

Centre Number						Candidate Number				
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Other Names										
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For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
TOTAL	



General Certificate of Education
Advanced Subsidiary Examination
June 2014

Physical Education

PHED1

Unit 1 Opportunities for and the Effects of Leading a Healthy and Active Lifestyle

Friday 6 June 2014 9.00 am to 11.00 am

For this paper you must have:

- You will need no other materials.

Time allowed

- 2 hours

Instructions

- Use black ink or black ball-point pen. Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for part questions are shown in brackets.
- The maximum mark for this paper is 84.
- In **Section B**, you should answer in continuous prose.
- In **Section B**, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.



J U N 1 4 P H E D 1 0 1

H/JW/105007/June14/E3

PHED1

Section A

Answer **all** questions in the spaces provided.

There are 12 marks for each question.

Applied Exercise Physiology

1 Badminton is a popular game played by people of all ages.

1 (a) What do you understand by the term agility **and** why is it important for badminton players?

[2 marks]

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1 (b) Name **two** health related components of fitness **and** explain how **each** is used when playing badminton.

[3 marks]

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1 (c) When participating in physical activity, it is important to drink water to stay hydrated.
What are the possible physiological effects of a lack of water on a performer?

[3 marks]

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1 (d) Heart rate values will vary before, during and after a badminton match.

1 (d) (i) Explain the term anticipatory rise.

[1 mark]

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1 (d) (ii) Neural control of heart rate involves the autonomic nervous system.

Identify **and** explain the role of different receptors involved in increasing heart rate.

[3 marks]

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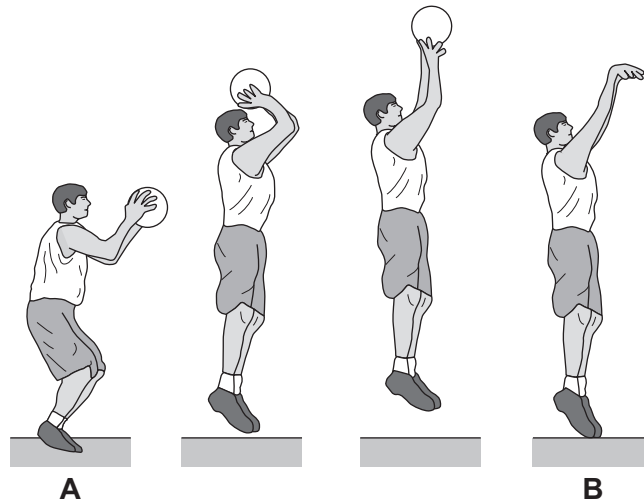
12

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2 **Figure 1** shows a basketball player completing a movement known as a jump shot.

Figure 1



2 (a) Complete **Table 1** to identify the main agonist, the type of isotonic muscle contraction and the joint action at the **hip** during the movement from position **A** to position **B**.

[3 marks]

Table 1

Main agonist	Type of muscle contraction	Joint action

2 (b) (i) Using **Figure 1**, name, sketch and label the lever system operating at the **ankle joint** from position **A** to position **B**.

[2 marks]

Name of lever system:



2 (b) (ii) State **one** mechanical advantage of the lever system operating at the **ankle joint** in **Figure 1**, from position **A** to position **B**.

[1 mark]

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2 (c) During a basketball match, the working muscles need oxygen to be delivered and carbon dioxide to be removed.

2 (c) (i) How is carbon dioxide transported in the blood?

[2 marks]

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2 (c) (ii) The mechanics of breathing allow for greater gaseous exchange at the lungs during exercise.

Describe how the processes of inspiration **and** expiration differ at rest **and** during exercise.

[4 marks]

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Skill Acquisition

3 During racket sports, such as tennis, players have to process information quickly.

3 (a) Name **two** types of sensory information used in tennis.

[1 mark]

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3 (b) When playing tennis, the ball occasionally hits the top of the net during a rally and the receiver has to adjust their response. This causes a delay before the final response can be made.

Explain why this occurs.

[4 marks]

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3 (c) Performers often use anticipation to improve response time.

Explain the term anticipation.

[2 marks]

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3 (d) Selective attention is an important component of the decision making process.

3 (d) (i) Outline the function of selective attention.

[2 marks]

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3 (d) (ii) Describe how a coach can improve selective attention for a performer.

[3 marks]

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4 During a physical education lesson, students are expected to develop a range of skills and experience different types of learning.

4 (a) Using examples, explain the difference between cognitive **and** psychomotor skills.

[2 marks]

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4 (b) Skills can be classified on continua as:

- open – closed
- self-paced – externally paced
- discrete – serial – continuous.

4 (b) (i) Classify the skill of taking a penalty in football using these **three** continua.

[1 mark]

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4 (b) (ii) Explain how shooting at goal during general play may alter these classifications.

[2 marks]

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4 (c) Within physical education, students may be taught in mixed ability groups.

4 (c) (i) Outline how feedback may differ between students in the associative **and** autonomous stages of learning.

[3 marks]

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4 (c) (ii) Suggest reasons why a teacher may decide to use insight learning during a lesson rather than operant conditioning.

[4 marks]

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Opportunities for Participation

5 The National Curriculum for Physical Education aims to provide a wide range of experiences to encourage continued participation after leaving school.

5 (a) From an early age, children participate in, and benefit from, play. Using examples, suggest how the characteristics of play may be included into a physical education lesson.

[3 marks]

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5 (b) Swimming is a category within the National Curriculum.

How can individuals experience swimming as active leisure **and** as a sport?

[2 marks]

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5 (c)

In the early 20th century, the Syllabuses of Physical Training were introduced into state schools.

Identify the similarities **and** the differences between the early Syllabuses of Physical Training (1904 and 1909) and the current National Curriculum.

[4 marks]

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5 (d)

The 19th century English public schools rationalised games, contributing to their technical and moral development.

Outline the technical developments that occurred to games in the public schools.

[3 marks]

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6 The aim of Sport England is to increase the participation rates of all groups in society, by removing barriers to participation.

6 (a) (i) What is meant by the terms stereotyping **and** inclusiveness?

[2 marks]

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6 (a) (ii) Explain how stereotyping **and** inclusiveness have impacted on participation rates for people with disabilities.

[4 marks]

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6 (b) What are the characteristics of the public sector for the provision of leisure?

[3 marks]

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6 (c)

Explain the potential benefits to society of increasing participation rates in physical activity.

[3 marks]

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Section B

Answer this question.

There are 12 marks for this question.

In order to maximise your marks, you are advised to give equal weighting to all areas of the question.

7 You have been asked to deliver a circuit training programme to develop muscular endurance, using the command style of teaching.

Explain the factors that you would consider when planning your programme **and** outline the disadvantages of using the command style in this situation.

[12 marks]

You may use this space to plan your answer.

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