

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
General Certificate of Secondary Education

PHYSICAL EDUCATION

1970/1

Wednesday **24 MAY 2006** 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.

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 If a performer does not eat enough food, how could that affect performance?

[1]

- 2 More older people are now taking part in physical activity. Identify **one** social reason for this.

[1]

- 3 How can the image of a physical activity affect an individual's participation in that activity?

[1]

- 4 Identify **one** advantage that voluntary clubs or associations can give to somebody who wants to start participating in a physical activity.

[1]

- 5 Give **two** different ways that unemployment can affect participation in physical activity.

1. _____

[1]

2. _____

[1]

6 Explain why performers who have a physical disability can now more easily take part in physical activity.

[3]

7 An increase in heart rate benefits performers in a training session. Identify **three** benefits of this increase in heart rate.

1. _____

[1]

2. _____

[1]

3. _____

[1]

8 Explain why the performer who is totally focused when participating in physical activity may have an advantage over someone who is less focused.

[3]

9 Give **two** different ways in which age can affect a performer's stamina.

1. _____

[1]

2. _____

[1]

10 (i) Give **two** different ways a performer may receive a cut injury when participating in physical activity.

1. _____

[1]

2. _____

[1]

(ii) What is the correct treatment for a cut?

[2]

[Total : 21]

Section B

Answer **all** questions in this section.

B1 (a) Why are red blood cells important to the performer in physical activity?

[1]

(b) Hearing and seeing help a performer to make decisions during physical activity. Give **one** example of when each is used.

Hearing: _____

[1]

Seeing: _____

[1]

(c) Identify **four** different ways a performer's respiratory system may be improved as a result of regular training.

1. _____

[1]

2. _____

[1]

3. _____

[1]

4. _____

[1]

(d) (i) Identify **two** benefits for the performer who attends extra-curricular (lunch-time and after school) practices.

1. _____
_____ [1]

2. _____
_____ [1]

(ii) Briefly explain why the National Curriculum has a good influence on participation in physical activity.

_____ [3]

(e) (i) Identify **three** different basic abilities vital for participation in **one** named physical activity.

Physical activity: _____

Basic Ability 1. _____ [1]

Basic Ability 2. _____ [1]

Basic Ability 3. _____ [1]

(ii) Describe a situation when each of the abilities you have listed would be important to performance in the physical activity named in (e)(i) above.

_____ [3]

(f) (i) Briefly explain how muscles produce movement.

(ii) Regular training makes muscle more efficient. For example, a performer's speed may be increased. This would give the performer a better chance of beating an opponent to the ball or sprinting to reach a drop shot return in badminton.

Identify **two** other components of fitness and explain how training each may benefit the performer.

Component 1: _____

Benefit: _____

Component 2: _____

Benefit: _____

[Total : 25]

- B2 (a)** Identify **one** way a performer's body shape may change as a result of regular physical activity.

_____ [1]

- (b)** The table below shows the times that performers of different ages took to run 100 metres as part of a fitness test.

Name	Age (years)	Time (seconds)
Jonathan	10	19.5
Jordan	20	13.0
Raj	30	12.7
Alex	40	15.7
Ali	50	16.9

- (i)** Who was the slowest runner?

_____ [1]

- (ii)** How old was the person who ran fastest?

_____ [1]

- (iii)** Identify **three** possible reasons why this person was the fastest.

1. _____

_____ [1]

2. _____

_____ [1]

3. _____

_____ [1]

B3 Look at the picture of a PE lesson (on page 12).

(a) Identify **four** different hazards shown in the picture and explain **one** risk that could result from each of these hazards.

Hazard 1: _____ [1]

Risk: _____

_____ [1]

Hazard 2: _____ [1]

Risk: _____

_____ [1]

Hazard 3: _____ [1]

Risk: _____

_____ [1]

Hazard 4: _____ [1]

Risk: _____

_____ [1]

[Total : 8]

An image has been removed due to third party copyright restrictions

Details:

An image of a physical Education class with certain safety hazards

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