

Surname	Centre Number	Candidate Number
Other Names		2



GCE AS – NEW

B550U10-1



PHYSICAL EDUCATION – AS component 1

Exploring Physical Education

TUESDAY, 23 MAY 2017 – MORNING

1 hour 45 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.a	1	
1.b	3	
1.c	2	
1.d	4	
2.a	1	
2.b	3	
2.c	6	
3.a	1	
3.b	3	
3.c	4	
3.d	6	
4.a	1	
4.b	3	
4.c	6	
5.a	4	
5.b	8	
6	14	
Total	70	

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.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

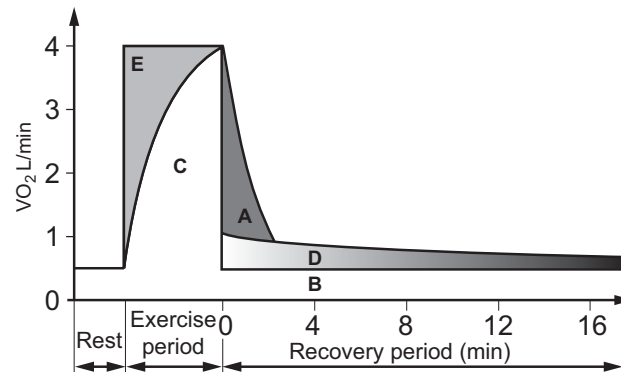
The number of marks is given in brackets at the end of each question or part-question.

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) The shaded area labelled **E** on the diagram is known as the:

Tick (✓) **one** box only.

[1]

A: Oxygen debt

B: Alactic component of EPOC

C: VO_{2max}

D: Oxygen deficit

E: Lactacid component of EPOC

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(b) Describe the action of the sympathetic nervous system on the heart **prior to** and **during** exercise. [3]

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2. (a) The situation when the learning of one skill hinders or inhibits the learning of another skill is known as:

Tick (✓) **one** box only.

[1]

A: Positive transfer

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B: Bilateral transfer

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C: Proactive transfer

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D: Retroactive transfer

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E: Negative transfer

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- (b) Explain, using specific examples, the difference between fixed and variable practice. [3]

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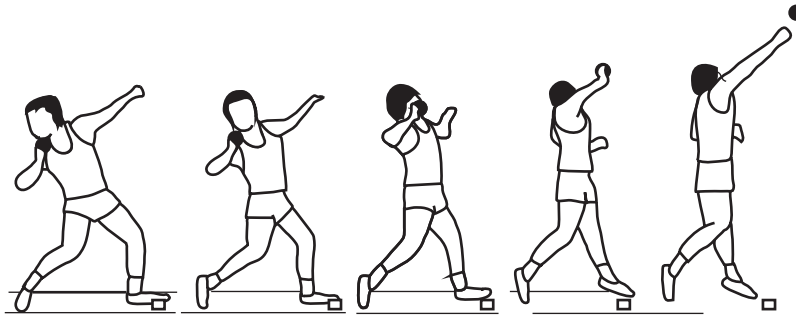
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3. The diagram below shows a shot putter performing a throw.



- (a) The shot putt action takes place along the:

Tick (✓) **one** box only.

[1]

A: Frontal plane

B: Sagittal plane

C: Longitudinal axis

D: Transverse plane

E: Sagittal axis

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- (b) Define impulse and explain how a shot putter might use this concept to maximise the distance thrown. [3]

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- (c) Explain, using specific examples, how the relative proportions of different muscle fibre types can influence sporting performance. [4]

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4. (a) Which of the following is a symptom of somatic anxiety?

Tick (✓) **one** box only.

[1]

A: Feeling of worry and apprehension

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B: Poor levels of concentration

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C: Sweaty palms

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D: Inability to make decisions

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E: Sleeping difficulties

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- (b) Explain, using examples, how social learning theory can be used to understand aggressive behaviour within sport. [3]

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- (c) Evaluate, using appropriate theories, the importance of group cohesion in building successful sports teams. [6]

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5. (a) Describe the benefits of athleticism promoted through the introduction of sport at public schools. [4]

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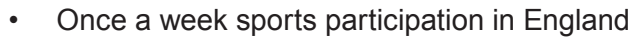
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[8]

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This image shows a full page of a handwriting practice worksheet. It consists of multiple sets of three horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

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