

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, 24 May 2007

(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) Identify a sporting activity and mark its position on the open/closed skill continuum. Briefly explain the reasons for your chosen position. [1]

Name of sporting activity: .....

(Use the letter 'X' to mark the position on the continuum)



Explanation: .....

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- (b) Suggest strategies that you can use to reduce the influence of **open** factors on sporting performance. [2]

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- (c) What **external** factors can influence a performer's motivation? Give examples from sport to support your answer. [3]

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(d) Explain, with examples, **when** and **how** you would use reinforcement to develop sporting performance. [4]

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**Total Mark**

**Turn over.**

2. (a) Explain **two** factors which affect the time taken to react in a named sporting activity. [2]

Name of sporting activity: .....

Explanation

(i) .....

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(ii) .....

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(b) During the learning process a performer might experience a period of levelling off (a plateau). Use a sporting example to explain **two** possible causes for this. [2]

Sporting example .....

(i) .....

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(ii) .....

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(c) Identify **two** reasons why some performers have a very positive attitude towards a sporting activity. [2]

(i) .....

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(ii) .....

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(d) Use the following model to explain how coaches and teachers can help to ensure that learners are focused in order to produce a competent performance. [4]

Stage 1

ATTENTION	..... ..... ..... .....
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Stage 2

RETENTION	..... ..... ..... .....
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Stage 3

MOTOR REPRODUCTION	..... ..... ..... .....
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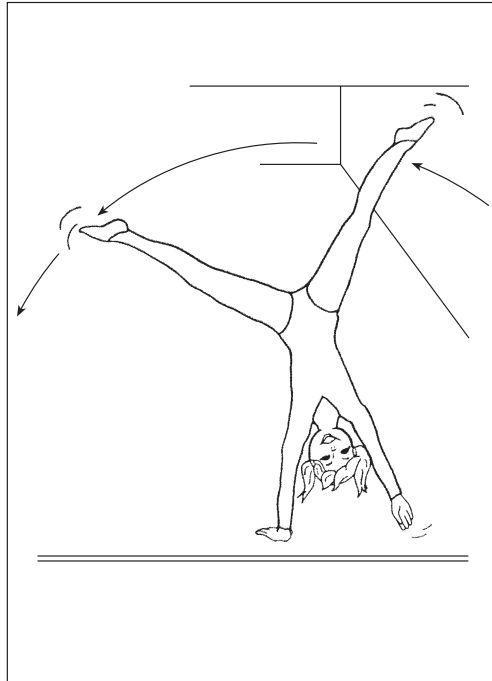
Stage 4

MOTIVATION	..... ..... ..... .....
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**Total Mark**

**Turn over.**

3. (a) (i) Name the plane and axis of the movement seen in the diagram below. [1]  
 (ii) Name the type of muscle contraction occurring during this movement. [1]



(i) Plane and axis	
(ii) Muscle contraction	

- (b) “The centre of gravity will vary depending on the shape of the body.” [2]  
 Explain how this can affect performance in the high jump.

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(c) Explain the process of recovery for a sprinter after a 100 metre race. [3]

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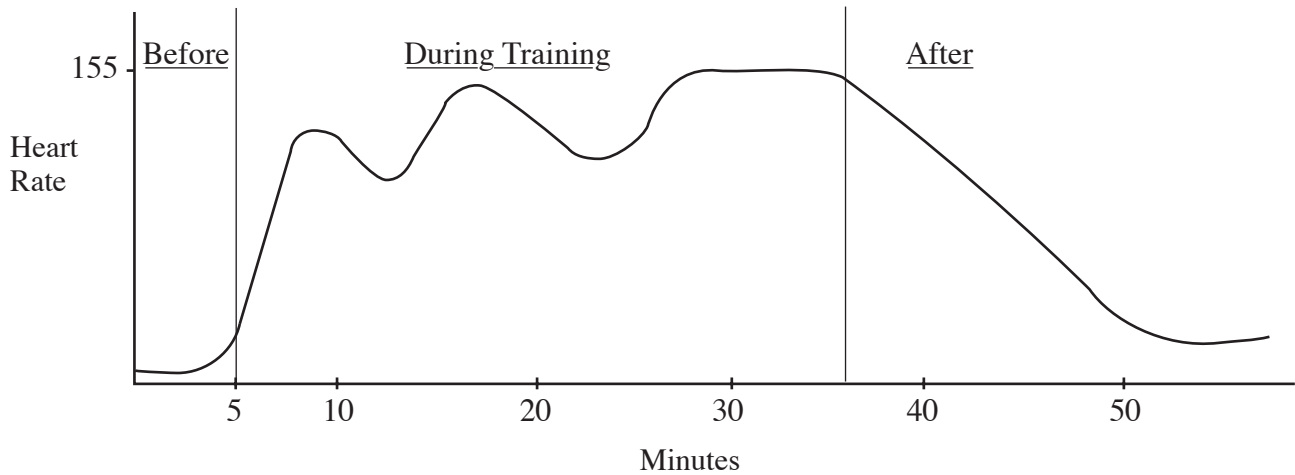
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(d) Use the graph below to explain the cardio-respiratory changes that occur **before, during** and **after** a training session. [3]

**Fluctuations in the heart rate**



Before: .....

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During: .....

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After: .....

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**Total Mark**

**Turn over.**

4. (a) (i) What physiological explanation supports plyometric training? [1]

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(ii) Explain how plyometric training could improve performance in a named sporting activity. [4]

Name of sporting activity .....

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(b) What is meant by 'buffering'/L.A. tolerance? [2]

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(c) Identify and explain the main adaptations that occur as a result of long-term training. [3]

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**Total Mark**

**Turn over.**



