

Possible Reason for taking Part in Physical Activity	Explanation and Link to Health
<p style="text-align: center;">Cooperation</p>	<p>Explanation: Helps him working in a team, wants to support and encourage team mates and also receive that support</p> <p>Link to Health: Allows social benefits (i.e. develop teamwork/equiv and Mental by increasing self-esteem/confidence/enjoyment</p>
<p style="text-align: center;">Competition</p>	<p>Explanation: Likes the feel of competing, puts aside all other problems and wants to win and be part of a winning team/equiv.</p> <p>Link to Health: Allows Mental benefits (i.e. gets away from the stresses of life to concentrate completely on the competition at hand/allows thorough preparation for the game.</p>
<p style="text-align: center;">For a Physical Challenge</p>	<p>Explanation: Taking on a tough or seemingly impossible challenge physically can be very satisfying and wants to do this through Football.</p> <p>Link to Health: Physical- Increase HRE factors, increase performance level in the sport.</p>
<p style="text-align: center;">Aesthetic Appreciation</p>	<p>Explanation: Has seen how good it looks to perform in the game of Football, appreciates the skill level and wants to try and replicate it. Likes the feeling or performing a skill well</p> <p>Link to Health: Allows sense of achievement/enjoyment</p>
<p style="text-align: center;">Development of Friendships and Social Mixing</p>	<p>Explanation: Development friendships with players/coaches/officials. Make friends with people who have similar interests.</p> <p>Link to Health: Allows you to develop socially, makes you feel wanted and part of the team.</p>

Possible Influence on Choice	Explanation and evaluate
People	<p>Explanation: Family/peers/role model have influence on choice. Depends what they like/equiv</p> <p>Evaluate: Very high influence, certainly peers being at school and family if they allow it/approve/equiv.</p>
Image	<p>Explanation: Fashion (correct clothes/like what they look like) and Media Coverage (see how much is on the TV/Papers etc</p> <p>Evaluate: Not that high influence/ within a school and they may provide clothing/equipment anyway</p>
Cultural Factors	<p>Explanation: Age/gender/disability/race</p> <p>Evaluate: School sport so Age/race not necessarily a factor. Doesn't state disability but gender could be deemed a factor i.e. not suitable for a girl, not many girls play that particular sport etc.</p>
Resources	<p>Explanation: Availability/Location/access/time</p> <p>Evaluate: Could be a big factor with lunchtime/after school clubs. Can they access outside of school as well to practice it? Local club/team etc?</p>
Health and Well-being	<p>Explanation: Illness and Health problems</p> <p>Evaluate: Could be ill at school/time off when competition is on/equiv.</p>
Socio-economic	<p>Explanation: Cost/status</p> <p>Evaluate: Should not be a big factor as school should cover cost/transport etc and she is in education already.</p>

Indicative content

PE School Sport Club Links (PESSCL) Description:

1. Support target/set for minimum involvement in physical activity
2. Sets up links between schools and clubs
3. Clubs may run taster days/clubs set up teams
5. Clubs may send coaches into schools

Explanation:

6. Schools help children become involved through PE lessons
7. And through lunch time clubs/practices/extra-curricular
8. Clubs provide place to continue to play (once left school)

PE & Sport Strategy For Young People (PESSYP) Description:

1. Replaced PESSCL to include young people 5-19 year olds (not just school children)
2. 2 hour minimum PE in curriculum (for 5 – 16 year olds)
3. 3 hour minimum of sport beyond school day
4. Extra-curricular delivered by community (e.g. youth clubs)
5. Sets up links between schools and clubs
6. Clubs may run taster days or set up teams or send coaches into schools

Explanation:

7. Schools help children become involved through PE lessons
8. And through lunch time clubs/practices/extra-curricular
9. Clubs provide place to continue to play once left school
10. Clubs allow additional participation whilst still at school

School Sport Partnerships Description:

1. Set up to help PESSCL strategy
2. Working with other schools
3. Schools organised in clusters
4. Around a sports specialist college
5. Credit reference to SSCo's (School Sports Co-ordinator)
6. Credit reference to role of PDM's (Partnership Development Manager)
7. Credit reference to role of PLT's (Primary Link Teacher)
8. Partnership receives additional funding
9. Staff have time to develop more sporting opportunities
10. Staff work with local primary schools to develop after-school activities
11. Staff given time to develop links with local community and sports clubs
12. Use of secondary school children to help manage activities with children at primary school
13. access / sharing of more equipment/ facilities within cluster

PE & School Sport (PESS) Description:

1. Strand of PESSCL
2. All schools compulsory 2 hours per week
3. For 85% of 5-16 year olds by 2008
4. Was an investigation into the impact of high quality PE and school sport resulted in redesigning PE curriculum
6. Break and lunch time/ after school/ extra-curricular
7. Develop physical skills
8. Opportunity to develop leadership skills/ improving students teaching skills
9. Better equipment/receiving equipment/money for facilities
10. Emphasis on providing quality
12. Aim is to have high quality PESS
13. To have a positive impact on aspirations, wellbeing, attitudes and behaviour of young people
14. All children to have access to at least 4 hours PE and sport each week by 2010
15. Increased number of leaders within community **(6)**

1.1.3 Healthy Active Lifestyles

Louise is a good sprinter and long jumper and represents her school in both these events. She is also doing GCSE PE and wants to use her Personal Exercise Programme to help improve her performance in both events in order that she can make the qualifying standards for the National Schools Championships.

Analyse both of her events and choose three important skill related fitness requirements that she will need to improve and explain how she applies them in her events.

Answer:

Need to improve-

1. **Power:** As a sprinter to drive their bodies out of the blocks and propel themselves along the track. As a long jumper with the run-up but mostly at the moment of take-off. Requires strength and speed.
2. **Speed:** As a sprinter with leg and arm speed along the track and cover the distance in shortest amount of time possible. In long jump same running down the track to the pit, however looking how quickly can move arms/legs in the air to try to create a further distance (i.e. getting into the pike position etc)
3. **Reaction Time:** Sprinting to react to the gun at the start of the race/long-jump with reacting to the board when on the run up and the landing into the sand-pit to move the body into the correct landing position.
4. **Coordination:** Sprinting with arm and leg movements leading to balance while running and creating to most efficient/fast running style possible. Long-jump creating different movements with arms and legs while in the take-off and then flight phase of the jump etc.

Characteristics

1. Use of stations
2. Circular order
3. Alternate use of muscle groups
4. Set number of reps/circuits/heart rate/time
5. Caters for large numbers/small space/limited specialist equipment/equiv
6. Variety of exercised/no boredom
7. Sports specific/general fitness/aerobic or anaerobic

Explanation

8. Fitness increased through increasing number of reps/FIT/equiv
9. E.g. strength increase through increased weight bearing stations/equiv example for any aspect of fitness
10. Health increased through benefits of exercise – reduction in blood pressure/equiv example of health benefits

	Answer
	A discussion of the use of target setting to improve performance that makes reference to:
1. The individual principles of SMART targets: (all correctly listed = simple statement)	<p>Specific, Measurable, Achievable, Realistic, Time-bound</p>
2. A brief description of the individual principles of SMART:	<p>(simple statements unless linked to examples/performance) Specific, goals clear so performer knows what they are trying to achieve Measurable, quantifying aim Achievable, make sure the target is realistic, i.e. it is possible for the performer to complete Realistic, making the target challenging but not too hard Time-bound, you should have completion dates for targets</p>
3. Examples of the application of the principles of SMART targets:	<p>(first half simple statement; whole statement - developed) Specific, work on weakness x to give my training appropriate focus for improvement Measurable, improve 100m sprint time by 100th sec so clear to see when I achieve Achievable, if I can already clear 2m setting a target of 2.1m should ultimately be achievable so motivates me to continue (must have current and future value to gauge if 'achievable') Realistic, if I normally score 1 rounder per game increasing to 2 would be realistic, but 6 would not and would be demotivating Time-bound, I will achieve this goal by May 2012 so I check I am progressing at the right rate and alter target or set new one to continue improving</p>
4. Makes reference to the value of the use of target setting to improve performance: (first half simple statement; whole statement - developed)	<p>TS provides focus - so work on what is relevant leading to improvement TS allows you to measure progress so you can monitor effectiveness of training programme -and change if not getting results required TS increases motivation -so more likely to maintain training and continue to improve TS can decrease stress on the performer as only small target or stepsfocused on in order to achieve harder long term goal TS gives a framework to build on, progressing and setting new targets each time an old target is achieved-so you are continually working to improve TS Can hinder if poorly set targets as they will not be achieved -and lead to demotivation/dropping out therefore drop in performance</p>
5. Concludes value based on discussion points raised	

Components of a Balanced Diet	Explanation of importance to Anita's Performance
<p>Macro-Nutrients</p> <ul style="list-style-type: none"> • Carbohydrates: (Complex/Starch-banana's wholemeal bread etc) Simple fruit and vegetables • Fats: Butter/oils etc • Protein: Fish/eggs/poultry etc 	<ul style="list-style-type: none"> • Stored as Glycogen and used to convert to energy needed for performance. Preferably complex as slower longer lasting release of energy for the long distance. • Can provide energy and would be good to have some Fats in diet for long-distance running to breakdown for extra energy. • Helps rebuild damaged muscle fibres. Very useful for long distance runners for after event/training to help build muscle and could be used for energy in very long-distance events as well
<p>Micro-Nutrients</p> <ul style="list-style-type: none"> • Minerals: Calcium (milk/cheese etc), Iron (red meat/spinach etc) • Vitamins :) Vit B1 (whole grains, nuts), Vit C (Fruit and Veg), Vit D (milk and Fish) 	<ul style="list-style-type: none"> • <i>Calcium</i>-Formation of Bone, reduce likelihood of osteoporosis and especially in weight bearing exercises like long-distance. • <i>Iron</i>- Formation of red-blood cells, allows a more efficient aerobic system by being able to carry more oxygen. • Vit B1- Releases Carbohydrates, Vit C- maintenance of bones, Vit D- Absorption of Calcium (see above)
<p>Water</p>	<p>Very important element to long-distance runner performer. Need it as lose lots during exercise and replenish electrolytes lost. Need to control temp/offset dehydration.</p>
<p>Fibre</p>	<p>Needed to get rid of waste products so don't feel ill on the day of performance.</p>

Changes to Diet before competition (Carbo-loading)

1. Make maximum use of athletes energy resources
2. Start of the week reduce training/rest and recover and low CHO high protein
3. Mid-week- very high CHO, short distances fast pace training.
4. Day before "pasta-parties" loading CHO for energy (glycogen stores)
5. After event lots of CHO to replenish lost stores.

- a.) **Endomorph** (wide hips, narrow shoulders, characterised by fatness).
Suited to his activity using power, extra body fat allows them to get more weight behind them and their actions i.e. pushing the opponent out of the ring/Rugby tackling/equiv.
- b.) **Ectomorph** (Narrow shoulders/narrow hips, characterised by thinness)
Suited by being tall and thin, allowing to get a higher reach over the bar and jump higher.
Also being more agile over the bar (bending back etc)
- c.) **Mesomorph** (Wide shoulders and narrow hips, characterised by muscularity)
Suited to activity by having high level of strength allowing high level of power to propel themselves through the water. Suited to anaerobic energy (i.e. swimming sprinter).

- a) Beta Blockers
- b) Anabolic steroids
- c) Stimulants

- Pressure from the media
- Sponsorship
- Rewards of success
- Money
- Wanting to be the best
- Make headline news so they are well-known
- World famous status to prepare for life after competing

Immediate effects to include;

- Increased Heart Rate (example of resting HR – 60-80bpm).
- Increased Blood pressure as greater amounts of blood is pumped around the body, increasing the pressure on the blood vessels.
- Breathing becomes faster and deeper.
- Body temperature increases.
- Sweating occurs and requires fluids.
- Muscles begin to ache.

Long term effects to include;

- Decreased resting heart rate
- Decrease in Heart's recovery rate.
- Increased Stroke Volume.
- Cardiac Output can increase ($CO = SV \times HR$).
- Reduced blood pressure.
- Greater number of capillaries and blood vessels become more flexible and efficient.

Knowledge and understanding of reasons why should be shown and examples used where appropriate.

Indicative content

Aspect 1 – covers points 1-8 Immediate/short-term effects (cardiovascular system)

1. Increased heart rate
2. Increased systolic blood pressure
3. Increased blood pressure **Immediate/short-term effects** (muscular system)
4. Increased demand for oxygen/energy for muscular work
5. Increased carbon dioxide production
6. Increased temperature
7. Lactic acid production (during anaerobic work) (energy conversion)
8. Muscle fatigue Do not accept tire/ache

Aspect 2 – covers points 9 – 18 Regular participation/long term effects (cardiovascular system)

9. Increased strength / size of heart muscle
10. Increased stroke volume (due to increased strength of cardiac muscle)
11. Increased maximum cardiac output
12. Increased capillarisation (accept increased capillaries)
13. Increase in number of red blood cells
14. Drop in resting heart rate (due to increased stroke volume) (accept quicker return to RHR for same reason)

Regular participation/long term effects (muscular system)

15. Increased strength of ligaments/tendons
16. Increased size/strength of skeletal muscle / muscular endurance
17. Increased mitochondria (site of aerobic respiration)
18. Increased myoglobin (equivalent to an oxygen 'store' in the muscle).

NB must be clear whether candidate is referencing immediate or long-term effects

Immediate effects to include;

- Breathing rate quickens and deepens.
- Oxygen debt can occur.

Long term effects to include;

- Lung capacity increases.
- Improved efficiency of the lungs – allowing better delivery of oxygen to the working muscles.
- Carbon Dioxide removed more efficiently.
- Vital Capacity is increased.
- More Alveoli become available for gaseous exchange.
- VO₂ Max increases.

Knowledge and understanding of reasons why should be shown and examples used where appropriate.

Immediate effects;

- Muscles need more fuel to function so oxygen and glycogen demand increases.
- Extra waste products are created when muscles work harder than normal.
- Extra blood needs to be pumped around the body to take these waste products away.
- If demand for oxygen is high (through anaerobic exercise) lactic acid can be produced which can lead to cramping.

Long term effects;

- Core stability and Posture can increase and improve.
- Increased muscle size – (must include 'Hypertrophy' in the answer).
- Can increase strength which can in turn increase power (strength x speed = power).
- Increased muscular endurance.
- Muscular tone and stronger ligaments and tendons.
- Bones can increase in strength (must include example of impact training e.g road running)
- Reduced risk of injury in these areas.

Knowledge and understanding of reasons why should be shown and examples used where appropriate.

Immediate effects;

- Young people should not do too much of certain activities for example weight training and long distance running as it can cause bones to develop unevenly.

Long term effects;

- Regular exercise helps bones to develop and become strong.
- Bone density can increase; as they become heavier they become stronger.
- Ligaments and tendons become thicker and stronger. This increases joint flexibility and allows more power in movement.

Knowledge and understanding of reasons why should be shown and examples used where appropriate.