

PRACTICE WORKSHEET + FULL ANSWER KEY

Health information and movement analysis

School health and physical education. Work through the sections in order, or choose the one that matches this week's topic.

QUESTIONS	SECTIONS	ANSWER KEY	WORKING SPACE
52	5	At the back	Ruled

Name _____ Class _____ Date _____

Before you start

Evaluate health messages by checking their source, evidence and intended audience. In movement analysis, describe a technique and connect it to the purpose of the activity.

WORKED EXAMPLE

An advert says one product improves everybody's performance. How would you evaluate it?

- 1 Check who produced the claim and whether they sell the product.
- 2 Look for relevant, reliable evidence and study limitations.
- 3 Avoid treating a claim about everyone as established by an advert.

Use this method as your model. Set out your own working the same way.

Common mistakes to avoid

- Treating advertising as independent evidence
- Drawing personal health conclusions from a small classroom data set

There are 52 questions across 5 sections. Write in the ruled space, then mark your work against the answer key at the back. Topics covered: Health literacy, Data interpretation, Movement reflection.

SECTION A Evaluating health information

Check the source, the evidence and the intended audience before accepting a claim.

1

Name two features of a credible information source.

2

An advert says one product improves everybody's performance. Name two checks you would make.

3 Explain why advertising is not independent evidence.

4 Explain the difference between a correlation and a cause in a health headline.

5 A headline says a food halves your risk. What else do you need to know?

6 State one limitation of a four-person sample.

7 Explain why a study should state who funded it.

8 Explain what a randomised controlled trial does.

9 Explain what a systematic review adds beyond a single study.

10 Name one reliable place to look for health guidance.

11 Write one question to ask before sharing a health claim online.

SECTION B Physical activity and fitness

Name the component of fitness before you design or judge a session.

12 Name the components of health-related fitness.

13 Name two components of skill-related fitness.

14 Explain the purpose of a warm-up.

15 Explain the purpose of a cool-down.

16 State what the FITT principle stands for.

17 Explain the principle of progressive overload.

18 Explain the principle of specificity.

19 Explain what reversibility means in training.

20 A class records 6, 8, 8 and 10 successful passes. Find the mean.

21 For that data, find the range and say what it shows.

22 Explain why conditions should be consistent when comparing a movement skill.

SECTION C The body in movement

Connect the structure to the movement it makes possible.

23 Name the organ that pumps blood and one effect of regular exercise on it.

24 Explain why breathing rate rises during exercise.

25 Name the type of muscle contraction in which the muscle shortens.

26 Name two joints and the movement each allows.

27 Explain what antagonistic muscle pairs do.

28 Name one short-term effect of exercise on the body.

29 Name one long-term effect of regular training.

30 Explain what aerobic exercise means.

31 Explain what anaerobic exercise means.

32 Name one common sports injury and one way to reduce its risk.

SECTION D Diet, wellbeing and safety

General guidance is not personal advice. Say when a professional should be consulted.

- 33 Name the main nutrient groups a balanced diet includes.

- 34 State one role of protein in the body.

- 35 State one role of carbohydrate in the body.

- 36 Explain why hydration matters during exercise.

- 37 Name one effect of insufficient sleep on performance.

- 38 Name two things that support mental wellbeing.

- 39 Explain why activity should be built up gradually.

- 40 Name one safety check before using gym equipment.

- 41 Explain why personal health advice should come from a professional.

- 42 State one reason a school records injuries.

SECTION E Analysing and reflecting on performance

Describe what you observed, then set one realistic next step.

- 43 Give one example of descriptive feedback on a skill.

- 44 Explain the difference between descriptive and evaluative feedback.

- 45 Write a reflection with an observation and a next step.

- 46 Name one method of recording performance for later analysis.

47

Explain one benefit of video analysis.

48

Design a simple test for a component of fitness and state what it measures.

49

Explain why a test should be repeated under the same conditions.

50

Set a SMART goal for improving one component of fitness.

51

Explain how you would judge whether a training plan worked.

52

Write two sentences evaluating your own performance, naming one strength and one target.

Answer key

Work each section before you check it. These are model answers: an equivalent method, or a different well-supported interpretation, can be just as correct.

SECTION A - EVALUATING HEALTH INFORMATION

1. Identifiable expertise, supporting evidence, clear dates and transparent conflicts of interest.
2. Who produced the claim and whether they sell the product, and whether relevant, reliable evidence supports it.
3. The advertiser benefits from the claim, so it is not a neutral source.
4. A correlation shows two things changing together; a cause requires a controlled comparison and a plausible mechanism.
5. The baseline risk, and the size and design of the study.
6. It may not represent a larger group and is very sensitive to individual variation.
7. Funding can create an interest in a particular result, which readers should be able to weigh.
8. It allocates participants to treatment or control by chance, so the groups are comparable and the effect can be attributed to the treatment.
9. It gathers and appraises all relevant studies, giving a fuller and more reliable picture.
10. A national health service or public health agency website.
11. Any critical question, for example: who says this, and what evidence do they give?

SECTION B - PHYSICAL ACTIVITY AND FITNESS

12. Cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition.
13. Agility, balance, coordination, power, reaction time and speed.
14. It raises heart rate and muscle temperature and prepares the body, reducing injury risk.
15. It gradually lowers heart rate and helps clear waste products from the muscles.
16. Frequency, intensity, time and type.
17. Training demand is increased gradually so the body adapts without being injured.
18. Training should match the demands of the activity or the component being improved.
19. Fitness gains are lost when training stops or is substantially reduced.
20. 8 passes.
21. 4 passes, which shows the spread between the best and the worst performance.
22. So differences reflect the performance rather than changes in equipment, task or environment.

SECTION C - THE BODY IN MOVEMENT

23. The heart; regular exercise strengthens it, which lowers resting heart rate.
24. Muscles need more oxygen and produce more carbon dioxide, so gas exchange must increase.
25. A concentric contraction.
26. For example the elbow, a hinge joint allowing flexion and extension, and the shoulder, a ball and socket allowing rotation.
27. One muscle contracts while its partner relaxes, so the joint can move in both directions.
28. Increased heart rate, breathing rate, body temperature or sweating.
29. Lower resting heart rate, stronger muscles and bones, or improved endurance.
30. Exercise performed with enough oxygen to supply the muscles, usually moderate and sustained.
31. Short, high-intensity exercise in which energy is released without sufficient oxygen.
32. For example a sprained ankle; reduce the risk with a warm-up, suitable footwear and safe surfaces.

SECTION D - DIET, WELLBEING AND SAFETY

33. Carbohydrates, proteins, fats, vitamins, minerals, fibre and water.
34. Growth and repair of tissue.
35. It is the body's main source of energy.
36. Water lost as sweat must be replaced, or performance and temperature regulation suffer.
37. Slower reaction time, poorer concentration and reduced recovery.
38. For example regular activity, sleep, social connection and time outdoors.
39. Sudden large increases raise injury risk and are harder to sustain.
40. Check it is set up correctly and undamaged, and that you know the correct technique.
41. Individual needs, conditions and medication differ, so generic advice may not be safe.
42. To identify patterns and reduce risk in future sessions.

SECTION E - ANALYSING AND REFLECTING ON PERFORMANCE

43. A specific observable action, such as where the feet were placed during a pass.
44. Descriptive feedback states what happened; evaluative feedback judges how well it met a standard.

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45. A specific observation linked to a realistic practice adjustment.
 46. Video, a tally of successful actions, or a timed measurement.
 47. Technique can be reviewed repeatedly and slowly, which reveals detail missed in real time.
 48. A named test with its protocol and the component it measures, for example a timed shuttle run for endurance.
 49. Comparable conditions make a change in score meaningful rather than an effect of the setting.
 50. A goal that is specific, measurable, achievable, relevant and time-bound.
 51. Compare like-for-like test results before and after, and consider whether anything else changed.
 52. A specific strength with evidence and a realistic target with the practice that would address it.

Review and next steps

Mark your work against the answer key, record your score for each section, then answer the three questions below. Bring this page to your next lesson so your tutor can start from what actually blocked you.

Which question did you find hardest, and what exactly stopped you?

Rewrite the corrected working for that question here.

Which section do you want to practise again before your next lesson?

Score record

SECTION	QUESTIONS	NUMBER CORRECT	PRACTISE AGAIN?
A. Evaluating health information	11		
B. Physical activity and fitness	11		
C. The body in movement	10		
D. Diet, wellbeing and safety	10		
E. Analysing and reflecting on performance	10		
Total	52		

Keep going with one-to-one support.

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