GCE A LEVEL – NEW

wjec cbac

A550U10-1

S18-A550U10-1

eduqas
Part of WJEC

PHYSICAL EDUCATION – A level component 1
Exploring Concepts in Physical Education

MONDAY, 11 JUNE 2018 – MORNING

2 hours

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.a	1	
1.b	4	
1.c	6	
1.d	3	
1.e	3	
1.f	3	
2.a	1	
2.b	2	
2.c	3	
2.d	2	
2.e	2	
2.f	4	
2.g	6	
3.a	1	
3.b	6	
3.c	4	
3.d	9	
4.a	1	
4.b	4	
4.c	2	
4.d	4	
4.e	3	
4.f	6	
5.a	1	
5.b	3	
5.c	4	
5.d	3	
5.e	4	
5.f	10	
Total	105	

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Answer **all** the questions in the spaces provided. If you run out of space, use the continuation pages at the back of the booklet, taking care to number the questions correctly.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded of the necessity for good English and orderly presentation in your answers.

Diagrams, charts and graphs can be used to support answers when they are appropriate.

Answer **all** *questions*.

1. *(a)* Which of the following is **not** a strategy for reducing social loafing?

Tick (✓) **one** box only. [1]

A: Giving players specific roles within teams ☐

B: Use performance statistics to highlight contributions ☐

C: Setting challenging goals ☐

D: Using small-sided games in practice situations ☐

E: Involving all players in goal setting ☐

(b) Using appropriate theories, explain how playing at home may affect a team's performance. [4]

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Leaders may be defined as being autocratic, democratic or laissez-faire.

(c)   Describe the main characteristics of these styles and explain where each style may be effectively used in sporting situations. [6]

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(d)   Explain how social learning theory can be used to explain the behaviour of young players within sport. [3]

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(e) Explain how a coach might use cognitive dissonance to change a player's negative attitude towards training. [3]

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(f) Explain, using sporting examples, the difference between trait and state anxiety. [3]

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2. *(a)* The volley within a game of tennis can be classified as:

Tick (✓) **one** box only. [1]

A: Closed, continuous and simple skill ☐

B: Open, serial and simple skill ☐

C: Closed, discrete and complex skill ☐

D: Open, discrete and complex skill ☐

E: Closed, serial and complex skill ☐

(b) Using a sporting example, describe what is meant by retroactive transfer of learning. [2]

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Figure 1

Figure 1 shows a rugby player dummying an opponent.

(c) Explain, using **Figure 1**, the psychological refractory period. [3]

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(d) Outline **two** strategies for improving long-term memory. [2]

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(e) Using sporting examples, explain the difference between a low organisation and high organisation skill. [2]

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(f) Explain how reinforcement can be used to strengthen or weaken the stimulus-response bond when learning new skills. [4]

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(g) Using specific examples, analyse how guidance might vary for different stages of learning. [6]

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3. *(a)* UK Sport's programme for supporting athletes with realistic medal-winning capabilities at Olympic and Paralympic Games within four years is known as:

Tick (✓) **one** box only. [1]

A: World Class Talent

B: Tall and Talented

C: Talented Athlete Scholarship Scheme (TASS)

D: #DiscoverYourGold

E: World Class Podium

(b) Explain Cashmore's three levels of globalisation of sport. [6]

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(c) Evaluate the influence of social media within sport. [4]

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(d) *"Unveiling the government's final quarterly budget update, the sports minister, Hugh Robertson, said that at a "conservative estimate" the final cost of the London 2012 Games would be £8.921bn against an overall original budget of £9.28bn."*

(The Guardian, Tuesday 23 October 2012)

Analyse the reasons why governments invest in elite sport and in the hosting of major global games such as the Olympics. [9]

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4. The gymnast in **Figure 2** is performing a cartwheel.
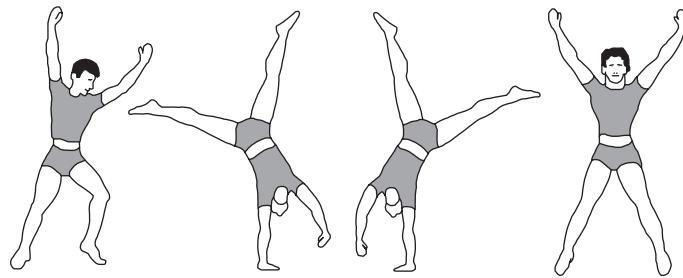
Figure 2

(a) A cartwheel takes place:

Tick (✓) **one** box only. [1]

A:	About the frontal axis and along the transverse plane	☐
B:	About the transverse axis and along the sagittal plane	☐
C:	About the longitudinal axis and along the frontal plane	☐
D:	About the frontal axis and along the frontal plane	☐
E:	About the transverse axis and along the horizontal plane	☐

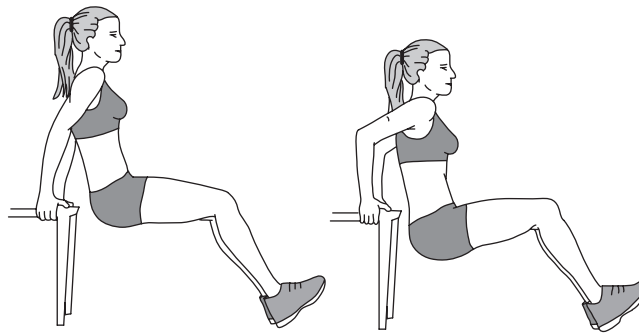**Figure 3** shows a performer carrying out a triceps dip.

Figure 3

(b) Analyse the role of the triceps brachii during both the downward and upward phase of this
action. [4]

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(c) A discus thrower applies a force of 40N for one second during their throw.

Calculate, showing your workings, the impulse of the discus at the moment of release.
[2]

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(d) Discuss how developments in technology have impacted on the official in recent years.
[4]

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(e) Describe the main structural and functional characteristics of slow oxidative (Type I) muscle fibres which make them suitable for endurance-based activities.
[3]

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(f) Using appropriate sporting examples, explain how topspin and backspin change the flight
path of a ball. [6]

(i) Topspin

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(ii) Backspin

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5. *(a)* **Figure 4** is a standard spirometer trace showing respiratory values.
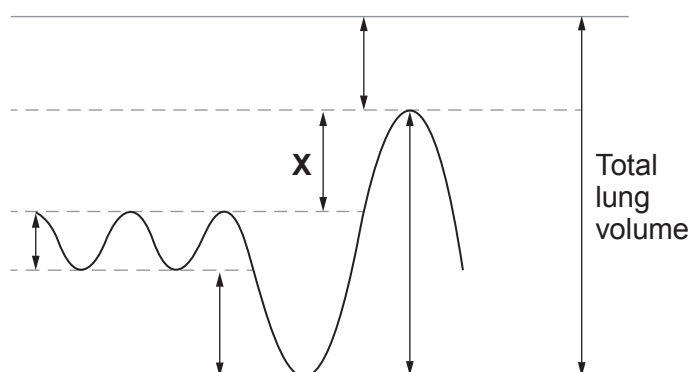
Figure 4

The value marked **X** in **Figure 4** is showing:

Tick (✓) **one** box only. [1]

A: Residual volume ☐

B: Tidal volume ☐

C: Vital capacity ☐

D: Inspiratory reserve volume ☐

E: Expiratory reserve volume ☐

(b) Explain how neural control helps to regulate cardiac output during exercise. [3]

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(c) Define flexibility and explain the principles behind proprioceptive neuromuscular facilitation (PNF) stretching. [4]

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(d) **Figure 5** shows the blood lactate and heart rate response to incremental treadmill exercise.
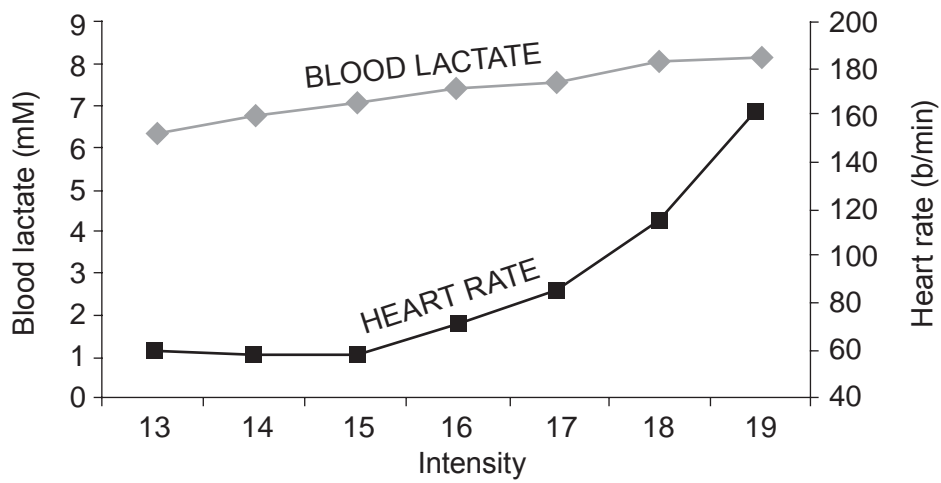
Figure 5

Using information from the **Figure 5**, explain what happens to both heart rate and blood lactate concentration as exercise intensity increases. [3]

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(e) Explain how you would apply the principle of progressive overload within fartlek training. [4]

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(f) Analyse how exercise intensity and duration and levels of fitness affect food fuel usage during physical activity. [10]

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END OF PAPER

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For continuation only.

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