

Candidate Name	Centre Number	Candidate Number

WELSH JOINT EDUCATION COMMITTEE  
 General Certificate of Education  
 Advanced Subsidiary/Advanced



CYD-BWYLLGOR ADDYSG CYMRU  
 Tystysgrif Addysg Gyffredinol  
 Uwch Gyfrannol/Uwch

531/01

**PHYSICAL EDUCATION – PE1**

A.M. THURSDAY, 25 May 2006

(1½ hours)

**Examiner's Use Only.**

Question	Maximum Mark	Mark
1	10	
2	10	
3	10	
4	10	
5	10	
<b>Total</b>	<b>50</b>	

**INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions in the spaces provided.

**INFORMATION FOR CANDIDATES**

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

Mark allocations are shown in brackets.

Candidates will be assessed on their quality of written communication.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

Answer **all** the questions in the spaces provided.

1. (a) Select **two** specific physical activities, and use your knowledge of skill and ability to complete the following table. [2]

SPECIFIC ACTIVITY	Abilities required	Classification of skill	Organisation of the task
(i)			
(ii)			

- (b) “Processing of information can be broken down into various stages.”

Use a **specific** physical activity to explain the role of **perception** when processing information. [2]

Name of specific physical activity .....

Explanation .....

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(c) “The more predictable a stimulus is the more effective the response can be in terms of time and accuracy.”

(i) When participating in a **specific** sporting activity, what information might you look for in order to make your response more effective? [3]

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(ii) “Deception makes use of the psychological refractory period.”  
What **strategies** could you follow to deceive opponents in a sporting activity? [3]

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**Total Mark**

**Turn over.**

2. (a) (i) Why might intrinsic motivation be more effective than extrinsic motivation in developing performance? [2]

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(ii) What **strategies** could be used to develop **intrinsic** motivation in a young athlete? [3]

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(b) Use examples, from a physical activity, to show how **demonstrations** can be made more effective during observational learning. [2]

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(c) What **strategies** might be used, when attempting to change a performer's attitude, in order to make further progress in sport? [3]

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**Total Mark**

**Turn over.**

3. (a) (i) Name the **main muscles** used during the following functions: [2]

Muscle that takes part in all movements of the upper arm.	Agonist: ..... .....	
Plantarflexion of the ankle.	Agonist: ..... .....	Antagonist: ..... .....

(ii) Describe the following muscle contractions giving examples from physical activities. [3]

	Isometric		Isotonic	
	Static	Concentric	Eccentric	
Named muscle and practical example of use.	..... ..... .....	..... ..... .....	..... ..... .....	
Description of muscle contraction.	..... ..... .....	..... ..... .....	..... ..... .....	

(b) Explain the **bio-mechanical** principles which support the use of starting blocks in a 100m race. [2]

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(c) Describe **and** explain what happens to an athlete's heart rate during a 30 minute **aerobic** training session. [3]

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**Total Mark**

**Turn over.**

4. (a) (i) Explain how a performer could determine his/her training intensities. [1]

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(ii) Explain **and** give **examples** of how your use of repetitions and sets would **differ** when training to improve muscular endurance and strength. [2]

	Use of repetition	Use of sets
Muscular endurance	..... ..... .....	..... ..... .....
Strength	..... ..... .....	..... ..... .....

(b) Explain **and** give physical examples of the **strategies** that can be used during a training programme to alleviate the effects of lactic acid. [3]

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