

Surname	Centre Number	Candidate Number
Other Names		2



GCE AS/A LEVEL – NEW

2550U10-1



PHYSICAL EDUCATION – AS unit 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	3	
1.b	1	
1.c	6	
2.a	2	
2.b	6	
2.c	6	
3.a	3	
3.b	3	
3.c	6	
4.a	2	
4.b	8	
5.a	3	
5.b	1	
5.c	2	
5.d	4	
6	16	
Total	72	

INSTRUCTIONS TO CANDIDATES

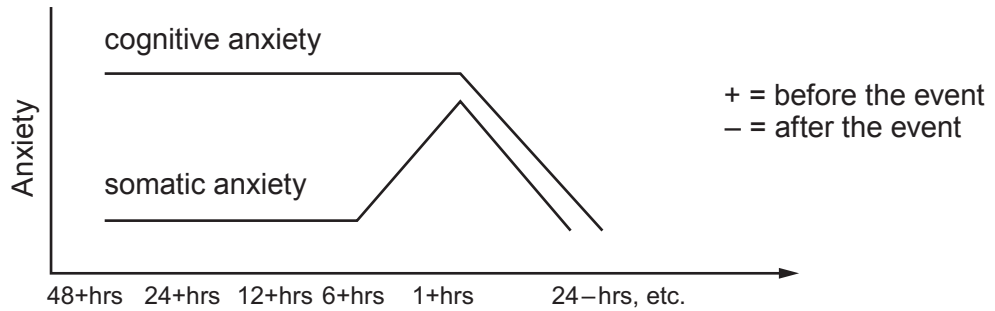
Use black ink or black ball-point pen.
 Write your name, centre number and candidate number in the spaces at the top of this page.
 Answer **all** questions.
 Write your answers in the spaces provided in this booklet.

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.

Figure 1 Demonstrates levels of cognitive and somatic anxiety before and after a sporting event.



1. (a) Describe what is happening to the levels of cognitive and somatic anxiety as shown in Figure 1. [3]

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- (b) Identify which of the following characteristics is associated with somatic anxiety. Tick (✓) one box only. [1]

- A: Decreased heart rate
- B: Negative thoughts
- C: Increased blood pressure
- D: Little confidence
- E: Poor concentration

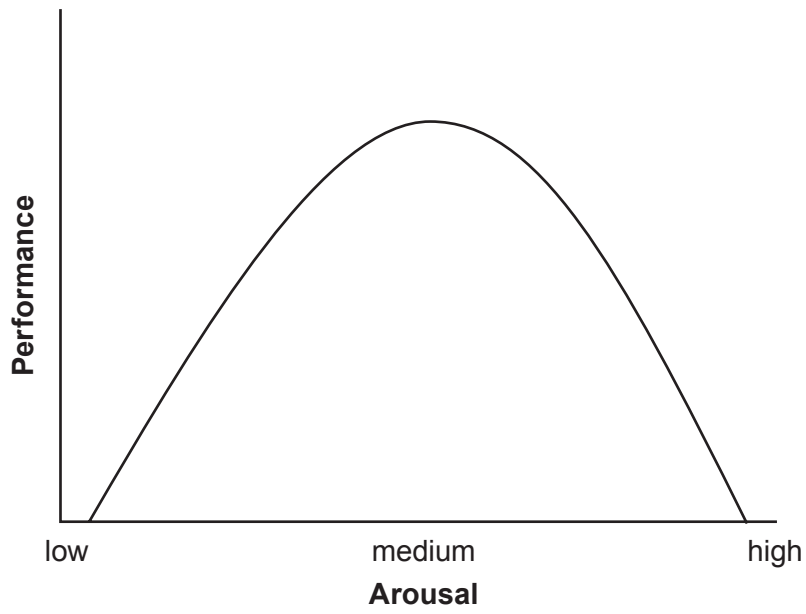


Figure 2: Inverted U theory of Arousal

(c) Using **Figure 2** outline how levels of arousal can affect sporting performance. Provide examples to support your answer. [6]

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2. (a) Identify and explain **one** strategy a performer could use to speed up recovery after a training session or match. [2]

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- (b) Discuss the use of continuous training when developing match fitness for a games player. [6]

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- (c) Discuss the types of practice a coach could use to enhance the learning of skills within a sporting activity. Justify your answer with the use of examples. [6]

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3. Factors affecting participation in sport:



(a) Describe **one** of the factors that affects the participation in sport of disadvantaged groups. [3]

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(b) Outline **three** factors that have contributed to the development of professional sports in the late 19th and early 20th centuries. [3]

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- (c) Analyse the role played by the public schools and universities in the development of sports during the 19th century. [6]

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4. Coaches will often use reinforcement to enhance learning.

(a) Explain, using sporting examples, the different types of reinforcement.

[2]

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5. The image shows a rugby player practising pushing against a **fixed, immovable** scrummage machine.



- (a) Complete **Table 1** identifying the articulating bones, the joint action and the type of muscular contraction occurring at the **knee joint**. [3]

Articulating bones	Joint action	Type of muscular contraction
<p>.....</p> <p>.....</p>		

Table 1

(b) Identify which of the following characteristics is associated with fast-twitch (Type II) muscle fibres. Tick (✓) **one** box only. [1]

- A: High capillary density
- B: High mitochondrial density
- C: Red in colour
- D: Fatigue quickly

(c) Describe a method of training likely to develop fast-twitch (Type II) muscle fibres. [2]

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(d) Explain why the consumption of nutrients and rehydration immediately after exercise can aid the recovery process. [4]

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