

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

PHYSICAL EDUCATION (GAMES)

1971/1

Wednesday

25 MAY 2005

Afternoon

1 hour 45 minutes

Additional materials: None
Candidates answer on the question paper.

Candidate Name	Centre Number	Candidate Number												
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TIME 1 hour 45 minutes

INSTRUCTIONS TO CANDIDATES

- Write your name in the space above.
- Write your Centre number and Candidate number in the boxes above.
- Answer **all** the questions.
- Write your answers, in blue or black ink, in the spaces on the question paper.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 80.
- You will be assessed on the quality of written communication in **Section B, questions B1 and B2**.
- **Four** marks will be available for the quality of written communication.
- Candidates' answers must refer to games activities. Use of non-games activities may result in no marks being awarded for that question.

FOR EXAMINER'S USE	
Section A	
Section B1	
QWC	
Section B2	
QWC	
Section B3	
TOTAL	

This question paper consists of 12 printed pages.

Section A

Answer **all** questions in this section.

- 1 Name **one** examination course available in school that helps promote participation in games.

_____ [1]

- 2 Identify **two** ways that examination courses help to develop skills in games.

_____ [2]

- 3 In a named game, identify **one** situation when strength can be an advantage to the player.

Game: _____

_____ [1]

- 4 How can private enterprise, such as a squash club, affect the quality of sporting facilities available to the games player?

_____ [1]

- 5 How can white blood cells help the games player in games?

_____ [1]

- 6 Briefly describe **one** recognised training method that could be used to prepare a games player for competition.

Training method: _____

_____ [2]

7 Give **two** different examples when the principle of reversibility may affect the games player.

[2]

8 Provide **two** possible reasons why games players often feel nervous before competition.

[2]

9 Briefly explain how tendons help the games player to move in games activities.

[3]

10 Give **three** reasons why a games player would cool down (sometimes-called warm down) after finishing hard exercise.

[3]

11 Give **three** possible signs of dehydration and **one** way that it could be treated.

[4]

[Total : 22]

Section B

Answer **all** questions in this section.

- B1 (a)** Many different movements are needed to take part in games. These movements are known as skills.

Identify **one** physical skill used in games.

_____ [1]

- (b)** Having good friends could be important to a games player.

Describe **two** different ways in which friends could encourage a player to continue taking part in games.

_____ [2]

- (c)** Different types of feedback in practice situations can often improve performance.

Identify **two** different types of feedback and briefly explain how each may help improve performance in games.

_____ [4]

(d) (i) Name **one** example of a vocation (job or role) linked to games.

_____ [1]

(ii) Identify **four** social advantages of taking part in games for those who retire early.

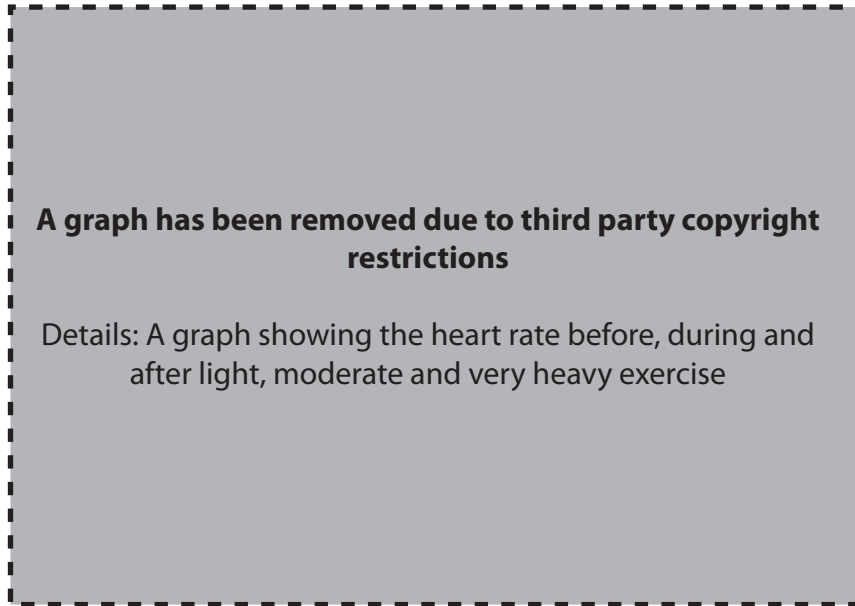
_____ [4]

(e) Regular exercise and games playing can affect muscle.

Describe the changes that may happen and give different examples of how these changes could improve performance in games.

_____ [5]

- (f) The number of times the heart beats every minute depends on what you are doing. If you are sitting down or resting, your heart beats slowly with very little change. When you start to exercise, the number of times the heart beats a minute changes.



- (i) Use the graph above to help you explain why changes in heart rate take place during periods of exercise of different types – light, moderate and heavy.

[4]

- (ii) Explain what is happening to the heart during the period of recovery after different levels of exercise.

[4]

[Total : 25]

[Turn over

B2 (a) What is agility?

[1]

(b) Name **one** game and then identify **two** situations in that game when it is an advantage to be agile.

Game: _____

[2]

(c) Cooper's 12-minute run/walk test records the distance participants run/walk in 12 minutes.

Does this test measure speed, suppleness, stamina or strength?

[1]

- (d) Study Table 1 below, which shows the results of five boys and five girls who took part in Cooper's 12-minute run test.

Table 1

<i>DISTANCE RUN/WALKED</i> (metres)		
PUPIL	BOYS (13 years old)	GIRLS (13 years old)
1	2040	1805
2	1963	1683
3	1868	1583
4	1725	1410
5	957	1141
TOTAL	8553	7622

- (i) From the table above, did the boys or the girls run the furthest in total?

_____ [1]

- (ii) Boy number 5 was a big build (endomorph) whilst girl number 5 was thin and quite tall for her age (ectomorph).

Explain how different builds may affect performance in different games.

_____ [4]

B3 Read the following and then answer the questions below.

GROUP: 22 Pupils (aged 12–16 years) – boys and girls
 STAFF: 2 male leaders
 QUALIFICATIONS: Enjoy watching and playing games
 ACTIVITY: Inter school Games tournament – to last all day
 LOCATION: Large open field 20 miles away
 WEATHER: Not checked
 MONTH: June

The day before the Games tournament the group were given the following information.

The tournament was to be held in a large open space and that there would be a number of different Games played. The Games would probably be Rugby, Hockey and Netball. Although all teams would be mixed they were not sure about age groups, the size of the opponents or how good they were. The group leaders did not see this as a problem because they were sure that everybody would be nice and friendly. This meant of course that the players would not need to take any safety equipment to play in because everybody would be nice. In case of emergency, they were going to take a few plasters. The group were told not to worry if they had never played any of the games before because they would soon learn the rules and they did not think that the pitches or courts would be marked out anyway.

Finally they were given advice on food and clothing. They were told to take a small packed lunch with a few sandwiches and because it would be very hot a can of coke to drink. They would need one set of kit, any colour, and a pair of training shoes. Sweat shirts and coats to keep warm would not be needed as it was June.

(a) (i) From the passage above, identify **four** risks that the leaders failed to recognise in their planning.

[4]

- (ii) Describe four different ways that the leaders could reduce the risks that you have identified.

[4]

[Total : 8]