Instructions

- Use **black** ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer all questions.
- Answer the questions in the spaces provided – there may be more space than you need.

Information

- The total mark for this paper is 80.
- The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.
- Questions labelled with an asterisk (*) are ones where the quality of your written communication will be assessed – you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
Answer ALL questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Questions 1(a) and 1(b) relate to the classification of the benefits of physical activity.

1 (a) Which one of the following is a mental benefit of physical activity?

- ☐ A Physical activity can be fun
- ☐ B Physical activity can help you make friends
- ☐ C Physical activity can lead to cooperation
- ☐ D Physical activity can lead to social mixing

(b) Which classification do all of the following benefits belong to?

‘Feel good, stress relief, increased self-esteem.’

- ☐ A Physical
- ☐ B Social
- ☐ C Fitness
- ☐ D Mental

Regular participation in physical activity can have physical benefits. These could be either fitness or health benefits.

(c) Which one of the following is a physical fitness benefit of participation in regular physical activity?

- ☐ A Reduced chance of osteoporosis
- ☐ B Reduced resting heart rate
- ☐ C Increase in serotonin
- ☐ D Reduced chance of obesity
(d) Which **one** of the following key influences is being described?

Jake wants to play football like the players he sees on television.

- □ A Image
- □ B Resources
- □ C Health and well-being
- □ D Socio-economic

(e) Which **one** of the following key influences is being described?

Cheryl wants to play golf but cannot afford the membership fees.

- □ A Cultural
- □ B Image
- □ C Socio-economic
- □ D People

(f) Which stage of the sports participation pyramid is being described?

Sachit has just joined a badminton club so that he can play badminton in his free time.

- □ A Elite
- □ B Foundation
- □ C Participation
- □ D Performance

(g) Which **one** of the following is a component of **health-related** exercise?

- □ A Speed
- □ B Strength
- □ C Power
- □ D Reaction time
The information in Table 1 was used to assess Alice’s performance in the Illinois agility run test.

<table>
<thead>
<tr>
<th>Illinois Agility Run Test Results (seconds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Excellent</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Average</td>
</tr>
<tr>
<td>Fair</td>
</tr>
</tbody>
</table>

Table 1

Alice scores 17.5 seconds in the Illinois agility run test.

(h) Using Table 1, identify her rating for the Illinois agility run test.

- □ A Excellent
- □ B Good
- □ C Average
- □ D Fair

(i) Which one of the following sports performers is working aerobically?

- □ A A long jumper during the run-up and take-off
- □ B A games player slowly jogging back into position
- □ C 100m sprinter during the race
- □ D A tennis player serving an ace

(j) Which one of the following is a long-term effect of regular participation in exercise on the respiratory system?

- □ A Increased breathing rate
- □ B Oxygen debt
- □ C Increased vital capacity
- □ D Reduction in gaseous exchange during exercise

(Total for Question 1 = 10 marks)
2 Aron played basketball at elite level.

Give **two** different reasons why this might help Aron to become a good basketball coach. Justify each reason.

Reason 1 and justification

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Reason 2 and justification

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*(Total for Question 2 = 4 marks)*

3 Two common purposes of sports initiatives are to increase participation and retain people in sport.

(a) Identify the third common purpose of initiatives.

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(b) Describe **one** way an initiative to increase participation could focus on priority groups.

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*(Total for Question 3 = 3 marks)*
A good reaction time would help an 800m runner to get a good position at the start of the race.

4 Describe one other way an 800m runner could benefit from having a good reaction time during the race.

(Total for Question 4 = 2 marks)

5 Explain why a cyclist would use a bike in their training.

(Total for Question 5 = 3 marks)
6 State the principles of training being applied in the following statements.

(a) Afshan and Bryan are gymnasts. Afshan has a different training programme to Bryan.

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(b) Martin is a weightlifter. He trains on alternate days and will leave two days before training again if a training session has been particularly difficult.

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(Total for Question 6 = 2 marks)

7 Explain how the FITT principle overlaps with the principle of progressive overload.

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(Total for Question 7 = 3 marks)
8 When setting goals the SMART principles should be applied.

(a) State the principle represented by the ‘A’in SMART.  

(b) State the SMART principle that is applied when setting a deadline to complete a goal.  

One reason for setting goals is to provide clear deadlines to help when planning a Personal Exercise Programme (PEP).

(c) State one other reason why goal setting is important.  

(Total for Question 8 = 3 marks)

Rose is a hockey player. She is designing a circuit to improve her agility and speed.

9 Explain two stations Rose should include in her circuit to improve her performance in hockey.

Station 1 (agility)

Station 2 (speed)

(Total for Question 9 = 4 marks)
10 Describe how interval training would be used by each of the following performers:

10,000m long distance runner

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(2)

100m sprinter.

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(2)

(Total for Question 10 = 4 marks)

A warm-up is carried out before physical activity to reduce the chance of injury.

11 Explain two other reasons for warming up.

Reason 1

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(2)

Reason 2

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(2)

(Total for Question 11 = 4 marks)
To maintain a healthy lifestyle it is important to balance work, exercise and rest.

12 Describe the link between exercise and rest.

(Total for Question 12 = 2 marks)

13 Explain two reasons why performance-enhancing drugs are banned.

Reason 1

(2)

Reason 2

(2)

(Total for Question 13 = 4 marks)

14 Explain how low density lipoprotein (LDL) increases blood pressure.

(Total for Question 14 = 2 marks)
15 Explain why oxygen debt is more likely to be associated with a 100m sprint than a 15-minute walk.

(Total for Question 15 = 4 marks)
For each activity in Table 2 identify a risk and a measure to reduce the risk.

You must choose a different risk and risk reduction measure for each activity.

<table>
<thead>
<tr>
<th>Image of activity</th>
<th>Risk associated with the activity</th>
<th>Measure to reduce stated risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2

(Total for Question 16 = 4 marks)
17 Dave has recently joined a fitness club and signed up for an advanced fitness class.

(a) Explain one procedure Dave's fitness instructor should follow before allowing him to exercise for the first time.

(b) The members of the fitness class are training to improve their power.

(b) State two fitness tests that are used to measure power.

Test 1

Test 2

(c) State a specific skill or technique, from a games activity of your choice, where power is important.

Activity

Skill or technique where power is important
(d) Explain how weight training could be used to increase power.

(e) Explain one reason why it is important to include light exercise (jogging) in the cool-down after a training session.

(Total for Question 17 = 10 marks)
Discuss why an elite sports performer will make sure they eat a balanced diet.
Figure 1 shows a footballer kicking a ball.

Position A          Position B

Figure 1

*19* Explain how the skeletal and muscular systems work together to bring about the kicking action shown in Figure 1 as the striking leg moves from **Position A** to **Position B**.

(6)