

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**  
**General Certificate of Secondary Education**

**PHYSICAL EDUCATION**

**1970/1**

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.

<b>FOR EXAMINER'S USE</b>	
Section A	
Section B1	
QWC	
Section B2	
QWC	
Section B3	
<b>TOTAL</b>	

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**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 physical activity.

\_\_\_\_\_ [1]

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

\_\_\_\_\_  
\_\_\_\_\_ [2]

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

Activity: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ [1]

- 4 How can private enterprise, such as a squash club, affect the quality of sporting facilities available to the performer in physical activity?

\_\_\_\_\_  
\_\_\_\_\_ [1]

- 5 How can white blood cells help the performer in physical activity?

\_\_\_\_\_  
\_\_\_\_\_ [1]

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

Training method: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

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

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[2]

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

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[2]

9 Briefly explain how tendons help the performer to move in physical activity.

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[3]

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

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[3]

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

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[4]

[Total : 22]

**Section B**

Answer **all** questions in this section.

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

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

\_\_\_\_\_ [1]

- (b)** Having good friends could be important to a performer in physical activity.

Describe **two** different ways in which friends could encourage a performer to continue taking part in physical activity.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [4]

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

\_\_\_\_\_ [1]

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

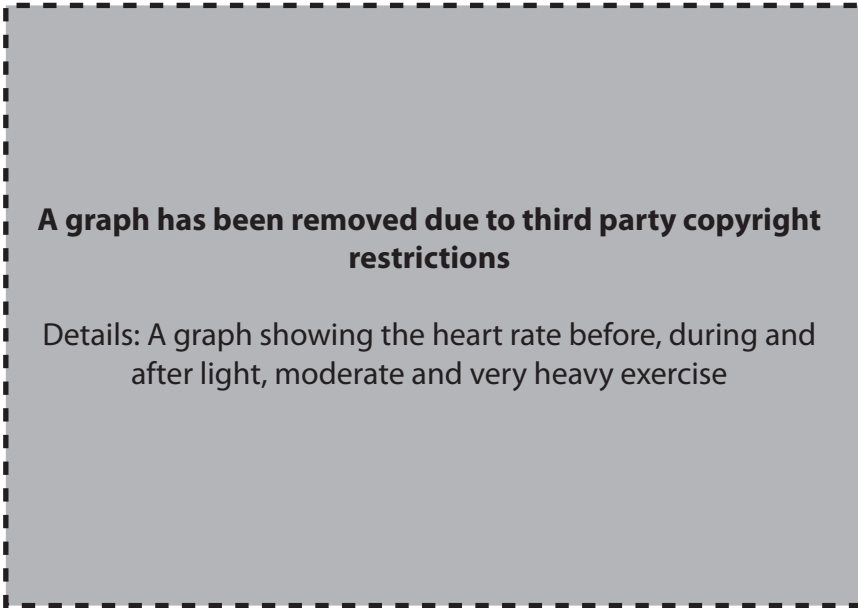
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [4]

(e) Regular exercise and physical activity can affect muscle.

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [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.

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[4]

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

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[4]

[Total : 25]

[Turn over

**B2 (a)** What is agility?

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[1]

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

Activity: \_\_\_\_\_

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[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?

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[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**

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

- (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 physical activities.

\_\_\_\_\_ [4]

- (e) Water is a vital part of a healthy diet.

Explain the importance of water, as part of a healthy diet, to the performer in physical activities that involve cardio-vascular fitness.

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[4]

- (f) Identify different ways that smoking may affect the health and the performance of a performer in physical activities.

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[8]

[Total : 21]

**B3** Read the following and then answer the questions below.

GROUP: 20 Pupils (aged 16 years) – boys and girls  
STAFF: 2 male leaders  
QUALIFICATIONS: None  
ACTIVITY: 12-mile walk  
LOCATION: Lake District  
WEATHER: Not checked  
MONTH: June

The day before the party was to leave, the group was given the following information.

The group was told that the Lake District is a mountainous area in the North of England. The weather is not always good, and when high up in the mountains it can change very quickly, from hot and dry to wet and cold. They should not worry about this however because it was June and the weather would be good. The leaders told the pupils that they did not have any outdoor activity qualifications but that this was fine as they had a map of the Lake District and they were only going to walk up a small mountain. In case of emergency they were going to take a few plasters. The group was told that as they were going to be out all day they should take a small packed lunch with a few sandwiches. They were also told to take a can of coke in case they got thirsty. For clothing, they suggested that T-shirt and shorts would be fine and they need not take any waterproofs, as they would only end up carrying them. School shoes or trainers would be fine for the boys and the girls could take whatever type of shoes they felt were ok. Finally, the pupils were told to tell their parents that they would be home some time in the evening.

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

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[4]

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

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[4]

[Total : 8]