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Answers

Exam-style questions

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Check your answers to the questions in this issue.

Choosing practice and guidance methods (pp. 5–7)

- 1 One mark for each of the following (maximum of 4 marks):

Motivation level of the performers. For example, the beginners will likely to be very keen on their new activity, whereas the advanced performers will be looking for serious skill and tactical development.

Time availability. Some drills and practices you might include for the beginners can take more time as they are learning the foundations of skills and gameplay.

Skill classification. Each group requires a different session in terms of skills covered in drills. The more advanced group will be able to tolerate more continuous, complex and highly organised skills and tactics, whereas the beginners will require simple, discrete skill practice.

Fitness level of the performers. The more advanced group are likely to be more fit and therefore able to tolerate more continuous style training practices.

Muscles used. This will be similar between the two groups, but the beginners may tire easier, so it is important to have time limitations and a variety of tasks.

Note that this question has already given you the performer level/stage, so you do not need to include this in your own answer.

- 2 Part practice means that you can break the task (use own example) down into subroutines and focus on gaining skill and confidence in those individual elements of the skill. This helps to motivate the performer as you can set mini goals for progression. It is also useful if the task is particularly dangerous, if the performer is less fit and if you have sufficient time.

Whole practice means the performer can develop a sense of the performance as a whole, which gives a kinaesthetic feel and can be done in relatively short time periods. It is highly motivating for enthusiastic beginners as they will have the opportunity to perform the whole movement and appreciate what they are aiming for.

- 3 Visual – demonstrations and video footage to show the performer how to execute a skill
Verbal – spoken information and instructions to tell the performer how to execute a skill
Manual – placing a performer into position, with consent, to support the performer

Mechanical – the use of devices and aids to support a performer

The choice depends upon the skill level of the performer/s, their age and stage of learning, the size of the group and their level of motivation, the safety aspects of the skill and the time available. For cognitive learners, visual guidance is effective in building a mental image of the correct performance, whereas for more experienced learners, verbal guidance suffices as they do not require the breaks in play and can process instruction while participating. Mechanical guidance is of best use in situations of risk and danger, where a performer may get injured if the incorrect technique is used e.g. a trampoline harness reduces risk when practicing somersaults. Manual guidance can be used in a variety of contexts, particularly when more novice learners are failing to understand verbal and visual guidance methods.

Allyson Felix: Applied physiology and biomechanics in athletics (pp.10–11)

1 a Speed = distance/time

$$\text{Speed} = 100\text{m}/10.89\text{s}$$

$$\text{Speed} = 9.18\text{m/s}$$

b Acceleration = final velocity – initial velocity/time

$$\text{Acceleration} = 10\text{m/s} - 0\text{m/s} / 7\text{s} = 1.43\text{m/s}^2$$

$$\text{Acceleration} = 1.43\text{m/s}^2$$

2 One mark for the each of the below:

a The athlete is stationary as the forces are balanced and there is no resultant force acting upon them.

b The athlete is accelerating as the forces acting on the athlete are unbalanced and there is a resultant force acting upon them.

c The athlete is experiencing uniform motion, moving at a constant speed as the forces are balanced and there is no resultant force acting upon them.

d The athlete is decelerating as the forces acting on the athlete are unbalanced and there is resultant force acting upon them.

3 One mark for each of the following (maximum of 6 marks):

- The glycolytic system is the predominant energy provider...
- ...for high intensity events lasting between 10 and 180 seconds
- It is an anaerobic reaction
- Taking place in the sarcoplasm...

- ...catalysed by the enzyme lactate dehydrogenase...
- ...with a yield of 1:2 (Glucose:ATP)
- The equation for this reaction is: glucose → lactic acid + energy
- Lactic acid is produced as a by-product
- Glucose is the fuel/substrate for this reaction

The battle of the classes (pp. 28–30)

1 One mark for each of the following:

Upper-class: real tennis, hunting, archery

Lower-class: mob football, animal baiting, bare-knuckle fighting

2 One mark for each of the following (maximum of 5 marks):

- Factory owners did not want absenteeism due to participation in mob games or due to injuries caused by violent conduct in mob football, so participation was discouraged.
- Due to urban migration, there was less space to play mob games.
- Urbanisation also led to the decline in village rivalries and local traditions that had sustained mob games.
- The long working hours by the lower-class meant they had less time and energy to play. Many workers worked six days a week from 6am to 6pm.
- The factory owners stopped allowing time off for fairs and wakes when these sports would traditionally be played.
- The civilising process and the influence of the middle classes meant that violent sports were frowned on and no longer tolerated.
- The establishment of the police force meant that law and order in towns became stricter and bans on mob games were enforced.
- The growth of rationalised sport would provide alternative recreational opportunities.

3 One mark for each of the following (maximum of 5 marks):

- Society has become more egalitarian.
- Social mobility has increased allowing people from lower socio-economic backgrounds to aspire to fame and fortune through a professional sports pathway.
- Due to a rise in the commercialism of sport, professionals can be highly paid.
- Professionals have more time to train and can usually beat amateurs.
- Professionals became stars and celebrities with huge media coverage and high status. Everyone wanted to become professional, regardless of class.
- The lower-class association with professionalism has evaporated and any stigmas associated with professionals in the earlier part of the nineteenth century no longer exist.

- Professional sports tend to receive greater media exposure.

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