| Surname | Centre Number | Candidate Number |
|-------------|------------------|---------------------|
| Other Names | | 2 |



GCE AS/A level

1312/01

PHYSICAL EDUCATION - PE2

A.M. THURSDAY, 23 May 2013 $1\frac{3}{4}$ hours

| For E | xaminer's us | e only |
|----------|-----------------|-----------------|
| Question | Maximum Mark | Mark Awarded |
| 1a | 3 | |
| b | 3 | |
| c | 4 | |
| 2a | 3 | |
| b | 3 | |
| c | 4 | |
| 3a | 5 | |
| b | 5 | |
| 4a | 4 | |
| b | 6 | |
| 5 | 10 | |
| Total | 50 | |

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.

INFORMATION FOR CANDIDATES

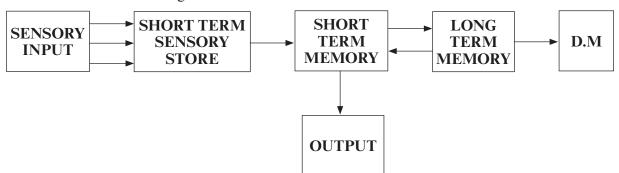
Diagrams, charts and graphs can be used to support answers when they are appropriate.

Mark allocations are shown in brackets.

Candidates will be assessed on their quality of written communication.

Answer all the questions in the spaces provided.

1. An Information Processing Model



| (a) | Using the above model as a guide, describe three types of sensory input used sporting activity. Give specific examples. | in your [3] |
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| (b) | Explain how selective attention is used when taking part in a sporting activity. | [3] |
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| (c) | Describe the strategies a teacher/coach could use to improve a sportsperson's selective attention. [4] | |
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| (a) | Describe the aerobic fitne | e procedures ss. | that | should | be followed | l to ensure | reliability | when test |
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| (b) | Explain how fitness. | you would a | pply k | nowled | ge of exercis | se intensity | when devel | oping aero |
| (b) | Explain how fitness. | you would a | pply k | nowled | ge of exercis | se intensity | when devel | oping aero |
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(c) Identify **two** physiological adaptations that could occur after a prolonged period of aerobic training and explain how these **adaptations** could benefit sporting performance. [4]

| Physiological Adaptation | Explanation of How Adaptation Affects Sporting Performance |
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| (a) | Explain how knowledge of the energy systems can be used to develop a trainiprogramme for a sporting activity. Provide appropriate examples. |
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| (b) | After high intensity exercise, explain how correct nutrition and an active cool down could speed up the recovery process. [5] |
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| 4. | eam Sky have been described as a highly cohesive group of cyclists with positive attitudes, ocused on success in the Tour De France. | | | | |
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| | (a) Explain the term <i>task cohesion</i> and why it is important within a successful team. [4] | | | | |
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| <i>(b)</i> | Explain the role <i>attitudes</i> play in developing a sportsperson's performance and describe the strategies that could be used to improve the mind-set of a sportsperson with a negative attitude. [6] |
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Examiner only

| | Despite a variety of local and national schemes, obesity in the UK continues to rise. Discuss the potential effects that <i>lifestyle choices</i> have on individual levels of obesity. | [|
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