

1.1.4 Mock Examination Questions

Questions

Q1 GCSE PE students were determined to help their parents, Janet and John, become involved in sport so that Janet and John could benefit from a healthy, active lifestyle.

Select the **two** most **appropriate fitness tests**, from those shown in Figure 6, to **measure Janet's current level** of **cardiovascular fitness**. **(2)**

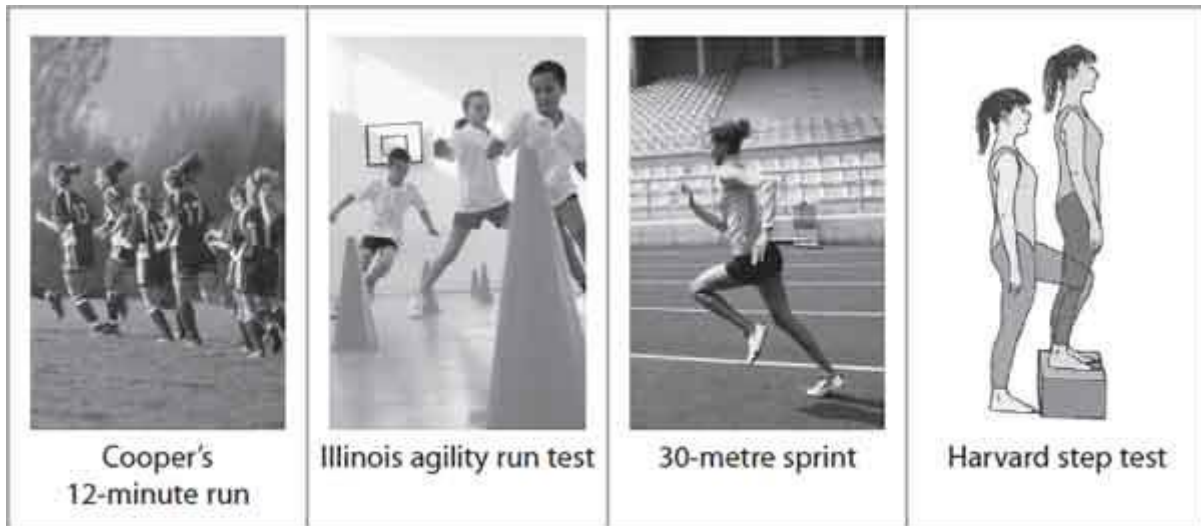


Figure 6

- i) **Coopers 12 minute run**
- ii) **Harvard step test**

Q2 **Which** of the following is a **test** of **power**? **(1)**

- A** **Sergeant Jump test**
- B** Cooper's 12-minute run test
- C** 30-metre sprint test
- D** Harvard Step Test

Q3 **Which one** of the following **statements** is **false**? **(1)**

- A** **The components of the FITT principle are Frequency, Interval, Time, Type**
- B** The FITT principle overlaps with the principle of Specificity
- C** Reversibility can result in a drop in fitness levels
- D** The principle of Individual Differences considers the needs of the individual rather than just the sport

Q4 Imran plays for the school football team. At the start of the season the team undergo a series of fitness tests. In the table below:

State the **most relevant fitness test** for a **football player (not goalkeeper)** **(1)**

Explain why this **fitness test** is **relevant** to **Imran**. **(1)**

	Tick most relevant fitness test for football player	Explanation why this fitness test is relevant to football player
Illinois Agility Run	✓	This fitness test is the most relevant because it tests the ability to change direction with speed and control which is required by a footballer when dribbling between defenders
Hand grip strength test		
Standing Stork test		

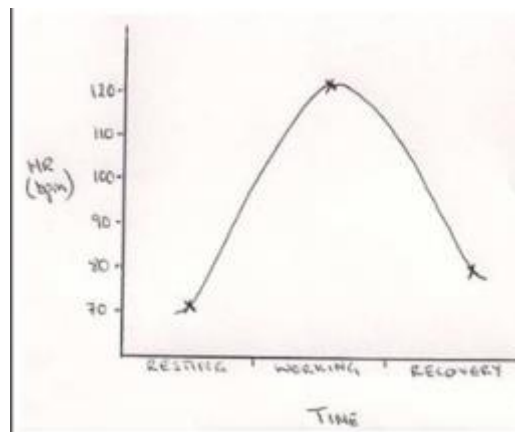
Q5 As part of his Personal Exercise Programme (PEP) Joe measures his heart rate to check on his fitness levels.

(a) The **heart rate monitors** in **Figure 5** show three different **heart rate values**. **Re-order** these **heart rate values** and **plot** a **graph** to show Joe's **resting, working** and **recovery heart rate**. **(2)**

The plots should be ordered as;

70 for Resting heart rate
120 for Working heart rate
80 for Recovery heart rate (1 mark)

Graph should also be a **line graph** (1 mark)



(b) **Explain why** you have **plotted** the **values** in **this order** (1)

I have plotted these **values** in this order **because resting heart rate (70 BPM)** is the **lowest value because** it has the **lowest demand for oxygen**, **working heart rate (120 BPM)** as the **highest value because** it has the **highest demand for oxygen** and **recovery rate (80 BPM)** is in **between value because oxygen is still required because** of **oxygen debt** acquired **during exercise**

(c) **Explain why** you have **plotted** the recovery heart rate (1)

I have plotted **recovery rate (80 BPM)** as the in **between value because oxygen is still required because** of **oxygen debt** acquired **during exercise**

Q6 Rob and **Imran** regularly participate in physical activity. **Rob** takes part in **cross-country** runs on a regular basis. **Imran** plays for the school **football** team. Both activities require the boys to work **aerobically** and **anaerobically**. For each of the following statements, **state** whether the **activity** is **aerobic** or **anaerobic**.

(i) Rob kept a **steady pace** for the **first mile** and a **half** of the race. (1)
Aerobic

(ii) At one point **near the end** of the **race** Rob had to **sprint** to prevent the runner behind over taking him and going into the lead. (1)
Anaerobic

(iii) During the fifth minute of the game Imran had a chance to score a goal, he struck the ball hard and gave his team an early lead. (1)
Anaerobic

(iv) In the second half of the game Imran spent a lot of time slowly jogging back into position. (1)
Aerobic

(v) Name a training method that Rob and Imran could both use for their activity (1)
Fartlek or **Circuit** or **Continuous** or **Interval**

(v) Explain how each boy would adapt this training method to suit his own activity

(2)

Training method that can be used by both boys	How training method would be adapted by Rob (Cross-country runner)	How training method would be adapted by Imran (Footballer)
Fartlek	By training on different terrain (up and down hills)	By using sprints of 10 to 50 metres which is relevant in football
Continuous	By keeping at the same pace for the distance of typical races to increase cardiovascular fitness	By training continuously for 90 minutes which is the length of the game
Interval	By running up hills for one repetition	By using a range of sprint distance from 5 metres to 40 metres which is specific in football

Both boys were encouraged by their teachers to set **SMART targets** to help them **improve** their **performance** in their activities.

(i) **Give two reasons** why **target setting** could help **improve performance**. (2)

One reason it could help **improve performance** is it will **motivate** them. A **second reason** is that it will help them **monitor progress**

(ii) **Give** an **example** of a **measurable target** for **Rob**. (1)

One **example** of a **measurable target** is to **beat** his **personal best (PB)** by **10 seconds**

Q7 GCSE PE students were determined to help their parents, Janet and John, become involved in sport so that Janet and John could benefit from a healthy, active lifestyle.

Janet needs to select a relevant method of training to improve her cardiovascular fitness. Four different methods of training are shown in Figure 7.

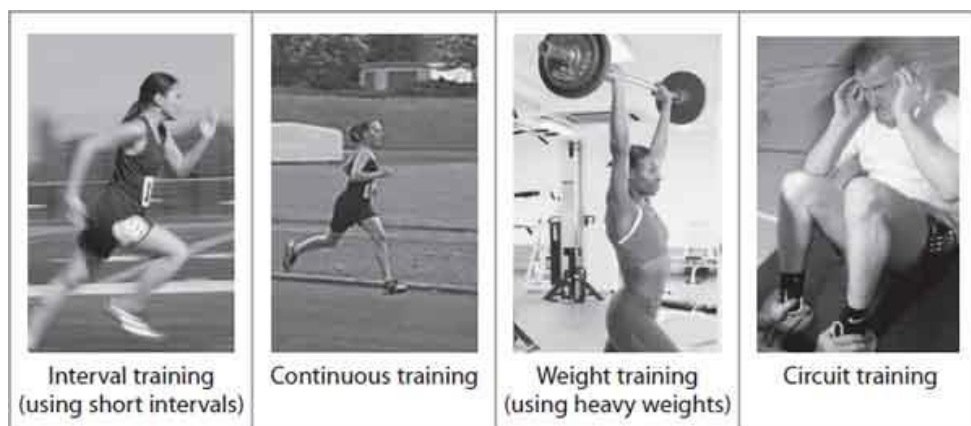


Figure 7

(i) **Identify** the **most relevant** and **least relevant method** of **training** to help Janet **improve** her **cardiovascular fitness** from Figure 7. **(2)**

Most relevant	Continuous training
Least relevant	Weight training using heavy weights

(ii) **Identify** a **sporting activity** where the performers would use the **training method** you **identified** as **least relevant** to Janet. **(1)**

Shot putt

(iii) Before returning to physical activity Janet and John should complete a PAR-Q. **What** is the **purpose** of a **PAR-Q**? **(1)**

The **physical activity readiness questionnaire** determines **whether** an **individual** is **safe** or **ready** to **participate** in **physical activity**

Q8* Eshan is inspired by performers in the run up to the London 2012 Olympic and Paralympic Games, and is determined to improve his performance. He decides to set **SMART targets** as a first step to achieving his long-term goal.

Discuss the **use** of **target setting** to **improve performance**. You must make reference to **examples** in your answer. **(6)**

Plan

GOAL SETTING can achieve this by;

1. Increasing **FOCUS**
2. Increasing **MOTIVATION**
3. **MENTALLY PREPARE** athletes for the target
4. Providing **INDICATION** of **PROGRESS**

*Describe, explain and apply the principles of setting **SMART targets***

- **SPECIFIC**; this is when the goals are **CLEAR** and to the **POINT** (I want to jump **4 METRES** in the long jump)
- **MEASURABLE**; this is to measure your **RESULTS** and **IDENTIFY PROGRESS** (I will measure my jumps each week to see if I am **IMPROVING**)
- **ACHIEVABLE**; this is when the goals are **CHALLENGING** but **REACHABLE** (I jumped **3 METRES 90 CMS** last season so this difference is a challenge but I could do it)
- **REALISTIC**; this is **MANAGEABLE** to my **LEVEL** of **ABILITY** (I could jump **3 METRES 90 CMS** in **YEAR 10** so this is within my **ABILITY** now that I am in **Y11**)
- **TIME-BOUND**; this is when you state a specific **START DATE** and a specific **END DATE** when you hope to achieve the goal (I will start my programme on **1st May** and I want to reach my goal in **2 MONTHS** – the **30th June**)

One use of **target setting** to **improve performance** is setting **specific goals**. This is **setting goals** that are **clear** so the performer **knows** what they are **trying** to **achieve**. **An example** is in the **100m** by trying to **improve** your **start** which is important to **increase** your **focus** and **concentration** **whereas** a **non-specific goal** would be **too vague** and **lack clarity** for the individual leading to **limited improvement**.

A **second use** is setting **measurable goals**. This is so you can **quantify** or **measure** your **specific goal**. **An example** is in the **100m** is **reducing** your **time** from **11 seconds** to **10.9 seconds** which is important to clearly see when you have achieved it and it also **increases focus** and **motivation** **whereas** with a **non-measurable goal** you would be unaware if you had **achieved** it.

A **third use** is setting **achievable goals**. This is **setting goals** that are **possible** to **attain** or **complete**. **An example** is **setting** the **completion** of a **marathon** when the **individual** suffers from **chronic knee joint pain** as this may **not be achievable** and lead to a **lack** of **motivation** **whereas** with an **achievable goal** the individual is **motivated** to **achieve** it

A **fourth use** is setting **realistic goals**. This is **setting goals** that are **challenging** but **not too hard**. **An example** is a footballer **setting** the goal of scoring **12 goals** in a season when **last season** they scored **10** **whereas** a footballer who sets **30 goals** is being **unrealistic** which will lead to **increased stress levels** and **demotivation**

A **fifth use** is setting **time bound goals**. This is **setting goals** that have **clear start** and **end dates**. **An example** is the same footballer who uses the **start** and **end** of the **season** to **reference** the **progress** that they have **made** **whereas** a footballer who **doesn't** use the **seasons** will **not** have been able to **measure** the **rate** of **progress** which can lead to a **lack** of **focus** and **concentration**.

Total Marks 30

Mark Scheme

Q1.

	Answer	Additional Guidance	Marks	Total	
	Description of benefit	Category of benefit			
	<p>Any one description related to response stated in question</p> <p>In question <i>Walk rather than bus</i></p> <p>Description Accept specific relevant health benefit, e.g. could lead to <u>weight loss if overweight</u></p> <p>OR Accept specific relevant fitness benefit, e.g. increase cardiovascular fitness</p> <p>OR increase muscular endurance</p> <p>OR decrease <u>resting</u> heart rate</p> <p>(1)</p>	<p>If first column blank no credit for classification.</p> <p>Physical (1) (if matches description)</p>	<p>Do not accept one word or vague answers e.g. improves health; improves fitness; improves body shape; improves body composition</p> <p>Do not accept Cardiovascular system</p>	<p>1 × 2</p>	<p>2</p>
	<p>In question <i>Play sport as break from revision</i></p> <p>Description Will relieve stress (1)</p>	<p>Mental (1) (if matches description)</p>	<p>Do not accept mental break; Psychological; relax; mind off troubles.</p>	<p>1 × 2</p>	<p>2</p>
	<p>In question <i>Ran on own now run in a club</i></p> <p>Description A chance to socialise OR To make new friends OR To meet friends</p> <p>Increased self-confidence as more friends now joined a club</p> <p>(1)</p>	<p>Social (1) (if matches description)</p> <p>OR Mental (1) (if matches description)</p>	<p>Do not accept socialise in column 2</p> <p>Competition cooperation</p>	<p>1 × 2</p>	<p>2</p>
Total for Question 2				6	

Q2.

	Answer	Mark
	<p>1. Working against an opponent/trying to beat personal best/equiv / trying to win / trying to be the best NB Do not award if reference to standard of competition Do not allow goal setting / targets /</p>	<p>(1)</p>

	personal challenge / playing a match unless qualified (1 × 1)	
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Q3.

	Answer	Mark
	1. Working with a team/ in a team / others / teamwork 2. to achieve <u>common</u> goal/equiv Do not allow any reference to social / friends / helps you cooperate (1 × 1)	(1)

Q4.

	Answer	Mark
	Accept any two from the following (max one/line) 1. Work body to limit / push yourself <u>harder</u> 2. Because you are working physically hard you need to be mentally tough to keep going/keep motivated/equiv 3. E.g. Not wanting to give up in marathon even though body is tired/Scared of abseiling but overcome fear and complete activity Do not accept target setting (2 × 1)	(2)

Q5.

	Answer	Mark
	B An increase in serotonin	(1)

Q6.

	Answer	Mark
	Q - a physical and mental benefit of a healthy, active lifestyle C - (Physical challenge)	(1)

Q7.

	Answer	Mark
	Any one of following: 1. Improve fitness (eg increased strength / increased muscular endurance) 2. Accept any fitness adaptation – e.g drop in <u>resting</u> heart rate / cardiac hypertrophy 3. Accept any possible physical health gain – e.g reduction in risk of osteoporosis / weight loss <u>if overweight</u> Accept any regular or long-term effects identified in Q15. Do not accept mental / social benefits (1 × 1)	(1)

Q8.

	Answer	Mark
	Q - a socio-economic key influence that can impact on achieving sustained involvement in physical activity D - (Cost)	(1)

Q9.

	Answer	Mark
	<p>Accept any two from the following (max one/line)</p> <ol style="list-style-type: none">1. Programmes are concerned with participation/getting more involved in sport / providing more opportunities2. This can be a physical health benefit (allow appropriate example: drop in resting blood pressure; reduction in cholesterol / reduction in <u>obesity</u>)3. Mental benefit(allow appropriate example: increased serotonin therefore 'feel good'; fun / increase self-esteem)4. Social benefit (allow appropriate example: social mixing)5. Accept reference to five-a-day / improving diet /6. Educated about diet / reference to raising awareness of healthy lifestyle Do not accept simple statements, e.g. increased fitness / balanced diet / regular exercise as question asks for explanation Do not credit descriptions of initiatives (2 × 1)	(2)

Q10.

	Answer	Mark
	C Resources	(1)

Q11.

			Answer	Do not accept	Additional Guidance	Marks	Total
			Any three different roles in any order maximum one from each point: <input type="checkbox"/> Leadership OR <input type="checkbox"/> coach OR <input type="checkbox"/> leader OR <input type="checkbox"/> captain <input type="checkbox"/> Volunteering OR <input type="checkbox"/> specific volunteer role (e.g. first aider) <input type="checkbox"/> Official OR <input type="checkbox"/> referee OR <input type="checkbox"/> umpire OR <input type="checkbox"/> judge	Participation Teacher Physio; Organizer Voluntary Fundraiser 'Refing'	Accept any specific role, e.g. manager (pt 1); Secretary (pt 2); Timekeeper (pt 3); Point 3: Accept helper if linked with role e.g. helps with organisation of the club.	3x1	3

Q12.

			Foundation	Anything else	First answer only	1x1	1
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Q13.

	Answer	Mark
	Performance, Elite, Professional, Excellence Do not accept Performer, Performs, Performing, Participant, Semi-pro	(1)

Q14.

	Answer	Do not accept	Additional Guidance	Marks	Total												
i	An explanation that makes reference to: The ability to meet the demands of the environment		Does not need to be word for word definition	1×1	1												
ii	Two points from any one numbered row		Point 1 accept other specific health benefits e.g. drop in blood pressure. Can achieve second listed point in row without first	1×2	2												
	<table border="1"> <tr> <td>1</td> <td>Fitness can improve health (1)</td> <td>By reducing cholesterol (1)</td> </tr> <tr> <td>2</td> <td>Fitness can decrease health (1)</td> <td>Through overuse injuries Through drop immune system (1)</td> </tr> <tr> <td>3</td> <td>Without healthy lifestyle fitness will drop (1) Accept converse</td> <td>Poor diet therefore no energy to maintain fitness (1)</td> </tr> <tr> <td>4</td> <td>Cannot increase/maintain fitness without healthy lifestyle (1)</td> <td>As without regular exercise fitness will not improve (1)</td> </tr> </table>	1	Fitness can improve health (1)	By reducing cholesterol (1)	2	Fitness can decrease health (1)	Through overuse injuries Through drop immune system (1)	3	Without healthy lifestyle fitness will drop (1) Accept converse	Poor diet therefore no energy to maintain fitness (1)	4	Cannot increase/maintain fitness without healthy lifestyle (1)	As without regular exercise fitness will not improve (1)				
1	Fitness can improve health (1)	By reducing cholesterol (1)															
2	Fitness can decrease health (1)	Through overuse injuries Through drop immune system (1)															
3	Without healthy lifestyle fitness will drop (1) Accept converse	Poor diet therefore no energy to maintain fitness (1)															
4	Cannot increase/maintain fitness without healthy lifestyle (1)	As without regular exercise fitness will not improve (1)															

Q15.

	Answer	Mark
	Q - would be most important to a rower 8 minutes into a 12 minute race B - (Muscular endurance)	(1)

Q16.

	Answer	Mark
	C Power	(1)

Q17.

	Answer				Mark
	Only credit each component once				
	Long Distance Runner		Sprinter		
Component used by performer	Cardiovascular fitness/Muscular endurance (accept CV / stamina if given)		Power/Strength		
Component used by performer	Cardiovascular fitness/ Muscular endurance (accept CV / stamina if given)		Power/Strength		
How one of components is used by performer	CV Maintain pace/ allows them to run <u>long</u> distances without <u>tiring</u> / oxygen delivery/CO2 removal	ME Repeated muscle contractions <u>to</u> maintain performance/speed / work <u>muscles</u> for a <u>long</u> time <u>without tiring</u>	Power For effective / good start/ leave blocks quickly / generate force to move quickly/ run faster Do not accept answers related to energy	Strength Combine with speed to provide power/ equiv / push off blocks harder	
	NB If choice is incorrect, no access to explanation NB If explanation does not match first choice, no credit given.				
	(6 × 1)				(6)

Q18.

	Answer	Do not accept	Additional Guidance	Marks	Total
	Any three of the following components from: <ul style="list-style-type: none"> • Power • Speed • Balance • Coordination 	<i>Anything else</i>	Accept - Phonetic spelling: Responses in any order: FIRST response per line.	3×1	3
Total for Question 3					3

Q19.

			1. Harvard step test 2. Cooper's 12-minute run		Any order Point 2: Accept <i>12 min Cooper run</i> ; <i>Cooper run</i>	2×1	2
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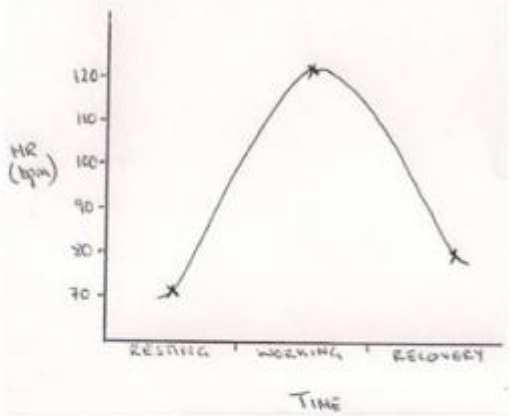
Q20.

	Answer	Mark
	A Sergeant Jump test	(1)

Q21.

	Answer		Mark
		Tick most relevant fitness test for football player	Explanation why fitness test is relevant to football player
	Illinois Agility Run	✓	1. Measures fitness that is used in game (e.g have to change direction quickly to beat opponent)/ equiv 2. Accept reasons why others not valid, e.g. components not used as much in game
	Hand grip strength test		
	Standing Stork test		
<p>NB. If incorrect choice of test explanation incorrect. NB. If more than one test selected, no marks.</p> <p style="text-align: right;">(2 × 1) (2)</p>			

Q22.

	Answer	Mark
(a)	<p>1. One mark for resting HR lower than recovery rate 2. One mark for correct style (line graph) and shape as shown below</p>  <p>If bar chart / no line, can access point 1 but no access to point 2. DO NOT FORGET TO SCROLL DOWN FOR REST OF QUESTION.</p> <p style="text-align: right;">(2 × 1) (2)</p>	
(b)	<p>Working – highest value, (as heart has to work harder to supply more blood carrying oxygen to working muscles / heart beats faster when working) Recovery – higher than <u>resting</u> HR / as insufficient time to return to resting HR/not enough time to recover /repaying oxygen debt / equiv</p> <p style="text-align: right;">(2 × 1) (2)</p>	

Q23.

	Answer	Mark
(i)	Aerobic / Aerobically	(4)
(ii)	Anaerobic / Anaerobically	
(iii)	Anaerobic / Anaerobically	
(iv)	Aerobic / Aerobically (4 × 1)	

Q24.

	i	Most relevant: Continuous training	Any other training method		1×1	
		Least relevant: Weight training (using heavy weights)	Any other training method, e.g. resistance	Accept weight training; weights	1×1	2
	ii	Any relevant activity/performer based on candidate selected method of training in (g), e.g. weight lifting if weight training selected.		Activity selected in (i) MUST relate to training method selected in (i)	1×1	1

Q25.

Answer				Mark
		Cross-country runner	Footballer	
Training Method that can be used by both boys	How training method would be adapted by Rob		How training method would be adapted by Imran	
Accept any: Interval Continuous Fartlek Circuit Weight Cross Do not accept Cooper run	How training method implemented by long distance runner eg if fartlek – running over different terrains Identifies specific components of fitness required in activity eg circuit includes exercises for muscular endurance Accept specific examples of training sessions eg if weight training, high reps, low weights.	How training method implemented by footballer eg if fartlek – focus on change of pace Identifies specific components of fitness required in activity eg circuit includes exercises for muscular strength Accept specific examples of training sessions eg if weight training, low reps, high weights		
NB Answers need to relate to IMPLEMENTATION of training method not why the method benefits the performer NB If training method incorrect, do not accept anything else NB The method of training has to be consistent with both performers				
				(3 × 1) (3)

Q26.

			Any one from <input type="checkbox"/> Checking participation	<i>Establish training goals How fit they</i>	Accept reference to safe to exercise or	1×1	1
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			ants are healthy enough to start physical activity OR <input type="checkbox"/> To establish a baseline of intensity for physical work	<i>are/physical readiness Their ability</i>	medical conditions		
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Q27.

	Answer	Mark
(i)	<p>Any two from:</p> <ol style="list-style-type: none">1. Motivates therefore likely to continue to train / push / makes them work harder / reduces boredom / task persistence / challenge yourself / increase self-esteem when achieved.2. Gives clear/specific goals / aims to achieve so once achieved can aim higher / gives focus / something to work towards3. Allows them to monitor progress / analyse progress / decrease stress / know that you have improved4. Encourages training to be planned/structured to achieve targets so therefore more effective training Do not accept improves performance unless qualified (2 × 1)	(2)
(ii)	<p>Credit any appropriate example, e.g. beat PB by 10 seconds/ complete race within 25 min/equiv NB. Need to consider individual candidate response as alternative acceptable answers could be given based on distance of race NB Needs numbers/ equivalent NB Accept answers relating to Imran Do not accept measure how fast he can run</p>	(1)

Q28.

	Answer
	A discussion of the use of target setting to improve performance that makes reference to:
	<p>1. The individual principles of SMART targets: (all correctly listed = simple statement)</p> <p style="padding-left: 40px;">Specific, Measurable, Achievable, Realistic, Time-bound</p> <p>2. A brief description of the individual principles of SMART:</p> <p style="padding-left: 40px;">(simple statements unless linked to examples/performance) Specific, goals clear so performer knows what they are trying to achieve Measurable, quantifying aim Achievable, make sure the target is realistic, i.e. it is possible for the performer to complete Realistic, making the target challenging but not too hard Time-bound, you should have completion dates for targets</p> <p>3. Examples of the application of the principles of SMART targets:</p> <p style="padding-left: 40px;">(first half simple statement; whole statement - developed) Specific, work on weakness x to give my training appropriate focus for improvement Measurable, improve 100m sprint time by 100th sec so clear to see when I achieve Achievable, if I can already clear 2m setting a target of 2.1m should ultimately be achievable so motivates me to continue (must have current and future value to gauge if 'achievable') Realistic, if I normally score 1 rounder per game increasing to 2 would be realistic, but 6 would not and would be demotivating Time-bound, I will achieve this goal by May 2012 so I check I am progressing at the right rate and alter target or set new one to continue improving</p> <p>4. Makes reference to the value of the use of target setting to improve performance: (first half simple statement; whole statement - developed)</p> <p style="padding-left: 40px;">TS provides focus - so work on what is relevant leading to improvement TS allows you to measure progress so you can monitor effectiveness of training programme -and change if not getting results required TS increases motivation -so more likely to maintain training and continue to improve TS can decrease stress on the performer as only small target or stepsfocused on in order to achieve harder long term goal TS gives a framework to build on, progressing and setting new targets each time an old target is achieved-so you are continually working to improve TS Can hinder if poorly set targets as they will not be achieved -and lead to demotivation/dropping out therefore drop in performance</p> <p>5. Concludes value based on discussion points raised</p>

Level	Mark	Descriptor(Question 12)
Level 0	0	No rewardable material
Level 1	1-2	<p>i) A number of simple statements identifying the principles of SMART targets. E.g. targets should be specific; measurable; can be motivating; give you an aim</p> <p>ii) A number of simple statements identifying examples. E.g, measurable for example improve my sprint time by 1/10th of a second</p> <p>Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question. Little knowledge and understanding of the principles or values of target setting. Responses produced by candidates will be mostly generalised, and may not fully address the requirement of the question to discuss the use of target setting to improve performance</p> <p>Candidates' writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates' spelling, grammar and punctuation.</p>
Level 2	3-4	<p>i) Developed statements, i.e. simple statements with explanation or additional information (linking principle with value). E.g. a measurable target will give the performer something to aim for so they keep trying to achieve this aim</p> <p>ii) Developed statements will provide examples from physical activity to support responses and illustrate impact on performance.</p> <p>iii) Basic (but accurate) conclusion in line with previous points.</p> <p>Candidates' responses will be mostly accurate and include relevant factual material. Some knowledge and understanding of target setting. Candidates will have addressed the requirement of the question to discuss the use of target setting to improve performance with some success. Candidates' writing communicates ideas with accurate use of appropriate terminology, and the organisation of the response shows some direction and control. There will be few errors in spelling, punctuation and grammar.</p>
Level 3	5-6	<p>i) Developed statements (using relevant examples) balanced and succinct.</p> <p>ii) Conclusion provided based on points raised</p> <p>Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and successfully addresses the discursive demands. Sound knowledge and understanding of SMART targets and their value. The discussion will be supported by accurate factual material that is relevant to the question. The value of goal setting in improving performance will be fully discussed with appropriate conclusions reached. Candidates' writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response.</p>

Q29.

	Answer	Mark
	Q - Which of the following statements is false? A - (The components of the FITT principle are Frequency, Interval, Time, Type)	(1)