Surname	Centre Number	Candidate Number
First name(s)		2



GCE AS/A LEVEL

722 2550 110 1

2550U10-1

TUESDAY, 17 MAY 2022 - MORNING

PHYSICAL EDUCATION – AS unit 1 Exploring Physical Education

1 hour 45 minutes

For Examiner's use only			
Question	Maximum Mark	Mark Awarded	
1.a	1		
1.b	3		
1.c	7		
2.a	6		
2.b	6		
3.a	5		
3.b	8		
4.a	1		
4.b	6		
4.c	4		
5.a	3		
5.b	8		
6	14		
Total	72		

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 pages 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.

Answer all questions.

1.	(a)	Identify the stage of learning where movements are consistent, efficier	nt and
		aesthetically pleasing.	

[1]

Tick (✓) one box.

A	Autonomic	
В	Automatic	
С	Associative	
D	Autonomous	

(b))	Justify the type of practice used to develop open skills. Use practical examples to support your answer.	[3]
•••••			
•••••			
•••••			
•••••			
•••••			
•••••			
• • • • • • •			

Guidance is provided by coaches across all the stages of learning.

(c)	Describe three different types of guidance and discuss the potential benefits and limitations of each method.	[7]
•••••		
•••••		
•••••		••••••
•••••		••••••
•••••		
•••••		••••••
•••••		
••••		

[1]

2. (a) (i) Identify the recognised sub-maximal fitness to	est.
---	------

Tick (√) one box.

Α	Wingate Test	
В	PWC - 170	
С	Multi-Stage Fitness Test	
D	Illinois Agility Run	

(ii)	Discuss the benefits and limitations of maximal versus sub-maximal fitness testing.	[5]
•····		
•····		
•••••		• • • • • • • • • • • • • • • • • • • •

[6]

Using Figure 1 as a guide, explain how a coach could interpret and use the data. (b)

Figure 1 - Fitness testing results for a Year 12 student

Fitness Test	My Result
Multi-stage Fitness	9.1
30 m Sprint	4.59s
Illinois Agility Run	19.24 s
Sit and Reach	34 cm
Standing Long Jump	1.86 m
Vertical Jump	41 cm
Sit-up test (30s)	20
Stork test	12.24s
Hand wall throw	27

Turn over. © WJEC CBAC Ltd. (2550U10-1)





3. (a) Using **Figure 2**, in relation to the ankle joint of the take-off foot, identify the following:

[5]

Plane of movement	
Axis of movement	
Type of joint	
Movement pattern occurring at ankle	
Agonist	

(i)	Identify the predominant muscle fibre type used during the take-off and justify your selection.	
•····		
•••••		
•••••		
•••••		
•••••		

(ii)	In relation to weight training, explain the importance of intensity and duration in order to develop a long jumper's take-off.	1
(ii)	In relation to weight training, explain the importance of intensity and duration in order to develop a long jumper's take-off.	
(ii)	In relation to weight training, explain the importance of intensity and duration in order to develop a long jumper's take-off.	
(ii)	In relation to weight training, explain the importance of intensity and duration in order to develop a long jumper's take-off.	
(ii)	In relation to weight training, explain the importance of intensity and duration in order to develop a long jumper's take-off.	
(ii)	In relation to weight training, explain the importance of intensity and duration in order to develop a long jumper's take-off.	
	In relation to weight training, explain the importance of intensity and duration in order to develop a long jumper's take-off.	
	order to develop a long jumper's take-off.	
	order to develop a long jumper's take-off.	
	order to develop a long jumper's take-off.	

- 0100

[1]

4.	(a)	Identify the longest periodised cycle).

Tick (/) one box.

A	Macroncycle	
В	Mesocycle	
С	Macrocycle	
D	Microcycle	

(D)	Explain now periodisation of training is used by athletes to peak for a specific event.	
		·····
•••••		
•••••		

raining.	[4]	Examiner only
	· · · · · · ·	
	· · · · · · ·	

(c)	Discuss the benefits and potential problems associated with altitude training.	[4]
•••••		
•••••		•
		······································
		······
•••••		······································
•••••		······································
		······································
		······································
•••••		

Rewards are often linked to motivation.

5.

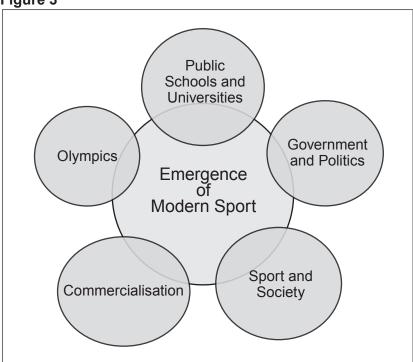
(a)	Explain the potential problems associated with using tangible rewards as a way of motivating a sportsperson.	[3]
•••••		
•••••		

Arousal is often linked to performance	Arousal	is of	ten lir	nked	to	perfor	mance
--	---------	-------	---------	------	----	--------	-------

(b)	Evaluate the Drive and Catastrophe theories, providing sporting examples to support your answer.	t [8]
•••••		
••••		
•••••		

6. Factors affecting the emergence of modern sport.

Figure 3



Jsing Figure 3 as a guide, discuss the view that the English Public Schools were the main actor in the emergence of modern sport.				
	· · · · · · · · · · · ·			
	• • • • • • • • • • • • • • • • • • • •			
	• • • • • • • • • • • • • • • • • • • •			
	• • • • • • • • • • • • • • • • • • • •			
	• • • • • • • • • • • • • • • • • • • •			
	• • • • • • • • • • • • • • • • • • • •			
	· · · · · · · · · ·			
	· · · · · · · · · · · ·			

Examiner only

END OF PAPER

For continuation only.	Examiner only

For continuation only.	Examiner only