**Section B**

Answer this question. There are 12 marks for this question.

**Question 7**

You have been asked to improve the fitness and skills of a group of AS level physical education students.

Describe how you would apply the ‘FITT principles’ **and** ‘specificity’ to improve fitness.

Explain how the characteristics of the learner **and** the situation may influence your decision to use ‘command style’ teaching to improve the skills of the group.

|  |  |
| --- | --- |
| *(12 marks)*  **FITT**  A. Overload – work/train harder than normal;  B. Causes adaptations/body adapts;  C. Frequency – train more often;  D. Intensity – train harder;  E. Type – use different forms of exercise/activity;  F. Time/duration – train for longer;  **Specificity**  G. Use same energy system/aerobic/ anaerobic;  H. Use same muscle fibre-type/slow/fast-twitch;  I. Use similar skills/movements;  J. Use similar intensity to activity;  K. Use similar duration/time to activity;  **Command style – depends on:**  L. Use for cognitive learner;  M. Use when learner lacks fitness;  N. Use if learner lacks motivation;  O. Use if teacher/coach has limited experience/lacks confidence;  P. Use if class misbehaves/hard to control/disruptive;  Q. Use with large numbers to teach;  R. Use when little equipment/time;  S. Use if skill has element of risk/ dangerous/safety concerns;  T. Use if skill is highly complex/difficult; | Answers must state principles are applied to exercise  E – 2 named types  Do NOT accept similar to sport  Answers must state under what circumstances command style is to be used  L. key word |

**Question 7**

This question asked students to talk about training principles and the use of command style

teaching. The banded mark scheme used for this stretch and challenge aspect of the

examination requires students to do more than simply put down 12 creditworthy points to

gain maximum marks. Marks are awarded for the whole of the response, taking into account

a range and depth of knowledge, answering all (both) areas of the question and the use of

good technical language and grammar.

Many students seemed restricted in their responses as the question involved a group of AS

PE students. Students may have then made the assumption that such a group could not

possibly be beginners or learners and therefore failed to use these thoughts in their

responses. The use of a group of AS PE students is the norm for this question and such a

group can easily be novices when it comes to any aspect of the Applied Exercise Physiology

and Skill Acquisition in a practical situation question, especially when it comes to the Skill

Acquisition component. AS PE students can easily be being taught things that they have

never encountered before, or that they have yet to clearly grasp. Similarly, the stating of

assumed knowledge of the subjects in terms of the time available to train or coach them, the

number of students involved, and the facilities available cannot and should not be made.

The FITT principles were often stated as frequency, intensity, time and type (tedium was also often stated and credited), but students rarely explained what these words mean. Simply

stating that ‘F stands for frequency and you should increase the frequency’ was not credited

as the student had not explained what frequency means. The role of these factors in

inducing overload was not well-understood by most students and the idea of overload, on

which the FITT principles are hung, was not understood by many, with responses such as

the ‘dangers of overloading’ being quite common. To gain credit, students needed to state

and describe the FITT principles and explain how they are used to produce overload and

then explain how overload benefits the performer. The concept of specificity was invariably

limited to stating that training needed to be ‘specific to their sport’, which was considered to

be too vague to be worthy of credit. Training needs to be skill-specific, movement-specific,

energy system-specific, muscle fibre-specific, duration-specific and intensity-specific.

The command style of teaching was understood by the vast majority of the students. It was

not necessary for students to suggest that command style was not the best style to use for a

particular group and discuss, in considerable detail, other teaching styles. When stated, the

reasons for adopting command style often lacked depth and only referred to the idea of using command style with large groups, in dangerous situations. When the ability of the group was referenced, credit was only given to students who stated that cognitive learners were linked to command style as other descriptions, such as beginners, novices, young, or

inexperienced, were considered too vague. Consideration of the use of command style for

complex skills, when the teacher lacks experience or confidence, for when the learner lacks