

AQA GCSE PRE-RELEASE SCENARIO



James

3.1.1 – Range of Activities

Participation in sport and physical activity has a range of **physical**, **mental** and **social** benefits.

James used to compete in various games activities at primary school, where he would overcome opponents in various competitions. He would have gained a lot of social benefits from interacting with his teammates.

He also used to participate in fitness activities where he would have gained an awareness of exercising safely and methods to improve his health and well-being.



Discuss the different **social** benefits of competing in team games such as rugby, football and cricket, and of participating in fitness activities.

3.1.1 – The Roles of the Active Participant

There are many roles that can be taken on to get involved in sport, including:

Player/Performer



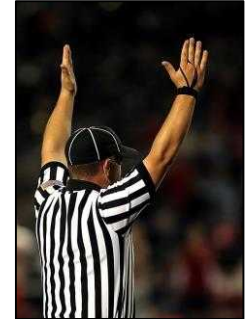
Organiser



Coach/Leader



Official



James would have been influenced by these roles growing up and also took on some of the roles himself. James took part as a player, where he would have been influenced by his PE teacher and fitness coach at his local sports centre to get involved in the activities he participated in. Additionally, James went on to become a playground leader himself where he would have been responsible for children's sporting development.



Discuss how each of the roles would have supported James' involvement in sport at primary school.

3.1.1 – Individual Differences: Age

All athletes have individual differences. This means that many factors influence James' ability to successfully perform in sports events.



James will play sports with people his own age in school, until he becomes an adult.

James is 14 years old which means his body is still developing. Ageing has its most profound effects on performance during youth development and old age. James' parents may be experiencing the effects of ageing, as they also train for the five-mile fun run.



Discuss how maturity may have influenced James' involvement in sport as he went into secondary school.

Exam-style Question

1. State two physical effects of ageing that might allow James to become a healthier and more competitive runner in five years' time, and explain why these effects will improve his running performance.

(4 marks)

3.1.1 – Individual Differences: Gender

There are physiological differences between males and females which means they do not compete against one another in athletic events.



Males

- Higher cardiovascular endurance
- More strength
- Higher body % of muscle mass



Females

- More flexible
- Less muscle mass
- Higher body % of fat

Even within the same sport, the physical differences between genders can be very noticeable.



Discuss why James' primary school may have separated the boys and girls during rugby lessons.

3.1.1 – Individual Differences: Physique

Ectomorph

- Thin and lean
- Narrow shoulders and hips
- Low body fat



Mesomorph

- Muscular physique
- Wide shoulders and narrow hips
- Little body fat



Endomorph

- Large body frame
- Wide shoulders and hips
- High body fat



James doesn't exercise much since he has started secondary school. He often spends his lunch money on junk food and fish and chips at lunchtime.



Which body type would James be? Name some sports that would suit this body type.

3.1.1 – Individual Differences: Environment

James used to participate in fitness activities at his local sports centre; however, environmental factors may now limit his participation in physical activity.

Environmental factor	Influence
Access to facilities	A lack of facilities may limit a person's ability to participate. Poor-quality facilities may lead to injury and, therefore, reduce their ability to participate.
Weather	The weather conditions can prevent people from participating (e.g. if it is wet, windy, icy, hot or foggy) – especially if the conditions are hazardous.
Humidity	Training in humid conditions can lead to dehydration; therefore, adequate amounts of water must be consumed in order to prevent this.
Pollution	Participation in highly-polluted areas poses health risks and should not be undertaken. Instead, exercise should be undertaken in climate-controlled indoor facilities.
Terrain	Certain sports (e.g. skiing) require a specific type of landscape to participate in, whereas other sports cannot be undertaken in certain areas.



Discuss how environmental factors could influence James' participation as he begins training for his five-mile fun run.

3.1.1 – Individual DIFFERENCES: Risk and Challenge

Risk assessment:
the process of identifying risks which may lead to an injury

Risk control:
the process of removing or reducing the risks that have been identified in a risk assessment, so that the activity can occur in a safe environment



In primary school, James was a playground leader. This role required him to run activities for other children during lunchtime. Therefore, it was very important that he assessed the potential risks of any activities he put forward to other children.



Discuss why it was important that James carried out a risk assessment for each primary school lunchtime activity. Suggest some factors that may have been identified as potential risks.

3.1.1 – Individual Differences: Activity Levels

Different activities and sports require different demands from the athlete.



When James was in primary school he competed competitively in a range of sports against other schools. Each sport he played (e.g. cricket, swimming) required different levels of activity. However, now he does not exercise very often and no longer competes in sport.



James has changed from taking part in competitive activities to only participating recreationally. Discuss the difference in demands between recreational and competitive activities.

3.1.1 – Individual Differences: Training

Two factors that affect training levels are **funding** and **time**.



Since starting secondary school, James only participates in physical activity in his PE lessons. He doesn't participate in extracurricular sports clubs. This may be due to James receiving lots of homework to complete, meaning that he doesn't have much free time anymore. James may spend any free time he does have pursuing other interests, such as playing video games.



Discuss the differences in funding and time availability at primary school and secondary school, and how they may have affected James' participation rates.

3.1.1 – The Demands of Performance: Fatigue and Stress

Fatigue is a feeling of mental or physical tiredness that can limit performance.

Stress is a term used to describe the responses of the body to a situation that requires adaptations in physical, mental or emotional states.







Since putting on weight in secondary school, James has found that he fatigues more easily during PE lessons. This causes his stress levels to rise, as he feels he cannot compete and keep up with other children.






Discuss the influence that stress can have on James' participation in physical activity and sport.

3.1.1 – The Demands of Performance: Fatigue and Stress

Fatigue and stress can affect performance levels and participation rates.

Stress	Motivation	Arousal	Anxiety
<p>How the body reacts when put under mental or emotional pressure</p>	<p>The drive to improve performance and be successful</p>	<p>The level of physical and psychological readiness for competition</p>	<p>A negative response to a stressful situation</p>
 <p><i>e.g. James may get stressed when his PE lessons make him participate in a sport he doesn't enjoy or isn't good at</i></p>	 <p><i>e.g. James will need motivation to change his lifestyle</i></p>	 <p><i>e.g. James will probably have low levels of arousal during PE lessons as he may not want to participate</i></p>	 <p><i>e.g. James may get anxious when getting ready for PE lessons because he is worried he will get bullied for being overweight</i></p>

3.1.1 – The Demands of Performance: Fatigue and Stress (continued)

Personality/Emotions	Boredom/Tedium	Feedback/Criticism
<p>Introverts prefer individual sports and tend to be calm and quiet people. Extroverts prefer team sports and are outgoing and adventurous people.</p>	<p>A reduced rate of enjoyment from sport. Can cause restlessness.</p>	<p>The negative comments made towards a performer regarding their performance.</p>
 <p><i>e.g. James is likely to have become an introvert and so may not enjoy team sports in PE lessons</i></p>	 <p><i>e.g. James finds the sports and games in PE boring. He may need a variety of new sports to keep him entertained.</i></p>	 <p><i>e.g. Negative feedback from a teacher may have increased James' stress levels in PE lessons</i></p>



Discuss the strategies that James could use to prepare for participation in school sports and control his levels of stress and anxiety.

Exam-style Question

1. Explain the negative effects that fatigue could have on James' running performance during training for his five-mile fun run.

(2 marks)

3.1.1 – The Demands of Performance: Injury

Full
course
only

There are two types of injury in sport: **internal** injuries (where the performer is solely responsible) and **external** injuries where other factors are involved (e.g. equipment, opponents or the playing environment/conditions).



James has taken part in sports such as rugby, so he will be aware of the importance of safe techniques and practice. He will also be aware of the clothing and equipment required for sports such as rugby, in order to reduce the chances of injury. Furthermore, he will also know the rules and regulations that will keep athletes safe in the sports he used to play. This was helped by his knowledge from being a playground leader.



Discuss the precautions James may take when competing in the five-mile fun run.

3.1.1 – The Difference Between Aerobic and Anaerobic Exercise

Full course only

There are two types of respiration during exercise: **aerobic** and **anaerobic**.

Aerobic Respiration

glucose + oxygen → energy + carbon dioxide + water

Aerobic respiration is associated with steady-state, long-duration exercise and **requires oxygen**

Anaerobic Respiration

glucose → energy + lactic acid

Anaerobic respiration is associated with high-intensity, short-duration exercise and **does not require oxygen**



The sports James used to participate in at primary school would have used both aerobic and anaerobic energy systems for different intensities of activity.



Discuss which energy systems James would use during the five-mile fun run. How does this influence the type of training he will need to perform?

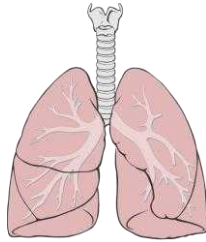
3.1.1 – The Difference Between Aerobic and Anaerobic Exercise: The Cardiovascular System

The cardiovascular system is responsible for the transport of blood around the body. It is formed from the following components:

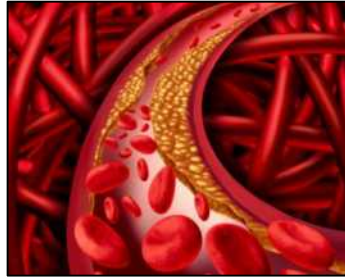
Full course only



Heart



Lungs



Blood vessels

Blood transports the following substances around the body which are crucial for exercise:

- Glucose
- Oxygen
- Waste products

It is also important for controlling body temperature.

James understands from his previous sporting experience in primary school that he should slowly increase his activity levels to improve his cardiovascular fitness and overall health.



Discuss the short-term and long-term (training) effects on the cardiovascular system as James begins to train for the five-mile fun run.

3.1.1 – The Difference Between Aerobic and Anaerobic Exercise: Oxygen Debt

Oxygen debt is the result of muscles working anaerobically during high-intensity exercises. When the muscles run out of energy (oxygen), they begin to fatigue.



James is going to start exercising again in preparation for his five-mile fun run. He may try to push himself to practise sprint ends to his run. This means he may experience fatigue and longer recovery times after training as he pushes himself further each training session.



Discuss the symptoms of fatigue that James would experience as a result of his training. How does his body work to recover as quickly as possible?

3.1.1 – Characteristics and Benefits of Leisure and Recreation

Full course only

Leisure and recreational activities can contribute towards a balanced and healthy lifestyle. They also give participants the opportunity to participate without competitiveness.

Leisure	Recreation
Free time that can be spent how you like, such as participating in physical activity or sport	A form of leisure that involves time dedicated to relaxing and can involve being active and healthy
Physical Recreation	Outdoor Recreation
Participating in sport for enjoyment or feeling of achievement (intrinsic rewards)	Participation in activities that occur in a natural, outdoor environment
Lifelong Sports	
Sports that can be played throughout life to old age (e.g. badminton, golf)	

James used to play in competitive sport matches in primary school (cricket, football and rugby). He also used to spend his time out of school going swimming at the local leisure centre.



What are the differences between physical recreation and sport? Discuss the changes in James' leisure and recreation time from primary school to secondary school.

Exam-style Question

Full
course
only

1. James is going to have to start training for the fun run.

State **two** acute cardiovascular and respiratory responses that James' body will have to training.

(2 marks)

3.1.2 – Health, Fitness and a Healthy, Active Lifestyle

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity' – World Health Organization (WHO)

Fitness is the capability to meet everyday demands without discomfort

James has agreed to change his lifestyle. He may begin experiencing benefits such as increased fitness (physical), increased happiness (mental) and making more friends from sport (social).



James could cycle to school, instead of getting a lift from his parents every day. This is a practical and basic way of improving his fitness.



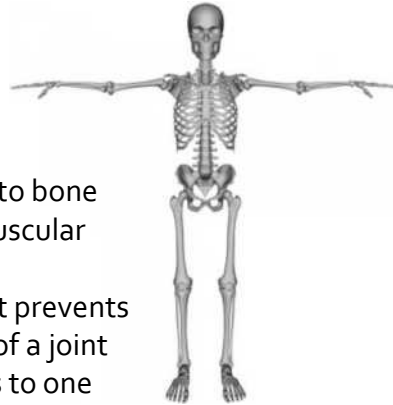
Discuss the changes in health and fitness that James might have experienced when he stopped exercising, as he progressed from primary school into secondary school.

3.1.2 – Health, Fitness and a Healthy, Active Lifestyle: The Skeletal and Muscular Systems

The skeletal and muscular systems work together to allow movement during sporting activities.

Skeletal system

- **Bones**
- **Joints**
- **Connective tissue:**
 - Tendons: these join muscle to bone allowing the skeletal and muscular systems to work together
 - Cartilage: flexible tissue that prevents friction between the bones of a joint
 - Ligaments: these join bones to one another in order to create a joint



Muscular system

- Skeletal muscles are responsible for voluntary movement
- These muscles work in *antagonistic* pairs:
 - **Agonist:** the prime mover that contracts to create movement
 - **Antagonist:** this muscle relaxes to allow movement



The skeletal and muscular systems work together to allow James to move during sporting activities. Different movements caused by different working muscles allow a range of movements to be completed, to suit the activity James is participating in.



Discuss the importance of the connective tissues for James, when he begins to train for his five-mile fun run.

3.1.2 – Health, Fitness and a Healthy, Active Lifestyle: Strength

Strength is the ability to overcome a resistance. There are three types of strength:

Dynamic	Explosive	Static
The type of strength needed to continuously apply force over a long period of time	The type of strength used when exerting a short, fast-moving force	The type of strength that occurs when the muscle maintains its length during contraction



When James was participating in different sports in primary school, he would have used different types of strength for different activities and skills. To get a good time in the five-mile fun run, he will have to consider the types of strength he will need to improve for different stages of the run.



Suggest specific sporting actions in cricket, rugby and swimming that would have required James to use the three types of strength.

3.1.2 – Health, Fitness and a Healthy, Active Lifestyle: Components of Fitness

Numerous components of fitness are required to succeed in any sport. The very best athletes will have high levels of multiple components of fitness.

Component of fitness	Definition	Link to James
Speed	The ability to move the whole body or body parts a certain distance in a small amount of time	James would have needed speed playing cricket to either catch a fast-moving ball or hit a fast bowling ball
Balance	The ability to maintain the body's centre of mass within a stable base of support	Fitness activities at the local leisure centre (e.g. Pilates, yoga) could have helped James develop balance.
Agility	The ability to quickly change direction of the body	During football, James would have needed agility to quickly change direction when dribbling the ball
Coordination	The ability to time the movement of body parts with each other in order to produce a fluid movement	In rugby, good coordination would have been needed to catch a ball falling from a great height (kick)
Reaction time	The ability to quickly respond to external stimuli	Reaction time is a vital component in swimming, so James could respond to the starting gun at the beginning of a swimming race
Timing	The ability to time the movement of body parts with external stimuli	During a rugby tackle, James would have needed good timing to perform the tackle safely



Discuss which of the fitness components listed above will be most important to James when running.

3.1.2 – Health, Fitness and a Healthy, Active Lifestyle: Components of Fitness

Power – the combination of speed and strength



Flexibility – the range of movement around a joint or limb



James would have needed power and flexibility when he used to compete in rugby, swimming, cricket and football.

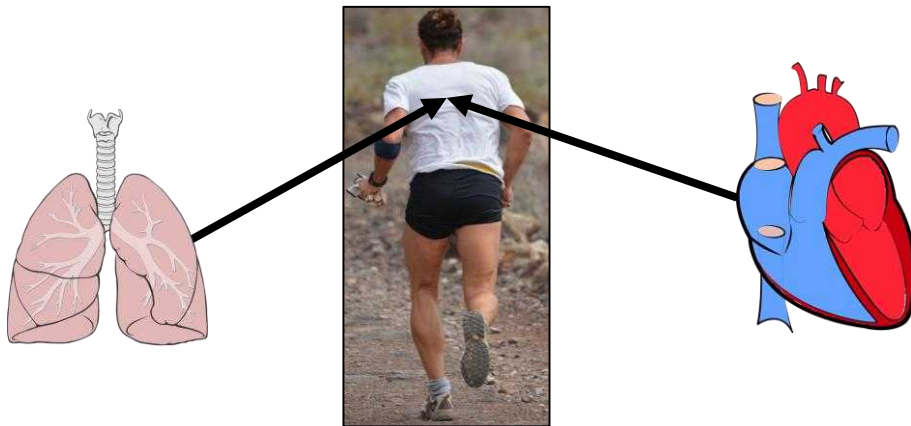


Discuss how James would have used power and flexibility when competing in rugby in primary school.

3.1.2 – Health, Fitness and a Healthy, Active Lifestyle: Components of Fitness

Muscular endurance – the ability of the muscles to work continuously over a period of time

Cardiovascular endurance – the ability of the heart and lungs to continuously supply oxygen over long periods of time



When James was young and participated in numerous sports, he would have developed his cardiovascular and respiratory endurance. In preparation for his five-mile run, he must bring his endurance back up again to perform successfully and avoid fatigue.



Discuss the importance of cardiovascular endurance and muscular endurance when James runs the five-mile fun run. What benefits will they have on his performance?

3.1.2 – Training

Continuous training – steady-state aerobic exercise



Weight training – repetitions of sets help to increase strength



Circuit training – various exercises at different stations



Fartlek training – varied pace of training, often using different terrain



Interval training – high-intensity exercise with rest periods



James may begin training for the five-mile fun run. His training should, therefore, combine various training methods that can help to improve different aspects of his fitness.



Discuss the training methods that James would find most useful if he were to train for the five-mile fun run, and why.

3.1.2 – Training: Aspects of Training

To get ready for the five-mile fun run, James may start training. His training should consider the following points to maximise training effects:

Principle	Explanation
Specificity	Is the training specific enough to James' sport (running)?
Progression	James must gradually increase training load/intensity to avoid fatigue and injury
Overload	James' training must work him harder each session so that he can improve
- <i>Frequency</i>	Increasing the number of times James trains
- <i>Intensity</i>	James should increase the intensity of his training each session
- <i>Time (duration)</i>	How long does James train for?
Reversibility	If James stops training, any positive effects from his training may be lost
Rest	James should allow his body to recover before continuing training



Imagine you are James' friend, helping him to train. How would you ensure any training effects are maximised?

3.1.2 – Training: Aspects of Training

Training thresholds – the training threshold is the heart rate needed to ensure that exercise is affecting the body and fitness improves



Training zones – these are the 'zones' an individual trains in, expressed as a percentage of maximum heart rate to maximise specific aspects of fitness

$$\begin{aligned} \text{Maximum heart rate (MHR)} \\ = 220 - \text{age} \end{aligned}$$



Aerobic training zone: 60–80% of MHR
Anaerobic training zone: above 80% of MHR

James will need to select the correct training zone for his training to ensure he develops the correct fitness for a five-mile run.



What training zone will James need to train in for his five-mile run?
Can you calculate this?

Exam-style Questions

1. Explain how James would use aspects of training to plan a training programme to maximise training effects in preparation for his five-mile run.

(8 marks)

Click the button to
check your answers

Check answers

2. James played rugby when he was in primary school.

State and explain the type of strength that would help James participate in rugby during a rugby tackle.

(2 marks)

Click the button to
check your answers

Check answers

3.1.2 – Training: Diet

Full course only

A person’s diet should consist of the correct percentages of different nutritional sources that each have benefits on the body.



James’ diet is unhealthy. Every day he spends his lunch money on either sweets and crisps, or fish and chips. In changing his lifestyle, he must change his diet. He could use the Government guidelines for maintaining a healthy, balanced diet.

He should also ensure he eats these seven components of a healthy, balanced diet:

- carbohydrates
- proteins
- fats
- vitamins
- minerals
- fibre
- water



Discuss the changes James needs to make to his diet. What benefits would each nutritional source give James?

3.1.2 – Training: Diet

An imbalance in diet can cause a range of health problems outlined below:



- **Obesity** is the state of being extremely overweight, often due to poor diet and lack of exercise.
- **Anorexia** is the medical condition / psychological disorder, connected to someone starving themselves because of a fear of gaining weight.
- **Malnutrition** is a condition whereby someone suffers extreme weight loss, due to a lack of food or poor diet.

Since starting secondary school, James has become inactive and has been eating unhealthy. His lunches consist of fish and chips, sweets and crisps. As a result, he has put on weight and, potentially, would be classed as obese.



Discuss the negative impacts that James' diet has had on his health. Discuss the risks that James' diet could have on his health in the future.

3.1.2 – Training: Diet

Full
course
only

Athletes require specific diets that suit their sport and maximise performance. For example, long-distance runners would require a very different diet to weightlifters. The food that someone eats should provide enough energy for the level of participation/exercise they undertake.

Carbohydrate loading – used mainly for endurance athletes prior to performance, when foods high in starch are consumed (e.g. potatoes, pasta, rice). These foods provide a stored energy source of glycogen to be used by the muscles during exercise.

High-protein diets – preferred by athletes wanting to increase lean muscle mass and lose fat. It can help athletes to recover from training (repairing muscles).



James needs to make changes to his diet to change his lifestyle. While generally he should eat the recommended suggestions (Eatwell Plate), when training he may need to alter his diet to provide enough exercise for his activity levels.



Discuss the changes in diet James should make if he started training for his five-mile run. How would these changes to James' diet help his performance?

3.1.3 – School Influences

National Curriculum

Physical Education (PE) is compulsory in all schools and is believed to promote a healthy, active lifestyle.

- Improves health and fitness
- Physical Activity Policy: a government policy that aims to increase schoolchildren's physical activity levels
- Providing at least 2 hours a week of Physical Education
- Increases participation in sport and physical recreation
- Provides qualifications such as a GCSE



The Healthy Schools Programme

This is a government initiative that aims to improve the health of schoolchildren through promoting the benefits of exercise and a healthy diet. A *whole-school* approach is needed for this programme to be successful, which involves students, school staff and parents working together to promote a healthy lifestyle.



PSHE

Personal, social, health and economic (PSHE) education incorporates promoting a healthy, active lifestyle with educating students about social influences such as sex and drugs.



In primary school, James would have been involved in PE lessons and would have discussed healthy lifestyles. However, despite participating in PE and PSHE in secondary school, he has led an unhealthy lifestyle recently.



Discuss how James' primary school encouraged him to lead a healthy, active lifestyle.

Exam-style Question

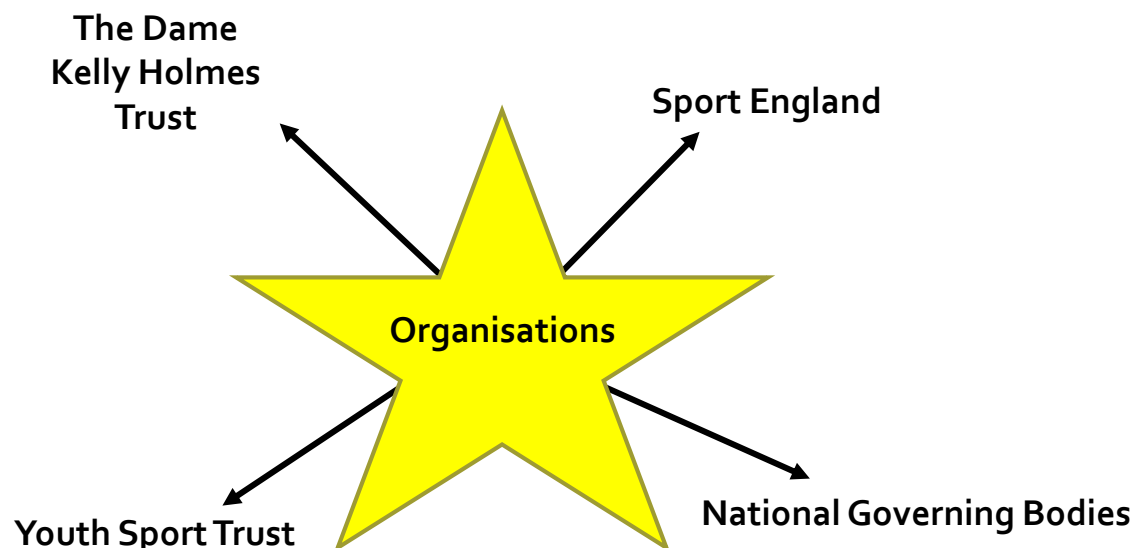
1. Schools can play a large role in children's health and well-being.

Identify and explain **three** ways in which James' secondary school can influence his involvement in physical activity.

(6 marks)

3.1.3 – Organisational Influences

Outside of school, there are many other organisations that influence children's lifestyle choices and participation in sport.



James might live in a rural area with limited access to high-quality sporting facilities. This might be because organisations are focusing their funding into more densely-populated areas. The lack of clubs and facilities outside of school hours meant that James stopped participating in sports once he left primary school.



Discuss how each of the organisations could help James to become active in sport and physical activity.

3.1.3 – ExtraCurricular Activities

Extracurricular activities allow children to participate in their favourite sports outside of school, as well as giving them the opportunity to try new activities.

Extracurricular opportunities

At school, extracurricular activities are offered to students who wish to participate in sport outside of normal PE lesson time.

Factors that influence extracurricular opportunities and provision include:

- The attitudes of the school staff
- School links to local sports clubs
- The expertise of the school staff
- The quality and accessibility of facilities and equipment

When he was in primary school, James participated in extracurricular activities at his local sports centre: football, swimming and fitness activities. However, he no longer participates in any of these extracurricular activities.



Discuss the possible reasons why James' primary school might have been more encouraging of children doing extracurricular activities than his secondary school. What improvements could be made to encourage James to start extracurricular sports again?

3.1.3 – Emotional Health and Well-being

As well as helping to improve students' overall physical fitness, schools also have a responsibility to ensure students' emotional health and well-being is looked after. The *Healthy Schools Programme* aims to do this through the following strategies:

- Anti-bullying policies
- Offering support for vulnerable individuals and groups
- Behaviour and reward policies
- Offering a confidential pastoral support system for students who require it



James may have been bullied in secondary school due to putting on weight. This may be why he no longer participates in PE lessons very often. He would, therefore, have benefited from the Healthy Schools Programme.



Discuss the effects a *Healthy Schools Programme* would have on James' health and well-being and his participation in sport.

3.1.3 – Cultural and Social Factors: Leisure Time

Full course only

Leisure time is the free time an individual has that they can spend however they like, such as participating in sport and physical activity. The amount of time available is dependent on **opportunities** available to increase leisure time, and on **providers and users** – the people providing resources and facilities for people to spend their leisure time in a particular way.



When James isn't in school, he might spend his leisure time playing video games with his friends. However, he could spend his leisure time exercising or participating in physical activity.



Discuss the opportunities James may have locally to participate in physical activity in his leisure time.

3.1.3 – Cultural and Social Factors: Fairness and Personal and Social Factors

When participating in physical activity or sport, competitors have a responsibility to respect officials, adhere to rules and participate with etiquette and fairness.

Full
course
only

Etiquette refers to the unwritten rules and laws of the sport which performers are expected to respect.

Fairness refers to competing in a manner which allows all participants the opportunity to perform to the best of their ability.



When James competed in primary school sports (rugby, football, cricket and swimming), it was important that he respected the officials and his opponents, and participated with good etiquette and fairness.



Discuss the ways James could have displayed good etiquette and fairness when competing in primary school rugby, cricket, football and swimming.

3.1.3 – Cultural and Social Factors: Social Groupings

Different social groups impact on participation in sport in different ways. These are outlined below:

Social grouping	Influence on participation
Peers	<p>How might James’ peers, such as his school friends, have a positive or negative influence on his participation?</p> <p>School friends can influence motivation and interest in sport both in a negative and positive way.</p>
Family	<p>How might James’ family have a positive or negative influence on his participation?</p> <p>Family interests and the time they have available may influence a person’s participation in sport.</p>
Gender	<p>How might James’ gender influence his participation?</p> <p>Discrimination and stereotyping based on a person’s gender may influence which sports they decide to participate in.</p>



James’ friends might also be reluctant to participate in sport, influencing James’ participation in PE lessons. James may feel he is not as athletic as other males and so doesn’t want to compete with them. However, his parents are both healthy and active and have got James to agree to change his lifestyle.



Discuss how the social groups named above could influence James to increase his participation in physical activity.

Exam-style Question

1. James has stopped participating in sports and rarely participates in PE lessons at school.

Explain how the social groups James associates himself with can influence his participation in sport.

(4 marks)

3.1.3 – Opportunities and Pathways Available for Becoming or Remaining Involved in Physical Activity: Roles

Schools can encourage participants to play different roles within sport to encourage participation in physical activity. There roles are:

- Player/performer
- Leader/coach
- Organiser
- Official



These roles should involve the students becoming involved in increasingly challenging tasks. They should also be able to experience the roles through volunteering, which may then lead on to students following certain career and volunteering pathways.

James' teachers may identify that James is reluctant to participate in sports. Therefore, he may be encouraged to take on a different role within sport, such as becoming a football referee or cricket umpire. An officiating role would suit James because in primary school he was a playground leader.



Discuss the roles James could play in PE lessons, other than a player/performer. How would James' teachers encourage him to persevere with alternative roles?

3.1.3 – Opportunities and Pathways Available for Becoming or Remaining Involved in Physical Activity: Roles, Accredited Courses and Qualifications

Schools can encourage pupils to complete qualifications linked to physical activity. Further possibilities can be highlighted such as social education and health awareness. This can be accomplished through volunteering and employment.

Schools can offer courses and accreditations to students, to encourage their participation in sport. These can include **volunteering, sports performance awards, proficiency awards** and **GCSE PE and accreditation** (e.g. BASES).



When he was younger, James had an interest in sport. Since then, he has reduced his participation. James may enjoy getting back into sport by taking qualifications for roles other than as an athlete.



Discuss the ways James could be more involved in sport by completing sport qualifications. Discuss how each qualification could increase James' participation in sport.

3.1.3 – Opportunities and Pathways Available for Becoming or Remaining Involved in Physical Activity: Vocational Opportunities

Full course only

Schools can encourage pupils to partake in vocational opportunities. These can include finding roles other than being an 'elite athlete' / professional, and career opportunities in sport. Roles can be in either a **professional** (taking part in sport as part of their livelihood – getting paid) or **amateur** (takes part in sport as a hobby / for enjoyment) role.

The following are examples of vocational opportunities to be involved in sport:

- Competing as a performer
- PE teacher
- Coach
- Trainer
- Physiotherapist
- Manager



In primary school, James performed as an amateur athlete in numerous sports. Since then, he has stopped participating in PE lessons and out-of-school physical activity. However, he may enjoy a vocational role such as those listed above. This is because James can pursue his enjoyment in sports without being a performer.



Discuss the ways James could be more involved in sport by completing vocational courses. Discuss the different roles he could adopt and what each role entails.

3.1.3 – International and Other Factors: Media

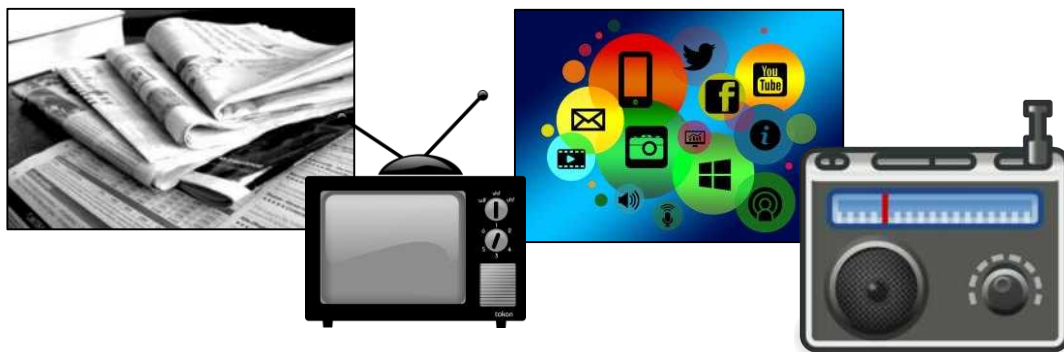
The media is responsible for helping the audience to understand the events that occur. However, the director's/writer's take on proceedings will influence the information that the audience receives.

Types of media involved in sport:

- The press
- Television
- Internet
- Radio

Types of media output:

- Informative
- Educational
- Instructive
- Entertainment



When James was in primary school he may have regularly watched sports programmes and events on television. This helped him to identify more easily with sporting roles and encouraged him to participate. However, as he no longer appears to be interested in sports participation, he may no longer listen, read or watch any sports media outlets.



Discuss how the type of media and the type of media output may influence James' perception and involvement in sport.

3.1.3 – International and Other Factors: Sponsorship

Sponsorship allows athletes the opportunity to compete in sport at higher levels. They can receive sponsorship for **equipment, clothing, accessories, travel, training and entry fees.**

Advantages of sponsorship:

- Fewer financial worries
- Promotion of sports
- Growth of competitions
- Companies can use sponsorship for advertising, revenue and image



Disadvantages of sponsorship:

- Sponsors can start to overwhelm the sport
- Sponsorship usually targets the bigger sports – minority sports can find sponsorship hard to obtain
- Withdrawal of sponsorship at any time (financial worry)

James may seek sponsorship from companies who will want to advertise during his five-mile fun run. They may provide him with some good-quality running kit. If James sought a job role in sport, he may also seek sponsorship to cover expenses such as travel.



Discuss the types of sponsorship that would be acceptable for James to have. What are the advantages and disadvantages James could get from receiving sponsorship?

3.1.3 – International and Other Factors: Competitions

There are three main types of competitions that can be found within different sports. They are used from a grass-roots level to an elite level; they are:

1. Knockout
2. Ladders
3. Combination events with qualifiers

When James competed in swimming in primary school he may have entered swimming galas. These galas had knockout rounds to determine the competitors in the final race. Any football tournaments he might have participated in may have used the knockout style of competition.



Division 2	Team A	Team B	Team C	Team D	Team E
Team A					
Team B					
Team C					
Team D					
Team E					

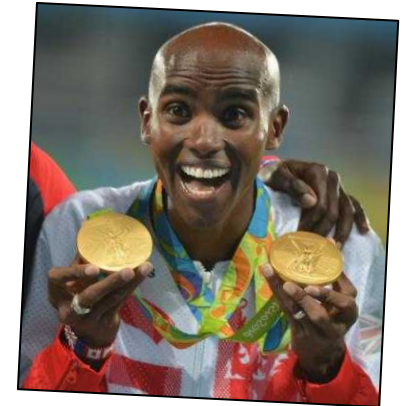


Discuss the types of competitions James may have played in when he used to compete in rugby and cricket. Discuss whether the competition formats would have changed if James was an elite athlete in the same sports.

3.1.3 – International and Other Factors: The with Role Models

Role models in sport are people whom other athletes aspire to be like, or replicate their success. They can be a role model in terms of sporting achievement, behaviour, or personality. Role models can encourage people to get involved in sport, increasing participation rates.

Mo Farah could be seen as a role model due to his determination to achieve continuous global success. He trains away from home while supporting a family. When he was young, he moved to the UK and didn't speak English, but now competes for GB in the Olympics and has become one of the most decorated British Olympians of all time.



When James was in primary school, he might have had a role model, or 'hero', from each of the sports he played (rugby, football, cricket and swimming). To increase his participation in physical activity again, James may need to find a new role model to motivate him.



Discuss how a role model, such as Mo Farah, might impact on James' motivation ahead of the five-mile fun run.

3.1.3 – International and Other Factors: Health, Safety and the Well-being of Others



**SAFETY
FIRST**

Rules and guidelines need to be followed when taking part in physical activity. In competitive situations, athletes should be considerate of rules and guidelines to avoid causing injuries to themselves and others. The following should be considered:

How to ensure health and safety is upheld:

- By carrying out a risk assessment
- By playing in a safe manner
- By following health and safety legislation and guidance
- By ensuring the correct technique is used
- By wearing appropriate clothing and footwear
- By using the correct technique to lift, carry and lower objects

When James was in primary school he participated in different sports (e.g. rugby and cricket) which posed different health and safety issues to himself and those around him. James was also a playground leader which meant he was trained to run activities for the other children. Therefore, James would have been aware of any health and safety risks that activities may have had.



Discuss the factors James should consider before he participates in the five-mile fun run, to ensure the health and safety of himself and those around him.

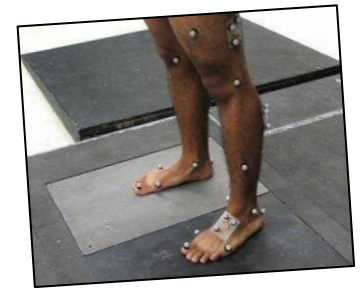
3.1.3 – International and Other Factors: Science and ICT

Full
course
only

Technological improvements have allowed sport to become increasingly accurate for athletes and coaches to analyse their performances and improve their results.

Technological advancements have led to improvements in:

- Planning improvement and involvement in sport
- Analysing performances using appropriate software and hardware
- Tracking performance improvements
- Interactive tools, such as games consoles and performance simulators
- Advances to technology, such as the use of Hawk-Eye and Hot-Spot



When James played sport in primary school there would have been limited affordable technology available to help improve his performance. However, as he has grown older, there is an increasing quality of sports technology that aids performance. This technology is now more affordable for use by the general public.



Discuss the ways James could use science and ICT to improve his training and performance in the five-mile fun run.

Exam-style Questions

-
1. The media can influence how young people perceive sport and physical activity.
Explain how media type can influence participation in sport.

(8 marks)

Click the button to
check your answers

Check answers

2. When James was in primary school he was a playground leader. This meant he assessed whether or not activities were safe and how to make them safer.

Identify and describe the ways in which James would have made sure that health and safety was being upheld.

(2 marks)

Click the button to
check your answers

Check answers