

## UNIT 1 KEY COMMAND VERBS

Performance band	Explanation of verb	Command Verb
Level 1 Pass	<b>Outline</b> Other terms may include: <b>Identify</b>	<b>Outline</b> - A general, preliminary, or rough plan or account of something that concentrates on the main features and ignores detail  <b>Identify</b> - Recognise, distinguish and establish what something is
Level 2 Pass	<b>Describe</b>	<b>Describe</b> - Give an account or representation in words, provide an appropriate level and amount of information with detail
Level 2 Merit	<b>Explain</b>	<b>Explain</b> – Give reasons, make (an idea or situation) clear by describing it in more detail
Level 2 Distinction	<b>Analysis</b> Other terms may include <b>Evaluate</b>  <b>Assess</b>	<b>Analyse</b> – Examine in detail, break into component parts, examine relationships  <b>Evaluate</b> – Make judgements against criteria, form an idea of the amount/number/value of something  <b>Assess</b> – Make a judgement about the quality or value of something

This unit is externally assessed through a written examination.

Duration: 1 hour 20 minutes

Number of marks: 80

Format: short and extended answer questions based around applied situations.

Learners will be required to use stimulus material to respond to questions.

This assessment contributes 40% to the overall qualification grade.

Below are the **assessment objectives** for this specification. Learners must:

**AO1** Demonstrate knowledge and understanding from across the specification. 20%

**AO2** Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. 14%

**AO3** Analyse and evaluate information, making reasoned judgements and presenting conclusions. 6%

<p align="center"><b>UNIT 1 PROGRESS CHECKER (1)</b></p> <p><b>1.1 Structure, functions and adaptations to the body's systems in relation to sport, exercise and physical activity</b></p> <p>1.1.1 Learners should <b>know</b> the <b>structure</b> of the <b>body systems</b></p> <p>1.1.2 Learners should <b>know and understand</b> the <b>functions</b> of the <b>body systems</b></p> <p>1.1.3 Learners should <b>know and understand</b> the <b>short-term effects of exercise on body systems</b> resulting from <b>different intensities</b> of exercise</p> <p>1.1.4 Learners should <b>know and understand</b> the <b>long-term adaptations</b> on the <b>body systems</b> resulting from <b>different intensity, duration and method of training</b></p>	<p>I don't know this very well</p>	<p>I know some of this</p>	<p>I know this very well</p>
			
<p><b>1.1.1 The structure of skeletal system</b> location of main bones; cranium, ribs, scapula, humerus, radius, ulna, pelvis, femur, patella, tibia, fibula, vertebral column</p> <p>synovial joints to include ball and socket, hinge and pivot joints</p>			
<p><b>1.1.2 The functions of skeletal system</b> muscle attachment, protection and structure and shape of the body</p>			
<p><b>1.1.4 The long-term adaptations of exercise on skeletal system</b> to include increases in bone density.</p>			
<p><b>1.1.1 The structure of muscular system</b> – location of major muscle groups (biceps, triceps, deltoids, pectoralis major, quadriceps, hamstrings, gastrocnemius, trapezius, latissimus dorsi, abdominals, gluteus maximus)</p> <p>muscle fibre types: slow/fast type I, type II.</p>			
<p><b>1.1.2 The functions of muscular system</b> – types of movement (flexion, extension, adduction, abduction, rotation, circumduction), antagonistic action at the knee and elbow (synergist, fixator, prime mover/agonist, antagonist)</p> <p>characteristics of the muscle fibre types - slow/fast type I, type II, linked to aerobic and anaerobic sports and activities</p>			
<p><b>1.1.3 The short-term effects of exercise on muscular system</b> changes to elasticity of muscles and transport of nutrients to the working muscles</p>			
<p><b>1.1.4 The long-term adaptations of exercise on muscular system</b> to include, hypertrophy, elasticity of muscles</p>			
<p><b>1.1.1 The structure of cardio-vascular system</b> – location of atria, ventricles, vena cava, aorta, pulmonary artery, pulmonary vein</p>			
<p><b>1.1.2 The functions of cardio-vascular system</b> (systemic circulatory system) – transport of nutrients and oxygen, removal of waste products, regulation of body temperature (vasodilation and vasoconstriction) and blood pressure</p>			
<p><b>1.1.3 The short-term effects of exercise on cardio-vascular system</b> – including changes in cardiac output, heart rate, stroke volumes and temperature</p>			
<p><b>1.1.4 The long-term adaptations of exercise on cardio-vascular system</b> changes to cardiac values, capillarisation, blood pressure, cardiac hypertrophy</p>			
<p><b>1.1.1 The structure of cardio-respiratory system</b> – location of larynx, trachea, bronchus, bronchioles, alveoli, lungs, diaphragm, intercostal muscles</p>			
<p><b>1.1.2 The functions of cardio-respiratory system</b> (pulmonary circulatory system) – inspiration of oxygen and expiration of carbon dioxide and water through breathing, gaseous exchange, diffusion</p>			
<p><b>1.1.3 The short-term effects of exercise on cardio-respiratory system</b> including changes in breathing frequency/rate, tidal volume and minute ventilation.</p>			
<p><b>1.1.4 The long-term adaptations of exercise on cardio-respiratory system</b> changes to respiratory values and capillarisation, hypertrophy of muscles.</p>			
<p><b>1.1.2 The functions of energy systems</b> characteristics of energy systems - ATP-PC, anaerobic and aerobic in relation to the nutrients used and waste products produced at different intensities and duration.</p>			
<p><b>1.1.3 The short-term effects of exercise on energy systems</b>, production of waste products</p>			
<p><b>1.1.4 The long-term adaptations of exercise on energy systems</b> energy system thresholds and training zones</p>			



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<p align="center"><b>UNIT 1 PROGRESS CHECKER (2)</b></p> <p align="center"><b>1.2 The importance of the components of fitness for different physical</b></p> <p>1.2.1 The <b>components of health and fitness</b> required for different physical activities</p> <p>1.2.2 <b>Measuring health and fitness</b></p> <p>1.2.3 <b>Why fitness testing is important</b></p>	I don't know this very well	I know some of this	I know this very well
			
<p><b>1.2.1 The components of health and fitness required for different physical activities</b> Learners should <b>know and understand</b> the components of health and fitness, their <b>definitions</b> and <b>examples</b> of related sporting activities. Components of health and fitness:</p>			
<ul style="list-style-type: none"> <li>• agility</li> </ul>			
<ul style="list-style-type: none"> <li>• balance</li> </ul>			
<ul style="list-style-type: none"> <li>• cardiovascular endurance</li> </ul>			
<ul style="list-style-type: none"> <li>• co-ordination</li> </ul>			
<ul style="list-style-type: none"> <li>• flexibility</li> </ul>			
<ul style="list-style-type: none"> <li>• muscular endurance</li> </ul>			
<ul style="list-style-type: none"> <li>• muscular strength</li> </ul>			
<ul style="list-style-type: none"> <li>• power and speed</li> </ul>			
<ul style="list-style-type: none"> <li>• reaction time.</li> </ul>			
<p><b>1.2.2 Measuring health and fitness</b> Learners should <b>know</b> a fitness test related to each component of health and fitness:</p>			
<ul style="list-style-type: none"> <li>• agility – Illinois agility</li> </ul>			
<ul style="list-style-type: none"> <li>• balance – stork stand</li> </ul>			
<ul style="list-style-type: none"> <li>• cardio-vascular endurance – multistage fitness test/cooper 12- minute run</li> </ul>			
<ul style="list-style-type: none"> <li>• co-ordination – alternate hand throw</li> </ul>			
<ul style="list-style-type: none"> <li>• flexibility – sit and reach</li> </ul>			
<ul style="list-style-type: none"> <li>• muscular endurance – sit up/press up</li> </ul>			
<ul style="list-style-type: none"> <li>• muscular strength – hand grip/rep max</li> </ul>			
<ul style="list-style-type: none"> <li>• power – vertical jump test, standing broad jump</li> </ul>			
<ul style="list-style-type: none"> <li>• reaction time – ruler drop</li> </ul>			
<ul style="list-style-type: none"> <li>• speed – 30m/50m/ sprint.</li> </ul>			
<p>Learners should <b>know and understand</b> the importance of the <b>validity</b> and <b>reliability</b> of testing and the impact this has on being able to make comparisons with previous test results or normative data.</p>			
<p><b>1.2.3 Why fitness testing is important</b> Learners should <b>know and understand</b> why fitness testing is important and the role fitness testing plays in improvement of performance. The reasons for testing are to:</p>			
<ul style="list-style-type: none"> <li>• carry out comparisons against normative data</li> </ul>			
<ul style="list-style-type: none"> <li>• identify a performer's strengths and weaknesses</li> </ul>			
<ul style="list-style-type: none"> <li>• provide a baseline for future comparisons</li> </ul>			
<ul style="list-style-type: none"> <li>• provide important information for the coach</li> </ul>			
<ul style="list-style-type: none"> <li>• provide information that assists in team selection</li> </ul>			
<ul style="list-style-type: none"> <li>• set goals or targets.</li> </ul>			

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<p align="center"><b>UNIT 1 PROGRESS CHECKER (3)</b></p> <p><b>3 The role of training in achieving improvements in fitness.</b></p> <p>1.3.1 <b>Factors</b> that need to be considered <b>before training</b></p> <p>1.3.2 The <b>principles of training</b></p> <p>1.3.3 <b>Training methods</b></p> <p>1.3.4 <b>Target setting</b></p>	I don't know this very well	I know some of this	I know this very well
			
<p><b>1.3.1 Factors that need to be considered before training</b> Learners should <b>know and understand</b> the following factors that must be considered before starting any training:</p> <ul style="list-style-type: none"> <li>• personal factors – health, fitness, age, gender, lifestyle, time available for training and cost of training</li> </ul>			
<ul style="list-style-type: none"> <li>• environmental factors – facilities and equipment available and required for training</li> </ul>			
<ul style="list-style-type: none"> <li>• structure and function of warm-up and cool down.</li> </ul>			
<p><b>1.3.2 The principles of training</b> Learners should <b>know and understand</b> the following principles of training and how they should be <b>applied</b> to different training programmes:</p> <ul style="list-style-type: none"> <li>• specificity</li> </ul>			
<ul style="list-style-type: none"> <li>• overload (intensity, frequency, duration)</li> </ul>			
<ul style="list-style-type: none"> <li>• progression</li> </ul>			
<ul style="list-style-type: none"> <li>• variance (to stop plateauing and tedium).</li> </ul>			
<p><b>1.3.3 Training methods</b> Learners should <b>know</b> the following methods of training and <b>understand</b> the relationship between the method of training and the components of health and fitness:</p> <ul style="list-style-type: none"> <li>• continuous training</li> </ul>			
<ul style="list-style-type: none"> <li>• interval training – weight training</li> </ul>			
<ul style="list-style-type: none"> <li>• interval training – circuit training</li> </ul>			
<ul style="list-style-type: none"> <li>• interval training – plyometric training</li> </ul>			
<ul style="list-style-type: none"> <li>• interval training – flexibility training</li> </ul>			
<ul style="list-style-type: none"> <li>• interval training – fartlek training.</li> </ul>			
<p><b>1.3.4 Target setting</b> Learners should <b>know and understand</b> the reasons why setting short-term targets and long-term goals is of benefit to a performer before they start any training programme. To include:</p> <ul style="list-style-type: none"> <li>• benefits of setting goals on health, wellbeing and performance</li> </ul>			
<ul style="list-style-type: none"> <li>• exercise adherence</li> </ul>			
<ul style="list-style-type: none"> <li>• greater concentration on training by the performer</li> </ul>			
<ul style="list-style-type: none"> <li>• greater effort made by the performer during training</li> </ul>			
<ul style="list-style-type: none"> <li>• improved focus for the performer</li> </ul>			
<ul style="list-style-type: none"> <li>• improved motivation for the performer</li> </ul>			
<ul style="list-style-type: none"> <li>• target setting objectives: specific, measurable, agreed/achievable, realistic and time phased (SMART).</li> </ul>			