



General Certificate of Education
Advanced Subsidiary Examination
June 2009

Physical Education

PHED1

Unit 1 Opportunities for and the Effects of Leading a Healthy and Active Lifestyle

Tuesday 19 May 2009 9.00 am to 11.00 am

For this paper you must have:

- a 12-page answer book.

Time allowed

- 2 hours

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Examining Body** for this paper is AQA. The **Paper Reference** is PHED1.
- Answer **all** questions.
- Do all rough work in your answer book. Cross through any work that you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 84.
- In **Section B**, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

SECTION A

Answer **all** questions.

There are 12 marks for each question.

1 In order to perform to their potential, long jumpers must use their muscles and bones efficiently.

(a) **Figure 1** shows a long jumper during the take-off phase of his jump.

Figure 1



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Copy **Table 1** into your answer book **and** complete it using **Figure 1** to identify:

- (i) the *joint actions* involved at the hip and ankle of the take-off leg as the performer leaves the board, (2 marks)
- (ii) the names of the main *agonists* working at the knee **and** ankle. (2 marks)

Table 1

Joint	(i) Joint Action	(ii) Main Agonist
Hip		
Knee		
Ankle		

- (b) Name, sketch and label the lever system operating at the ankle of the take-off foot. (3 marks)
- (c) When a performer is running, blood is redirected to the working muscles. Explain how this *redistribution* of blood is achieved. (3 marks)
- (d) How does running assist the *venous return mechanism*? (2 marks)

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- 2 Performers in team games such as netball need to be suitably prepared to meet the demands of the game.
- (a) (i) In order to play netball effectively, performers need to be fit. What do you understand by the term *fitness*? (1 mark)
- (ii) Discuss whether you must be *healthy* in order to be fit. (2 marks)
- (b) (i) Netball players should have a suitably balanced diet for their sport. What do you understand by the term *balanced diet*? (1 mark)
- (ii) What are the advantages **and** disadvantages of a netball player having a diet rich in fat? (4 marks)
- (c) How is breathing rate regulated by the body to meet the increasing demands of exercise during a game of netball? (4 marks)

Turn over for the next question

-
- 3 **Figure 2** shows a performer in a springboard diving event. Both springboard and highboard diving are Olympic events.

Figure 2

Figure 2 has been omitted due to third-party copyright restraints.

- (a) The skill of springboard diving can be classified according to various skill continua. Classify springboard diving according to the following four continua **and** justify each of your choices.
- Open to closed
 - Self-paced to externally paced
 - Discrete to continuous
 - Gross to fine
- (4 marks)*
- (b) Performers have to learn the various techniques involved in springboard diving. One form of learning is through operant conditioning.
- Describe *operant conditioning* theory **and** give an example of how a diving coach may use it to improve learning.
- (4 marks)*
- (c) Springboard divers often train using trampolines. Explain how a coach can ensure that practising on a trampoline assists the learning of skills in diving.
- (4 marks)*

4 In games such as badminton, performers use information processing to make decisions.

- (a) (i) State **four** types of sensory information used in badminton. (3 marks)
- (ii) Perception is part of an information processing system. Briefly explain **each** of the three processes that occur as part of *perception*. (3 marks)
- (b) When playing badminton, the shuttlecock occasionally hits the top of the net during a rally and the receiver has to adjust their response. This causes a delay before the final response can be made. Explain why this occurs. (3 marks)
- (c) In order to improve a badminton player's performance, a coach may set goals. Explain why these goals need to be realistic, specific and time-based. (3 marks)

5 The National Curriculum for Physical Education is compulsory in state schools today.

- (a) What are the main aims of the National Curriculum for Physical Education? (4 marks)
- (b) Military drill was one of the first forms of physical activity to be included in state schools in the early 20th century. What were the characteristics **and** purposes of *military drill*? (4 marks)
- (c) By 2007 there were nearly 350 Sports Colleges in England. What are the main aims of these Sports Colleges? (4 marks)

6 In the United Kingdom (UK), the majority of participants in sporting activities do so through a club structure.

- (a) People can participate in sport and physical recreation using both public and private sector facilities.
- (i) Explain the difference between the *public* and *private* sectors. (1 mark)
- (ii) How **and** why has the relationship between these two sectors changed in recent years? (3 marks)
- (b) Most clubs in the UK are run by volunteers. What are the *characteristics and goals* of this voluntary sector? (3 marks)
- (c) Over the last 20 years, women's participation in activities such as aerobics, resistance training and yoga has grown. Suggest reasons for this growth. (5 marks)

SECTION B

Answer this question.

There are 12 marks for this question.

- 7 You have been asked to help with the fitness training and coaching of a group of performers within an AS level Physical Education class.
- (a) Describe the various ways that *flexibility* can be improved **and**, using examples, explain the benefits to the performer of improved flexibility.
 - (b) What are the different forms of *feedback* available to a performer **and**, using examples, explain how these different forms of feedback may help a performer improve?
(12 marks)

END OF QUESTIONS

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