

Surname	Centre Number	Candidate Number
First name(s)		0



**GCSE**

3550U10-1



**WEDNESDAY, 22 MAY 2024 – AFTERNOON**

**PHYSICAL EDUCATION – FULL COURSE**

**Unit 1: Introduction to Physical Education**

2 hours

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1	21	
2	12	
3	26	
4	24	
5	17	
<b>Total</b>	<b>100</b>	

**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

Write your name, centre number and candidate number in the spaces at the top of this page.

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.

**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.

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.



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Answer **all** questions.

**Clip 1 – Gymnast vaulting**

1. (a) (i) Analyse Clip 1 to determine what movements take place at the **knee** when performing the vault. [2]

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- (ii) Identify the **two** muscles that allow the movements in 1(a)(i) to take place. [2]

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- (b) Identify the **two** bones that meet at the knee. Tick (✓) **one** box only. [1]

Name of bones	Tick (✓) <b>one</b> box only
Humerus and femur	
Femur and tibia	
Femur and pelvis	
Radius and carpals	

- (c) Analyse the effectiveness of weight training for a gymnast. [4]

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(d) Identify **two** possible ways a performer could mentally prepare. [2]

1. ....

2. ....

(e) **Figure 1** – The open-closed continuum.



Justify why the vault has been placed at this point on the continuum. [2]

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(f) Explain the benefits of using technology for a performer. [4]

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(g) Explain how sponsorship could benefit a performer.

[4]

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**Clip 2 – Kayaker**

2. (a) (i) Explain why flexibility is important to the kayaker. [2]

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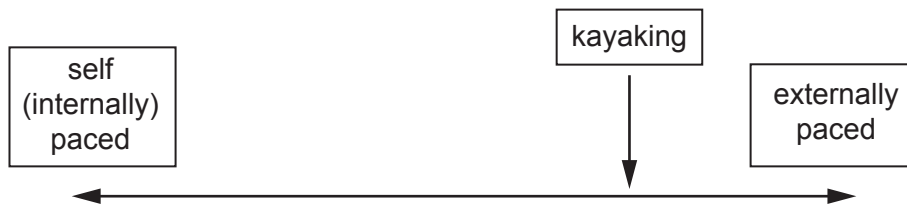
(ii) Identify a type of stretching that could be used to improve flexibility. [1]

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(iii) Identify a fitness test that measures flexibility. [1]

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(b) **Figure 2** – The self (internally)/externally paced continuum.



Explain why kayaking has been placed at this point on the continuum. [2]

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(c) Evaluate why the kayaker in the clip could be described as a skilled performer. [4]

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(d) Analyse the clip to determine what type of practice a coach could use to improve the performance of the kayaker. [2]

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(b) Describe **one** component of fitness that is required by a table tennis player during a game. [2]

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(c) Explain, using sporting examples, how a coach could make feedback effective for an athlete. [4]

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(d) Evaluate how a coach could use the principles of training to improve an athlete's performance. [6]

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(e) Outline your knowledge of training zones by using the information in **Table A** to complete **Table B**.

[8]

**Table A**

Low	Anaerobic	Power walking	Cooling down
Short sprints	60–80%	High	50–60%

**Table B**

Training zone	Percentage (%) of maximal heart rate	Exercise intensity	Example
.....	80–100%	.....	.....
Aerobic	.....	Moderate	.....
Light Aerobic	.....	.....	.....

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4. Figure 4 – Elite 100 m/200 m sprinter Christian Malcolm.



(a) Explain how the diet of a sprinter like Christian Malcolm would differ to that of an obese individual leading a sedentary lifestyle. [4]

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(b) Identify **two** possible benefits to an individual who leads a healthy active lifestyle. [2]

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Adherence to a training programme is important to both athletes and obese individuals.

(c) Explain how you could use SMART targets to adhere to a training programme. [4]

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(d) Explain the energy balance equation. [2]

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(e) Identify an illness that is associated with leading a sedentary lifestyle. [1]

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(f) Identify the muscle found at the shoulder of an athlete. [1]

Name of muscle	Tick (✓) <b>one</b> box only
Deltoid	
Quadriceps	
Gastrocnemius	
Gluteus	

(g) Outline **two** tests that measure an individual's health. [4]

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5. **Figure 5** – Wales winger Rabbi Matondo says he is “proud” of how young players have used their public profiles to take a stand against racism.



- (a) Discuss factors that could influence participation in sports such as football. [6]

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- (b) Identify **two** types of guidance used by coaches. [2]

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(c) Explain the importance of intrinsic and extrinsic motivation to an athlete. [4]

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(d) Draw a line to match the correct joint to the appropriate classification. [3]

**Joint**

**Classification**

Knee

Pivot

Shoulder

Hinge

Neck

Ball and socket

(e) Identify **two** long term effects of exercise on the body. [2]

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