

Surname	Centre Number	Candidate Number
Other Names		2

GCE A LEVEL



A550U10-1



S19-A550U10-1



PHYSICAL EDUCATION – A level component 1

Exploring Concepts in Physical Education

THURSDAY, 23 MAY 2019 – AFTERNOON

2 hours

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	20	
2.	20	
3.	20	
4.	20	
5.	25	
Total	105	

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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 pages 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.

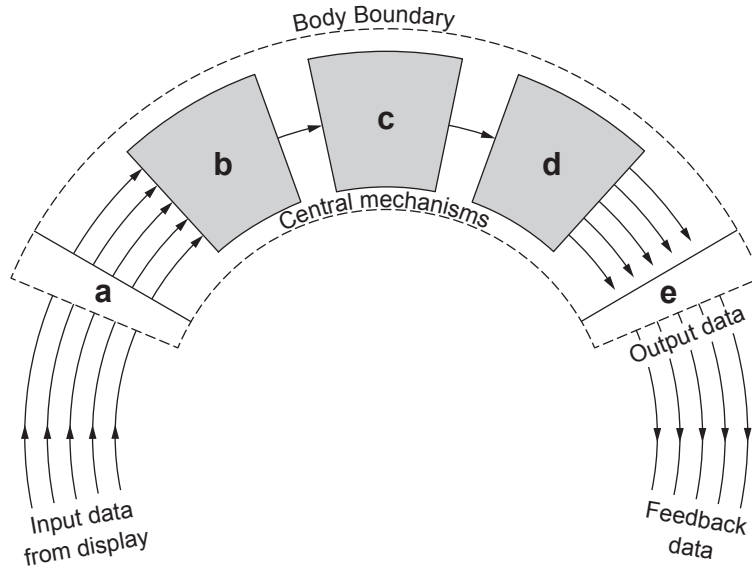
You are reminded of the necessity for good English and orderly presentation in your answers.

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

Answer all questions.

1. Figure 1 shows Whiting's model of information processing.

Figure 1



(a) The part of the model labelled **c** is:

Tick (✓) **one** box only.

- A: Muscular systems
- B: Perceptual mechanisms
- C: Translatory mechanisms
- D: Receptor systems
- E: Effector mechanisms

[1]

(b) Explain the role of the short-term memory when performing a skill.

[3]

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(c) Explain, using examples, the difference between gross motor abilities and psychomotor abilities.

[3]

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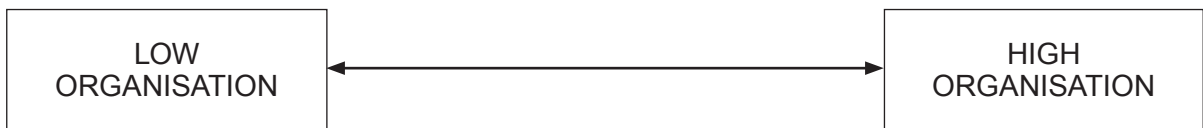
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(d) Place a specific skill on the organisation continuum below and justify its placement.

[2]

Figure 2



Specific Skill:

Justification:

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(e) Describe how drive reduction theory might be used in the teaching of a new skill. [3]

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(f) Explain, using examples, progressive part practice. [2]

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(g) Describe Bandura's theory of observational learning and explain how it may be used when coaching young performers. [6]

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2. (a) Define, within the context of sport, socialisation.

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(b) Explain, using examples, what is meant by the term 'golden triangle'.

[3]

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(c) Explain how Dr Thomas Arnold used sport as a mechanism of social control.

[4]

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During the 1970s, the German Democratic Republic (GDR) used sport as one way of promoting their political ideology. A combination of talent identification, dedicated sport schools, scientific support and systematic state-sponsored doping led to the 'East German machine' excelling at the Olympic Games.

- (d) (i) Identify the advantages and disadvantages of such a centralised system of talent development. [4]

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Coakley (2007) suggests that most actions within sport fall within a normally accepted range in society as a whole.

- (ii) Explain, using examples, the difference between deviant **under** conformity and deviant **over** conformity. [4]

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(ii) Explain, using examples, why sport may be seen as an important mechanism for developing national identity. [4]

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3. (a) Blaming the referee for a defeat is an example of an:

Tick (✓) **one** box only.

[1]

A: Internal, stable attribution

B: External, stable attribution

C: Internal, unstable attribution

D: External, unstable attribution

(b) Describe the characteristics of a Need to Avoid Failure (NAF) performer.

[3]

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(c) Describe how levels of cognitive state anxiety and somatic state anxiety vary prior to and during competition. [4]

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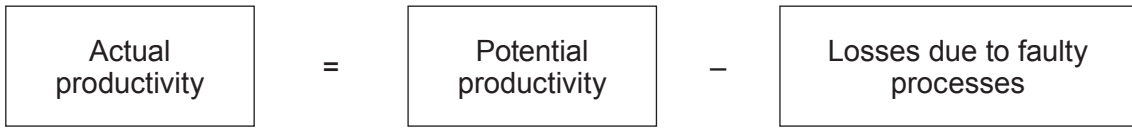
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(d) **Figure 3** shows Steiner's model of group performance.

Figure 3



Analyse the factors that may contribute to the faulty processes within a sporting context. [6]

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(e) Using appropriate theories, analyse why some performers act in an aggressive manner during sporting contests. [6]

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4. (a) **Figure 4** shows an athlete performing a bicep curl.

Figure 4



A bicep curl occurs:

Tick (✓) **one** box only.

[1]

A: About the frontal axis and along the transverse plane.

B: About the transverse axis and along the frontal plane.

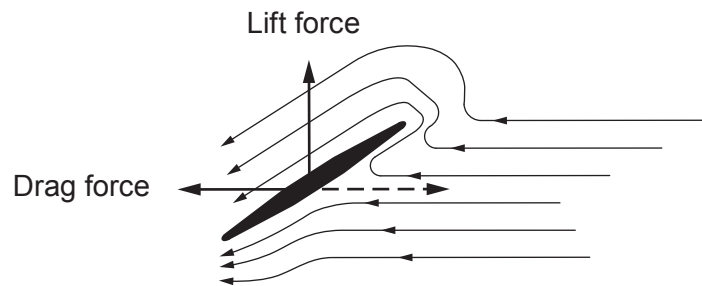
C: About the longitudinal axis and along the sagittal plane.

D: About the frontal axis and along the transverse plane.

E: About the transverse axis and along the sagittal plane.

(b) **Figure 5** shows a discus in flight and the forces acting upon it.

Figure 5



Explain, using the Bernoulli principle, how the lift force is generated.

[3].

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Technology is being used increasingly in sport by players, officials, coaches and spectators.

- (c) Using specific examples, explain different ways in which coaches may use GPS tracking systems to analyse the performance of players. [4]

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- (d) Outline the advantages and disadvantages of the increasing use of technology in officiating sport. [4]

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5. (a) Vital capacity can be defined as:

Tick (✓) **one** box only.

[1]

A: Volume expired per breath.

B: The maximal volume that can be forcefully expired after a maximal inspiration.

C: The volume of air in the lungs at resting expiratory level.

D: The volume in lungs at the end of a maximal inspiration.

E: The maximal volume inspired from resting expiratory level.

(b) Explain how the cardiac control centre (CCC) regulates heart rate during exercise.

[6]

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(c) Define fartlek training and explain, using examples, why it is a suitable method of training for a games player. [3]

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(d) During anaerobic exercise, lactic acid will accumulate in working muscles.
Explain the fate of lactic acid during the recovery process. [3]

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(e) Evaluate, using specific examples, the disadvantages of using laboratory tests as opposed to field tests when monitoring performance. [4]

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(f) Analyse how correct nutrition, hydration and an active cool down can help to speed up the recovery process. [8]

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END OF PAPER

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