GCSE – NEW

wjec cbac

3550U10-1

S18-3550U10-1

PHYSICAL EDUCATION – Unit 1
Introduction to Physical Education

WEDNESDAY, 16 MAY 2018 – MORNING

2 hours

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1	15	
2	16	
3	22	
4	23	
5	24	
Total	100	

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

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. If you run out of space, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

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

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

You will be shown two video clips.

The clips for Question 1 and Question 2 will each be shown three times, during which time you may answer the questions and make notes.

Firstly the two clips will be shown.

Clip for Question 1 will be shown a second time. There will be five minutes after the clip to answer the questions.

Clip for Question 2 will be shown a second time. There will be five minutes after the clip to answer the questions.

Both clips will then be shown for a third and final time.

You will then have the rest of the examination time to complete questions 1 and 2 and the remaining questions.

*Answer **all** questions.*

1. The DVD shows a 100 m sprinter.

(a) Name **two muscle groups** that cause movement at the knee joint of the sprinter. [2]

- ....

- ....

(b) (i) Analyse the movement taking place at the elbow joint of the sprinter. [3]

Tick (✓) **one** box only.

Movement pattern	Tick (✓)
Pronation	
Extension	
Abduction	
Flexion	

Tick (✓) **one** box only.

Plane	Tick (✓)
Transverse	
Sagittal	
Frontal	

Tick (✓) **one** box only.

Axis	Tick (✓)
Frontal	
Sagittal	
Vertical	

(3550U10-1)

(ii) Identify **two** functions of the skeletal system when sprinting. [2]

- ....

- ....

(iii) Analyse the runner in the DVD clip to identify **three** bones involved in the arm action of the runner. [3]

- ....

- ....

- ....

(iv) Identify the type of joint at the shoulder. Tick (✓) **one** box only. [1]

Type of joint	Tick (✓)
Hinge	
Ball and socket	
Saddle	

(c) (i) Name the component of fitness that can be defined as, **'being able to contract the muscles with speed and force in one explosive act'**. [1]

....

(ii) Explain why weight training could improve the performance of a sprinter. [2]

....

....

....

....

....

(iii) Identify **one** factor that determines the main energy system used during a 100 m race. [1]

- ....

15

(3550U10-1) **Turn over.**

3550U10103

2. The DVD shows individuals taking part in swimming for health benefits.

(a) Identify the long term social, mental and physical benefits of exercise. (Give **one** example of each). [3]

Benefit of exercise	Example
Social	
Mental	
Physical	

(b) Explain the importance of fitness testing prior to taking part in swimming, for health reasons. [4]

....

....

....

....

....

....

....

....

....

....

© WJEC CBAC Ltd. (3550U10-1)

A Welsh Health Survey conducted by the Welsh Government in 2015 showed that 59% of adults were classified as overweight or obese.

(c) (i) Explain how swimming could help to reduce the percentage of overweight or obese adults. [4]

....

....

....

....

....

....

....

....

....

....

....

....

(ii) Identify **two** risks to health (other than obesity) that can result from a sedentary lifestyle. [2]

- ....

- ....

(iii) Describe how you could motivate a sedentary individual to follow an active, healthy lifestyle. [3]

....

....

....

....

....

....

16

© WJEC CBAC Ltd. (3550U10-1)

Turn over.

3. The correct consumption of food is an important part of improving performance and maintaining energy stores while performing in sport.

(a) (i) Draw a line from the food group to the best description that represents its function. [3]

FOOD GROUPS   **DESCRIPTION**

| Fats | | Tissue growth and repair |

| Carbohydrates | | Energy |

| Protein | | Energy and insulation |

(ii) Compare the typical diet of a weight lifter and a marathon runner in the build up to an event. [4]

....

....

....

....

....

....

....

....

....

....

....

....

© WJEC CBAC Ltd.   (3550U10-1)

(b) As a GCSE student you will have followed a personal fitness programme.

Evaluate using examples, how you have applied the principles of training to your personal fitness programme. [6]

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

(3550U10-1)

Turn over.

(c) Identify **two** adherence strategies that an individual could use to maintain involvement in a training programme. [2]

- ....

- ....

(d) **Knowledge of Results** means that the coach provides information that is specific to the outcome, and **Knowledge of Performance** is information about what the individual actually did that led to the outcome.

(i) Place the examples of Knowledge of Performance and Knowledge of Results in the spaces provided below. [4]

A – You were about 3 inches from your mark.
B – You leaned back just a bit too far, so shift your weight forward.
C – 68% of your 1st serves were in.
D – You need to swing your arms to produce more momentum to your jump.

Knowledge of Performance	Knowledge of Results

(ii) Assess why knowledge of performance would be beneficial to an elite swimmer. [3]

....

....

....

....

....

....

....

....

22

(3550U10-1)

BLANK PAGE

**PLEASE DO NOT WRITE
ON THIS PAGE**

(3550U10-1)

Turn over.

4.

HOOKED ON SPORT
WEDI GWIRIONI AR CHWARAEON

The 2015 survey revealed:
- *The numbers of young people taking part in sport or physical activity three or more times a week has risen from 40% in 2013 to 48% in 2015.*
- *93% of children enjoy physical education*
- *Boys (52%) were still more likely than girls (44%) to regularly participate in sport and physical activity. Though the figures for both have increased, the gap remains static.*

(a) Analyse the data above in terms of participation between 2013-2015. [2]

....

....

....

....

....

(3550U10-1)

(b) Discuss the strategies that have been used by local authorities and the Government to increase the involvement of girls in sport and physical activities. [6]

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

Turn over.

Hollie Arnold is a Paralympic Javelin gold medalist and a double world champion.

(c) Discuss how the following barriers would limit participation in sport for people with disabilities. [6]

Barrier	
Cost	
Access	
Role models	

(3550U10-1)

(d) Athletes need to train efficiently and appropriately in order to 'peak' for major competitions.

Draw a line from the different training zone to the correct intensity. [3]

Training Zone	Intensity
Aerobic	85-100%
Anaerobic	60-75%
Weight loss	75-80%

(e) Discuss how a sports person could use goal setting in their training programme. [6]

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

(3550U10-1)

Turn over.

23

(3550U10-1)

BLANK PAGE

**PLEASE DO NOT WRITE
ON THIS PAGE**

© WJEC CBAC Ltd. (3550U10-1) **Turn over.**

5. Gareth Bale is regarded as one of the most skillful players in the world.

(a) Using sporting examples, explain **two** characteristics of skilful performance. [4]

....

....

....

....

....

....

....

....

....

....

....

....

....

....

(3550U10-1)

A free kick in football has been placed on the open/closed continuum below.

Free kick

Open ←——————————————————→ Closed

(b) Justify why taking a free kick in a football match has been placed at this point on the continuum. [3]

....

....

....

....

....

....

....

....

(c) (i) Identify **one** characteristic of an individual within each stage of learning. [3]

Stage of learning	Characteristic
Cognitive	
Associative	
Autonomous	

© WJEC CBAC Ltd. (3550U10-1) **Turn over.**

(ii) Explain how guidance could be used by coaches for performers in the cognitive and autonomous stages of learning. [4]

....

....

....

....

....

....

....

....

....

(iii) Discuss how the use of technology could benefit coaches. [6]

....

....

....

....

....

....

....

....

....

....

....

....

....

(3550U10-1)

....

....

....

....

....

....

....

....

....

....

....

....

(d)   Identify **four** types of funding available for elite athletes.   [4]

- ....

- ....

- ....

- ....

24

END OF PAPER

Turn over.

Question number	Additional page, if required. Write the question number(s) in the left-hand margin.	Examiner only

(3550U10-1)