

Surname	Centre Number	Candidate Number
First name(s)		0



GCSE

C555U10-1



MONDAY, 2 NOVEMBER 2020 – AFTERNOON

**PHYSICAL EDUCATION (Short Course)
Component 1: Introduction to Physical Education**

1 hour

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.a	3	
1.b	4	
1.c	4	
1.d	6	
2.a	5	
2.b	6	
2.c	6	
3.a	4	
3.b	3	
3.c	4	
4.a	8	
4.b	7	
Total	60	

ADDITIONAL MATERIALS

You may use a calculator in this examination.

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

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

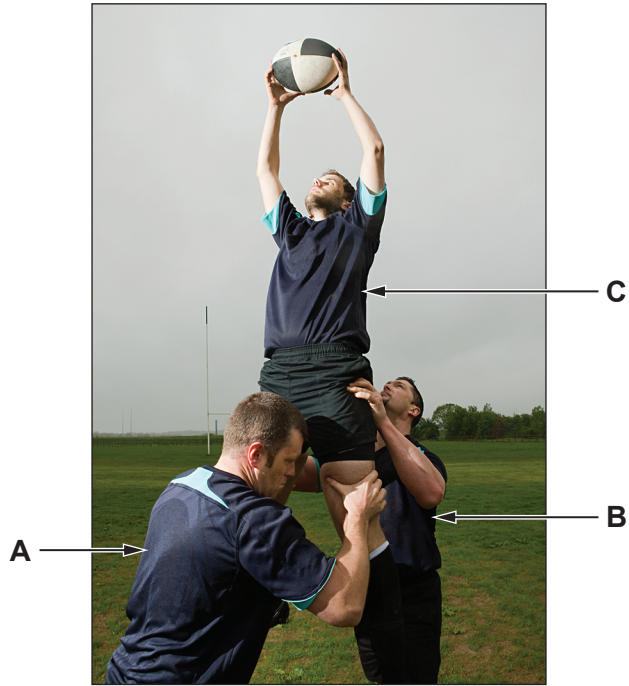
INFORMATION FOR CANDIDATES

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.

Answer all questions.

1. The following is an image of a line-out in rugby union.



(a) (i) Name the component of fitness required by Player A and Player B to hold Player C as shown in the image above. [1]

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(ii) Justify your reasons for choosing the fitness component named in 1(a)(i) above. [2]

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(b) Taking part in sport and physical activity can help to keep an individual healthy.

(i) Define the term *health*.

[1]

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(ii) Identify **three** possible social benefits of taking part in sport and physical activity.

[3]

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(c) Explain the mental and physical risks to individuals who lead a sedentary lifestyle.

[4]

Mental risk

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Physical risk

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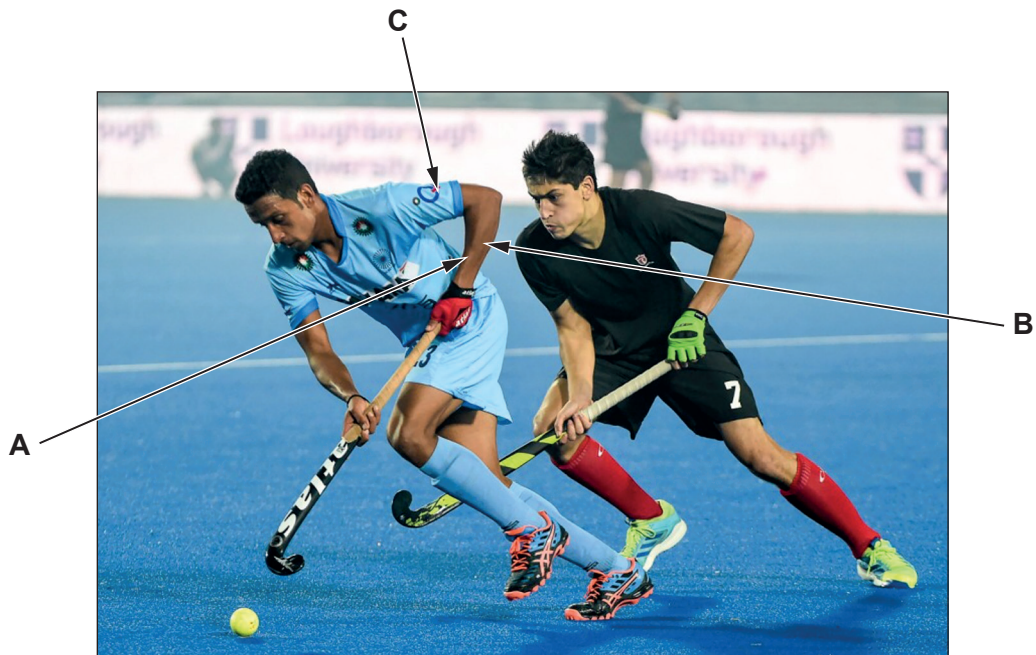
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2. The following is an image of a field hockey player who is about to pass the ball.



- (a) (i) Complete the table below by naming the arm bones labelled A, B and C as shown in the image of the hockey player. [3]

Letter	Name of bone
A	
B	
C	

- (ii) Explain why it is important for the hockey player to have good co-ordination. [2]

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- (b) (i) Explain the plane of movement of the hockey player's legs shown in the image opposite. [2]

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Games players use both the aerobic and anaerobic energy systems during a competitive game.

- (ii) Explain, using examples, the main characteristics of the aerobic and anaerobic energy systems. [4]

Aerobic energy system

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Anaerobic energy system

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3. The following is an image of speed skaters.



Speed skaters need to have good balance and power.

(a) Explain why balance and power are important for speed skaters. [4]

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A speed skater needs to have an efficient cardiorespiratory system.

(b) Draw lines to match each term below to the correct description. [3]

TERM	DESCRIPTION
VITAL CAPACITY	The amount of air breathed in and out during normal breathing.
BREATHING FREQUENCY	The number of times we breathe in and out in a measured amount of time.
TIDAL VOLUME	The largest amount of air that can be breathed out after inhaling air.

(c) Analyse how improvements to the vital capacity of a sportsperson could enhance performance. [4]

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4. Circuit training can be used as an effective method to improve physical fitness.



(a) (i) Define the term *fitness*. [1]

(ii) Discuss the reasons for using circuit training in order to improve sporting performance. [5]

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(iii) Identify **two** reasons why sportspersons should perform all circuit training exercises using correct technique. [2]

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(b) (i) Explain why it is important for a sportsperson to include flexibility training as part of a fitness programme. [2]

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(ii) Identify **three** methods of stretching. [3]

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(iii) Using sporting examples, explain how improved flexibility can improve performance. [2]

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END OF PAPER

For continuation only.

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