**Question 7**

You have been asked to improve the skills of a group of AS level Physical Education

students.

Explain why a warm-up is needed to start the session. What factors need to be

considered before deciding whether to teach a skill by progressive part practice?

*(12 marks)*

A good answer must address both parts of the question adequately, and should

consider accurately the following topic areas:

 Reasons for a warm-up, addressing points such as:

A. Reduces possibility of injury/ increase flexibility/elasticity of muscle tissue;

B. Release of synovial fluid/elasticity of connective tissue;

C. Increases body/muscle temperature;

D. Better oxygen delivery/ blood flow/ vasodilation to muscle tissues;

E. Better chemical reactions/higher metabolism;

F. Increased sensitivity of nerve receptors/ speed of nerve conduction/reaction time;

G. Allows for rehearsal of movement/ same skills as in activity;

H. Mental rehearsal/stress or anxiety reduction/psychological preparation/

relaxation/alertness

1. Supplies adequate blood flow to heart so increasing its efficiency;

 Factors to be considered when deciding whether to teach by progressive part

practice, addressing points such as:

J. Explanation of progressive part/learn first stage, then add second stage then add

third stage/‘Chaining’;

K. Depends on nature/type of task/skill;

L. Use part if skill can be broken down into parts/complex;

M. Serial skills;

N. Whole for simple/rapid/ballistic movements;

O. Progressive part or whole to gain ‘feel’/kinesthesis/loss through part;

P. Part if element of danger;

Q. Depends on stage of learning

R. Whole for experienced/part for novice;

S. Depends on level of motivation;

T. Part is time consuming;

**Question Seven**

This question asked candidates about the benefits of a warm up and the use of progressive part practice.

The banded mark scheme used for this stretch and challenge aspect of the examination requires candidates to do more that simply put down 12 creditworthy points to gain maximum marks. Marks are awarded for the whole of the response, based on what might be expected of a typically bright AS student’s response, ie range and depth of knowledge, addressing both areas of the question using good technical language and grammar. As was the case in the summer 2009 examination, most responses lacked any real depth of knowledge.

Superficial answers from candidates would suggest that warm-ups prevented injury and increased blood flow to muscles.

Many candidates decided to describe in detail how to warm-up, with detailed descriptions of the exercises involved. Many candidates tended to talk about a warm-up literally warming up the muscles or the body. This superficial type of answer was considered to be too vague to receive credit. Concepts such as increasing release of synovial fluid, increased metabolic activity, and increased sensitivity of nerve receptors were rarely offered as responses. Many candidates referred to the psychological benefits of warming up, and its potential to reduce stress, arousal and/or anxiety. Simplistic responses such as ‘get the mind right’ or ‘prepare the brain’ were considered to be too vague for credit, and as an extension of this, the idea of ‘mentally prepare’ was also considered too vague.

Candidate knowledge of progressive part practice appeared to be slightly worse than that of warmup benefits. Surprisingly, only a minority of candidates could define the term accurately enough to distinguish it from part practice. In general terms, responses to these types of questions need to be concerned about the nature of the task, the situation, and the nature of the learner. The nature of the task rather depends on its complexity and coherence. The situation depends largely of whether an element of danger may be involved and how time-consuming progressive part practice is. The nature of the learner depends on the stage of learning and whether the performer is capable of remaining motivated for the duration of the instruction.

Many candidates seemed restricted in their responses because the stem to the question involved a group of AS PE students. Candidates may have then made the assumption that such a group of subjects 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 as a group of subjects will be the norm for this question. Such a group of subjects 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.