

Surname		Other Names	
Centre Number		Candidate Number	
Candidate Signature			

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General Certificate of Secondary Education
June 2004



**PHYSICAL EDUCATION (GAMES)
(Short Course)**

3588/W

Monday 24 May 2004 9.00 am to 10.00 am

No additional materials are required.
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Time allowed: 1 hour

Instructions

- Use blue or black ink or ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- Do all rough work in the answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 53. This includes up to 3 marks for the quality of written communication.
- Mark allocations are shown in brackets.
- Diagrams may be used to clarify your answers where necessary.

For Examiner's Use			
Number	Mark	Number	Mark
1			
2			
3			
Total (Column 1)	→		
Total (Column 2)	→		
Quality of Written Communication			
TOTAL			
Examiner's Initials			

SECTION A

Health, Fitness and the Principles of Training for Games Activities.

1 (a) It is important to exercise regularly in order to stay healthy.

(i) State **two** reasons why taking regular exercise can improve **general health**.

Reason 1

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Reason 2

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(2 marks)

(ii) Explain why the **amount** of exercise required might vary between different people.

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(2 marks)

(b) Fitness can be either general or specific.

(i) Explain what is meant by **specific fitness**.

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(2 marks)

- (ii) For a named **game** activity, **describe** which aspect of specific fitness would be the most important.

Explain, using an example from the named activity, why it is important.

Named **game** activity

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(3 marks)

- (c) (i) What are the **two** main benefits to fitness which can be achieved by the use of weight training?

Benefit 1

Benefit 2

(2 marks)

- (ii) Explain what is meant by the term “reversibility” in relation to weight training.

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(2 marks)

- (d) Flexibility is an important component of fitness.
How can flexibility be improved?

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(2 marks)

Turn over ▶

2 (a) Body type (somatotype) can sometimes be an advantage or a disadvantage to a performer.

(i) State **two** body types (somatotypes).

Body type 1

Body type 2

(2 marks)

(ii) For a named **game** activity, describe how having a particular body type could be an advantage and make a performer more effective.

Named **game** activity

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(3 marks)

(b) Technological developments can help performers.

(i) Explain how digital or video cameras can help in the **analysis** of a performance.

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(2 marks)

(ii) Using an example, describe how this analysis could then be used to help **improve** a performance.

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(2 marks)

(c) Safety is an important factor to be considered in sporting activities.

(i) How can wearing the correct **clothing** help to make participation safer?
Include an example in your answer.

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(2 marks)

(ii) How can wearing the correct **footwear** help to make participation safer?
Include an example in your answer.

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(2 marks)

(iii) Give **two** other examples of how **rules** can make participation safer.

1.....

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2.....

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(2 marks)

SECTION B

Factors Affecting Individual Performance and Participation

3 (a) Schools can promote and influence participation in physical education.

(i) Describe how teachers can influence participation.

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(2 marks)

(ii) Describe how facilities can influence participation.

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(2 marks)

(iii) Describe how school links with local sports clubs can influence participation.

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(2 marks)

(b) Different sporting activities have either increased or declined in popularity.

(i) Give an example of an activity which has become **more** popular in recent years.
Explain why this has happened.

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(2 marks)

(ii) Give an example of an activity which has become **less** popular in recent years.
Explain why this has happened.

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(2 marks)

(c) Most activities, or sports, have Governing Bodies. Describe **three** responsibilities which a Governing Body might have.

Responsibility 1

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(2 marks)

Responsibility 2

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(2 marks)

QUESTION 3 CONTINUES ON THE NEXT PAGE

Turn over ►

Responsibility 3

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(2 marks)

(d) Different social groupings can greatly influence whether or not you take part in sport or physical activity.

(i) Describe the influences which your peer group can have on participation.

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(2 marks)

(ii) Describe the influences which your family/guardians can have on participation.

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(2 marks)

END OF QUESTIONS

20