



GCSE

3550U10-1

WEDNESDAY 17 MAY 2023 – AFTERNOON

PHYSICAL EDUCATION – FULL COURSE

Unit 1: Introduction to Physical Education

2 hours plus your additional time allowance

Surname _____

First name(s) _____

Centre Number _____

Candidate Number 0 _____

For Examiner's use only

Question	Maximum Mark	Mark Awarded
1	19	
2	18	
3	21	
4	20	
5	22	
Total	100	

INSTRUCTIONS TO CANDIDATES

Use black ink, black ball-point pen or your usual method.

Write your name, centre number and candidate number in the spaces provided on the front cover.

Answer ALL questions.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

(Turn over)

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

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

You will be shown two video clips.

The clips for Question 1 and Question 2 will each be shown three times, during which time you may answer the questions and make notes.

Firstly the two clips will be shown.

The clip for Question 1 will be shown a second time. There will be five minutes after the clip to answer the question.

(Turn over)

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The clip for Question 2 will be shown a second time. There will be five minutes after the clip to answer the question.

Both clips will then be shown for a third and final time.

You will then have the rest of the examination time to complete Questions 1 and 2 and the remaining questions.

(Turn over)

Answer ALL questions.

1. Clip 1 shows a skier.

(a) (i) Analyse the plane of movement of the skier in the tuck position.

Tick (✓) ONE box only. [1 mark]

PLANE OF MOVEMENT	Tick (✓) ONE box only
Frontal	
Sagittal	
Vertical	
Transverse	

(Turn over)

1 (a) (ii)

Identify the pair of muscles that cause movement at the knee.

Tick (✓) ONE box only. [1 mark]

PAIR OF MUSCLES	Tick (✓) ONE box only
Quadriceps and biceps	
Hamstring and triceps	
Abdominals and quadriceps	
Quadriceps and hamstrings	

(Turn over)

1 (a) (iii)

Name the type of muscular contraction in the legs of the skier, when in the tuck position.

Tick (✓) ONE box only. [1 mark]

TYPE OF CONTRACTION	Tick (✓) ONE box only
Isotonic concentric	
isometric	
Isotonic eccentric	

(Turn over)

1 (b) (i)

Identify the component of fitness shown by the skier that can be defined as ‘EXERCISING A SPECIFIC MUSCLE GROUP OVER A PERIOD OF TIME’. [1 mark]

(ii) Assess how the skier could apply the principle of overload to their training programme. [3 marks]

(Turn over)

1 (c) Explain TWO possible barriers that could have a negative impact on participation within skiing. [4 marks]

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- ---

1 (d) (i)

Explain why the skier would predominantly use the anaerobic energy system. [2 marks]

1 (d) (ii)

Identify the main nutrient used in the anaerobic energy system.

Tick (✓) ONE box only. [1 mark]

NUTRIENT	Tick (✓) ONE box only
Water	
Fats	
Carbohydrate	
Vitamins	

(Turn over)

1 (e) Identify the correct description by drawing a line to the appropriate term. [3 marks]

TERM

DESCRIPTION

Deviance

Performing to the laws, conventions and expectations of the activity.

Sportsmanship

Bending or breaking the rules: using questionable methods to gain an advantage.

Gamesmanship

Any behaviour that differs from the perceived social, legal or sporting norm.

1 (f) Explain why professional athletes like skiers might demonstrate deviance. [2 marks]

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2. Clip 2 shows a climber.

(a) Identify the type of guidance that is used to support the climber.

Tick (✓) ONE box only. [1 mark]

TYPE OF GUIDANCE	Tick (✓) ONE box only
Visual	
Verbal	
Manual	
Mechanical	

2 (b) Justify why climbing is placed towards the end of the self-paced continuum. [2 marks]

(c) Explain why the climber is in the autonomous stage of learning. [4 marks]

2 (e) Identify THREE ways a coach could have an impact on the climber.

[3 marks]

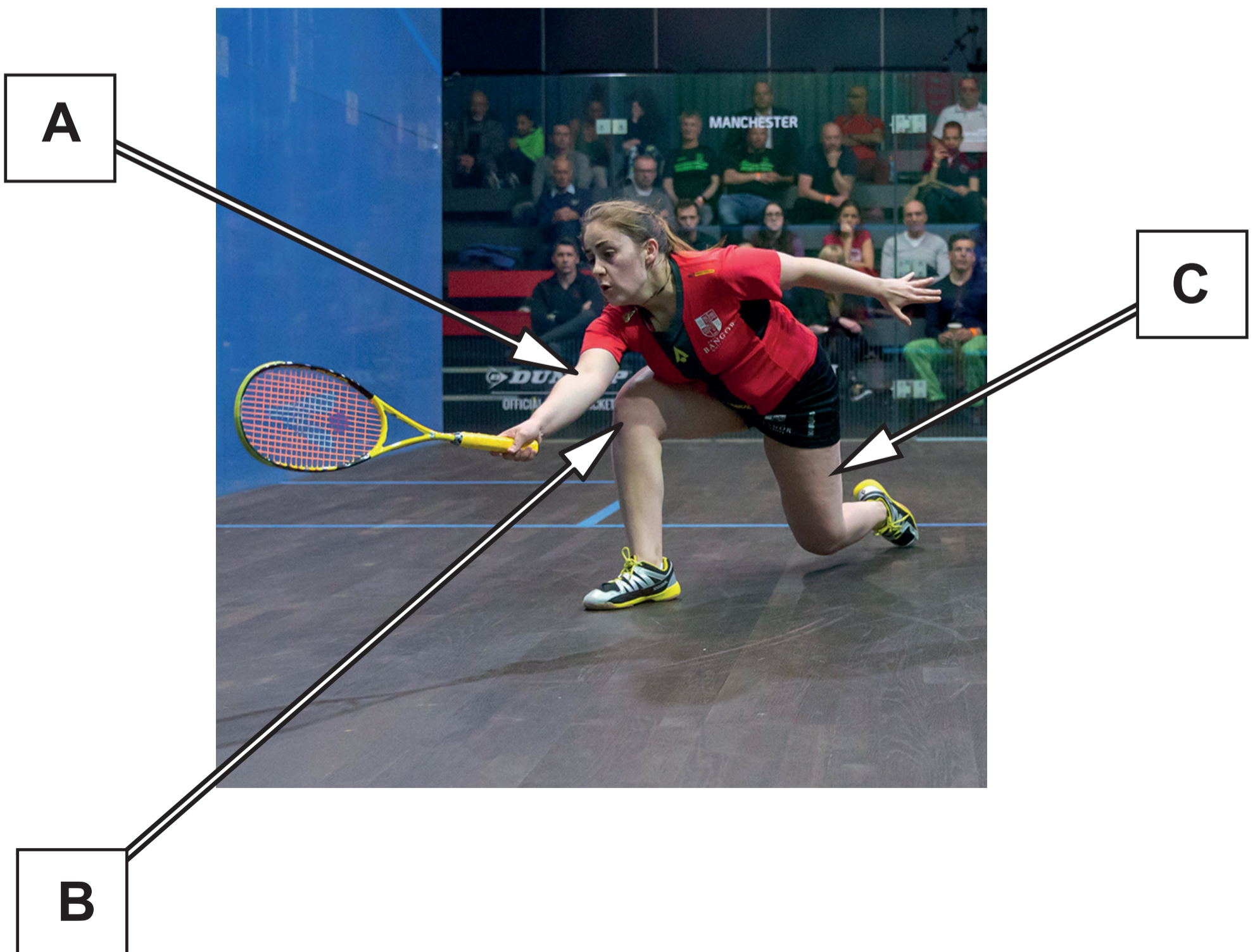
(f) Describe the information processing model using specific examples.

[4 marks]

(Turn over)

- 3 (a) Tesni Evans is a professional squash player who represents Wales and is a five-time Welsh national squash champion. In 2018 she became the highest-ranked Welsh woman of all-time.

FIGURE 1



(Turn over)

3 (a) Analyse the image in FIGURE 1 to complete the table. [4 marks]

A – Type of lever	
B – Movement at knee joint	
C – Name of bone	
Axis of movement during a lunge	

(Turn over)

3 (b) (i)

Agility and flexibility are important components of fitness for a squash player.

Define agility. [1 mark]

(ii) Identify a valid test to measure agility. [1 mark]

(Turn over)

3 (b) (iv)

Identify the correct description by drawing a line to the appropriate term. [3 marks]

TERM**DESCRIPTION**

Passive stretching

The stretch is undertaken while moving, increasing the range of movement.

Dynamic stretching

Where the athlete controls the stretch.

Active stretching

The stretch is externally controlled.

(Turn over)

3 (c) Explain why validity is important when testing the fitness of an individual. [2 marks]

28

21

(Turn over)

4 (a) Participation in girls' county football is on an increase, with a growth of 120% in 3 years. It's expected to grow a further 40% in future years.

FIGURE 2



Assess the possible reasons for the increase in girls' participation in sport. [6 marks]

(Turn over)

37

20

(Turn over)

- 5 (a) Touch rugby is a fast, six-a-side non-contact sport. It can be played by females and males of all ages ranging from veterans to juniors. It is also a mixed team sport where males and females can play on the same team.**

FIGURE 3



(Turn over)

5 (a) (i)

Identify TWO possible long-term mental health benefits of exercising regularly. [2 marks]

• _____

• _____

5 (a) (ii)

Identify FOUR short-term physiological responses to exercise.
[4 marks]

1.

2.

3.

4.

(Turn over)

5 (b) Explain why hydration is important for participants in physical activity. [4 marks]

(Turn over)

5 (c) Discuss the impact of increasing commercialisation on sport.

[8 marks]

(Turn over)

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END OF PAPER

(Turn over)

