Name and describe the four types of stretch that can be used as part of flexibility training.	1.		
		2.		
		3.		
		4.		
	8. Taping and bracing is often used for support. Explain the role of taping and bracing for an ankle sprain.			
	9. Why would an athlete benefit from proprioceptive training following an injury?			
	10. Name one type of injury that proprioceptive training is used to rehabilitate.			
	11. Name and describe four methods / types of equipment that can be used for strength training.	Method/ equipment		

Injury Prevention, Rehabilitation and recovery		
	12. Explain how hydrotherapy could help in injury rehabilitation following exercise.	
	13. A marathon [illegible] experiences delayed [illegible] soreness in the days following t[illegible] – there is some swelling around th[illegible] muscles. Explain how a hyperbaric chamber would help the athlete's rehabilitation.	
	14. Ice baths are used as a cooling aid to help an athlete recover from injury or exercise. Explain one other cooling method an athlete could use to rehabilitate from injury.	
	15. Compression [illegible] are [illegible] athletes to [illegible] recover from e[illegible]. Explain why. 	

Injury Prevention, Rehabilitation and Recovery			
	16. Why are foam rollers used by athletes when recovering from exercise?		
	17. S…y an athlete may wish to have a sp…massage after running a half marathon event.		
	18. Give an example of a cold therapy treatment and explain how it h… recovery from exercis…	Example:	
		Explanation:	

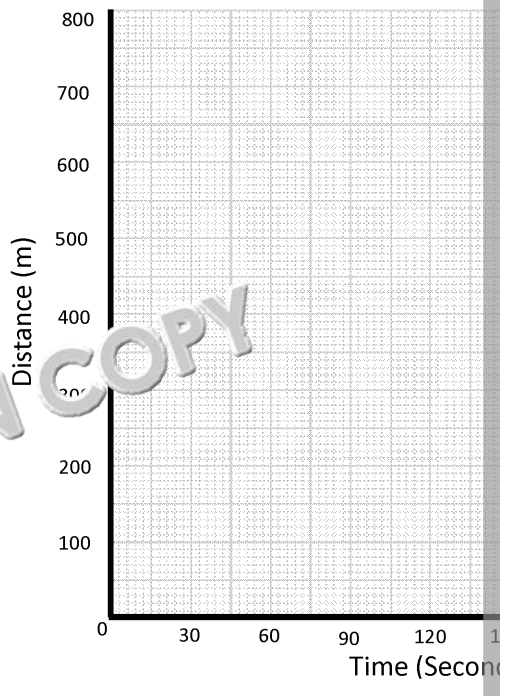
Injury Prevention, Rehabilitation and recovery			
	19. The RICE method is a method used to treat soft tissue injuries, such as strains. Identify what each of the letters means and describe what is involved at each stage	R	
		I	
		C	
		E	
	20. It is important for an athlete to have enough sleep prior to a sporting event, to refuel and repair their body. Identify the effects that a lack of sleep can have on an athlete.		
	21. Explain the importance of nutrition in recovery.		

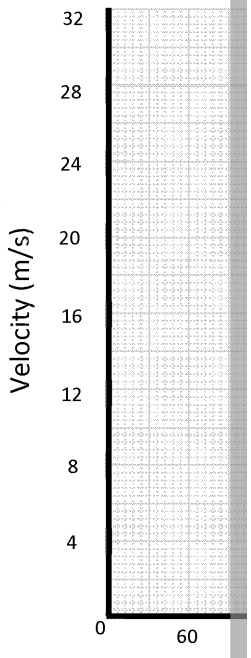
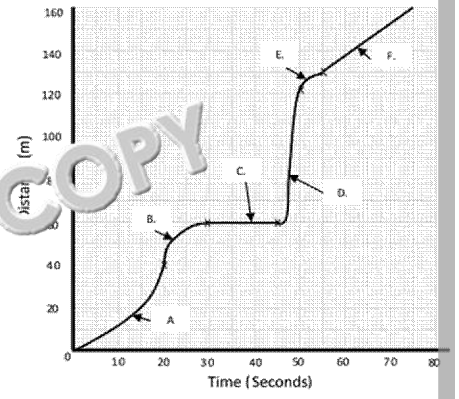
3.2.2: Biomechanical Movement

3.2.2.3 – Linear Motion

Linear Motion

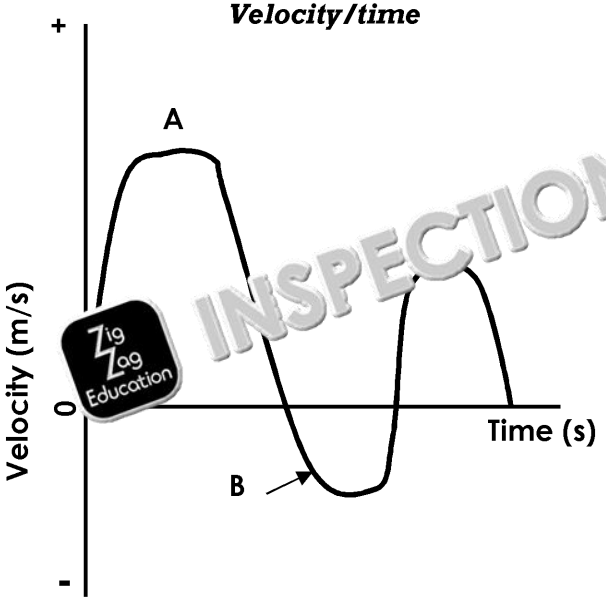
Questions		
1. Define *linear motion*.		
2. Define *scalar* and *vector* quantities.	Scalar quantity:	
	Vector quantity:	
3. Fill in the table by naming three scalar quantities, defining each quantity, providing an equation for each quantity and stating its unit of measurement.	Name	Definition
4. Define *displacement*. Provide an equation to represent displacement, including its	Definition	
	Equation	
5. Define *velocity*. Provide an equation to represent velocity, including units.	Definition	
	Equation	

Linear Motion	6. Define *acceleration and deceleration*. Provide an equation to represent acceleration and deceleration, including units.	Definition	
		Equation	
	7. Define *weight*. Provide an equation to represent weight, including units.	Definition	
		Equation	
	8. Define *momentum*. Provide an equation to represent momentum, including units.	Definition	
		Equation	
	9. Plot the following graphs of linear motion. a) Distance–time graph: An 800 m runner running at a constant pace, covering their first lap of the track in 1 minute 15 seconds, and completing the race in 3 minutes 30 seconds.		

Linear Motion	b) A cyclist rides at constant speed of 7 m/s for 2 minutes. They go down a hill and accelerate at a constant rate for 2 minutes, reaching a peak of 15 m/s. At the bottom of the hill they gradually decelerate back to 7 m/s over 1 minute, and then cycle for a further 1 minute at constant speed. Plot a speed–time graph to show this linear motion.	
	10. The graph given is for a lacrosse player, taken during a match. Indicate what each of the identified lines (A–F) represent	

Linear Motion

11. State what is happening at the following points: 0 to A, A to B, the instant of B.

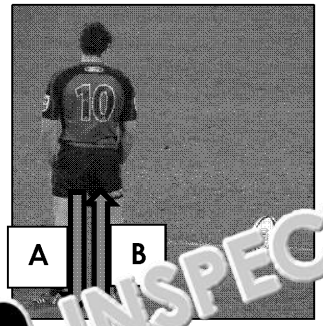
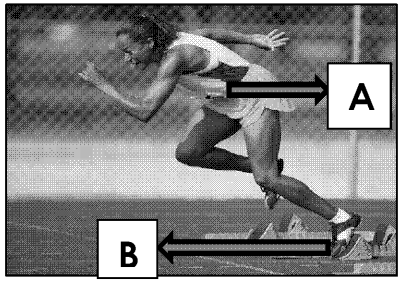


12. Define *impulse*. Provide an equation to represent impulse, including units.

Definition	
Equation	

13. Explain the relationship betw[illegible] momentum.

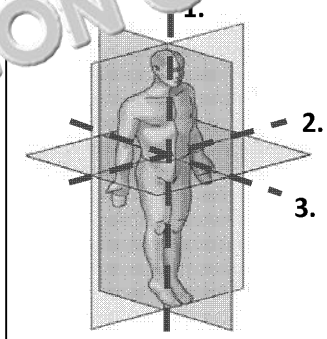
14. The two graphs [illegible] of a [illegible] by a sprinter [illegible] 100 [illegible] sprint at two [illegible] stages of the race. For each graph, state what approximate stage of the race is being shown, the effect this has on the sprinter's movement, and a justification for your answer.	Positive Impulse Force Negative Impulse
	Stage of race:
	Effect on sprinter:
	Justification:
	Stage of race:
	Effect on sprinter:
	Justification:
15. Des[illegible] th[illegible] *nal muscular*	
16. Describe the term *external force* and give an example of an external force.	

Linear Motion	17. Name and describe the two vertical forces acting on the athlete (labelled as *A* and *B*).  	A	
		B	
	18. [illegible] describe the two horizontal f[illegible]belled as *A* and *B*) acting on the athlete.  	A	
		B	
	19. Describe four factors tha[illegible]ct th[illegible] resistance experi[illegible] [illegible]ject or a bod[illegible]rin[illegible]on.	1	
		2	
		3	
		4	

3.2.2: Biomechanical Movement

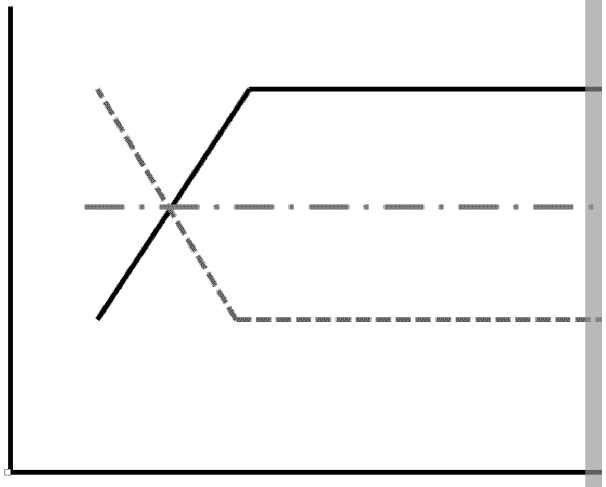
3.2.2.4 – Angular Motion

Angular Motion

Questions	
1. Define *angular motion*.	
2. Name and define the three axes (1, 2 and 3) that rotation can occur around.	
3. How can angular motion be created about one of the three axes?	
4. Define Newton's three laws of motion with regard to *angular motion* and give a sporting example of each.	

	Definition
1st law of motion	
2nd law of motion	
3rd law of motion	

Angular Motion		
	5. Pr[illegible]he definitions and equations for each of the quantities of angular motion.	Mo
		Definition
		Equation
		Ar
		Defin[illegible]
		Equation
		Ang
		Definition
		Equation
		Angu
		Definition
		Equation
		Ang
		Definition
		Equa[illegible]
	6. F[illegible]hy [illegible] keeps their a[illegible]ed into their body while ro[illegible]about the longitudinal axis.	

Angular Motion		
	7. How does mass of a body affect moment of inertia?	
	8. Explain the conservation of angular momentum in relation to Newton's laws.	
	9. Label A, B and C of the inverse relationship graph.	 A = B C =
	10. What does the inverse relationship graph tell us about rotation around an axis?	

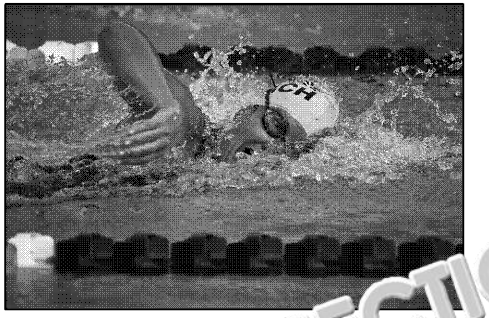
3.2.2: Biomechanical Movement

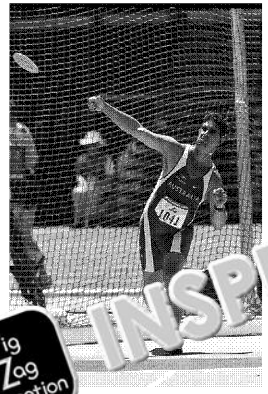
3.2.2.5 – Projectile Motion and 3.2.2.6 – Fluid Mechanics

	Questions	
Projectile Motion	1. a) When throwing a shot, how will height of release affect the distance the shot is thrown?	
	b) Draw a graph to represent the effect that release height has on the horizontal displacement of an object.	
	2. a) In sports that require an object to travel as far as possible, what is the optimum angle of release of the projectile?	
	b) Draw a diagram to show the effect of release angle on horizontal displacement.	

Projectile Motion		
	3. Give a sporting example of when the optimal angle of release/projection is greater than 45°.	
	4. Describe the flight path of an object with a release angle of 90°.	
	5. When throwing an object, speed of rel[illegible] important component for ma[illegible] distance. Explain wh[illegible]	
	6. Complete the free body diagram of a shot in flight. Label the direction of flight, the weight of the object and the air resistance acting on the object.	
	7. Describe the difference between a [illegible] path and a non-parabolic fli[illegible]	

Projectile Motion		
	8. Draw and label a free body diagram of the parabolic flight path and forces of a shot.	
	9. Draw a free body diagram of the non-parabolic flight path and forces of a shuttlecock.	

	Questions	
Fluid Mechanics	10. Name the force that acts against movement in water.	
	11. Describe how the velocity of an object moving in water affects the drag the object will experience.	
	12. How does the mass of an object m[illegible] th[illegible] water affect the drag acti[illegible] gains[illegible] bject?	
	13. Expl[illegible] hov[illegible] [illegible] cross-sectional area [illegible] e d[illegible] acting on an object moving t[illegible] ater.	
	14. How does streamlining and the surface type of an object moving through water impact on drag?	
	15. Explain how a swimmer would use the principles of fluid mechanics to maximise performance. 	

Fluid Mechanics	**16. Explain how a discus thrower could increase flight time using Bernoulli's principle.** 	
	17. Explain how Bernoulli's principle can be adapted by Formula One teams to increase the grip their vehicles have on the track.	
	18. Name one other sport or athlete which would benefit from downward lift force.	

3.2.3: Sports Psychology

3.2.3.1.7 – Achievement Motivation Theory

	Questions	
Achievement Motivation	1. Give the characteristics of ed to achieve (Ach) and the avoid failure (Naf) ies, proposed by Atkinson.	ch characteristics
	2. Atkinson's model of achievement motivation also contains *situational* components. a) Using a sporting example, explain the impact *incentive values* have on an athlete.	
	b) Explain the ... bility of ... athlete.	

Achievement Motivation			
	3. Name and describe the two types of goal identified in the achievement goal theory.	1.	
		2.	
	4. Give two strategies that coaches and athletes could adopt to develop approach behaviours.		
	5. Suggest how a 100 m athlete can apply the two types of goal identified in achievement goal theory to their performance.		

3.2.3: Sports Psychology

3.2.3.1.11 – Attribution theory and 3.2.3.1.12 – Self-Efficacy and Confidence

Attribution Theory

Questions	
1. Describe the controllability dimension proposed in Weiner's model of attribution.	
2. Describe the stability dimension proposed in Weiner's model of attribution.	
3. Complete Weiner's model of attribution in the grid given.	Stability
4. A squash player has just won their first match. Speaking to their coach afterwards, they said the following: 'I think my win was down to a number of things today. Firstly, my opponent wasn't very good today, making my job easier. I also had a lot of help from the referee who gave me a lot of 50-50 calls.' Using your knowledge of Weiner's model of attribution, explain how this player could use attribution retraining to give them ownership of their victory.	

Attribution Theory	5. Define *learned helplessness*.	
	6. Using a sporting exam[illegible] learned helpl[illegible] t[illegible]	
	7. Suggest strategies an athlete or coach could adopt to avoid learned helplessness, thereby benefiting their performance.	

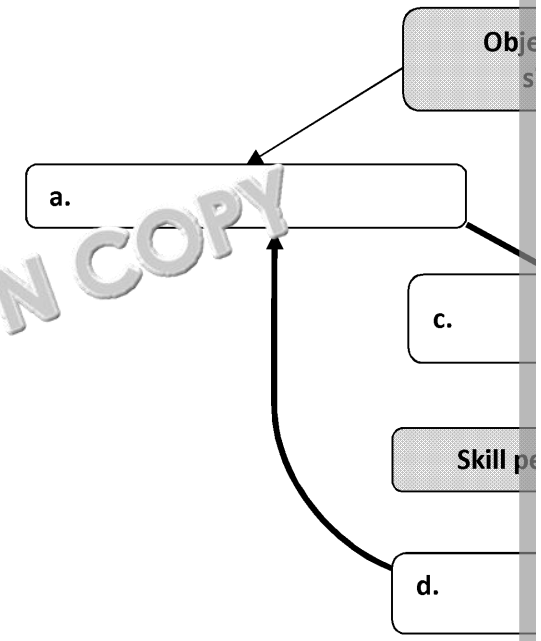
Attribution Theory		
	8. **Explain the link between attribution, task persistence and motivation.**	

Self-efficacy and Sports Confidence

Questions		
1. Define *self-confidence* and *self-efficacy*.	Self-confidence	
	Self-efficacy	
2. [illegible]ctics of someone with high s[illegible]cy, self-confidence and self-es[illegible]m.		
3. Describe how self-efficacy affects performance.		
4. D[illegible] ho[illegible]ficacy affects self-e[illegible]		

Self-efficacy and Sports Confidence

5. a) Complete Vealey's model of sports confidence by filling in the missing information.



b) With reference to the missing information identified in question 5 a), describe Vealey's model of sports confidence.

Self-efficacy and Sports Confidence	6. Name and describe the four factors Bandura identified affecting self-efficacy.	1.
		2.
		3.
		4.
	7. Evaluate the effects a home field advantage can have on both the home and away athlete(s)/team.	Home Team / Athlete

8. A coach of a long jumper has identified that the athlete needs to increase their self efficacy, to improve their performance.

Suggest four strategies the coach could use to improve the athlete's self-efficacy.

3.2.3: Sport Psychology

3.2.3.1.13 – Leadership and 3.2.3.1.14 – Stress Management

	Questions		
Leadership in Sport	1. Name six common characteristics that successful leaders possess.		
	2. Explain the difference between a prescribed leader and an emergent leader.		
	3. Describe the advantages and disadvantages of emergent leaders and prescribed leaders.		Advantages
		Emergent	
		Prescribed	

Leadership in Sport		
	4. Define an *autocratic* leader.	
		Advantages
	5. Outline the advantages and disadvantages of autocratic leaders.	
		Definition:
		Advantages
	6. Define a *democratic leader*. Outline the advantages and disadvantages of democratic leaders.	

Leadership in Sport			
		Definition:	
		Advantages	
	7. Define a *laissez-faire leader*, [illegible] advantages and disadvantages of laissez-faire leaders.		
	8. Fiedler's contingency theory suggests one way that leadership style is best is dependent on the situation, i.e. when everything is good. Describe what is meant by the 'most favourable situation'.		

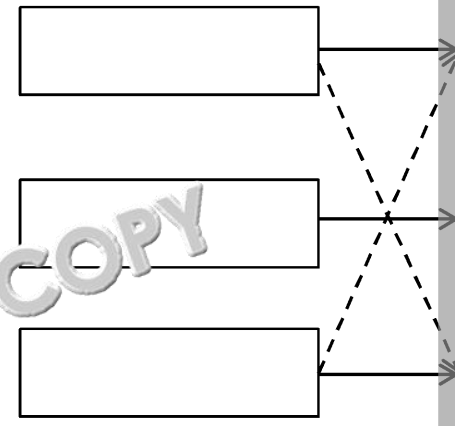
Leadership in Sport

9. According to Fiedler's contingency theory, which leadership style is best suited to both favourable and unfavourable situations?

10. A least favourable situation is ide[illegible] between a task-oriented l[illegible] an[illegible] netball team.

S[illegible]ow [illegible] leader can improve the l[illegible]urable situation.

11. Complete Chelladurai's multidimensional model of sports leadership with the factors that affect leadership behaviour and the type of leadership behaviour.



Leadership in Sport

12. Using the above model, explain Chelladurai's model of sports leadership

13. Identify the antecedents from Chelladurai's multidimensional model of sports leadership, and give examples of leader behaviour for the following scenario:

A bungee jump instructor is taking a group of complete novices out to bungee jump.

Antecedents	Leader behaviour	
	Required behaviour	
	Preferred behaviour	
	Actual behaviour	
	Required behaviour	
	Preferred behaviour	

	Questions	
Stress Management	1. Define *stress*.	
	2. Define *stressor*.	
	3. Explain the importance of a warm-up to help stress management in athletes.	
	4. Identify potential causes of stress in sport.	
	5. Explain the difference between somatic stress and cognitive stress, and provide an example for each.	

Stress Management

6. **Fill in the table of cognitive stress management techniques by either identifying the cognitive method, describing the cognitive method or giving an example of the cognitive method.**

Cognitive method	Descript
Positive thinking / self-talk	
	The active process of blocki thoughts before they impac When a negative thought e person will redirect their at else.
	The act of rehearsing a skill individual's mind before co Mental rehearsals show the should be done.

Stress Management	6. Fill in the table of cognitive stress management techniques by either identifying the cognitive method, describing the cognitive method or giving an example of the cognitive method (continued)	Imagery	
		Attentional control and cue utilisation	
	7. Describe the three stages of psychological skills training (PST).	Stage 1: Educational	

Stress Management	8. Describe *progressive muscular relaxation* as a somatic stress management technique, and the steps taken to achieve it. When might it be used?	
	9. Explain how biofeedback and breathing control can be used as somatic stress management techniques.	
	10. Describe the pro[illegible] *entring* te[illegible].	

3.2.4: Sport and Society and the Role of Technol and Sport

3.2.4.1 – Concepts of Physical Activity and Sport and 3.2.4.2 – Development of Elite Performers in Sport

Concepts of Physical Activity and Sport	Questions		
	1. Describe the following terms: ***physical recreation, sport, physical education*** and ***school sport.***	**Physical recreation**	
		Sport	
		Physical education	
		School sport	

2. Physical recreation, sport, physical education and school sport all form the *bottom* stage of the sport development continuum.

Name and describe the four levels identified in the sport development continuum.

Stage	
Foundation	
Participation	
Performance	
Excellence	

3. Outline the differences between physical recreation and sport.

Physical recreation

4. Outline the differences between physical education and school sport. 	Physical education
5. Outline the differences between physical education and physical recreation.	Physical education
6. Identify whether the following are examples of physical recreation or sport.	Example Attending a lane swim Attending an athletics competition Going kayaking with friends Playing a game of volleyball with friends Going on a bike ride

Concepts of Physical Activity and Sport		
	7. What is the function of sport and how does this differ from the function of physical [illegible]?	
	8. Give two functions of physical education (PE) in schools.	

Concepts of Physical Activity and Sport		
	9. PE is compulsory, but school sport has an element of choice. Suggest three benefits for a student deciding whether to take part in school sport.	
	10. Provide two similarities between sport and physical recreation.	

Development of Elite Performers in Sport	Questions	
	1. Describe talent identification and the role it plays in progressing young athletes into elite performers.	
	2. Outline the [illegible] factors that [illegible] the development of an athlete from talent identification to elite performance.	
	3. Outline the *social* factors that influence the development of an athlete from talent identification to elite performance.	
	4. Outline the [illegible] factors that [illegible] the development of an athlete from talent identification to elite performance.	

Development of Elite Performers in Sport

5. Describe the roles and aims of UK Sport.

6. UK Sport uses a three-phase system to identify potential sporting talent in athletes.

Describe each of the three phases.

Phase	
Phase 1	
Phase 2	
Phase 3	

7. UK Sport offers a [illegible] Performance [illegible].

[illegible] describe the two stages of the World Class Performance Programme.

1. Podium	
2. Podium potential	

Development of Elite Performers in Sport		
	8. Outline the key features of UK Sport's Gold Event Series programme.	
	9. Describe the talent recruitment programmes UK Sport has in place to develop young athletes into elite adult athletes.	
	10. Name the British national institutes of sport.	
	11. Identify the services that British national institutes of sport offer to develop sporting excellence.	

Development of Elite Performers in Sport		
	12. Outline some of the strategies available to athletes to prevent dropouts from elite development programmes, from the national institutes of sport.	
	13. [illegible] national governing body (NGB)?	
	14. Explain the roles of national governing bodies (NGBs).	
	15. Explain the key features and aims of national governing bodies' *Wh[illegible] plans*.	

3.2.4: Sport and Society and the Role of Technol and Sport

3.2.4.3 – Ethics and 3.2.4.4 – Violence in Sport

	Questions	
Ethics in Sport	1. Desc... th... ...f *amateurism* ...ssi...lism.*	
	2. How did amateurism help develop national governing bodies?	
	3. What is the Olympic Oath?	
	4. ... wa... ...hich the Olympic ...d be broken	

Ethics in Sport

5. Define *sportsmanship* and *gamesmanship* and give a sporting example of each.	Sportsmanship	Definitio
	mesmanship	
6. Using examples, describe what is meant by having a 'win ethic'.		
7. Describe *positive deviance* and *negative deviance*. Give a sp... example of each.	Positive d... e	Descripti
	Negative deviance	

	Questions	
Violence in Sport	1. Using exam[illegible] the main causes [illegible] players.	
	2. Describe the factors that influenc[illegible] violence among spectato[illegible]	

Violence in Sport		
	3. Explain the implications of violence in sport for spectators.	
	4. Explain the implications of violence to the specific sport.	
	5. Explain the implications of violence in sport to the sports performers.	

Violence in Sport	6. Suggest three strategies that national governing bodies can employ to reduce violent behaviour of athletes, and three strategies they can employ to reduce violence of spectators in their sport.	Players	
	6. Suggest three strategies that national governing bodies can employ to reduce violent behaviour of athletes, and three strategies they can employ to reduce violence of spectators in their sport. (continued)	Spectators	
	7. Explain how the media can help redu violence in sport.		

Violence in Sport		
	8. How can policing reduce violence among spectators?	
	9. Suggest three ways in which a coach can reduce violence among their players.	

3.2.4: Sport and Society and the Role of Technol and Sport

3.2.4.5 – Drugs in Sport and 3.2.4.6 – Sport and the Law

	Questions		
Drugs in Sport	1. Explain why an athlete may decide to use illegal drugs or doping to aid sports performance.		
	2. For each of the following illegal supplements, provide: *the physiological effects, an athlet… would benefit from t… supplement, … effects.*	**Supplement**	**Physiological effects**
		Erythropoietin (EPO)	

Drugs in Sport			
	2. For each of the following illegal supplements, provide: *the physiological effects, an athlete ... would benefit from taking ... supplement*, and ... (co...d)	Anabolic steroids	
		Beta blockers	
	3. Explain the consequences of drug taking and doping in sport to the specific sport and the athletes/performers.	Specific ...	

Drugs in Sport			
	3. Explain the consequences of drug taking and doping in sport to the specific sport and the athletes/performers. (continued)	Perform[illegible]rs/ [illegible]lete[illegible]	
	5. Describe role of UKAD and WADA and explain the strategies in place to prevent the use of illegal drugs and doping in sport.	Role: Strategies:	

Drugs in Sport		
	5. **Give reasons why drug taking and testing *shouldn't* take place.**	

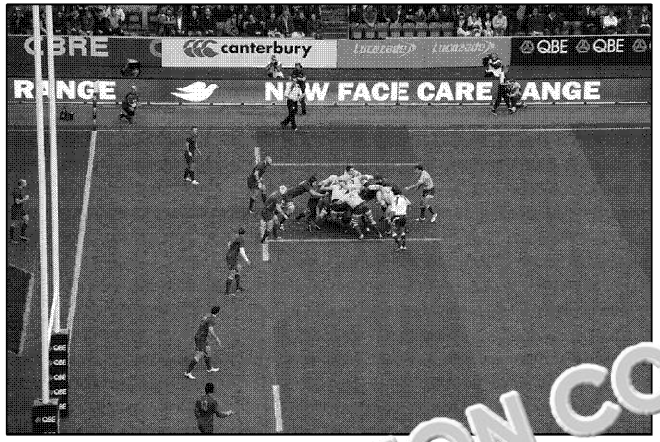
Drugs in Sport		
	6. Giv why drug taking and testing *shou* ke place.	

Sport and the Law	Questions	Performers
	1. Sports legislation can have positive or negative impacts on performers and officials. Give ways in which the law influences performers and officials.	

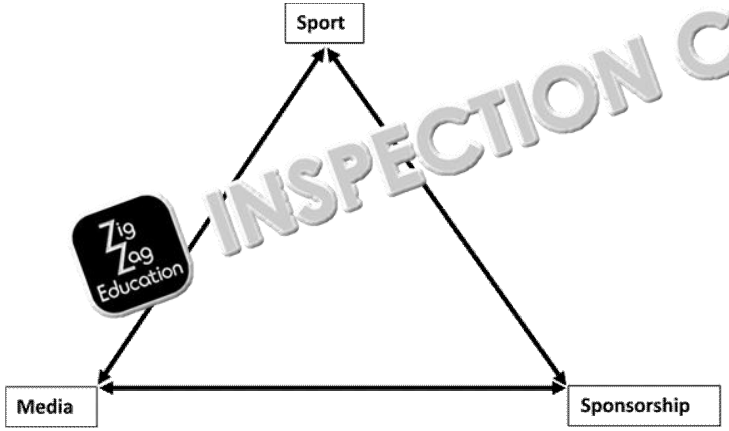
Sport and the Law		
	2. Describe the ways in which coaches must work within the law as part of their duty of care'.	
	3. How is sports legislation used to control spectator safety and prevent hooliganism?	

3.2.4: Sport and Society and the Role of Technol and Sport

3.2.4.7 – Impact of Commercialisation on Physical Activity and Sport

Impact of Commercialisation on Physical Activity and Sport	Questions	
	1. [illegible] the subheadings, explain the factors that lead to the commercialisation of contemporary physical activity and sport. 	Public interest and spectatorship Media interest Advertising and sponsorship

2. **Below is the 'golden triangle' diagram of the links between sport, media and sponsorship. Explain what the diagram means and the influence each factor has on the others.**



3. **Evaluate the positive and negative impacts of commercialisation and sponsorship upon *coaches* and *officials*.**

Coaches

Impact of Commercialisation on Physical Activity and Sport			
	3. Evaluate the positive and negative impacts of commercialisation and sponsorship on sport on coaches and officials (continued)		Positive
		Officials	
	4. Evaluate the positive and negative impacts of commercialisation and sponsorship in sport on *individual sports*.		Positive

Impact of Commercialisation on Physical Activity and Sport		
	5. Evaluate the impacts that commercialisation and sponsorship in sport have had on *performers*.	
		Positive
	6. Evaluate the positive and negative impacts that commercialisation and sponsorship in sport have had on *audiences*.	

Impact of Commercialisation on Physical Activity and Sport		
	7. Explain how television coverage of sport has changed in recent years. What impact have the changes had on spectatorship?	
	8. To the right is a graph showing the viewing figures for the American Super Bowl from 2007 to 2017. a) Analyse the graph to identify the changes in media views of the Super Bowl between 2007 and 2008. b) Explain the reasons for the increase in popularity of the Super Bowl.	

Impact of Commercialisation on Physical Activity and Sport

9. Explain the changes in radio coverage and the effect of these on sport coverage.		
10. Explain how the Internet has affected sport coverage.		
11. State the positive effects the media has on sport to: *individual sports*, *the performers* and *the audience*.	**Impact on…**	
	Individual sports	
	Performers	

Impact of Commercialisation on Physical Activity and Sport			
	11. State the positive *effects* the media has on sport to: *individual sports*, *the performers* and *the audience*. (continued)	Audience	
		Impact on…	
	12. State the negative effects the media has on sport to: *individual sports*, the performers and *the spectators*.	Individual sports	
		rformers	

Impact of Commercialisation on Physical Activity and Sport			
	12. State the negative effects the media has on sport to: *individual sports*, the performers and *the spectators*. (continued)	Audiences	
			Positive
		Coaches	
	13. Describe the positive and negative impacts the media in sport has on coaches and officials.		
		Officials	

3.2.4: Sport and Society and the Role of Technol and Sport

3.2.4.8 – The Role of Technology in Physical Activity and Sport

	Questions	
The Role of Technology in Sport	1. Describe the use [illegible] sports analytics to [illegible] fitness [illegible] performance.	
	2. Give a sporting example of how modern technology can be used to *monitor fitness* for elite sport performance.	
	3. Using examples, explain how sports analytics can be used to impr[illegible] *technique*.	

The Role of Technology in Sport			
	4. Name two pieces of equipment that aid *injury prevention* and explain the benefits performers receive from using these pi… of equipment.	Technology 1. 2.	
	5. Give examples of data that can be collected by *game analysis*.		
	6. Explain how *game analysis* can help optimise performa…		

The Role of Technology in Sport		
	7. How could a coach or manager use sports analytics to aid talent identification / player scouting?	
	8. Technology has [illegible] improvement in fa[illegible] ava[illegible] G[illegible] example, suggest how improvements in facilities can impact on the performance of elite athletes.	
	9. How has modern technology impacted on the *facilities* available, and how has the Olympic legacy impacted on, general participation in sport? 	

The Role of Technology in Sport		
	10. How has modern technology affected the *equipment* available to elite athletes?	
	11. Explain how modern technology has affected the *equipment* available for disabled athletes.	
	12. Explain how modern technology has affected the *equipment* available for elderly athletes?	

The Role of Technology in Sport		
	13. State the positive impacts that technology has had on *individual sports, performers, coaches and audiences*.	**Individual sports**
	13. State the positive impacts that technology has had on *individual sports, performers, coaches and audiences*. (continued)	**Coaches**

The Role of Technology in Sport		
		Individual sports
	14. State the negative impacts that technology has had on *individual sports*, *performers*, *coaches* and *audiences*.	
		Coaches