



Topic Tests

For AS and A Level (Year 1) AQA PE

Co-teachable AS and A Level

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Teacher's Introduction

This resource is for use with the new AQA AS and A Level PE specification (2016 onwards) and covers all the theory content for AS Level and A Level (Year 1).

Each topic test starts with quick, short-answer questions that ensure the core fundamental ideas of each topic are understood by the student. Questions then increase in difficulty and culminate with either longer, essay-style questions or detailed activities which are engaging and help consolidate learning. A range of question styles has been used to expose students to different question types and to give variety, as well as providing plenty of practice with questions in an exam-style format. For example, each topic test contains visual aspects such as diagrams and pictures as well as more conventional short, essay-style questions. This resource also provides opportunities throughout for students to apply their knowledge to situations in sport or physical activity, as well as develop their data-handling skills such as graph drawing and performing calculations.

Mark allocations and answers are provided which are useful for peer- and self-assessment as well as providing you as the teacher opportunity to assess students' strengths and weaknesses in order to inform the teaching and learning process.

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Specification Reference Table

This table can be used to identify which specification points you are teaching and select the appropriate Topic Test to suit.

AS Spec	A Level Spec	Topic Test	Title	Total Marks
Applied Anatomy and Physiology				
3.1.1.2	3.1.1.2	1	The Cardiovascular System	51
3.1.1.3	3.1.1.3	2	The Respiratory System	35
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Skill Acquisition				
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Biomechanical Movement				
3.1.5.1/ 3.1.5.2	3.2.2.1/ 3.2.2.2	15	Biomechanical Principles and Levers	35
Sport Psychology				
3.1.6.1.1/ 3.1.6.1.2/ 3.6.1.1.6	3.2.3.1.1/ 3.2.3.1.2/ 3.2.3.1.6	16	Personality, Attitudes and Motivation	38
3.6.1.1.3/ 3.6.1.1.4/ 3.6.1.1.5/ 3.6.1.1.7	3.2.3.1.3/ 3.2.3.1.4/ 3.2.3.1.5/ 3.2.3.1.8	17	Arousal, Anxiety and Aggression	53
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Sport and Society and the Role of Technology in Physical Activity and Sport				
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1. The Cardiovascular System

1.
 - i) What is the equation that describes the relationship between cardiac output, stroke volume and heart rate?
 - ii) If a footballer has a heart rate of 90 bpm and a stroke volume of 70 ml, what is his cardiac output (l/min)?
 - iii) Explain why trained athletes generally have a higher cardiac output than untrained individuals.
2.
 - i) According to Starling's Law, when the cardiac fibres are stretched, the force of contraction increases. Explain why this is the case.

TRUE/FALSE

 - ii) Explain the reasons for your answer.
3. A cyclist measures their average heart rate during seven consecutive training sessions. The intensity of the training is consistent. Their average heart rate for each session is as follows:

Training Session	Heart Rate (bpm)
1	120
2	125
3	115
4	130
5	135
6	140
7	135

What was the cyclist's highest and lowest cardiac output (l/min), if their stroke volume was 100 ml immediately after each training session?

4.
 - i) 'Heart rate remains elevated for a period of time immediately following exercise.' Explain why this is the case.

TRUE/FALSE

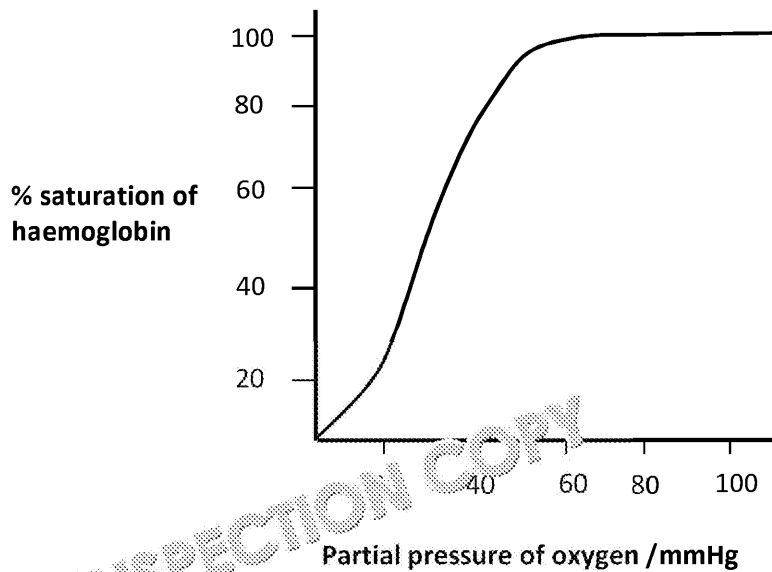
 - ii) Explain the reasons for your answer.

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5.



- i) The graph above shows the oxyhaemoglobin dissociation curve. Explain.
 - ii) As we exercise this curve shifts to the right. What is this shift called?
 - iii) Identify three factors that are responsible for this shift?
6. State two reasons how exercise can improve an individual's cardiac health.
7. What is meant by the term 'anticipatory rise'?
8. Describe the pathway of the cardiac conduction system.
9.
 - i) Define 'venous return' and outline three mechanisms that aid it.
 - ii) Describe the relationship between blood pressure and venous return.
 - iii) What is meant by the term 'cardiovascular drift'?
10. During exercise, blood is redistributed around the body. Explain what the vasomotor centre does and how it enables the redistribution of cardiac output as an athlete begins exercise.
11.
 - i) Explain how an athlete's arteriovenous oxygen difference changes when they are exercising compared to when they are resting.
 - ii) Why might a trained individual have a higher arteriovenous oxygen difference than an untrained individual?
12. Heart rate changes during exercise of varying intensities. Describe how the heart rate is regulated by neural, hormonal and chemical factors.

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2. The Respiratory System

- Define 'tidal volume'.
 - Define 'residual volume'.
 - Explain the difference between expiratory reserve volume and inspiratory reserve volume.
 - What is the equation that describes the relationship between breathing volume and minute ventilation?
 - During training, a cyclist measures their tidal volume using a spirometer. The cyclist had a breathing frequency of 45 breaths/min and a tidal volume of 1.5 l. Calculate the cyclist's minute ventilation (l/min)?
- 'Diffusion is the process of particles moving from a low concentration to a high concentration.'
TRUE/ FALSE
- Name two hormones that are involved in the regulation of pulmonary ventilation.
- Give three features of the alveoli that assist with gaseous exchange.
- Match the values given below to the following questions regarding the influence of these values on the respiratory system.

150 l/min	15 (breaths/min)	40 (breaths/min)
-----------	------------------	------------------

 - A normal resting value for breathing frequency would be?
 - During exercise, minute ventilation could be as high as?
 - During exercise, breathing rate could increase up to?
 - A normal resting tidal volume would be?
- 'During exercise, breathing frequency, tidal volume and minute ventilation will increase.'
TRUE/FALSE
- Which hormone stimulates the respiratory control centre to regulate breathing?
 - 'The parasympathetic nervous system works to lower the breathing rate while the sympathetic nervous system works to increase the breathing rate.'
TRUE/FALSE
- Explain the processes that occur for the factors below to cause an increase in breathing rate by the sympathetic nervous system.
 - Proprioceptors
 - Baroreceptors
 - Chemoreceptors
- Explain how smoking can negatively impact on the respiratory system.
- Describe how oxygen is transported and provided to the muscles during exercise. How does the body may increase the efficiency of this process.

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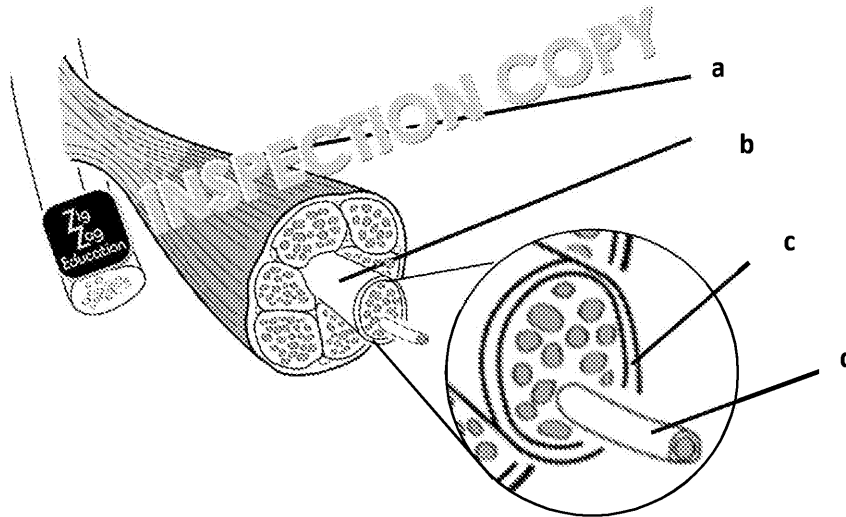
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3. The Neuromuscular System

1. i) Which branch of the autonomic nervous system is concerned with stimulation?
- ii) Which branch of the autonomic nervous system is concerned with relaxation?
2. Use the words below to label the illustration:

Muscle fibre Myofibril Muscle Sarcolemma



3. Explain the role of the Golgi tendon organ during proprioceptive neuromuscular facilitation.
4. What is a motor unit?
5. 'Each muscle fibre is stimulated by only one motor neurone; however, each motor neurone stimulates many muscle fibres.'

TRUE/FALSE

6. 'The muscle fibres within a motor unit can be different types (slow oxidative glycolytic and fast glycolytic).'

TRUE/FALSE

7. Arrange the following sentences (by allocating a number 1–5) to complete a paragraph describing the processes involved in muscular stimulation and contraction.
 - a) An action potential is sent down a motor neurone to the neuromuscular junction.
 - b) Acetylcholine diffuses across the neuromuscular junction and binds to the receptors on the muscle fibre.
 - c) Once the action potential reaches the nerve terminal it initiates the release of acetylcholine.
 - d) Calcium ions entering the muscle fibre causes muscle contraction as described by the sliding filament theory.
 - e) This stimulates another action potential that travels down the muscle and causes contraction of the muscle fibres.
8. Explain the 'all-or-none' law of muscle contraction.
9. i) Explain the two terms 'spatial summation' and 'wave summation' and provide an example of each.
- ii) What is tetanic contraction?

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10. Which type of muscle fibre would be predominantly used during the following?
 - i) Sprinting
 - ii) Triathlon
 - iii) Powerlifting
 - iv) Marathon running
 - v) 800 m run
 11. Identify the order in which muscle fibres are recruited and describe when each is used during exercise of varying intensities.
 12. Describe how the different characteristics of each muscle fibre type allow them to be used in different conditions. Use sporting examples to support your answer.
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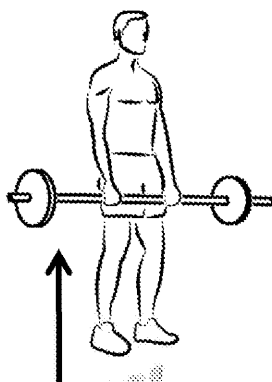
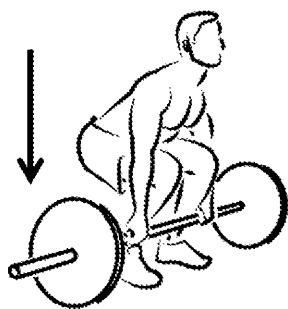


4. The Musculoskeletal System and Movement

1. 'The ankle is an example of a hinge joint.'
TRUE/FALSE
2. What type of synovial joint is located at the hip?
3.
 - i) Give two types of joint movement possible at the ankle.
 - ii) Identify the two articulating bones of the ankle joint.
4.
 - i) Which two movements can the hip perform in the frontal plane?
 - ii) At which two joints can horizontal flexion and horizontal adduction occur?
5.
 - i) Identify the articulating bones that make up the shoulder joint.
 - ii) Complete the table below to provide information about the shoulder joint.

Joint Action	Agonist
Flexion	
Extension	
	Latissimus dorsi
	Pectoralis major
Adduction	
Abduction	

6. Provide the type of muscle contraction occurring in the quadriceps in the following situations:
 - i) Downward movement
 - ii) Upward movement

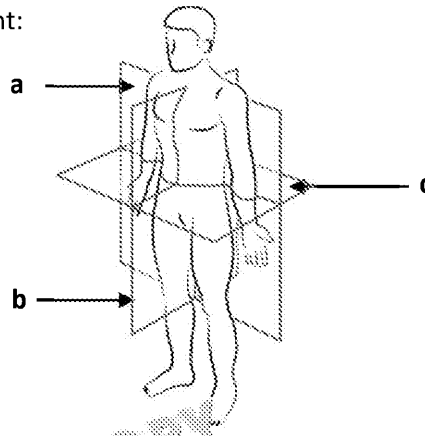


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7. i) Label the three planes of movement:



ii) Provide a sporting movement that occurs within the transverse plane and movement in sport.

iii) What planes are the following movements along?

a) Star jump: adduction/abduction

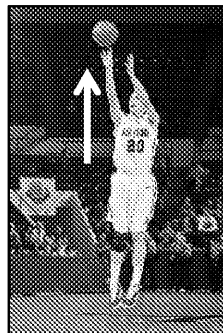
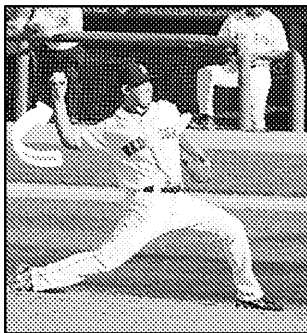
b) Bicep curl



8. What movements are occurring at the following joints?

i) Shoulder (throwing phase)

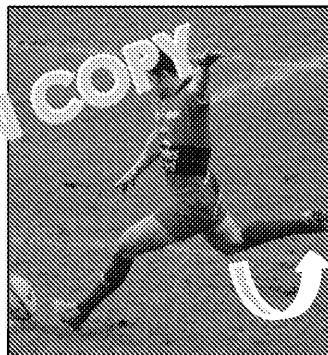
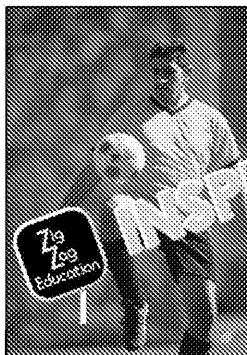
ii) Elbow



iii) Right hip

iv) Right knee

vi)



9. Which of the following muscles is **not** part of the quadriceps?

- a) Vastus lateralis
- b) Vastus intermedius
- c) Semimembranosus
- d) Rectus femoris

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10. i) What is the role of an agonist muscle?
 ii) Give two examples of an antagonistic pair of muscles.
11. 'The triceps brachii can act as either the agonist or antagonist muscle depending on the movement being performed.'
TRUE/FALSE

12. Using the words provided, fill in the gaps in the following paragraph:

agonist prime antagonist facilitates increase decrease

*In an antagonistic muscle pair, the agonist muscle acts as the **a)**..... movement. For example, as a person performs a press-up, their biceps brachii act as the **c)**..... and relax. The antagonist muscle acts as the **b)**..... in length. When the person is in the up position, the triceps brachii, which act as the **d)**....., provide the force needed for movement by contracting. The agonist muscle acts as the **e)**..... and the antagonist muscle acts as the **f)**.....*

13. Name the agonist and antagonist muscle during the following movements:
- i) Ankle dorsiflexion
 ii) Knee flexion
14. Discuss how different types of muscle contraction allow us to perform different types of physical activity. Use examples to support your answer.



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5. Skill, Skill Continua and Transfer of Skill

1. Snooker and pool can be classified against which two skills?
 - a) An open skill
 - b) A closed skill
 - c) A gross skill
 - d) A fine skill

2.
 - i) Explain the difference between an externally paced skill and a self-paced skill.
 - ii) Give two examples of externally paced skills and two examples of self-paced skills.

3.
 - i) 'Open skills are less affected by the environment than closed skills.'
TRUE/FALSE
 - ii) Explain your answer.

4. Explain how the same skill could be self-paced or externally paced depending on how it is performed. Use a skill of your choice to support your answer.

5. Copy and complete the table below, by categorising the following characteristics of skills.
 - More difficult to learn
 - Often less dangerous
 - Often involves less decision-making
 - May have many parts or subroutines
 - Often involves more decision-making
 - Less difficult to learn
 - Often more dangerous
 - May have fewer parts or subroutines

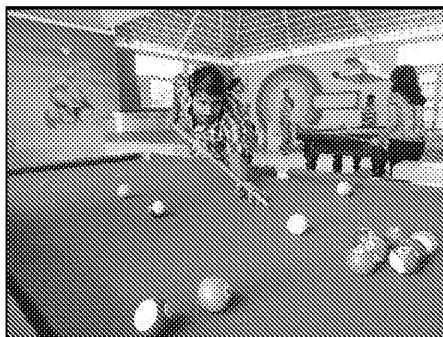
Simple skill	Complex skill

6.
 - i) Explain the difference between low- and high-organisation skills.
 - ii) Give two examples of a low-organisation skill and two examples of a high-organisation skill.

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7. Categorise the sports skills below on the given continuum (copy and complete)

- A penalty flick in hockey
- Running
- High jump
- Triple jump
- A soccer free kick
- Cycling

Discrete skills

Serial skills

8. Which of the following is a type of skill transfer that involves transferring the skill from one area to the other?

- a) Zero
- b) Bilateral
- c) Positive
- d) Negative

9. 'Positive transfer means that a skill learnt can constructively improve either a previously or subsequently learnt skill.'

TRUE/FALSE

10. Give four characteristics of a skilled performance.

11. Explain the difference between positive and zero skill transfer.

12. Identify the type of skill transfer that is involved during the following sporting activities:

- i) Learning to dribble with your weaker hand.
- ii) A tennis player's backhand negatively affecting the learning of a badminton backhand.
- iii) A goalkeeper finding he can kick from hand position as a result of punting the ball in rugby.
- iv) Learning to shoot with your weaker foot.

13. Discuss ways in which you can optimise the effect of positive transfer and limit the effect of negative transfer.

14. Classify each of the following skills in terms of their *difficulty*, *pacing*, *environment*, *involvement* and *continuity*, and provide a justification for your answers.

- a) A cricket shot
- b) Gymnastic floor routine

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6. Impact of Skill Classification on Structural Learning

1. i) Which would be the most appropriate method for practising a discrete skill?
 - a) Whole practice
 - b) Whole-part-whole practice
 - c) Massed practice
 - d) Part practice
- ii) Give an example of a skill in a sport or physical activity of your choice that would benefit from this type of practice.
2. i) What type of practice would be most beneficial for a skill such as a basketball shot or a mentally demanding task that can, therefore, be repeated multiple times?
 - ii) What type of practice does an athlete use when they run through an injury drill in their mind?
3. Explain the difference between the whole and progressive part methods of practice.
4. i) Define the whole-part-whole method of practice and give one advantage.
 - ii) Give an example of a sporting skill that would benefit from the whole-part-whole method of practice.
5. 'Variable practice is suited to open skills, as it enables the coach to adapt the practice to enable the performer to experience the skill in situations which could arise in competition.'
TRUE/FALSE
6. 'The progressive part model of practice is especially useful when learning complex skills.'
TRUE/FALSE
7. Define 'distributed practice' and give one reason for when it could be used.
8. Evaluate the advantages and disadvantages of the whole and progressive part methods of practice using the table shown below:

Type of Practice	Advantages	Disadvantages
Progressive Part		
Whole		

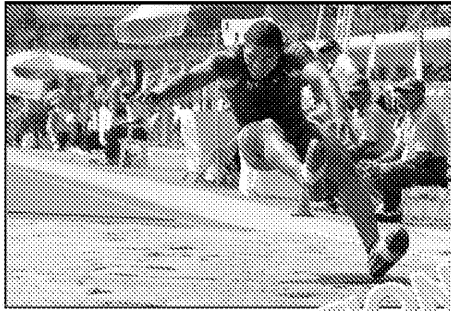
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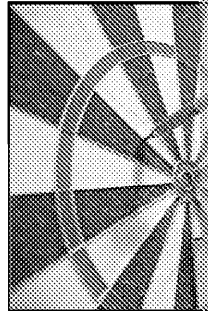
9. For each of the scenarios given below, decide which method of practice would be most appropriate and give an explanation for your answers.

Part method Whole method Progressive part method Fixed method

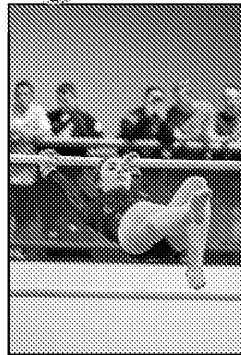
a) An Olympic long jumper



b) A national darts competition



c) A gymnast attempting to learn a new bars routine



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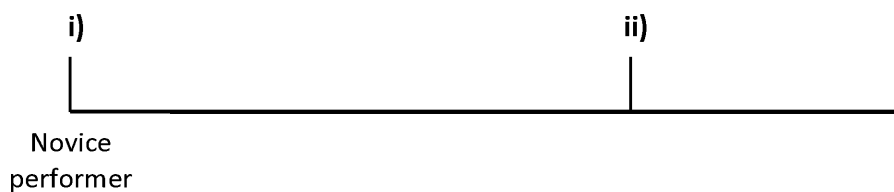
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7. Principles and Theories of Learning and

- Which of the following is NOT a characteristic of the associative phase of learning?
 - The basics of the skill have been acquired.
 - The skills are practised for many hours.
 - The performance of the skill can now be adapted to meet a variety of situations.
 - More detailed guidance is given to the learner.
- Which theory of learning states that learning of a new skill should involve practising the whole skill instead of the different parts in order to allow the learner to solve the problem and develop the skill?
- Describe the operant conditioning theory of learning.
- Which theory of learning describes the learner suddenly gaining an understanding of a skill?
- Which two of the following are not characteristics of the cognitive phase of learning?
 - The guidance given to the learner should be clear and simple.
 - Fine details of the skill are developed.
 - Movements are often uncoordinated.
 - Skills are practised in a variety of conditions.
- Place the three stages of learning onto the continuum to illustrate how a novice becomes a highly-skilled performer:



- Identify three causes of a learning plateau.
 - Identify three solutions to overcome a learning plateau.
- 'Progress through the stages of learning is unidirectional, meaning that once you are well enough to be classed as a more developed learner, you will not refer back to earlier stages of learning.'

TRUE/FALSE

 - Explain the reason for your answer, with reference to a sporting example.
- Explain what is meant by the term 'zone of proximal development' in Vygotsky's social learning theory.
- What is meant by the 'stimulus-response bond' in Skinner's operant conditioning theory of learning?
 - Outline three key features of the operant conditioning theory of learning.
 - Explain the importance of positive and negative reinforcement in the operant conditioning theory of learning. Use sporting examples to support your answer.
- Describe how a swimmer will advance through the three stages of learning (novice, intermediate and autonomous) in order to master the skill of front crawl.

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12. Which of the three stages of learning are being described below?
- i) The learner can have difficulty with selective attention and they often make errors.
 - ii) Many hours of practice are performed in order to develop motor programs.
 - iii) The learner is given lots of guidance and explanations in order to build up a mental representation of how the skill is performed.
 - iv) Skill performance is consistent and the athlete doesn't have to consciously think about the skill.
13. Discuss how a netball player could use insight learning to develop their performance.
14. Describe the important factors of Bandura's theory of social and observational learning that a novice performer to learn from a role model.



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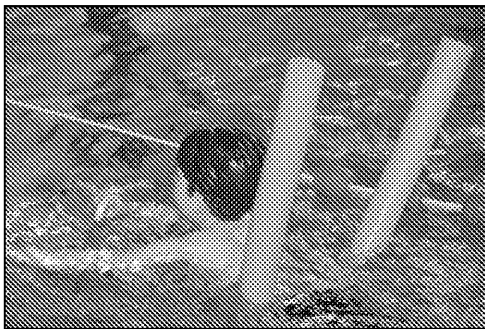
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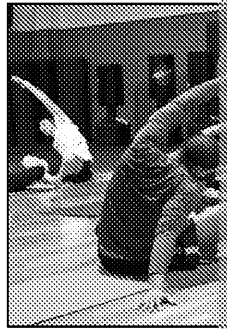
8. Use of Guidance and Feedback

1. i) Which of the following types of guidance would be the least effective when used alone for a performer in the cognitive stage of learning?
 - a) Verbal
 - b) Visual
 - c) Mechanical
 - d) Manual
- ii) Explain the reasons for your answer.
2. i) 'A performer in the cognitive stage of learning would rely on extrinsic feedback in the autonomous stage of learning.'
TRUE/FALSE
- ii) Explain the reasons for your answer.
3. Define the term 'kinaesthetic awareness'.
4. Which two of the following are **not** advantages of using verbal guidance?
 - a) It can be given to large groups of performers at the same time.
 - b) The ability of the coach is not important.
 - c) It is useful for describing difficult or intricate techniques.
 - d) It isn't dependent on expensive equipment.
5. What type of guidance is being used in the following scenarios?

i)



ii)



6. Explain why knowledge of performance is more important than knowledge of results in the cognitive stage of learning.
7. Explain the benefits on performance of coaches using positive and negative feedback.
8. Provide two ways in which manual guidance could be given.
9. Explain the difference between manual and mechanical guidance and give one example of each.
10. State whether the following statements are referring to extrinsic or intrinsic feedback.
 - i) This is also known as kinaesthetic feedback.
 - ii) A golf player hears a sound when they strike the ball that leads them to believe they have hit the ball with the correct technique.
 - iii) A teammate applauds a good shot you have done while playing football.
 - iv) The more experienced the performer the more they will rely on this form of feedback.

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11. A swimming coach is due to take on a whole new class of mixed-ability swimmers and is looking to develop the type of guidance she gives to each swimmer.

Evaluate the four different types of guidance and then explain which guidance is most appropriate for lower-ability pupils, and which she should use for her higher-ability pupils.



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9. Pre-industrial Britain (pre-1780)

- Which of the following was **not** a characteristic of mob football?
 - Violent in nature
 - Participated in by the working class
 - Male-dominated
 - Organised by rules
- Give two reasons why popular recreation in pre-industrial Britain would not be popular with the lower class.
- Which of the following was not a recreational activity in pre-industrial Britain?
 - Hunting
 - Wrestling
 - Mock fights
 - Rugby
- 'In pre-industrial Britain, lower-class individuals were mostly illiterate and, therefore, such as mob games and annual festivals were passed down through generations.'
TRUE/FALSE
- Identify four characteristics of rational recreation.
- Using the words provided, fill in the gaps in the passage below:

real tennis transport injury codified rules disapproved

Due to a lack of **a)**..... and **b)**....., popular recreation was confined to the upper class within villages and rural areas and did not involve competition between areas. Rational recreation within the lower classes, such as **c)**....., was often **d)**..... by local authorities as it was seen to be unproductive. These mob sports were only popular because they often result in damage to property and **e)**..... to players due to their nature. The upper class would play sports such as **f)**.....

- Discuss the influence of social class and gender on the participation of popular recreation in pre-industrial Britain.
- List three factors that would have been barriers to participation for lower-class individuals in pre-industrial Britain and explain why these factors had an impact.
- During pre-industrial Britain the upper class and lower class participated in different recreational activities. Identify the recreational activities each class participated in and explain how these activities have shaped the characteristics of sports, and participation in, sports and activities.

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10. Industrial and Post-industrial Britain (17)

1.
 - i) What is meant by the term 'Industrial Revolution'?
 - ii) Define the term 'urbanisation'.
 - iii) Identify and explain one feature of urbanisation that contributed to sport.
2. Which of the following was **not** a benefit of improved transport and communication?
 - a) Teams could travel further to play a wider range of fixtures.
 - b) Spectators could travel to watch more matches.
 - c) Fixtures became more available to the sportsman.
 - d) Matches were played more rural.
3.
 - i) 'The British Empire' spread British customs, which helped to promote sport.
TRUE/FALSE
 - ii) Ex-boarding school boys promoted sport in different countries.
4. Which **two** of the following were ways in which factory owners increased participation in sport?
 - a) Half days were permitted on Sundays.
 - b) Working hours were increased.
 - c) Sport was played during working hours.
 - d) The factory workers were encouraged to form teams by the owners.
5. Explain the role that churches had in the rationalisation of sport.
6.
 - i) 'The working class tended to be amateurs, whereas the middle class were professionals.'
TRUE/FALSE
 - ii) Give a reason for your answer.
7. Describe four characteristics of sport during post-industrial Britain.
8. Describe one influence that the emergence of National Governing Bodies had on sport and recreation during this era.
9. Identify one reason behind the changing role of women in sport.
10. Discuss how the modernisation of transport in the nineteenth century influenced recreational activity and sport.
11. Describe the main characteristics of amateurs during the early twentieth century. How did professional performers differ to amateurs in this time period.

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11. Post World War II (1950 to present)

1.
 - i) What is meant by the 'golden triangle'?
 - ii) Give one way in which sport can benefit sponsors.
 - iii) Give one way in which the media can benefit sport.
2.
 - i) Explain the difference between professionalism and amateurism.
 - ii) How did the status of amateurs and professionals change post-World War II?
 - iii) Outline two effects that commercialisation has had on professional sport.
3. Describe the emergence of elite female performers in athletics in the late twentieth and early twenty-first centuries.
4. Discuss the factors that have led to higher female participation rates in tennis in the twenty-first century.
5.
 - i) Discuss the impact commercialisation has had on football.
 - ii) Explain why sponsors are keen to invest money into football.

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12. Sociological Theory Applied to Equal O

1.
 - i) Define the term 'society'.
 - ii) Define the term 'socialisation'.
 - iii) Explain the difference between primary and secondary socialisation.

2.
 - i) What does the social action theory suggest?
 - ii) Following this suggestion (in the previous answer), how can sport have an impact on society?

3.
 - i) 'Social structures that are not visible can affect the overall experience of sport.'
TRUE/FALSE
 - ii) Give one example of a social issue relevant to sport.
 - iii) Define the term 'social control'.
 - iv) How might the manager of a sports club encourage social change?
 - v) Identify two causes of social inequality and provide a consequence of each.

4.
 - i) Define the term 'discrimination'.
 - ii) Explain the difference between stereotyping and prejudice.

5.
 - i) Identify two health benefits of raising participation in sport.
 - ii) Identify two fitness benefits of raising participation in sport.
 - iii) Identify two social benefits of raising participation in sport.

6.
 - i) Which of the following is **not** a national institute of sport?
 - a) SportsScotland
 - b) Sport Northern Ireland
 - c) UK Sport
 - d) Sport Wales
 - ii) Describe the role of Sport England.
 - iii) Provide two examples of national partners of Sport England.
 - iv) What role do clubs, schools and universities have in increasing participation in sport?
 - v) How does Sport England, alongside local and national partners, improve participation rates in sport?

7. Identify one barrier for each of the four under-represented groups in sport and how it can be overcome.

Disability

Ethnicity

Gender

Disadvantage

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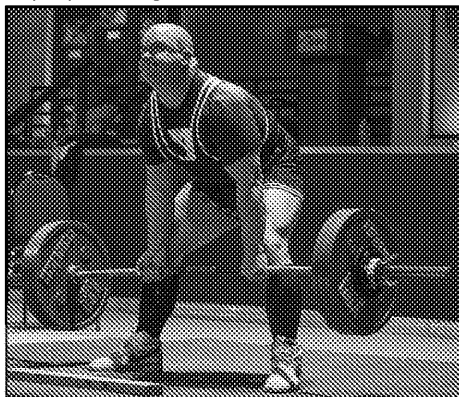


13. Diet and Nutrition and Their Effect on Performance in Activity and Sport

1. i) Which of the following food types should represent the largest proportion of an athlete's diet?
 - a) Protein
 - b) Fibre
 - c) Fats
 - d) Carbohydrates
 ii) What is the exercise-related function of fibre?
2. i) 'It is important that all athletes, irrespective of the sport they perform, consume a daily intake of vitamins and minerals.'

TRUE/FALSE

 ii) Explain the reasons for your answer.
3. i) Which type of athlete may benefit from bicarbonate loading before exercise?
 ii) Explain how bicarbonate loading could improve their performance.
 iii) What is a potential side effect of bicarbonate loading that could hamper performance?
4. What would the benefit on performance be of consuming caffeine?
5. Although all athletes eat a nutritional and balanced diet, they tailor their nutrition to meet the demands of the sport they perform. Describe how two athletes' intake of carbohydrates and proteins would differ to meet the demands of their sport.
 - i) Olympic weightlifter
 - ii) Triathlete



6. Provide three ways in which an athlete can manipulate their diet in order to improve performance during exercise.
7. Identify a function of each of the following vitamins:
 - i) Vitamin C
 - ii) Vitamin B12
 - iii) B-complex vitamins
 - iv) Vitamin D

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8. What are the functions in the body of the following food types?
- i) Protein
 - ii) Carbohydrates
 - iii) Fat
 - iv) Vitamins and minerals
 - v) Fibre
- vi) Match each of the exercise-related functions to the correct mineral below

Sodium

Helps to
density

Iron

Helps to
rehydrat

Calcium

Aids the
haemo

9. Athletes are always looking to develop and improve their performance in sport
- i) Why might a strength-based athlete take creatine?
 - ii) Identify a potential side effect of consuming too much creatine.
10. Identify three consequences of dehydration.
11. Explain how carbohydrate loading is performed and its benefits on performance.



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14. Preparation and Training Methods for Physical Activity and Performance

1. What are the three phases of training?
2. i) Define 'periodisation' and explain why it is used when devising a training programme.
ii) What are the three periodisation cycles?
3. i) Which of the following is **not** part of the FIT acronym?
a) Intensity
b) Fitness
c) Type
d) Time
ii) Explain the principles of intensity and frequency which can be used when devising a fitness programme.
4. i) Define the terms 'quantitative' and 'qualitative' data.
ii) What is the difference between subjective and objective data?
iii) Using examples in fitness testing, explain the terms 'validity' and 'reliability'.
5. Explain how tapering is used to ensure peak performance occurs at competition.
6. Explain the difference between continuous and fartlek training.
7. Identify one way that circuit training can be tailored to meet the needs of different sports.
8. Define the terms 'repetitions' and 'sets'.
9. Identify which training method (weight training, proprioceptive neuromuscular facilitation, plyometric, or interval training) would be most suited to each of the sportspeople given below:
i) Rugby forward ii) Gymnastics performer iii) Sprinter



10. 'Ballistic stretching is a type of stretching that can result in an injury.'
TRUE/FALSE
11. i) Outline what interval training involves.
ii) Which type of athlete would benefit from interval training?
iii) Identify three important factors to consider when planning an interval training programme.
12. 'High-intensity interval training (HIIT) can be used to develop aerobic capacity.'
TRUE/FALSE

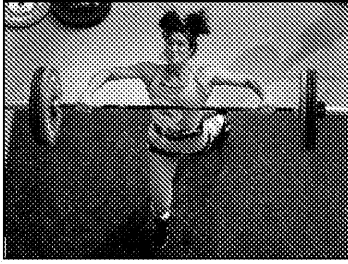
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13. What are the following types of weight training used to develop? Justify your answer.

i) High weight / Low repetitions



ii) Low weight / High repetitions



14. i) 'Unlike aerobic and strength training, flexibility is not as useful for all types of activity.'
TRUE/FALSE

ii) Explain the reasons for your answer.

15. Explain the difference between static and ballistic stretching, and explain how they depend on the activity.

16. Explain how a lacrosse player could apply the following principles of training to ensure it is effective.

- Specificity
- Progressive overload
- Reversibility
- Recovery

17. Discuss how an athlete who competes in a team sport such as rugby will alter their training throughout the three main phases of training.

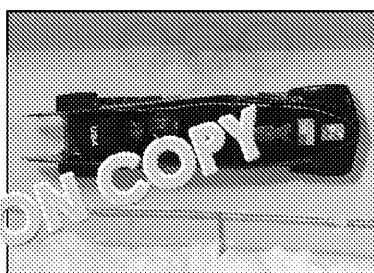
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15. Biomechanical Principles and Levers

1. Give a sporting example of when a first-class lever system is used in the body.
2. Which of the following describes Newton’s second law?
 - a) When an object exerts a force on a second object there is an equal force exerted on the first object by the second.
 - b) The acceleration of an object is proportional to the forces acting upon it and the forces.
 - c) If an object is at rest or in motion it will stay at that same speed and direction.
3. i) What is the equation that describes the relationship between acceleration and time?
 ii) Using your equation (from part i), calculate the acceleration of a football player who starts from rest and reaches a top speed of 8 m/s in five seconds.
4. i) ‘First and second-class lever systems are the only classes to have mechanical advantage.’
TRUE/FALSE
 ii) Explain the reasons for your answer.
 iii) Identify a location in the body where a second-class lever system acts.
5. i) What is meant by ‘centre of mass’?
 ii) Identify two factors that affect stability and balance.
6. i) Give the equation for calculating speed.
 ii) Define the term ‘speed’.
 iii) Define the term ‘distance’.
7. Draw and label three diagrams to represent the following lever class systems
 - i) First-class lever system
 - ii) Second-class lever system
 - iii) Third-class lever system
8. Bobsleigh is an Olympic event that uses specially designed equipment to travel down a track as fast as possible. Describe the forces acting on a bobsleigh as it travels down the track.



9. In many athletic sprinting events, such as the 100 m sprint, if a tailwind exceeds a certain speed, records set in such conditions will not count as it is believed that this is an unfair advantage. Explain why this is a fair rule to impose.
10. Define Newton’s first and third laws of motion using sporting examples to support your answer.
11. Explain how a judo player can improve their stability in competition.

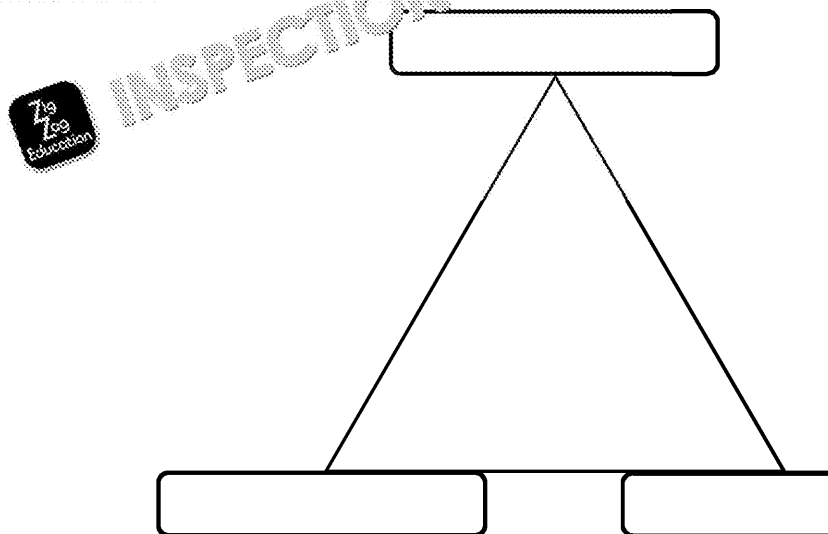
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16. Personality, Attitudes and Motivation

1. Define 'personality'.
2. 'Nurture refers to the concept of how the outside environment has influenced personality'.
TRUE/FALSE
3. What is meant by 'attitude'?
4. i) Copy and complete the diagram below describing the three components of the triadic model.



- ii) 'I enjoy playing netball as it allows me to keep fit and I relish the competition'. This statement represents an example of which component of attitude?
5. Using examples, explain the difference between extrinsic and intrinsic motivation.
6. Using examples, explain the difference between tangible and intangible motivation.
7.
 - i) What does the interactionist theory of personality suggest?
 - ii) Provide an equation that summarises the interactionist theory of personality.
 - iii) How can knowledge of the interactionist perspective improve performance?
8.
 - i) Outline the social learning theory of personality.
 - ii) How does this theory differ from the trait theory of personality?
9.
 - i) Identify and describe the four factors that can affect the formation of an attitude.
 - ii) Discuss the use of persuasive communication and the cognitive dissonance theory in changing attitudes.

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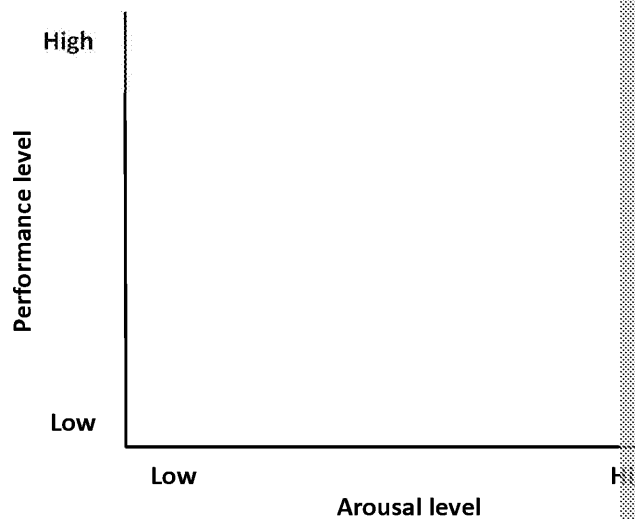


17. Arousal, Anxiety and Aggression

1. Define 'arousal'.
2. Define 'anxiety'.
3. 'Aggression in sport is a forceful behaviour that has the overall aim of achieving something from another person.'

TRUE/FALSE

4. Identify the two types of competitive anxiety.
5. i) What are the four theories of arousal?
 ii) Using the following graph as a template, draw three graphs to represent arousal in sport. Also label the optimal point of arousal on each graph.



6. Explain how, according to the inverted-U theory, optimal arousal is influenced by the level of performance.
7. Explain what is meant by the 'zone of optimal functioning'.
8. i) Identify three characteristics of peak flow experience.
 ii) Suggest one way in which peak flow can be interrupted.
9. Copy and complete the table to evaluate the different methods of measuring performance.

Measurement method	Advantages	Disadvantages
Observation		
Questionnaires		
Physiological measures		

10. Explain the difference between cognitive and somatic anxiety and then provide two examples of how each might affect an athlete's performance before or during a competition.
11. i) Identify the four theories of aggression.
 ii) Describe each of the theories you have identified in 11i.
 iii) Critically evaluate the theories of aggression.
12. Give three strategies that could be used to reduce and prevent player aggression.

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18. Group Dynamics and Social Facilitation

1. What is the definition of 'a group'?
2. 'According to Steiner's model of group effectiveness, actual productivity is always less than potential productivity.'
TRUE/FALSE
3. i) According to the Ringelmann effect, which of the following teams is most likely to experience the largest decrease in performance?
 - a) A tennis mixed-doubles team
 - b) A basketball team
 - c) A rugby team
 - d) A lacrosse team
- ii) 'Teams that require a high level of cooperation are most negatively affected by the Ringelmann effect.'
TRUE/FALSE
4. Which of the following is **not** a strategy that can be used to reduce the effect of social loafing?
 - a) Using mental rehearsal
 - b) Training in front of a large crowd as a novice
 - c) Ensuring skills are well learnt
 - d) Improving selective attention
5. i) Explain the difference between social facilitation and social inhibition.
 ii) State whether the following would be expected to experience social facilitation or social inhibition if they were to perform in front of a large crowd.
 - a) An individual with an extrovert personality:
 - b) A novice performer:
 - c) An individual performing a complex skill:
 - d) An individual performing a fine skill:
- iii) Explain Zajonc's model of social facilitation.
 iv) Define the term 'evaluation apprehension'.
6. What is meant by 'social loafing'?
7. Which of the following is a common hindrance to group performance according to the Ringelmann effect, social loafing theory and the social facilitation theory?
 - a) Coordination
 - b) Tactics
 - c) Individual performance
 - d) Motivation
8. According to Tuckman's model of group development, what are the four stages involved in the development of a team?
9. Explain how the Ringelmann effect could be used to describe the difference in performance between a 5-a-side and an 11-a-side football team.
10. i) Identify the equation used by Steiner to describe the productivity of groups.
 ii) Using examples, describe how faulty processes could reduce the productivity of groups.
 iii) What strategies could a coach employ to overcome these faulty processes?

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11.
 - i) Explain the difference between task cohesion and social cohesion.
 - ii) Identify three methods of improving cohesion

12. What stages of group formation do the following sporting scenarios represent?
 - i) A newly-formed football team question the status of the manager.
 - ii) An experienced hockey team perform effectively towards a collective goal.
 - iii) A rugby team overcome the majority of their disagreements within the team and respect for one another.
 - iv) The successful trialists of a newly-formed school netball team come together to discuss their strengths and weaknesses.

13. Explain how social loafing could be used to describe potential differences in performance between a basketball player and a hockey player and explain how it could be reduced.



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19. Goal Setting in Sports Performance

- Which of the following is not a reason to use goal setting?
 - Direct the performer's attention
 - Improve social cohesion
 - Maintain persistence on a task
 - Improve performance
- Explain the difference between a process goal and a performance-related goal.
- Identify one benefit of using task-oriented goals, and one benefit of using performance goals.
 - 'Performance goals are more appropriate than outcome goals for a novice athlete.'
TRUE/FALSE
 - Explain the reasons for your answer.
- Identify and describe each letter of the SMARTER acronym of goal setting.
- Identify which of the SMARTER principles of goal setting the following scenarios illustrate.
 - An athlete competing in a triathlon predominantly trains their aerobic capacity.
 - A novice cyclist trains to win an event specifically for newcomers to the sport.
 - An athlete devises a training plan taking into account when the season starts.
 - An athlete training to improve strength keeps track of their progress by recording the weight they can lift.
- Explain the importance of setting goals to improve sports performance.

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20. The Role of Technology in Physical Activity

1. i) 'Generally, the data collected by technology is quantitative and objective, but it can be subjective.'
TRUE/FALSE
ii) Explain your answer.
2. i) What is the type of measurement performed when using a metabolic cart?
ii) What does a metabolic cart measure?
iii) Describe how a metabolic cart produces a measurement.
3. Which of the following **cannot** be measured through the use of a GPS?
 - a) Distance travelled
 - b) The speed of a performer
 - c) A performer's $V_{O_2 \max}$
 - d) The distance of a pitch covered by a performer
4. Explain why it is important to ensure that the data collected is valid and reliable.
5. Describe how video analysis can be used to improve performance.
6. i) Define the term 'data integrity'.
ii) Explain the importance of maintaining data integrity.
iii) Describe two ways in which data integrity can be maintained when using technology.

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1. The Cardiovascular System

1. i) What is the equation that describes the relationship between cardiac output, stroke volume and heart rate?

.....

ii) If a footballer has a heart rate of 90 bpm and a stroke volume of 70 ml, what is his cardiac output (l/min)?

.....

iii) Explain why elite endurance athletes generally have a higher cardiac output than non-athletes.

.....

.....

2. i) According to Starling's Law, when the cardiac fibres are stretched, the force of contraction decreases. TRUE/FALSE

TRUE/FALSE

ii) Explain the reasons for your answer.

.....

3. A cyclist measures their average heart rate during seven consecutive training sessions. The intensity of their training is consistent. Their average heart rate for each session is shown in the table below.

Training Session	Heart Rate (bpm)
1	120
2	125
3	115
4	130
5	135
6	140
7	135

What is the cyclist's highest and lowest cardiac output (l/min), if their stroke volume is 70 ml, immediately after each training session?

.....

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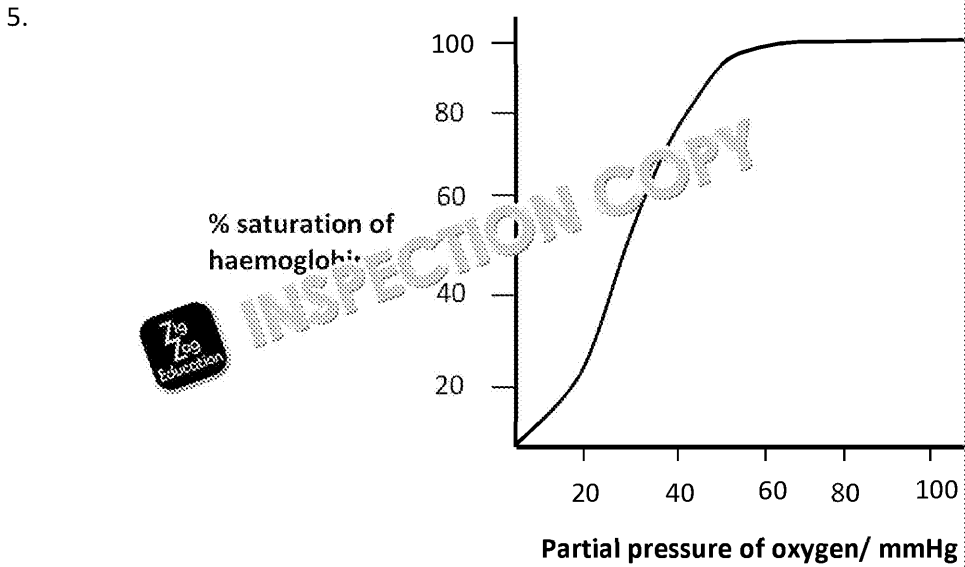
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- 4. i) 'Heart rate remains elevated for a period of time immediately following' **TRUE/FALSE**
- ii) Explain the reasons for your answer.

.....



- i) The graph above shows the oxyhaemoglobin dissociation curve. Explain
- ii) As we exercise this curve shifts to the right. What is this shift called?
- iii) Identify three factors that are responsible for this shift?

.....

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- 6. State two reasons why exercise can improve an individual's cardiac health.

.....

- 7. What is meant by the term 'anticipatory rise'?

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8. Describe the pathway of the cardiac conduction system.

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9. i) Define 'venous return' and outline three mechanisms that aid it.

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ii) Describe the relationship between blood pressure and venous return.

.....
.....
.....

iii) What is meant by the term 'cardiovascular drift'?

.....
.....

10. During exercise, blood is redistributed around the body. Explain what the vasodilation is and how it enables the redistribution of cardiac output as an athlete begins exercise.

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11. i) Explain how an athlete's arteriovenous oxygen difference changes when they begin to exercise compared to when they are resting.

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ii) Why might a trained individual have a higher arteriovenous oxygen difference than an untrained individual?

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12. Heart rate changes during exercise of varying intensities. Describe how heart rate is regulated by neural, hormonal and chemical factors.

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2. The Respiratory System

1. i) Define 'tidal volume'.
.....
- ii) Define 'residual volume'.
.....
- iii) Explain the difference between expiratory reserve volume and inspiratory reserve volume.
.....
- iv) What is the equation that describes the relationship between breathing volume and minute ventilation?
.....
- v) During training, a cyclist measures their tidal volume using a spirometer. The cyclist had a breathing frequency of 45 breaths/min and a tidal volume of 1.5 l. Calculate the cyclist's minute ventilation (l/min)?
.....

2. 'Diffusion is the process of particles moving from a low concentration to a high concentration'.
TRUE/ FALSE
3. Name a hormone that is involved in the regulation of pulmonary ventilation.
.....
4. Give three features of the alveoli that assist with gaseous exchange.
.....
.....
.....

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5. Match the values given below to the following questions regarding the influence of adrenaline on the respiratory system.

150 l/min 15 (breaths/min) 40 (breaths/min)

- i) A normal resting value for breathing frequency would be?
.....
- ii) During exercise, minute ventilation could be as high as?
.....
- iii) During exercise, breathing rate could increase up to?
.....
- iv) A normal resting tidal volume would be?
.....

6. 'During exercise, breathing frequency, tidal volume and minute ventilation will increase.'
TRUE/FALSE

- 7. i) Which hormone stimulates the respiratory control centre to regulate breathing?
.....
- ii) 'The parasympathetic nervous system works to lower the breathing rate while the sympathetic nervous system works to increase the breathing rate.'
TRUE/FALSE

8. Explain the processes that occur for the factors below to cause an increase in breathing rate via the sympathetic nervous system.

- i) Proprioceptors
.....
.....
- ii) Baroreceptors
.....
.....
- iii) Chemoreceptors
.....
.....

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9. Explain how smoking can negatively impact on the respiratory system.

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10. Describe how oxygen is transported and provided to the muscles during exercise and how this may influence the efficiency of this process.

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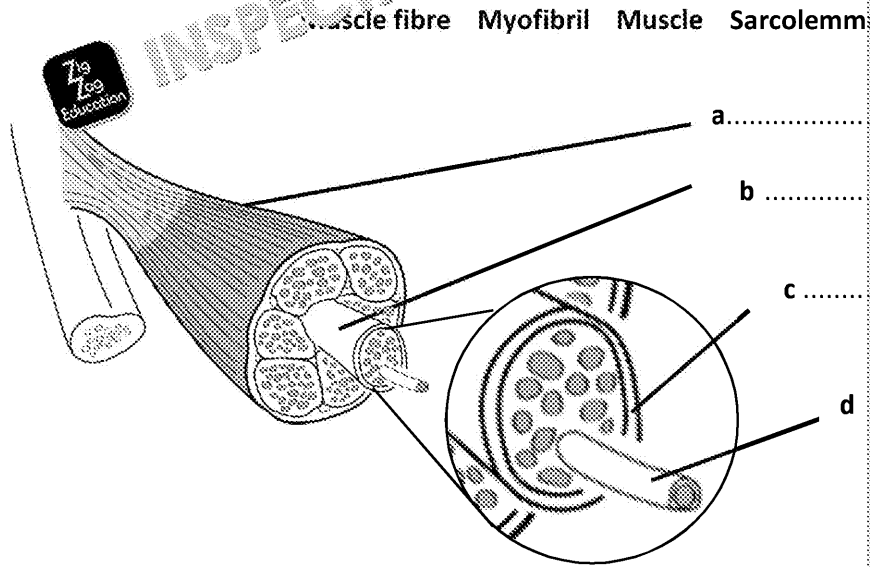
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3. The Neuromuscular System

1. i) Which branch of the autonomic nervous system is concerned with stimulation?
.....
 - ii) Which branch of the autonomic nervous system is concerned with relaxation?
.....
2. Use the words below to label the illustration:



3. Explain the role of the Golgi tendon organ during proprioceptive neuromuscular facilitation.
.....
.....
.....
4. What is a motor unit?
.....
.....

5. 'Each muscle fibre is stimulated by only one motor neurone; however, each stimulates many muscle fibres.'
TRUE/FALSE
6. 'The muscle fibres within a motor unit can be different types (slow oxidative glycolytic and fast glycolytic).'
TRUE/FALSE

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7. Arrange the following sentences (by putting a number 1–5) to complete a flow chart of the processes involved in muscular stimulation and contraction.

	a) An action potential is sent down a motor neurone to the neuromuscular junction.
	b) Acetylcholine diffuses across the neuromuscular junction and binds to receptors on the muscle fibre.
	c) Once the action potential reaches the nerve terminal it initiates the release of the neurotransmitter acetylcholine.
	d) Calcium entrance into the muscle fibre causes muscle contraction according to the sliding filament theory.
	e) This initiates another action potential that travels down the muscle fibre to the muscle fibres.

8. Explain the 'all-or-none' law of muscle contraction.

.....

.....

9. i) Explain the two terms 'spatial summation' and 'wave summation' and provide an example of each.

.....

.....

.....

.....

ii) What is tetanic contraction?

.....

10. Which type of muscle fibre would be predominantly used during the following activities?

- i) Sprinting
- ii) Triathlon
- iii) Powerlifting
- iv) Marathon running
- v) 800 m run

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11. Identify the order in which muscle fibres are recruited and describe when each is used during exercise of varying intensities.

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12. Describe how the different characteristics of each muscle fibre type allow them to be used in different conditions. Use sporting examples to support your answer.

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4. The Musculoskeletal System and Movement

1. 'The ankle is an example of a hinge joint.'

TRUE/FALSE

2. What type of synovial joint is located at the hip?

.....

3. i) Give two types of joint movement possible at the ankle.

.....

.....

ii) Identify the two articulating bones of the ankle joint.

.....

.....

4. i) Which two movements can the hip perform in the frontal plane?

.....

.....

ii) At which two joints can horizontal abduction and horizontal adduction occur?

.....

.....

5. i) Identify the articulating bones that make up the shoulder joint.

.....

.....

ii) Complete the following table to provide information about the shoulder joint.

Joint Action	Agonist
Flexion	
Extension	
	Latissimus dorsi
	Pectoralis major
Adduction	
Abduction	

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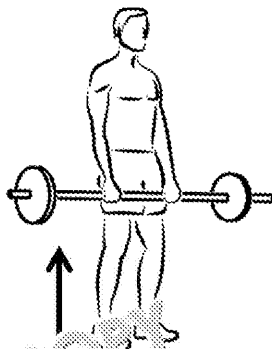
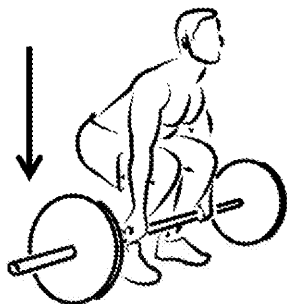
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6. Provide the type of muscle contraction occurring in the quadriceps in the following situations:

i) Downward movement

ii) Upward movement



.....

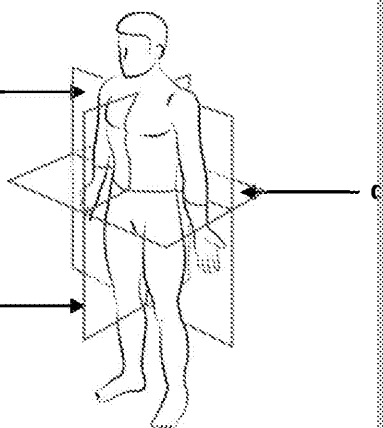
7. i) Label the three planes of movement:



a



b



ii) Provide a sporting movement that occurs along the transverse plane and movement in sport.

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.....



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iii) What planes are the following movements along?

a) Star jump: adduction/abduction

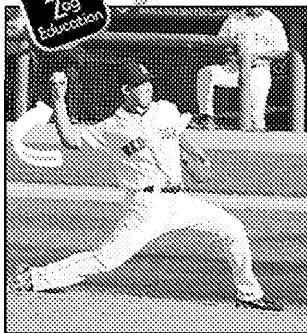


b) Bicep c

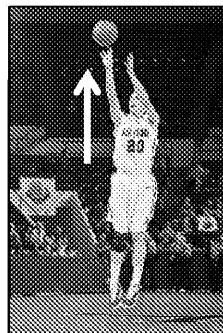


8. What movements are occurring at the following joints?

i) Shoulder (receiving phase)



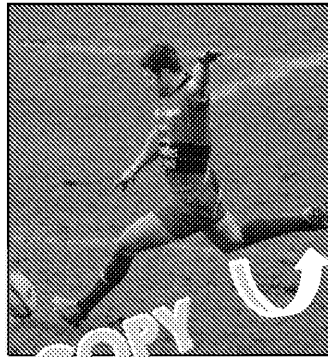
ii) Elbow



iii) Right hip



iv) Right knee



vi

9. Which of the following muscles is **not** part of the quadriceps?

- a) Vastus lateralis
- b) Vastus intermedius
- c) Semimembranosus
- d) Rectus femoris

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10. i) What is the role of an agonist muscle?

.....

ii) Give two examples of an antagonistic pair of muscles.

.....

.....

11. 'The triceps brachii can act as either the agonist or an antagonist muscle depending on the movement being performed.'

TRUE/FALSE

12. Using the words provided, fill in the gaps in the following paragraph:



agonist prime antagonist facilitates increase decrease

In an antagonistic muscle pair, the agonist muscle acts as the
antagonist muscle movement. For example, as a person performs a
press-up, their biceps brachii act as the and relax, causing the
..... in length. Meanwhile, the triceps brachii, which act as the
produce the force needed for movement by contracting, causing the muscle to
length.

13. Name the agonist and antagonist muscle during the following movements:

i) Ankle dorsiflexion

.....

.....

ii) Knee flexion

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14. Discuss how different types of muscle contraction allow us to perform different physical activity. Use examples to support your answer.

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5. Skill, Skill Continua and Transfer of Skill

1. Snooker and pool can be classified against which two skills?
- a) An open skill
 - b) A closed skill
 - c) A gross skill
 - d) A fine skill

2. i) Explain the difference between an externally paced skill and a self-paced skill.

.....

.....

- ii) Give examples of externally paced skills and self-paced skills.

.....

.....

3. i) 'Open skills are less affected by the environment than closed skills.'
TRUE/FALSE

- ii) Explain your answer.

.....

4. Explain how the same skill could be self-paced or externally paced depending on how it is performed. Use a skill of your choice to support your answer.

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5. Complete the table below, by categorising the following characteristics against

- More difficult to learn
- Often less dangerous
- Often involves less decision-making
- May have many parts or subroutines
- Often involves more decision-making
- Less difficult to learn
- Often more dangerous
- May have fewer parts or subroutines

Simple skill	
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6. i) Explain the difference between low- and high-organisation skills.

.....
.....

ii) Give examples of a low-organisation skill and two examples of a high-organisation skill.

.....
.....

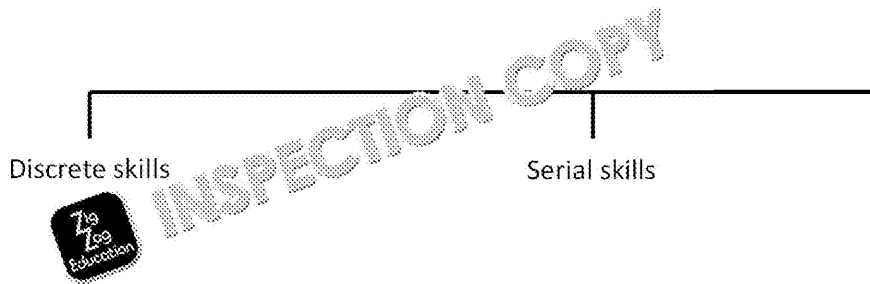
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7. Categorise the sports skills below on the given continuum:

- A penalty flick in hockey
- Running
- High jump
- Triple jump
- A rugby conversion kick
- Cycling



8. Which of the following is a type of skill transfer that involves transferring the skill to the other?

- a) Zero
- b) Bilateral
- c) Positive
- d) Negative

9. 'Positive transfer means that a skill learnt can constructively improve either a previously learnt skill or a subsequently learnt skill.'

TRUE/FALSE

10. Give four characteristics of a skilled performance.

.....

.....

.....

.....

11. Explain the difference between positive and zero skill transfer.

.....

.....

12. Identify the type of skill transfer that is involved during the following sporting activities:

i) Learning to dribble with your weaker hand.

.....

ii) A tennis player's backhand negatively affecting the learning of a badminton player's backhand.

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iii) A goalkeeper finding he can kick from hand well as a result of punting the ball in rugby.

.....

iv) Learning to shoot with your weaker foot.

.....

13. Discuss factors that can optimise the effect of positive transfer and limit the effect of negative transfer.

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14. Classify each of the following skills in terms of their *difficulty*, *pacing*, *environmental involvement* and *continuity*, and provide a justification for your answers.

a) A cricket shot

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.....

b) Gymnastic floor routine

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6. Impact of Skill Classification on Structure of Learning

1. i) Which would be the most appropriate method for practising a discrete skill?
- a) Whole practice
 - b) Whole-part-whole practice
 - c) Massed practice
 - d) Part practice

- ii) Give an example of a skill in a sport or physical activity of your choice that is a discrete skill and describe the structure of practice.

.....

2. i) Which type of practice would be beneficial for a skill such as a basketball shot or a mentally demanding task that can, therefore, be repeated multiple times?

.....

- ii) What type of practice does an athlete use when they run through an injury drill in their mind?

.....

3. Explain the difference between the whole and progressive part methods of practice.

.....

.....

4. i) Define the whole-part-whole method of practice and give one advantage.

.....

.....

- ii) Give an example of a sporting skill that would benefit from the whole-part-whole method of practice.

.....

5. 'Variable practice is suited to open skills, as it enables the coach to adapt the practice to enable the performer to experience the skill in situations which could arise in competition.'
TRUE/FALSE

6. 'The progressive part model of practice is especially useful when learning complex skills.'
TRUE/FALSE

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7. Define 'distributed practice' and give one reason for when it could be used.

.....

.....

8. Evaluate the advantages and disadvantages of the whole and progressive part table shown below:

Type of Practice	Advantages	
Progressive Part		
Whole		

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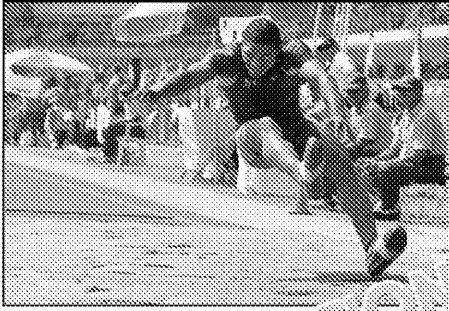
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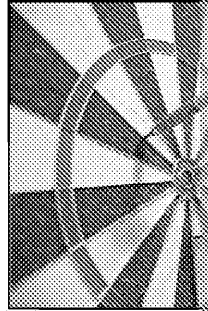
9. For each of the scenarios given below, decide which method of practice would be most appropriate and give an explanation for your answers.

Part method Whole method Progressive part method Fixed method

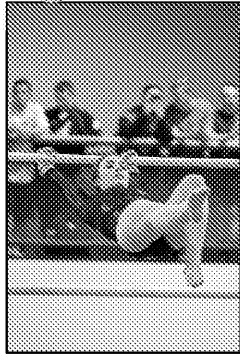
a) An Olympic long jumper



b) A national darts competition



c) A gymnast attempting to learn a new vault routine



a)

.....

b)

.....

c)

.....



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7. Principles and Theories of Learning and

1. Which of the following is NOT a characteristic of the associative phase of learning?
- a) The basics of the skill have been acquired.
 - b) The skills are practised for many hours.
 - c) The performance of the skill can now be adapted to meet a variety of conditions.
 - d) More detailed guidance is given to the learner.

2. Which theory of learning states that learning of a new skill should involve practice of the different parts in order to allow the learner to solve the problem and

.....

3. Describe the operation of the conditioning theory of learning.

.....

.....

4. Which theory of learning describes the learner suddenly gaining an understanding of the skill?

.....

5. Which two of the following are not characteristics of the cognitive phase of learning?

- a) The guidance given to the learner should be clear and simple.
- b) Fine details of the skill are developed.
- c) Movements are often uncoordinated.
- d) Skills are practised in a variety of conditions.

6. Place the three stages of learning onto the continuum to illustrate how a novice becomes a highly-skilled performer:

i) ii)



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7. i) Identify three causes of a learning plateau.

.....
.....
.....

ii) Identify three solutions to overcome a learning plateau.

.....
.....
.....

8. i) 'For as though the stages of learning is unidirectional, meaning that once we are high enough to be classed as a more developed learner, you will not refer back to previous learning.'



TRUE/FALSE

ii) Explain the reason for your answer with reference to a sporting example.

.....
.....

9. Explain what is meant by the 'zone of proximal development' in Vygotsky's social learning theory.

.....
.....
.....
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.....

10. i) What is meant by the 'stimulus-response bond' in Skinner's operant conditioning theory?

.....

ii) Outline three characteristics of the operant conditioning theory of learning.



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iii) Explain the importance of positive and negative reinforcement in the of learning. Use sporting examples to support your answer.

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.....

11. Describe how a swimmer will advance through the three stages of learning (cognitive, associative, autonomous) in order to master the skill of freestyle.

.....
.....
.....



12. Which of the three stages of learning are being described below?

i) The learner can have difficulty with selective attention and they often make errors.

.....

ii) Many hours of practice are performed in order to develop motor programs.

.....

iii) The learner is given lots of guidance and explanations in order to build up a mental model of how the skill is performed.

.....

iv) Skill performance is consistent and the athlete doesn't have to consciously think about the skill.

.....

13. Discuss how a netball player could use insight learning to develop their performance.

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14. Describe the important factors of Bandura's theory of social and observational learning to learn from a role model.



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8. Use of Guidance and Feedback

1. i) Which of the following types of guidance would be the least effective when used alone for a performer in the cognitive stage of learning?
- a) Verbal
 - b) Visual
 - c) Mechanical
 - d) Manual

ii) Explain the reasons for your answer.

.....

.....

2. i) 'A performer in the cognitive stage of learning would rely on extrinsic feedback in the autonomous stage of learning.'

TRUE/FALSE

ii) Explain the reasons for your answer.

.....

.....

3. Define the term 'kinaesthetic awareness'.

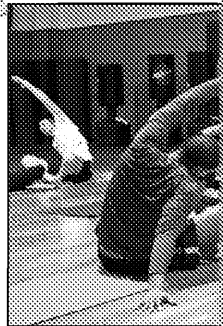
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4. Which two of the following are **not** advantages of using verbal guidance?

- a) It can be given to large groups of performers at the same time.
- b) The ability of the coach is not important.
- c) It is useful for describing difficult or intricate techniques.
- d) It isn't dependent on expensive equipment.

5. What type of guidance is being used in the following scenarios?

i)



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6. Explain why knowledge of performance is more important than knowledge of cognitive stage of learning.

.....
.....

7. Explain the benefits on performance of a coach using positive and negative feedback.

.....
.....

8. Provide two ways in which visual guidance could be given.

- 1.
- 2.

9. Explain the difference between manual and mechanical guidance and give one example of each type of guidance.

.....
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.....

10. State whether the following statements are referring to extrinsic or intrinsic feedback.

- i) This is also known as kinaesthetic feedback.
.....
- ii) A golf player hears a sound when they strike the ball that leads them to believe they have hit the ball with the correct technique.
.....
- iii) A teammate applauds a good shot you have taken while playing football.
.....
- iv) The more feedback provided the performer the more they will rely on this for improvement.
.....

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11. A swimming coach is due to take on a whole new class of mixed-ability swimmers and is looking to develop the type of guidance she gives to each swimmer.

Evaluate the four different types of guidance and then explain which guidance is most appropriate for lower-ability pupils, and which she should use for her higher-ability pupils.

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9. Pre-industrial Britain (pre-1780)

1. Which of the following was **not** a characteristic of mob football?
- a) Violent in nature
 - b) Participated in by the working class
 - c) Male-dominated
 - d) Organised by rules
2. Give two reasons why popular recreation in pre-industrial Britain would not lower class.

.....

.....

3. Which of the following was not a recreational activity in pre-industrial Britain?
- a) Hunting
 - b) Wrestling
 - c) Mob football
 - d) Rugby

4. 'In pre-industrial Britain, lower-class individuals were mostly illiterate and, therefore, such as mob games and annual festivals were passed down through generations.'
TRUE/FALSE

5. Identify four characteristics of rational recreation.
-
-
-
-

6. Using the words provided, fill in the gaps in the passage below:

real tennis transport injury codified rules disapproved

Due to a lack of and, popular recreation was confined to within villages and rural areas and did not involve competition between areas. Popular recreation in the lower classes, such as, was often it was seen to be unproductive. These mob sports were only played occasionally because of damage to property and to players due to their violent nature. Popular sports such as.....

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7. Discuss the influence of social class and gender on the participation of population in sport in Britain.

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8. List three factors that would have been barriers to participation for lower-class population in sport in Britain and explain why these factors had an impact.

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9. During pre-industrial Britain the upper class and lower class participated in different recreational activities. Identify the recreational activities each participated in and explain how these activities have shaped the characteristics of, and participation in, sports and activities today.

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10. Industrial and Post-industrial Britain (17

1. i) What is meant by the term 'Industrial Revolution'?

.....

ii) Define the term 'urbanisation'.

.....

iii) Identify and explain one feature of urbanisation that contributed to sport

.....



2. Which of the following was **not** a benefit of improved transport and commun

- a) Teams could travel further to play a wider range of fixtures.
- b) Spectators could travel to watch more matches.
- c) Fixtures became more available to the spectators.
- d) Matches were played more rurally.

3. i) 'The British Empire exported British customs, which helped to promote

TRUE/FALSE

ii) Explain how former public school boys promoted sport in different coun

.....

.....

4. Which **two** of the following were ways in which factory owners increased partic

- a) Half days were permitted on Sundays.
- b) Working hours were increased.
- c) Sport was played during working hours.
- d) The factory workers were encouraged to form teams by the owners

5. Explain the role that churches had in the rationalisation of sport.

.....

.....



6. i) 'The working class tended to be amateurs, whereas the middle class we

TRUE/FALSE

ii) Give a reason for your answer.

.....

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7. Describe four characteristics of sport during post-industrial Britain.

.....

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.....

8. Describe one influence that the emergence of National Governing Bodies had on recreation during this era.

.....

9. Identify one reason for the changing role of women in sport.

.....

10. Discuss how the modernisation of transport in the nineteenth century influenced recreational activity and sport.

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11. Describe the main characteristics of amateurs during the early twentieth century and how they differed to amateurs in this time period.

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11. Post World War II (1950 to present)

1.
 - i) What is meant by the 'golden triangle'?
.....
.....
 - ii) Give one way in which sport can benefit sponsors:
.....
.....
 - iii) Give one way in which the media can benefit sport:
.....
.....
2.
 - i) Explain the difference between professionalism and amateurism.
.....
.....
 - ii) How did the status of amateurs and professionals change in post-World War II?
.....
.....
 - iii) Outline two effects that commercialisation has had on professional sport.
.....
.....
3. Describe the emergence of elite female performers in athletics in the late twentieth century.
.....
.....
.....
4. Discuss the factors that have led to higher female participation rates in tennis.
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5. i) Discuss the impact commercialisation has had on football.

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ii) Explain why sponsors are keen to invest money into football.

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12. Sociological Theory Applied to Equal O

1.
 - i) Define the term 'society'.
.....
 - ii) Define the term 'socialisation'.
.....
 - iii) Explain the difference between primary and secondary socialisation.
.....
.....
2.
 - i) What does the social action theory suggest?
.....
 - ii) Following this suggestion (in the previous answer), how can sport have
.....
.....
3.
 - i) 'Social structures that are in place can affect the overall experience of sport.'
TRUE/FALSE
 - ii) Give an example of a social issue relevant to sport.
.....
 - iii) Define the term 'social control'.
.....
 - iv) How might the manager of a group be encourage social change?
.....
 - v) Identify two causes of social inequality and provide a consequence of each.
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4. i) Define the term 'discrimination'.

.....

ii) Explain the difference between stereotyping and prejudice.

.....

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5. i) Identify two health benefits of raising participation in sport.

1.

2.

ii) Identify two fitness benefits of raising participation in sport.

1.

2.

iii) Identify two social benefits of raising participation in sport.

1.

2.

6. i) Which of the following is **not** a national institute of sport?

- a) SportsScotland
- b) Sport Northern Ireland
- c) UK Sport
- d) Sport Wales

ii) Describe the role of Sport England.

.....

.....

iii) Provide two examples of national partners of Sport England.

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iv) What role do clubs, schools and universities have in increasing participation?

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v) How does Sport England, alongside local and national partners, improve

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7. Identify one barrier for each of the following under-represented groups in sport and how it can be overcome.

Disability:



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Ethnicity:

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Gender:

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Disadvantaged:



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Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

13. Diet and Nutrition and Their Effect on Physical Activity and Sport

1.
 - i) d) Carbohydrates
 - ii) Fibre aids effective digestion and can prevent overeating, which can help the athlete maintain the correct body composition.
2.
 - i) TRUE
 - ii) This statement is true because vitamins and minerals are very important for overall health and a strong immune system.
3.
 - i) An athlete that performs anaerobic exercise, e.g. a 100m sprinter.
 - ii)
 - During anaerobic exercise lactic acid is produced which reduces the pH of the blood.
 - Bicarbonate acts as a buffer to prevent this fluctuation in pH, improving the athlete's tolerance to lactic acid and allowing them to exercise anaerobically for longer.
 - iii) Bicarbonate loading can cause stomach cramps and discomfort which can hamper performance.
4. Caffeine can help to reduce the effects of fatigue.
5.
 - i)
 - An Olympic weightlifter would have a diet containing a large proportion of protein because protein is needed for building muscle and improving strength.
 - The weightlifter would also consume more protein after competing to repair muscle damage caused by heavy lifting.
 - ii)
 - A triathlete would consume a relatively high proportion of carbohydrates to replenish glycogen stores as this is the predominant energy source required for endurance.
 - After an event the triathlete would also consume higher amounts of protein and carbohydrate in order to replenish glycogen stores.
6.
 - They can manipulate the composition of their meals to include a higher proportion of protein which would help to improve a specific component of fitness such as strength.
 - They can manipulate the amount of food they consume to either lose or gain weight, increase muscle mass and/or lose fat.
 - They can manipulate the timing and type of foods they consume before competing to improve performance, which would help them to perform their sport more effectively, e.g. a marathon.
7.
 - i) Maintains the immune system to defend the body against illnesses / any other health issues.
 - ii) Any one from the following:
 - Increases the metabolism
 - Improves the body composition
 - Accept any other suitable benefit
 - iii) Reduces anxiety / any other suitable benefit
 - iv) Helps to improve bone density, which can help prevent injury / maintain the immune system against illnesses / accept any other suitable benefit.

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8.
 - i) This is important for the growth and repair of muscle tissue.
 - ii) This is the main energy source for all types of exercise and is stored as glycogen.
 - iii) This helps to provide energy for low-intensity exercise and provides protection of energy storage and insulation.
 - iv) These are needed to be able to maintain general health and a good immune system.
 - v) This is important in maintaining digestive function.
 - vi) Sodium: Helps to improve the rate of rehydration
Iron: Aids the production of haemoglobin
Calcium: Helps to maintain bone density
9.
 - i) Creatine can increase the amount of phosphocreatine stored within the muscle. This can improve the amount of power and strength that can be generated. It increases the duration that the body uses ATP as a source of energy, which is used in strength-based exercises.
 - ii) Creatine can lead to kidney damage / excess water retention.
10.
 - Loss of electrolytes through sweat
 - Mental fatigue and an increased heart rate
 - Reduced mental processes such as attention and concentration
11.
 - Carbohydrate loading involves eating large amounts of carbohydrate in the weeks before an event.
 - Carbohydrates are obtained from foods such as pasta, bread and rice.
 - Some methods of carbohydrate loading involve first depleting all of the glycogen stores by consuming large amounts of carbohydrates.
 - Carbohydrate is stored as glycogen in the muscles and liver.
 - Glycogen is converted into glucose which is used as a substrate for energy production.
 - Carbohydrate loading is used by endurance athletes (such as long-distance runners) to store, which helps provide them with energy throughout the duration of exercise.



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14. Preparation and Training Methods for maintaining Physical Activity

1.
 - Preparation
 - Competition
 - Transition
2.
 - i)
 - Definition: Periodisation of training involves breaking a training schedule
 - Explanation: It is used for training to ensure that an athlete peaks in performance such as for the start of an important competition.
 - ii)
 - Macrocycle
 - Mesocycle
 - Microcycle
3.
 - i) Fitness
 - ii)
 - It is important to take into account the intensity of the exercise and the individual needs of the athlete are considered.
 - Frequency: It is important to take into account the frequency of training and the athlete, e.g. elite vs novice.
4.
 - i) Quantitative data has a numerical value and is factual.
Qualitative data is descriptive and involves opinions, views and emotions.
 - ii) Subjective data is normally told to another person, i.e. it cannot be seen or heard.
Objective data is collected via seeing or hearing the data being collected.
 - iii) Validity refers to the ability of a test to measure what it is designed to measure accurately tests speed.
Reliability refers to a test producing the same results if it is repeated under the same conditions. e.g. a grip dynamometer gives the same value for grip strength each time when used under the same conditions.
5.
 - Tapering involves decreasing the volume of training in the weeks leading up to competition.
 - Tapering allows improved recovery from training and ensures muscle glycogen stores are topped up for competition which allows optimal performance.
6. Continuous training involves completing the same form of training at a constant pace and intensity for a long duration.
Fartlek training involves altering the pace of the training and can take place on different terrain.
Interval training involves alternating between continuous and interval training.
7. Any one from the following:
 - The exercises performed at each station can be varied to target different muscles.
 - The recovery period can be shortened/lengthened.
 - The time spent at different stations can be shortened/lengthened.
 - The equipment can be varied at each station.
8. Repetitions refer to the number of times the weight is lifted.
Sets are a predetermined number of times a predetermined number of repetitions are completed.
9.
 - i) Weight training
 - ii) Proprioceptive neuromuscular facilitation (PNF)
 - iii) Continuous training
10. TRUE
11.
 - i) Interval training involves alternating between exercise (often high-intensity exercise) and rest.

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- ii) An athlete who competes in a team sport such as hockey, football, etc. where intensity exercise followed by high bursts of higher-intensity exercise.
- iii) Any three from the following:
- The fitness levels of the athlete
 - The type of sport that the athlete participates in
 - The fitness components that the athlete wants to target
 - The time available to the athlete / duration of the session
 - Any other suitable example

12. TRUE

13. i) Muscular strength
as this targets the maximum strength component, leading to build muscle mass

ii) Muscular endurance
as this improves the ability to undergo a high number of contractions over a period of time

14. i) TR

ii) All sports involve muscle movements around a joint and although some sports benefit more from improved flexibility, all sports require it to some degree and improvement can also help to prevent injury.

15. • Static stretching: This type of stretching involves holding a stretch in place.
• Ballistic stretching: This type of stretching involves bouncing in and out of the stretch.
• Static stretching should be used in most sports, ballistic stretching should be reserved for those going to require a high degree of flexibility (e.g. a gymnast).

16. • Specificity – they should ensure that a fitness component relevant to lacrosse is trained.
• Progressive overload – they should ensure that their training increases in difficulty over time.
• Reversibility – they should ensure that they keep training the specific component.
• Recovery – they should ensure they have enough time to rest between exercises.

17. • The first training phase is the preparatory phase (pre-season).
• This involves general aerobic fitness and working on specific fitness needs.
• Preparatory phase is used for preparation in order to be ready for the competition.
• The next phase is the competitive phase.
• This involves maintaining fitness and working on specific skills.
• This phase is used to maintain optimum performance levels during competition.
• The final phase is the transition (post-season) phase.
• This involves resting in order to recover and prevent burnout/exhaustion and to allow for aerobic training.
• This phase is used to maintain a general level of fitness, preventing complete loss of fitness, to get back into training during the preparatory phase.



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15. Biomechanical Principles and Levers

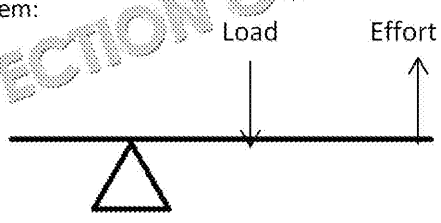
1. Any appropriate example, e.g. the elbow joint when throwing a javelin overhead using the shoulder joint.
2. b) The acceleration of an object is proportional to the forces acting upon it and inversely proportional to its mass.

Tip: It is useful for students to know that although wind resistance is always acting against movement, a tailwind will aid movement.

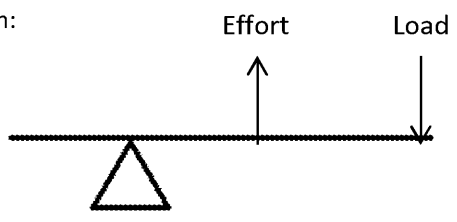
3. i) Acceleration = change in speed ÷ time
 ii) $(8\text{m/s}-4\text{m/s}) \div 5\text{s} = +0.8\text{ m/s}^2$
4. i) TRUE
 ii) Both first-class and second-class lever systems have mechanical advantage while third-class lever systems have mechanical disadvantage because, unlike the third-class lever system, the fulcrum is between the fulcrum and the load arm.
 iii) Any appropriate example, e.g. the ankle joint, where the gastrocnemius acts as the effort.
5. i) The point where the weight of the mass tends to be concentrated.
 ii) Any two from:
 - The mass of the object
 - The distance between the line of gravity and the base of support
 - The number of contact points with the surface
 - The height of the centre of mass
 - The size of the base of support
6. i) Speed (m/s) = distance (m) ÷ time (s)
 ii) Speed: How quickly an object travels between two positions.
 iii) Distance: The measurement of space between two positions.
7. i) First-class lever system:



ii) Second-class lever system:



iii) Third-class lever system:



(1 mark each for correctly labelled diagrams, 1 mark each for correctly

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- 8. • Air resistance acts against movement to slow down the bobsleigh.
- Gravity acts downward on the bobsleigh, assisting its movement down the track.
- Friction from the ice acts against movement to slow down the bobsleigh.

Tip: It is worthwhile explaining that the initial force for movement down the track is the force of gravity on the bobsleigh at the start. However, as the bobsleigh travels down the track, gravity becomes the only force assisting movement.

- 9. • Newton's second law of motion: The acceleration of a body is proportional to the net force acting on it and in the direction of the acceleration taking place in the direction in which the force acts.
- The force of an athlete's acceleration out of the blocks will be greater during a headwind as the wind is acting against movement.
- This will assist their speed across the acceleration phase of the 100 m sprint and reduce their sprint time.
- 10. • First law: If an object is at rest or in uniform motion it will stay at the same speed and direction unless acted upon by an external force. First law sporting example: A cricket ball is hit it would stay at the same speed and direction unless acted upon by air resistance and gravity.
- Third law: When an object exerts a force on a second object there is an equal and opposite force exerted on the first object by the second. Third law sporting example: When a footballer kicks a football there is a force exerted on the ball and there is an equal force generated in the opposite direction by the ball on the footballer.
- 11. • They could lower their centre of mass by bending at the knees.
- They could make their base of support larger by having a wide stance.
- They could build more muscle through weight training to increase their mass.
- Their line of gravity should be directly over the base of support.

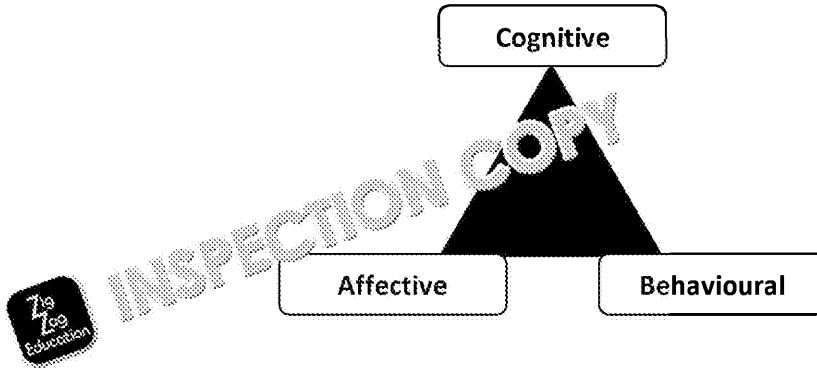
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16. Personality, Attitudes and Motivation

- 1. Personality is the sum of a person's individual psychological characteristics.
- 2. TRUE
- 3. Our attitude is a mix of beliefs and values learnt through our experiences.
- 4. i)



- ii) Affective
- 5.
 - Extrinsic motivation is motivation received from an external source, e.g. wanting a reward
 - Intrinsic motivation is motivation that comes from within an individual, e.g. wanting to learn
- 6.
 - Tangible motivation is external motivation in the form of a tangible reward such as money
 - Intangible motivation is external motivation that is not tangible such as praise
- 7. i) An individual's behaviour is governed by the relationship between their trait personality and the environment of the situation that they find themselves in / it is a combination of trait and situation theory.
- ii) Behaviour = Function of (Personality × Environment)
- iii)
 - The performer can understand how to correctly respond to the variety of situations they find themselves in, and, therefore, can perform successfully in these situations
 - The performer can change their behaviour to improve their emotional control, becoming more focused and confident when performing.
- 8. i)
 - Individuals learn through observation, imitation and modelling others.
 - Imitation is more successful if the observer identifies with the model.
 - Reinforcement can help to improve the likelihood of successfully learning a skill.
- ii)
 - Trait theory suggests that personality is innate, and, therefore, individuals have particular strengths and weaknesses.
 - Behaviourism suggests that environment does not have any impact on the individual's behaviour.

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9. i)
- **Personal experiences:**
If an individual has a positive experience of a certain situation they are more likely to form a positive attitude towards that situation. Usually if the emotional experience is positive they are more likely to form an attitude.
 - **Personality type:**
There are many different types of personality which can influence attitudes. People who are more extroverted are more likely to have a positive attitude towards team sports.
 - **Social influences:**
Social influences such as our peer group and parents can have a large influence on our attitudes. This is known as social learning which usually results in our attitudes being similar to those we are surrounded by. For example, if a young boy's friend has the attitude that ballet is feminine he is also likely to adopt this same attitude.
 - **Conditioning:**
The formation of an attitude is promoted by reinforcement. If a certain situation is always associated with a positive experience then this attitude will be strengthened.
- (1 mark for identifying factors)

- ii) **Persuasive communication:**
- Persuasive communication involves persuading someone to change their attitude towards an attitude.
 - In order for the persuasive communication to be successful four factors have to be considered: what is their initial attitude and how receptive they are to the message being given.
 - The quality of the persuasion.
 - The status of the person giving the persuasion; for example, a high-profile person is more likely to be persuasive.
 - The context or situation of the persuasion given.

Cognitive dissonance:

- Cognitive dissonance theory describes how it is important to change an inconsistent attitude (cognitions) from dissonance to consonance.
- Dissonance describes a state where our cognitions are not consistent, which can cause us to want to change.
- Cognitive dissonance describes a state where our cognitions are consistent with the attitude that we strive towards.
- Cognitive dissonance can be targeted towards one or more of the three components of attitude.
- Any example, e.g. changing the behavioural component of not going for a jog at least twice a week in order to stay fit and healthy.

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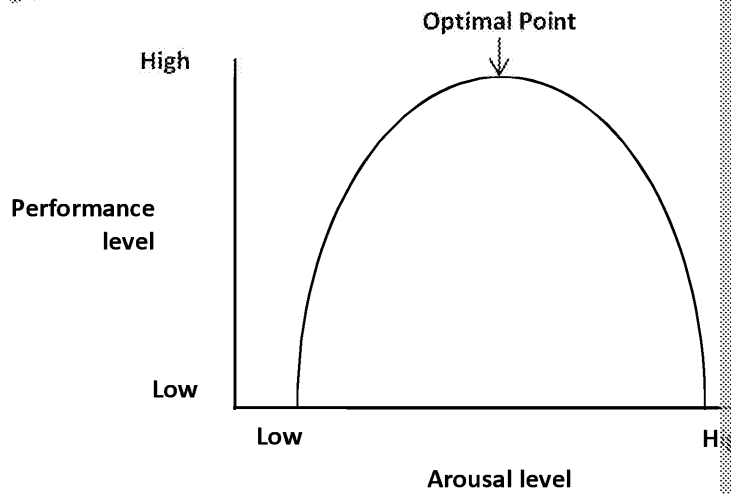


17. Arousal, Anxiety and Aggression

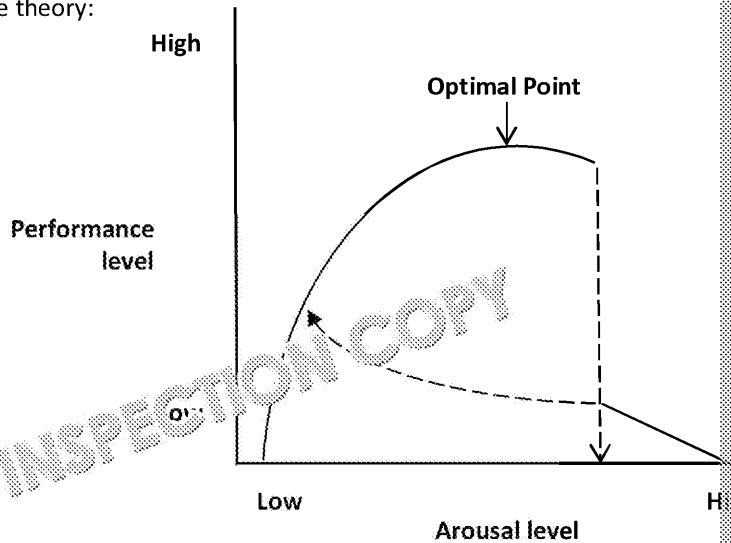
1. Arousal is a state of mind and readiness to perform well.
2. Anxiety is a negative state of emotions that occurs in response to being stressed or threatened.
3. FALSE (this is assertion)
4.
 - Competitive state anxiety
 - Competitive trait anxiety
5. i)
 - Drive theory
 - Inverted-U theory
 - Catastrophe theory
 - Zone of optimal function theory
- ii) Inverted-U theory



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Catastrophe theory:



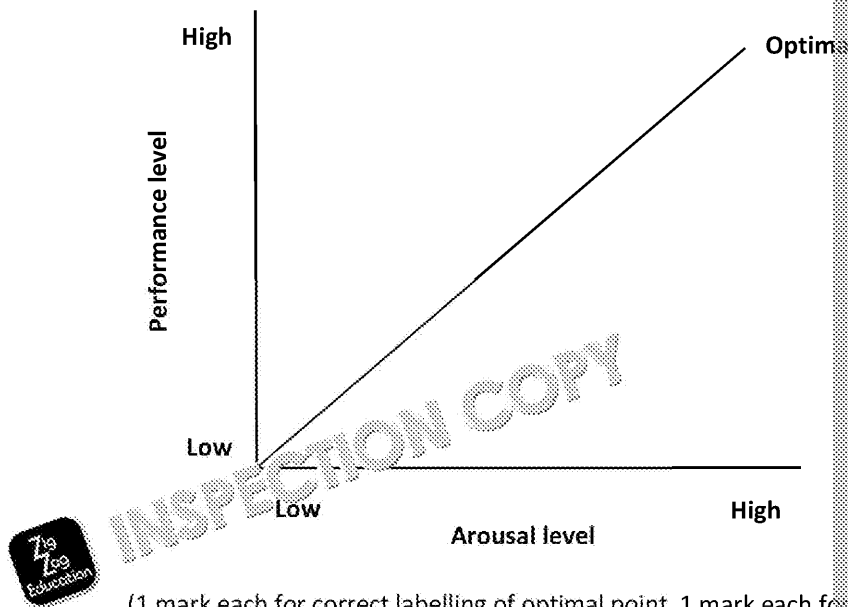
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Drive theory:



(1 mark each for correct labelling of optimal point, 1 mark each for correct labelling of axes)
Note: Zone of Optimal Functioning should not be drawn on the graph template

- 6.
- The inverted-U theory describes how increased arousal improves performance until a point where arousal increases further performance will subsequently decrease.
 - Different skills are associated with different optimal points of arousal and, therefore, the optimal arousal level for different skills may be higher than for others.
 - Gross skills require higher levels of arousal due to the large muscle movements involved, therefore the optimal arousal will be higher.
 - Fine skills often require lower levels of arousal due to the delicate muscle movements involved, therefore the optimal arousal will be lower.
- 7.
- How a performer performs when at low or high arousal depends on their individual optimal level of functioning.
 - Individuals are at optimal levels of performance when they are in their optimal zone of functioning.
 - Performers of low optimal functioning perform optimally at lower levels of arousal. / Performers of high optimal functioning perform optimally at moderate levels of arousal. / Performers of moderate optimal functioning perform optimally at higher levels of arousal.
8. i) Any three from the following:
- High self-awareness
 - Improved concentration and focus
 - Controlled performance
 - Feeling relaxed
 - 'Slowed down' time
 - Effortless performance
 - Any other suitable answer
- ii) Any two from the following:
- Lack of mental preparation / low arousal levels
 - Spectators can cause pressures
 - Officials' decisions can cause frustration
 - Fatigue
 - Injuries

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9.

Measurement method	Advantages	
Observation	Clearly demonstrates how a performer performs 'live' / inexpensive / other suitable example (1 mark)	The performer more anxious / being judged / knowledgeable (1 mark)
Questionnaires	Cheap / easy to administer / high reliability / high validity / other suitable example (1 mark)	Questions can be about desirability / other suitable examples (1 mark)
Physiological measures	Provide an accurate measurement / can be used during a performance / high validity and reliability / other suitable example (1 mark)	Expensive / can be used by everyone (1 mark)

10. The correct definitions of somatic and cognitive anxiety:

- Somatic anxiety: This anxiety is associated with a physiological response
- Cognitive anxiety: This anxiety is associated with a cognitive response

Any two of the following examples of somatic anxiety or any other appropriate examples:

- Headache
- Muscular tension
- Raised heart rate
- Raised ventilation rate
- Increased sweating
- Feelings of nausea
- Irritability
- Increased need to urinate
- Feelings of 'butterflies' in the stomach
- Loss of appetite

Any two of the following examples of cognitive anxiety or any other appropriate examples:

- Loss of concentration or focus
- Confusion
- Feelings of uneasiness
- Negative thoughts
- Feelings of weakness
- Indecision
- Feelings of being unsatisfied

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11. i) Correctly identifying the four theories of aggression:
- Instinct theory
 - Social learning theory
 - Frustration–aggression hypothesis
 - Aggressive cue hypothesis
- ii) Description
- Instinct theory suggests that aggression is innate and, therefore, unavoidable
 - Social learning theory suggests individuals learn aggressive behaviours from others
 - Frustration-aggression hypothesis suggests aggression is the result of feelings of frustration
 - Aggressive cue hypothesis suggests that an individual becomes aggressive because they have caused aggression before.
- iii) Critical evaluation (any four of the following)
- Instinct theory suggests that aggressive behaviour is instinctive, which doesn't always lead to aggression.
 - Instinct theory doesn't take into account that aggressive sports players do not always walk away from their sport.
 - Social-learning theory doesn't take into consideration that aggressive behaviours are learned from those with an aggressive role model.
 - Aggressive cue hypothesis doesn't suggest that when athletes are present in a situation (e.g. aggression before), it doesn't always cause aggressive behaviours.
 - Frustration–aggression hypothesis doesn't take into account that aggression can occur regardless of whether an athlete is frustrated or not.
 - Frustration–aggression theory doesn't account for the individual/situation interaction.
12. Any three from the following:
- Removed from a potentially aggressive situation by the coach
 - Fined by the coach/FA for aggressive behaviour
 - Booked / sent off by the official
 - Ensure the player understands their responsibilities
 - Educate players about how to use assertive, rather than aggressive, behaviours
 - Use of stress/arousal management techniques
 - Any other suitable example



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18. Group Dynamics and Social Facilitation in Sport

- 1. A group is a collection of two or more individuals working together to meet a common goal.
- 2. FALSE
- 3. i) a) A tennis mixed-doubles team

Tip: This is due to this team having the least number of individuals which, according to social facilitation theory, increases effectiveness.

- ii) TRUE
- 4. b) Training in front of a large crowd increases performance.
- 5. i)
 - Social facilitation is the positive influence of performing in front of others.
 - Social inhibition is the negative influence of performing in front of others.
- ii) a) Social facilitation
b) Social inhibition
c) Social inhibition
d) Social inhibition
- iii) Zajonc's model suggests that as arousal increases in a situation where an individual is performing in front of others, the likelihood that their dominant response will occur increases. Those who are experienced and of high ability will perform better than those who are inexperienced and of low ability, as their dominant response is more likely to be correct.
- iv) Evaluation apprehension refers to an individual's performance level decreasing when they are being judged by others.
- 6. Social loafing suggests that when there are more members in a team each individual feels they are less important and exerts less effort.
- 7. d) Motivation
- 8.
 - Forming
 - Storming
 - Norming
 - Performing (1 mark for two correct, 2 marks for all four)
- 9.
 - The Ringelmann effect describes how the larger the group, the less effort each individual exerts.
 - This means team performance is not equal to the sum of each individual's effort.
 - Therefore, the Ringelmann effect would be less for a 5-a-side team than an 11-a-side team. A 5-a-side team would be more productive in the 5-a-side team because it is a smaller team.
- 10. i) Actual productivity = best potential productivity – losses due to faulty processes.
ii)
 - Coordination problems: In a team it can be hard to ensure coordination of all individuals of the team.
 - Example in netball: A player may throw the ball too early before their teammates are ready to catch it, causing the team to lose possession.
 - Motivation problems: In a team, players may not be as motivated as they appear to be, leading to poor performance.
 - Example in netball: Some less skilled players may find it hard to motivate a star player in the team to carry the team to success.

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- iii) Any four from the following:
- Improve the motivation of each individual
 - Make individuals more accountable for their role in the team
 - Improve the team spirit and social cohesion / improve cooperation between
 - Improve individuals' self-efficacy
 - Ensure the team understands the tactics used
 - Encourage communication between teammates during matches
 - Include all players in goal setting
11. i) Task cohesion refers to the process of a group of individuals working together
Social cohesion refers to the positive relationships that exist between the individuals
- ii) Any three from the following:
- Use the correct style of leadership
 - Ensure every team member understands their role
 - Ensure that every team member is included
 - Use shared responsibility
 - Educate the team about the benefits of working as a team
 - Ensure team members are involved in the decision-making processes
 - Other suitable example
12. i) Storming
ii) Performing
iii) Norming
iv) Forming
13. Differences:
- Social loafing describes how individuals can lose motivation when playing in a team as their contributions are not always clear.
 - In addition it describes how motivation can be lost as a good individual performance may not result.
 - Therefore, a tennis player may have increased motivation as they perform as an individual.
 - A hockey player, who plays as part of a team, may have decreased motivation due to the reasons stated above.

Any four from the following ways to reduce:

- Identifying each individual's role in the team and their contribution
- Rewarding players for their effort and contribution, e.g. man of the match award
- Increase motivation within the group
- Giving regular praise and feedback regarding individual performance
- Improving team cohesion
- Including all players in goal setting in order to improve their motivation



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19. Goal Setting in Sports Performance

1. a) Direct the performer's attention
2. A process goal is concerned with the technique required to ensure a successful performance. A performance-related goal involves setting a goal regarding performance and the overall result of the competition, just the quality of the performance.
3. i) Task-oriented goals can be more enjoyable as they do not carry the extra pressure of any other suitable answer.
Performance-oriented goals can help keep the athlete focused on improving their performance, e.g. improving their running time for the next 100 m of a 400 m race.
- ii) TRUE
- iii)
 - If a novice performer focuses too much on the outcome they may become discouraged, especially as winning isn't always realistic to a beginner.
 - It is more important for a novice to set performance goals in order to improve their performance which will eventually lead to more success.
4.
 - Specific – the goal has to be specific to the sport an athlete plays and what they want to achieve.
 - Measurable – the goal has to be measurable so that an athlete knows when they have reached their goal.
 - Achievable – the athlete should have the resources available that they need to achieve the goal.
 - Realistic – the goal should be realistic according to the athlete's ability to complete the goal.
 - Time-phased – there has to be a clear time limit so that goals are reached before the end of the season.
 - Evaluate – the goal has to be able to be assessed by the performer in order to know if they have reached their goal.
 - Re-do – the parts of the goal that could be repeated should be considered, to ensure they are achieved successfully in the future.
5. i) Specific
ii) Achievable
iii) Time-phased
iv) Measurable
6. Any six of the following:
 - To give an attentional focus for the athlete
 - To raise self-confidence/self-efficacy
 - To increase effort
 - To monitor performance
 - To control feelings of anxiety
 - To maintain and control appropriate levels of arousal
 - To encourage different strategies to be used
 - To increase and maintain motivation

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20. The Role of Technology in Physical Activity

1.
 - i) TRUE
 - ii) Analysis such as video analysis can involve a player's opinion, which is subjective. For example, a player's opinion on their own performance is subjective.
2.
 - i) Indirect calorimetry
 - ii) The resting metabolism of an individual
 - iii) A metabolic cart measures the amount of heat produced by an individual using indirect calorimetry. This examines the volume of oxygen consumed and carbon dioxide produced.
3.
 - c) A performer's VO_2 max
4. The data needs to be accurate as it needs to accurately measure what it is meant to measure. The data needs to be reliable as then it can be compared to similar existing data. / Accuracy is important as it needs to be accurate as it needs to accurately measure what it is meant to measure. The data needs to be reliable as then it can be compared to similar existing data. / Accuracy is important as it needs to be accurate as it needs to accurately measure what it is meant to measure. The data needs to be reliable as then it can be compared to similar existing data.
5. The performer and coach can record a performance to be able to analyse it post-match. The performer and coach can then analyse the performance, looking for particular strengths and weaknesses. The performer can then work with their coach to improve upon any weaknesses which were recorded in their performance.
6.
 - i) Data integrity refers to the accuracy and consistency of stored data.
 - ii) Any two from the following:
 - The stored data will remain accurate and relevant to the performer
 - The data will remain valid
 - The data will remain reliable
 - iii) Any two from the following:
 - Ensuring that data is saved in multiple locations
 - Ensuring that data is secure, e.g. password protected
 - Ensuring that databases flag up any incorrect data
 - Any other suitable example

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