Answers to Test your knowledge questions

Nelson Physical Education Studies for WA 2A,2B

Chapter 3

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**multiple choice**

1 B

2 C

**short answer**

3  (max 4 marks)

- Week 1: warm up/stretching/skills focus assessing all basics/fitness work focusing on aerobic/game play/cool-down (1 mark)
- Week 2: warm up/stretching/revise basic skills, focusing on weaknesses from previous week/fitness, focusing on aerobic but introduce interval work/game play/cool-down (1 mark)
- Week 3: warm up/stretching/revise basic skills and begin working on set plays/fitness, focusing on interval work with small amount of aerobic/game play/cool-down (1 mark)
- Week 4: warm up/stretching/revise basics and introduce complex skills and tactics/fitness, focusing on anaerobic work/cool-down (1 mark)

4  (max 4 marks)

Skills versus fitness for junior athletes: (1 mark each for the following to a max of 4)

- Fitness: if you don’t use it you lose it. Fitness gains are short lived.
- Skill: learning over a period of time leads to long-term ability.
- Intensive training as a child can impact growth plates and increase the risk of injury.
- Less enjoyment from simply doing fitness work at training: if children like sport and enjoy it, they are more likely to stay involved for longer.
- Parent concerns about elitism.

**essay style**

5  (max 8 marks)

Coaching accreditation and injury prevention: (1 mark each to max of 4)

- Knowledge of anatomy is key to understanding basic injuries
- Medical staff are not always available in junior sport
- Warm up and stretching knowledge is essential
- Training workloads need to be carefully monitored to avoid chronic injury
- Updating of information occurs through coaching programs in order to stop old unsafe methods being used
- Structuring a training session in the correct order

Coaching accreditation and development of skills: (1 mark each to a max of 4)

- Acquisition of skill knowledge allows coaches to plan and sequence skills training appropriately
- Help coaches to know whether skills are simple or complex in order to allow shaping, chaining, imitation or demonstration
- Allow coaches to have a pathway to improve their skills so as to stay involved in sport and not get stagnant
- Ensure that a controlling body can monitor the quality of its coaches
- Allow comparability from around the world with common skill sets

6 (max 8 marks)

Goal(s): (2 marks)

- Short-term session goal: to maintain a high percentage of successful passes in game play during the session
- Long-term goal: to score 10 goals in the season and never be dropped to the reserves

Reality: (2 marks)

- Assess skills objectively through quantitative methods in order to have a baseline to move forward from
- Plan sessions that are specifically aimed at modifying the skill in order to guide improvement. Improvement will not occur unless it is planned for and addressed directly

Options: (2 marks)

- Consider whether to use massed or distributed practice
- Options include mentoring from other players, coaches, video analysis, peer analysis

Will: (2 marks)

- Fill out a goal-setting profile with a contract. The athlete must show how they are going to reach each goal.
- Have a psychological profile done by a sports psychologist to determine personal attributes.