Surname	Centre Number	Candidate Number
First name(s)		2





A550U10-1





WEDNESDAY, 7 OCTOBER 2020 - MORNING

PHYSICAL EDUCATION – A level component 1 Exploring Concepts in Physical Education

2 hours

For Examiner's use only							
Question	Maximum Mark	Mark Awarded					
1.a	1						
1.b	4						
1.c	3						
1.d	4						
1.e	7						
2.a	6						
2.b	2						
2.c	4						
2.d	4						
2.e	6						
3.a	1						
3.b	4						
3.c	4						
3.d	10						
4.a	4						
4.b	4						
4.c	12						
5.a	1						
5.b	3						
5.c	5						
5.d	6						
5.e	10						
Tatal	405						

105

Total

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.

Answer **all** the questions in the spaces provided. If you run out of space, use the continuation page(s) at the back of the booklet, taking care to number the questions correctly.

INFORMATION FOR CANDIDATES

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

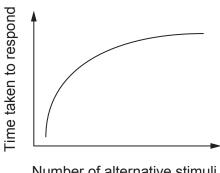
You are reminded of the necessity for good English and orderly presentation in your answers.

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

Answer all questions.

Reaction time is important for effective decision making in sport.

Figure 1 – a representation of Hick's law (1952) of reaction time.



Number of alternative stimuli

Figure 1

	i iguio i	
(a)	Using Figure 1 , describe what happens to reaction time as the number of stimuli increased.	are [1]
(b)	Explain how the psychological refractory period can affect reaction time.	[4]
(c)	Outline the characteristics of short-term memory.	[3]
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(d)	Describe, using specific examples, the characteristics of a skilled performer. [4]	4]
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(e)	Explain why feedback and distributed practice are used with performers in the cognitive stage of learning.	ve 7]
	[•
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2. During sport and physical activity, levels of anxiety often lead to over arousal.

Figure 2 – a graph to represent a theory of arousal.

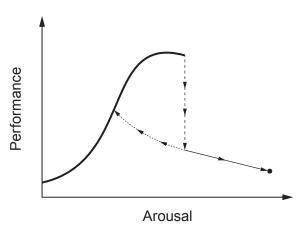


Figure 2

(a)	(i)	Identify the theory in Figure 2 .					
		Tick (✓)	one box only.		[1]		
		A: Inv	erted U				
		B: Dri	ve Theory				
		C: Zo	ne of Optimal Functioning (ZOF)				
		D: Ca	tastrophe Theory				

(ii) Explain, using Figure 2 , the effects of arousal on performance in a sport of your choice. [5]

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(b)	Describe the difference between trait and state anxiety.	[2]	Examiner only
(c)	(i) Identify two factors that may cause an increase in aggressive acts.	[2]	
	(ii) Describe a strategy that can be used to control aggression in sport.	[2]	
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			∢
(d)	Teams are thought to achieve more success if they are cohesive. Explain the relationship between task and social cohesion.	[4]	4
	Teams are thought to achieve more success if they are cohesive. Explain the relationship between task and social cohesion.		*
	Explain the relationship between task and social cohesion.		*
	Explain the relationship between task and social cohesion.		*

(<i>e</i>)	relative measures of tension, anger and arousal.									isn their		
	Discuss psycholo	the a gical i	advantage nformatior	es and n.	l disad	dvantage	es of	using	question	nnaires	to	provide [6]
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3.	Meth	ods o	f identifying talent are wid	lely used to develop participation and success in sport.
	(a)			initiative from the list below.
	(-)		(✓) one box only.	[1]
		A:	Girls4Gold	
		В:	Kick racism out	
		В. С:	Change4life	
		D:		
		D.	Sportivate	
	Figui	re 3 –	the sports participation p	pyramid.
				Performance Participation Foundation
				Figure 3
	(b)	Expl perfo	ain, using Figure 3 , the sormance to excellence lev	support available that allows a performer to progress from vel. [4]
	•••••			

	Examiner only
(c) Explain the role of the media in sport. [4]	

(d)	d) Deviance in sport has increased in the 21 st century.						
	Discuss this statement.	[10]					
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		.					

(a)	Identify the system.	e short-term	responses	that occ	cur during	exercise	to the	cardio-resp	irator [4
(b)	Evnlain ho	w long-term	adantations	to the m	mecnjo-ek	eletal eve	tem hei	nefit nerform	nance
(<i>D)</i>	Ехріані по	w long-term	auaptations	o to the h	iuscuio-sk	eletai sys	leili bei	ient perionii	[4
······		uning an arific		ha	hove dov		d magnit		
(c)	performan	using specific ce.	examples,	now you	nave deve	eioped an	a monii	orea your pr	1ysica [12

Examiner only
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5. Figure 4 – an athlete performing a jump shot in basketball.



Figure 4

(a)	Identify the lever operating at the ankle allowing the basketball player to jump.								
	Tick (✓) one box only.								
	A:	Third class							
	B:	First class							
	C:	Fourth class							
	D:	Second class							
(b)	Desc	cribe the mechanical advantages of a thi	ird order lever for sporting performance.	[3]					
				· · · · · ·					
				••••••					
				••••••					

(c)	Define centre of mass and explain how a basketball player can increase their stability when shooting. [5]
•••••	
•••••	
(d)	Analyse how the muscular and skeletal systems work together at the elbow when performing a set shot in basketball. [6]

(e)	Discuss how performance.	coaches	use	performance	analysis	techniques	to	develop	sporting [10]	Examiner only
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For continuation only.	Examiner only