



PHYSICAL EDUCATION STUDIES

Stage 3

WACE Examination 2011

Marking Key

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

When examiners design an examination, they develop provisional marking keys that can be reviewed at a marking key ratification meeting and modified as necessary in the light of candidate responses.

Section One: Multiple-choice

15 Marks

Question	Answer
1	d
2	b
3	c
4	b
5	a
6	a
7	c
8	a
9	c
10	d
11	d
12	b
13	d
14	b
15	d

Section Two: Short answer

(45 Marks)

Question 16

(5 marks)

At half-time during a match, a sports commentator remarks that a lack of player cohesion is the main reason for one team's poor performance. He also states that the team has 'no chemistry' and that several players have been performing below their capabilities all season.

- (a) Identify **three (3)** examples of social loafing that individual players on this team might exhibit. (3 marks)

Description	Marks
Any three of:	1-3
<ul style="list-style-type: none"> • Individual players believe other players are not working at the same level so reduce effort themselves • Individual players don't believe their contribution is important • Minimal roles and responsibility given to players • Individual players just don't like to work hard • Individual form has dropped and rely on others to compensate • Lack of mental toughness • Minimal evaluation and feedback provided on performance and contribution to the team 	
	Total 3

- (b) With respect to personal factors described in Carron's group cohesion model, outline **two (2)** strategies that could improve overall team performance. (2 marks)

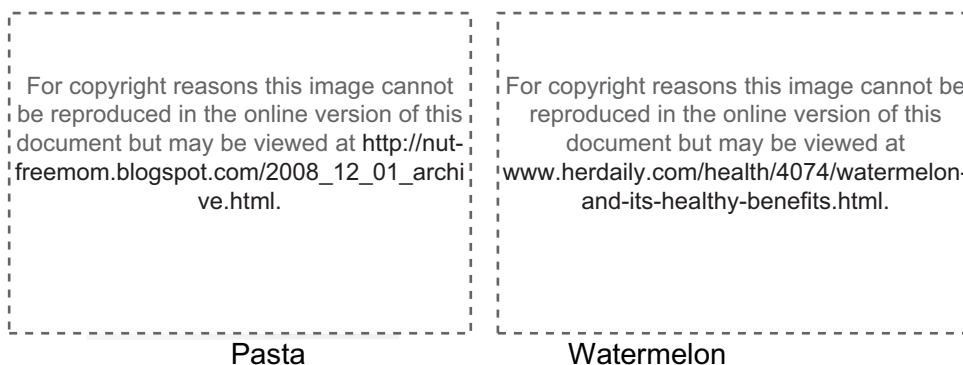
Description	Marks
Any two of:	1-2
Personal: <ul style="list-style-type: none"> • Use of analysis techniques e.g. video, checklists • Regular feedback provided • Acknowledge individual performances • Set challenges and tasks • Player responsibilities allocated in game plan • Use of role models and mentors • Extrinsic rewards for achievement of goals and success • Consistency with responsibilities to increase stability and confidence 	
	Total 2

Question 17

(5 marks)

Each of the foods shown below fulfils different nutritional requirements with respect to the energy demands for physical activity. Consider a high-intensity sports performance of 90 minutes duration.

- (a) What is the relevance of the glycaemic index system in food to physical activity? (1 mark)
- (b) Describe the key nutritional considerations and recommended consumption pattern of **each** food to provide and replenish energy for a high-intensity sports performance. (4 marks)



Description	Marks
(a) GI rating system: compares CHO according to how quickly they are digested and energy released into the blood stream	1
Part (b) <i>Response must identify whether high or low glycaemic index rating for that food (1 mark)</i> <i>Plus the consumption timing re performance (1 mark) . May refer to how easy the food is to digest.</i> (b) Pasta is low GI: <ul style="list-style-type: none"> • Best consumed 3-4 hours before performance (not immediately) for slow and sustained release of energy (if 'pre event' used, need more information in answer to indicate several hours before) • Also major meal after performance to replenish energy stores • Carbohydrate loading in the week leading up to performance 	1-2
(b) Watermelon is high GI: <ul style="list-style-type: none"> • Best consumed during performance for quick release of energy • Also consumed straight after performance within 30 minutes to replace energy stores • Comfortable to ingest during performance; also supports hydration 	1-2
	Total 5

Question 18

(5 marks)

Sam loves to go to the gym and lift weights every day and has become a real ‘gym junkie’. He is weighing up the benefits and risks of using performance enhancers to assist his training and increase his strength even further.

Complete the table by providing information about negative side-effects for each substance that may influence his decision. List **three (3)** negative side-effects of anabolic steroids and **two (2)** negative side-effects of protein powder.

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Description	Marks
Any three of: Anabolic Steroids Negative Side effects: <ul style="list-style-type: none"> • Increased aggression • Infertility • Acne • Decreased testicular volume • Liver dysfunction • Heart disease • Possibly death 	1–3
Any two of: Protein powder Negative Side effects: <ul style="list-style-type: none"> • Increase risk of osteoporosis • Increase risk of colon cancers • Impairs kidney function 	1–2
	Total 5

Question 19

(5 marks)

The table below shows statistics for a forward player during a competition match in an invasion sport such as soccer, netball or hockey. The coach was aiming for a 70% success rate in the skill areas listed.

Skill areas	% success for forward players	
	No defensive pressure (% success)	Under defensive pressure (% success)
Clean ball handling	80	35
Accuracy of passing ball	85	45
Moves into/uses/creates open space	70	25
Goals per attempt	65	20
Turnovers/intercepts by opponent	25	90
Complex skills attempted	50	10

- (a) Analyse this information to explain the underlying problems in the player's performance in competition. (2 marks)
- (b) Name the type of coaching activity that would be the most appropriate in improving the player's deficiencies and performance of complex skills in the competition. (1 mark)
- (c) Give **two (2)** examples of practice drills that demonstrate your understanding of this type of coaching strategy. You may use a diagram in your answer. (2 marks)

Description	Marks
1 mark per aspect discussed	1–2
(a) Analyse the problem – defensive pressure causes skills to fall away; static movement on field in defensive pressure; or simple situations good but not complex can't handle increased complexity (defensive pressure); few complex skills displayed or similar	
(b) Name of coaching activity simple to complex training	1
1 mark per aspect discussed	1–2
(c) Examples: (If student uses two diagrams it must be clear that they have shown increase in drill complexity with the two variations from simple to complex for full marks. i.e. Basic skill drills before more complex skills e.g. 1vs1; 2vs2, 3vs3 drills; or 1vs2; 2vs3, 3vs4 to increase pressure practice, e.g. No defence players, then introduce defence players, and/or e.g. Cooperative before competitive drills	
	Total 5

Question 20

(5 marks)

As a soccer goalkeeper, you are the last player who can stop your opponents from scoring. You must therefore make as few skill errors as possible. You also need to stay in control even when you fail; maintain your calm under pressure; and instil your own confidence in your teammates. The images below show three goalkeepers in action. A checklist could be used to analyse their performance under pressure.



(i)

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(ii)

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(iii)

- (a) Explain the process of using a checklist (3 marks)
- (b) Give an example in your checklist that could identify: (2 marks)
- (i) **one (1)** physical aspect of the goalkeeper's performance.
 - (ii) **one (1)** mental aspect of the goalkeeper's performance.

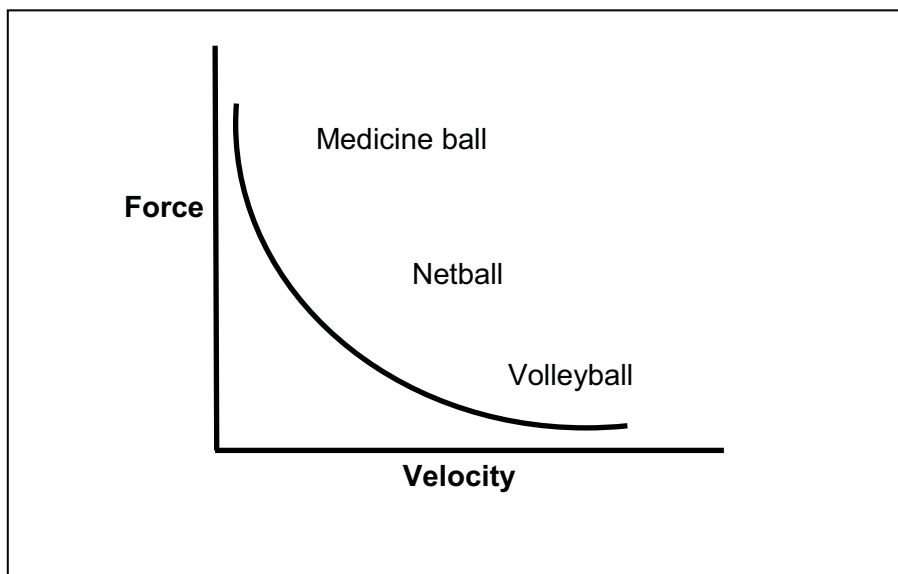
Description	Marks
1 mark each for three valid aspects	
(a) <u>Explains process</u> of using a checklist - i) preparation-action broken into components e.g. balance, movement, arm /hand action; break skill into phases of action e.g. preparation, action, and recovery; ii) observe the action to detect errors (may describe position of observation position or angle of observation) may use in real time or analysing a video iii) provide feedback from observation to athlete iv) observe improvement after training, and or as result of coach feedback	1-3
1 mark for one for valid physical error	
(b) i) Example - <u>Physical skill errors</u> - slow in reacting, movement in wrong direction - L vs R/ High vs low, hands not in position	1
1 mark for a valid mental error	
(b) ii) Example - <u>Mental errors</u> - eye focus not on ball, appears upset vs calm, appears distracted vs focused, appears agitated - shouting - gesturing wildly, appears hesitant vs self-confidence, appears frightened of ball vs runs out to attack ball	1
	Total 5

Question 21

(5 marks)

Whether throwing a volleyball (0.25 kg), a netball (0.5kg) or a medicine ball (6 kg), the speed of muscle contraction differs in each case.

- (a) On the axes below, draw a graph that illustrates the relationship between force and velocity in muscle contraction and mark the relative positions of the three balls. (2 marks)
- (b) Explain how this relationship applies in throwing these differently-weighted balls. (3 marks)



Description	Marks
(a) Graph correct curve – showing concentric contraction(not required to add isometric contraction)	1
Correctly locating different balls on curve (order of location rather than precise positioning is important for 1 mark). If order not correct no mark i.e. all or nothing	1
(b) Explain and apply principle:(3 valid points) 1. As force of contraction increases, the velocity of contraction decreases 2. Each object affects the force that is required and the speed of muscle contraction 3. Heaviest (Medicine ball) results in slowest muscle fibre contraction speed and simultaneous recruitment of larger muscle for throw 4. Moderate (netball) force therefore moderate velocity compared with the other two 5. Lightest (volleyball) with lowest force enables fastest contraction with smaller muscles speed during a throw	1–3
	Total 5

Question 22

(5 Marks)

- (a) Complete the table by indicating the type of ball and the response of this ball, with the specific coefficient of restitution rating shown. (2 marks)

Coefficient of restitution	Response and type of ball	Marks
0.9	All or none - type of ball must be valid for the correct description of rebound response. Ball COR of 0.9 very large/big/high rebound; regain shape quickly Valid example e.g. pool/snooker/billiard balls collision, superball, golf ball	1
0.1	Ball COR of 0.1 very little/small/low rebound; regain shape slowly Valid example e.g. under-inflated ball; hacky sack, ball into sand, water balloon, bowling ball, medicine ball.	1
		Total 2

- (b) List **three (3)** factors that increase the coefficient of restitution and explain their respective effects on the ball. (3 marks)

Description	Marks
Explains the interacting material of ball on surface – the degree/amount of elastic recoil and object has. A hacky sack foot bag gives no recoil while a superball to the ground gives lots.	1
Explains the velocity of colliding bodies – (includes angle, friction, spin) The velocity determines what happens to an object after it collides with another object. Higher velocities will reduce the COR because of the greater compression of the ball/object.	1
Explains - Temperature makes a difference in the way balls rebound after a collision. Heat causes the air inside a squash ball to expand and this increases the ball's ability to rebound.	1
Total 3	

Question 23

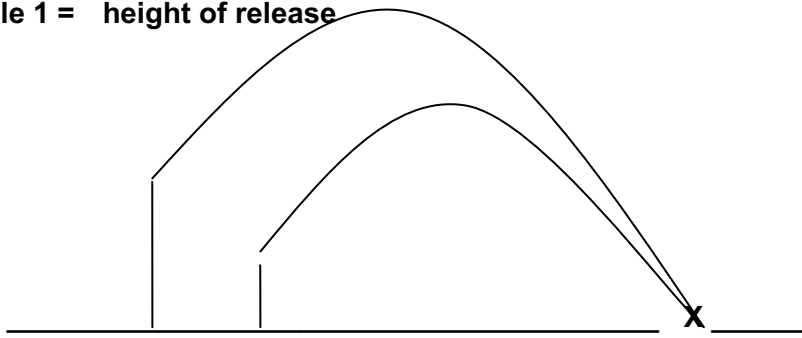
(5 marks)

Jim has built a sports machine that will hit any type of ball to an exact spot (X), no matter where he places this machine. This machine manipulates three variables for ball flight.

- (a) For Variable 1, the two flight paths have been drawn. Identify the variable that is being manipulated by the machine. (1 mark)
- (b) For each of the other two variables, draw two different flight paths in the spaces below to illustrate how the position of the machine would be changed to land the ball on X. (Assume air resistance, spin and gravity are constant). (4 marks)

Description	Marks
a) Variable 1 Label - Height of release	1
Label – Angle/trajectory of release correct for each	1
Two lines clearly demonstrating angle of release variations	1
Label - Velocity of release is reflected as longer distance	1
Two lines clearly demonstrating velocity variations	1
Total 5	

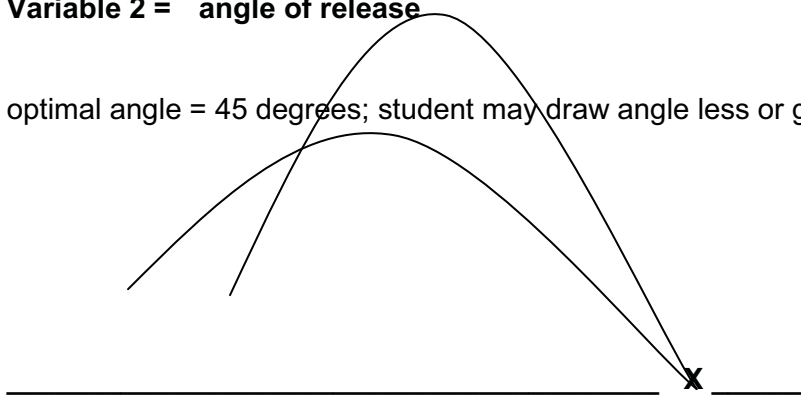
Variable 1 = height of release



Distance (m)

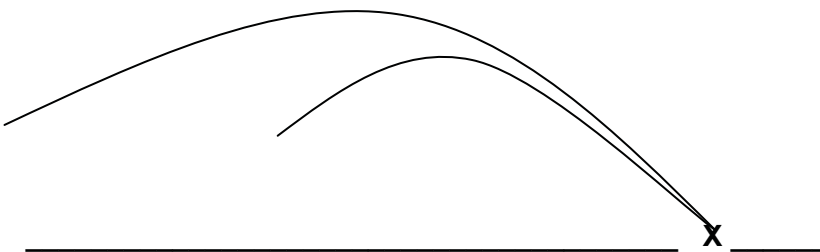
Variable 2 = angle of release

optimal angle = 45 degrees; student may draw angle less or greater than - either acceptable



Distance (m)

Variable 3 = velocity



Distance (m)

Section Three: Extended answer

(40 Marks)

Question 24

(20 marks)

The following passage gives an insight into the personal drive and sports psychology strategies of Australian sailor Elise Rechichi in coping during her recovery from a severe intestinal infection that nearly ruined her Olympic dream. In reading this passage, reflect on the key areas of sports psychology that are apparent during Elise’s career and recovery that enabled her to go on to win the gold medal at 2008 Beijing Olympic Games.

- (a) Identify and define **four (4)** of the five key areas in sports psychology that Elise Rechichi had to manage during her career and recovery. For each area, discuss a different mental skills strategy that she could have used and provide an example applicable to her situation. (12 marks)

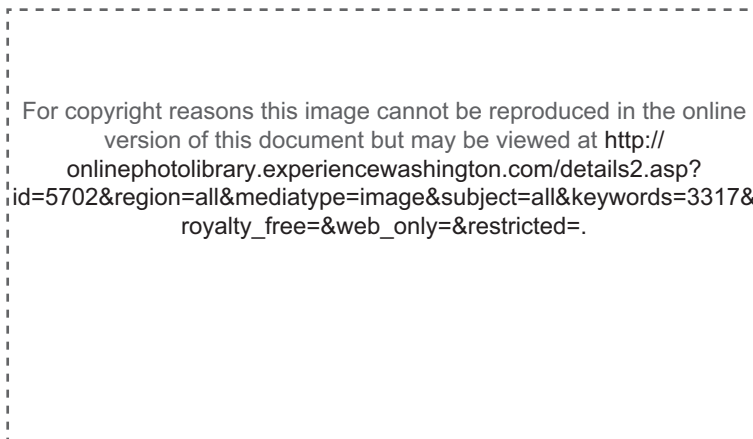
Description	Marks
(a) Four of five key areas in Sport Psychology 3 marks awarded for each area; 1 mark identify and define specific area 1 mark for mental strategy 1 mark for mental strategy application/example to this situation – yachting, which has not been discussed previously	
1. Stress – is the result of an imbalance between the demands of a task or situation and the capability of the individual to respond. It occurs under conditions where failure to meet demands has important consequences. A stress response can be physiological, psychological and/or behavioural	1
(i) Relaxation with applicable example or (ii) Performance routines with applicable example or (iii) Imagery with applicable example or (iv) Self talk with applicable example or (v) Goal Setting with applicable example	1–2
2. Motivation – the encouragement in order to improve performance	1
(i) Relaxation with applicable example or (ii) Performance routines with applicable example or (iii) Imagery with applicable example or (iv) Self talk with applicable example or (v) Goal Setting with applicable example	1–2
3. Concentration – is the ability to focus on the required task by focusing on relevant cues and blocking out distractions	1
(i) Relaxation with applicable example or (ii) Performance routines with applicable example or (iii) Imagery with applicable example or (iv) Self talk with applicable example or (v) Goal Setting with applicable example	1–2

<p>4. Self Confidence – is a belief that you can successfully perform a desired behaviour</p>	<p>1</p>
<p>(i) Relaxation with applicable example or (ii) Performance routines with applicable example or (iii) Imagery with applicable example or (iv) Self talk with applicable example or (v) Goal Setting with applicable example</p>	<p>1–2</p>
<p>5. Arousal levels – the amount of mental energy or preparedness a person has prior to performance</p>	<p>1</p>
<p>(i) Relaxation with applicable example or (ii) Performance routines with applicable example or (iii) Imagery with applicable example or (iv) Self talk with applicable example or (v) Goal Setting with applicable example</p>	<p>1–2</p>
<p style="text-align: right;">Total 12</p>	

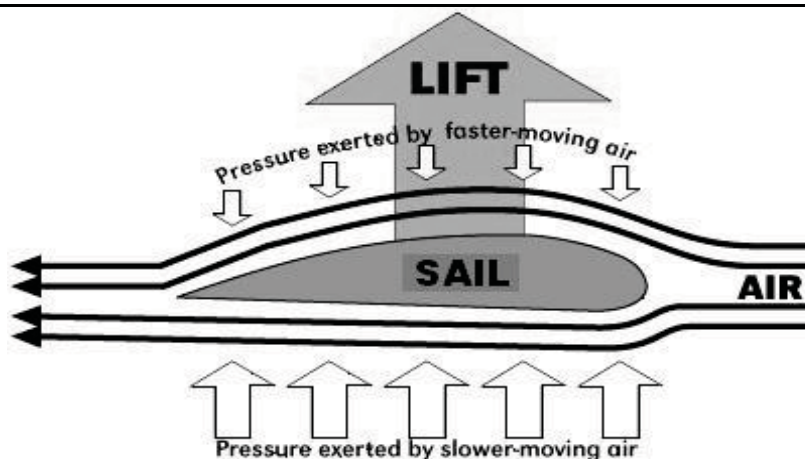
- (b) Both sailing and windsurfing rely on vertical wings to catch the wind and to travel forward into it. The forward movement relies on Bernoulli's Principle.

State this Principle and draw a fully-labelled diagram to illustrate the key factors involved in sailing into the wind. Referring to the image below, discuss how the wind conditions, the shape of the sail and the size of the sail influence speed into the wind.

(8 marks)



Description	Marks
States Principle – Bernoulli's principle states that an increase in the velocity of any fluid/air is always accompanied by a decrease in pressure. Or similar words	1
Diagram - 1 mark each for the following labels (similar to diagram below. Diagram can be drawn in vertical or horizontal position) <ul style="list-style-type: none"> • wind flow direction across the wing; • higher velocity wind curving across top of wing; • lower pressure on topside than underside; • direction of lift indicated 	1-4
Wind air speed - The air (wind) hits the leading edge of wing. If you can cause the air to move more rapidly on the topside of a surface, the pressure on that side of the surface is less than on its underside. As air moves from higher to lower pressure area, lift is created and craft moves faster.	1
Wing shape - The air traveling over a more curved wing enhances the velocity difference topside vs underside to reach the back edge of wing as it must travel faster than the air moving in front of the wing or if wing is too straight/flat it will not create airstreams of difference velocities.	1
Size of wing – a sail area that is too small for the craft weight does not catch enough wind / minimal difference in velocity and no lift is created.	1
	Total 8



Question 25

(20 marks)

The famous American basketball player, Michael Jordan, at a height of 195cm, was one of the world’s best players. Playing over a thousand games in a career spanning 18 years at the elite level, his shooting, rebounding and defending skills were the best. At 31, he switched sports and began training for baseball, aiming to play for a major national league team. However, his transition to baseball was not successful – he could not pitch fast or accurately and he had little success in batting (one hit per five pitches); but he was athletic and very fast in running bases.



(i)



(ii)

- (a) Define the term ‘transfer of learning’ and state the different categories of transfer of learning. Compare and contrast the sports of basketball and baseball to explain why the switch to baseball was not successful for Michael Jordan. (12 marks)

Description	Marks
Two marks for full definition and types of transfer One mark for partial definition only	1–2
Define transfer of learning – carry over effect of learning from one setting /skill/practice drill to another situation/skill/competition or may specifically explain in terms of three types of transfer - skill to skill; theory to practice; and training to competition	
Two marks for up to 2 valid similar aspects	1–2
Compare: Describe similarities in basketball vs baseball – both ball sports; hand-eye coordination / object control sports; overarm throw; running skills; throw and catch skills	
Two marks for up to 2 valid contrasting aspects	1–2
Contrast: Describe differences basketball vs baseball - large vs small ball; invasion game vs striking game; agility and locomotor skills in Basketball vs straight sprint in baseball; catch vs hit;	
Two marks for up to 2 valid aspects that enhance	1–2
Positive transfer – visual tracking of object; sprinting; hand-eye coordination skills and intercept moving object; sprinting and agility	
Two marks for up to 2 valid aspects that interfere	1–2
Negative transfer – catching large ball vs hitting small ball; speed of object and timing of reaction; hands vs implement to intercept object;	
Two marks for up to 2 valid aspects that do not interfere or enhance learning	1–2
Neutral transfer – games strategies very different - no carry over	
Total 12	

- (b) Discuss whether this elite basketball player would have been better served by taking up marathon running at 31 years of age. In your answer, refer specifically to the functional characteristics of muscle fibre types. (8 marks)

Description	Marks
Two marks – two facts	
Refers to Michael Jordan very tall muscular, power/sprinter athlete (marathon physique low muscle bulk and short) and fibre type not suited to marathon running. Describe basic fibre types composition in skeletal muscle – fast (type II, white) and slow (type 1, red), muscles have both types in different compositions based on physical training and inherited capability.	1–2
Three marks: Two marks for correct facts One mark for muscle fibre performance	
<u>Marathon runner</u> – endurance athletes 70-80% slow twitch, red fibres Describe and relate to performance types – Type 1 – Slow twitch fibres; or slow-oxidative; many mitochondria high capacity for aerobic metabolism (and high resistance to fatigue) Muscle fibre Performance: lower specific tension than type II – white; endurance athlete;	1–3
Three marks: Two marks for correct facts One mark for muscle fibre performance	
<u>Basketballer</u> - power athletes/ sprinters 70-75% fast twitch, white fibres Describe and relate to performance types - Fibres - Type II b – fast twitch (fast glycolytic/anaerobic) have relatively smaller number of mitochondria Muscle fibre performance: low resistance to fatigue/ fatigue more easily	1–3
	Total 8

Question 26

(20 marks)

During the sprint event, the 100-metre runner aims to maintain his peak velocity as long as he can.

- (a) Demonstrate your understanding of the biomechanical principles of balance, segmental interaction, force motion and range of motion by referring to the diagram below and applying them to sprinting. (12 marks)

Description	Marks
3 marks for each of four (4) principles; Maximum 12 marks	
3 marks for explaining principle; 0 = incorrect explanation; 1 = basic explanation; 2 = comprehensive explanation with no application 3 = comprehensive explanation with correct application of sprinting.	
<p>1. Principle of Balance</p> <p>Dynamic balance Forward and backward arm swing counter balances the twisting motion produced by each leg thrust on either side of the sprinter's long axis. Forward and backward arm swing parallel to the direction of the sprint (rather than across the body) help hold the torso and the shoulder girdle steady. This aids balance and assures that the athlete runs in a straight line. The swing and upward thrust of the driving leg as it is brought forward is counter balanced by the action of the opposing arm.</p> <p style="text-align: center;">and/or</p> <p>Centre of Gravity When the supporting foot lands vertically below the sprinter's COG, it eliminates deceleration that would occur if the foot is placed ahead of the sprinter's COG. An elite sprinter's COG follows a low wave like pattern as it travels forward.</p> <p style="text-align: center;">and/or</p> <p>Stability (Base of support) Proper position of the head and vision assists in maintaining the stability of the sprinter's torso. Tilting the head back increases tension and restricts stride frequency and stride length.</p>	1-3
<p>2. Principle of segmental interaction <i>Principle of segmental interaction</i> (the ability to perform the sprint whilst transferring energy across various muscles in correct sequence)</p> <ul style="list-style-type: none"> - each body part - largest to smallest - lever length - maximise the number of segments <p>Plus application to sprinting technique</p>	1-3

<p>3. Principle of force–motion (use of coordination and strength to change the state of motion of the sprinter) Based on Newton’s 3 laws of motion May use any of Newton’s laws see specific laws i) Principle of Newton’s 2nd law of motion $F=ma$ Law of Acceleration - Rate of change of momentum of the sprinter (acceleration) is proportional to the force causing it & takes place in the direction in which the force acts and A vigorous forward swing of each arm and leg transfers momentum to the athlete’s body. and/or ii) Conservation of Momentum (Newton’s 2nd law) - The sprinter has momentum, unless a force is applied to the sprinter to increase or decrease its speed, the momentum is conserved. In reality the forces of air resistance, friction and gravity will slow the movement so momentum is changed. and Therefore the importance of the arm action for the Conservation of Angular Momentum. The total (angular) momentum of the body remains constant in steady state running, unless external forces influence this. and/or iii) Principle of Newton’s 3rd law of motion – GRF The law of action - reaction Legs For every backward thrust action (force) exerted by the sprinter on the ground, there is an equal & opposite reaction forward thrust (force) exerted by the ground on the sprinter (ground reaction force). Need as favourable ground reaction forces as possible –Increasing landing distance can increase braking force so decrease running speed as stride frequency decreases and –Foot position under the C of G traveling backwards –Braking phase less in better sprinters Arms Newton’s Third Law –Every (angular) action has an equal and opposite (angular) reaction and Importance of the arm action –Total (angular) momentum of the body remains constant in steady state running, unless external forces influence us</p>	<p>1–3</p>
<p>4. Principle of range of motion Sprinting requires maximal efforts for speed and force production is created by using a greater range of motion and Increase stride length Good sprinting technique involves an optimal blend of stride length and stride frequency</p>	<p>1–3</p>
<p>12 marks</p>	

- (b) Apply Carron’s model of group cohesion to the creation of a champion 4 x 100 metre sprint relay team. (8 marks)

Description	Marks
For each of the factors below 2 marks for each factor; - 1 mark for identifying a factor; 1 mark for giving an example relating to 4 x 100 m relay team; Diagram not essential - give marks for labelled factors 1 mark for 2 correct labelled factors; 2 marks for 4 correct labelled factors	
Carron’s Model of Group Cohesion Four factors affect the development of cohesion:	
Environmental - factors binding members to a team	1
Examples include- contracts, location, age, eligibility, provide opportunities for socialising	1
Personal – individual characteristics of team members	1
Examples include- - motives for participating - task motivation - affiliation motivation e.g. Dream team - self motivation - develop ownership feelings and social groupings within the sprint team	1
Leadership – the style of leadership and the relationships developed	1
Examples include- the leaders and coaches behaviour - leadership styles influence different individuals in the development of group cohesion. Coach – team relationship, Coach – athlete relationship	1
Team – relates to the characteristics of the task - factors relating to the group - creation of team short and long-term goals	1
Examples include – team identity, targets – desire for group success, member ability and roles, rewarding of individual and team efforts Team stability – how long the team has been together Shared vision and goals Shared understanding of Strategies and tactics being used Placing team goals before personal Working together complimenting each others strength	1
	Total 8

Question 27

(20 marks)

Successful team sport coaches are very thorough in their planning and implementation of key training principles to maximise player improvements and game performance throughout the season. The table below shows the training loads that three coaches applied with their respective teams participating in a local under-18 competition over a whole season.

- (a) Compare and contrast the different approaches to managing training volumes across each phase of the playing season (off-season, pre-season, in-season and finals). Explain which is the most effective approach and why, referring to relevant training principles. (12 marks)

Training loads expressed as a %				
Coach	Off-season	Pre-season	In-season	Finals
A	10	20	set/constant 60	90–100
B	30	50–70	varies 60-90	60–70
C	60	70	set/constant 90	100

Description	Marks
<p>(a) Comparisons of all 3 coaches made for each phase of the season 3 marks per phase of season One mark = comparing each coach One mark = names an appropriate principle One mark = detailed application of the principle</p> <p>Off-season Coach B is most reasonable for U18 club competition Coach A = Players would lose too much fitness and would be under prepared for pre-season training. Coach C = Not a professional or elite team so need to have a reasonable break <u>Principles and application off-season:</u></p> <ul style="list-style-type: none"> Recovery from previous season Overtraining will lead to injury and fatigue before the season starts Maintenance of reasonable fitness levels from previous season and to assist pre –season training coming up 	1–3
<p>One mark =comparing each coach One mark = names an appropriate principle One mark = detailed application of the principle</p> <p>Pre-season Coach B shows gradual build up Coach A = Training too easy Coach C = Minimal overload applied <u>Principle and application pre-season:</u></p> <ul style="list-style-type: none"> Periodisation and use of cycles - General preparation then specific preparation Progression/Overload Training for improvements Overtraining may result in injury and fatigue Recovery to freshen up for next training session 	1–3

<p>One mark = comparing each coach One mark = names an appropriate principle One mark = detailed application of the principle</p>	<p>1–3</p>
<p>In-season Coach B includes variations or microcycles Coach A = Load is too low to enable peak performance. There is no variation or overload Coach C = Load is too high and injury or burn out may occur <u>Principle and application In-season:</u> • Periodisation and use of cycles e.g. Microcycles – Hard, easy then rest day and repeat e.g. Mesocycles – Block of training sessions or number of microcycles • Progression / Overload Training for improvements • Overtraining may result in injury and fatigue • Maintenance of levels achieved in training to ensure performance is not affected Recovery after games so can maximise training and prepare for next week's game</p>	
<p>One mark = comparing each coach One mark = names an appropriate principle One mark = detailed application of the principle</p>	<p>1–3</p>
<p>Finals Coach B includes taper or reduced program to freshen up for finals. Coach A and Coach C = Training load is too high and will impact on performance during finals. Need a reduction in training quantity (duration and frequency) but maintain intensity. All necessary preparation should have been done during season. <u>Principle and application Finals:</u> • Peaking for optimal performance • Tapering and Overtraining– Reduce volume and maintain or increase intensity Recovery after game and progressing to next stage of finals</p>	
<p>Total 12</p>	

- (b) Identify **four (4)** methods that the coaches could use to determine whether their teams were achieving their skill development goals. Discuss how each method could be applied. (8 marks)

Description	Marks
<p>4 methods required 1 mark = Identifies method 1 mark = Valid application of method</p>	
<p>Keeping a training log or diary and refer to previous entries</p>	1–2
<p>Use of checklists and observation schedules eg recording game or training statistics</p>	1–2
<p>Coach, peer or mentor observation and feedback</p>	1–2
<p>Video and compare with past performance or elite performers</p>	1–2
<p>Video analysis and use of computer software for technique evaluation and visual feedback - derive statistics of success of skills in competition eg Dartfish, SportsCode, software systems (not necessary to name specific system)</p>	1–2
<p>Questionnaires (must have suitable, relevant application in example - no marks for questionnaires without this)</p>	1–2
<p>Total 8</p>	

ACKNOWLEDGEMENTS

Section Two

Question 17 (b)

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