

Surname	Centre Number	Candidate Number
First name(s)		2



GCE A LEVEL

A550U10-1



S25-A550U10-1



FRIDAY, 23 MAY 2025 – MORNING

PHYSICAL EDUCATION – A level component 1

Exploring Concepts in Physical Education

2 hours

INSTRUCTIONS TO CANDIDATES

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

You may use a pencil for graphs and diagrams only.

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.

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.

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1(a)	2	
1(b)	4	
1(c)	4	
1(d)	8	
2(a)	4	
2(b)	6	
2(c)	2	
2(d)	8	
3(a)	8	
3(b)(i)	6	
3(b)(ii)	3	
3(c)	8	
4(a)	6	
4(b)(i)	1	
4(b)(ii)	2	
4(c)	8	
5(a)	1	
5(b)	4	
5(c)	4	
5(d)	16	
Total	105	

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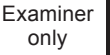
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(c) Explain why Type I muscle fibres are predominantly used in endurance events.

[4]

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(d) Describe the role of diet for a sports performer.

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2. **Figure 2:** A basketball set shot.



- (a) Identify, using **Figure 2**, the agonist, antagonist, joint type and joint action from A to B at the elbow (C). [4]

Agonist	Antagonist	Joint type	Joint action
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[6]



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(c) Describe, using a sporting example, bilateral transfer of learning.

[2]

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(a) Evaluate how the use of different leadership styles could influence performance. [8]





[6]



- (ii) Outline **three** strategies a coach could use to reduce faulty processes within a group. [3]

- (c) Analyse the use of different methods of guidance in the cognitive stage of learning. [8]



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4. Sport psychology is an important aspect for both the coach and the athlete. It can be used to create motivation, explain actions and justify performances.

- (a) Contrast the characteristics of a need to achieve (NACH) and a need to avoid failure (NAF) sports performer.

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(b) (i) Define hostile aggression. [1]

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(ii) Outline **two** strategies a coach could use to reduce aggression. [2]

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(c) Assess, using sporting examples, the use of attribution theory in sport.

[8]



Handwriting practice area with 20 sets of dotted lines for writing.



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[1]

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[4]





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- (d) Assess, with reference to relevant theories, how an audience can affect sporting performance.

[16]



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END OF PAPER

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