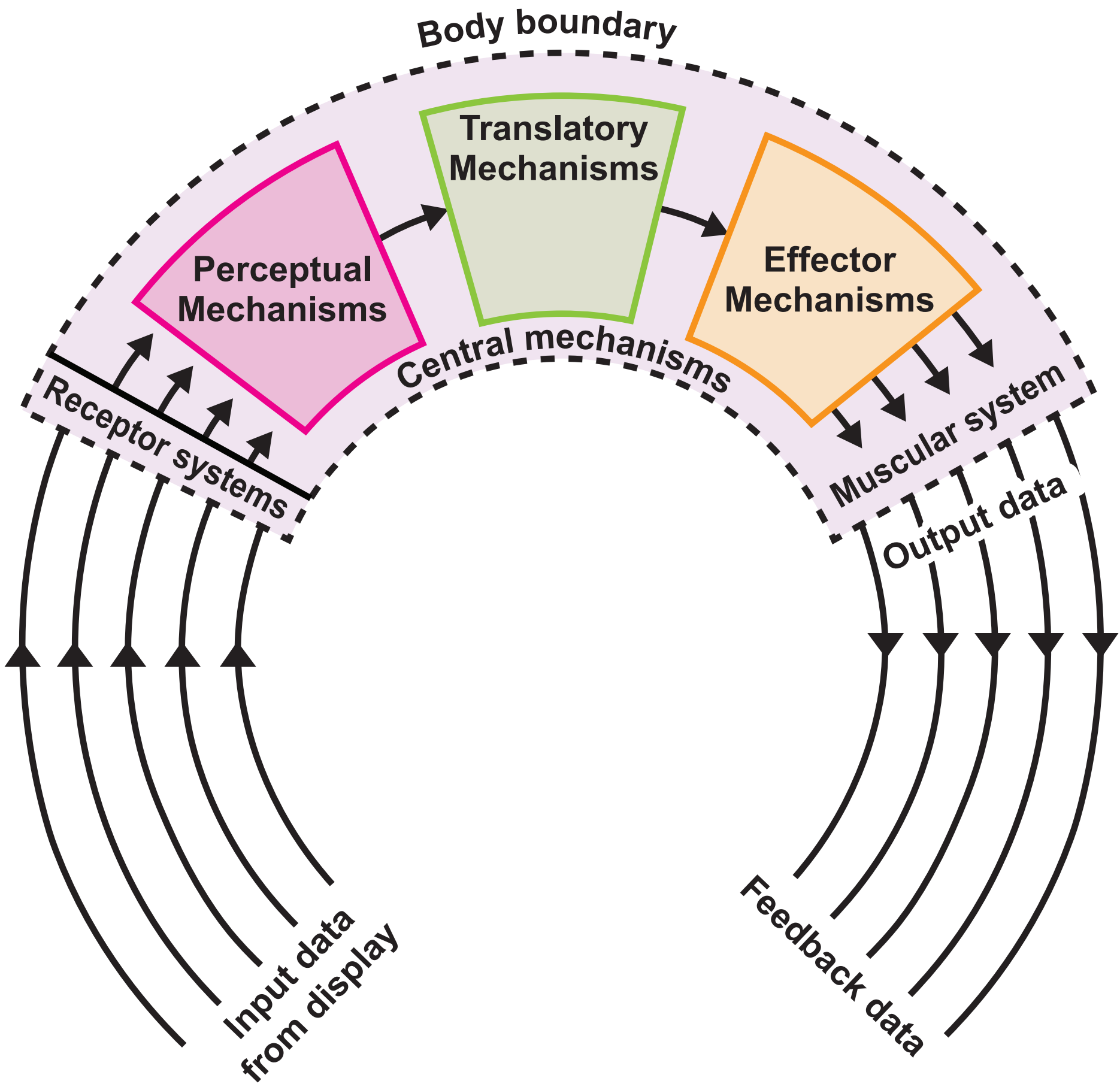


FIGURE 3: Whiting’s information processing model





GCE A LEVEL



A550U10-1

FRIDAY, 23 MAY 2025 – MORNING

PHYSICAL EDUCATION – A level component 1

Exploring Concepts in Physical Education

2 hours plus your additional time allowance

Surname _____

First name(s) _____

Centre Number _____

Candidate Number 2 _____

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1(a)	2	
1(b)	4	
1(c)	4	
1(d)	8	
2(a)	4	
2(b)	6	
2(c)	2	
2(d)	8	
3(a)	8	
3(b)(i)	6	
3(b)(ii)	3	
3(c)	8	
4(a)	6	
4(b)(i)	1	
4(b)(ii)	2	
4(c)	8	
5(a)	1	
5(b)	4	
5(c)	4	
5(d)	16	
Total	105	

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.

INFORMATION FOR CANDIDATES

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

You are reminded of the necessity for good English and orderly presentation in your answers.

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

(Turn over)

Answer ALL questions.

1. FIGURE 1: Cardio-respiratory values.

Heart rate	100 bpm	Stroke volume	50 ml
Breathing frequency	20 bpm	Tidal volume	500 ml

(a) Calculate, using FIGURE 1, cardiac output:

[2 marks]

Cardiac output = ...

(b) Justify the use of field-based testing for sports clubs. [4 marks]

(Turn over)

1 (c) Explain why Type I muscle fibres are predominantly used in endurance events.

[4 marks]

(Turn over)

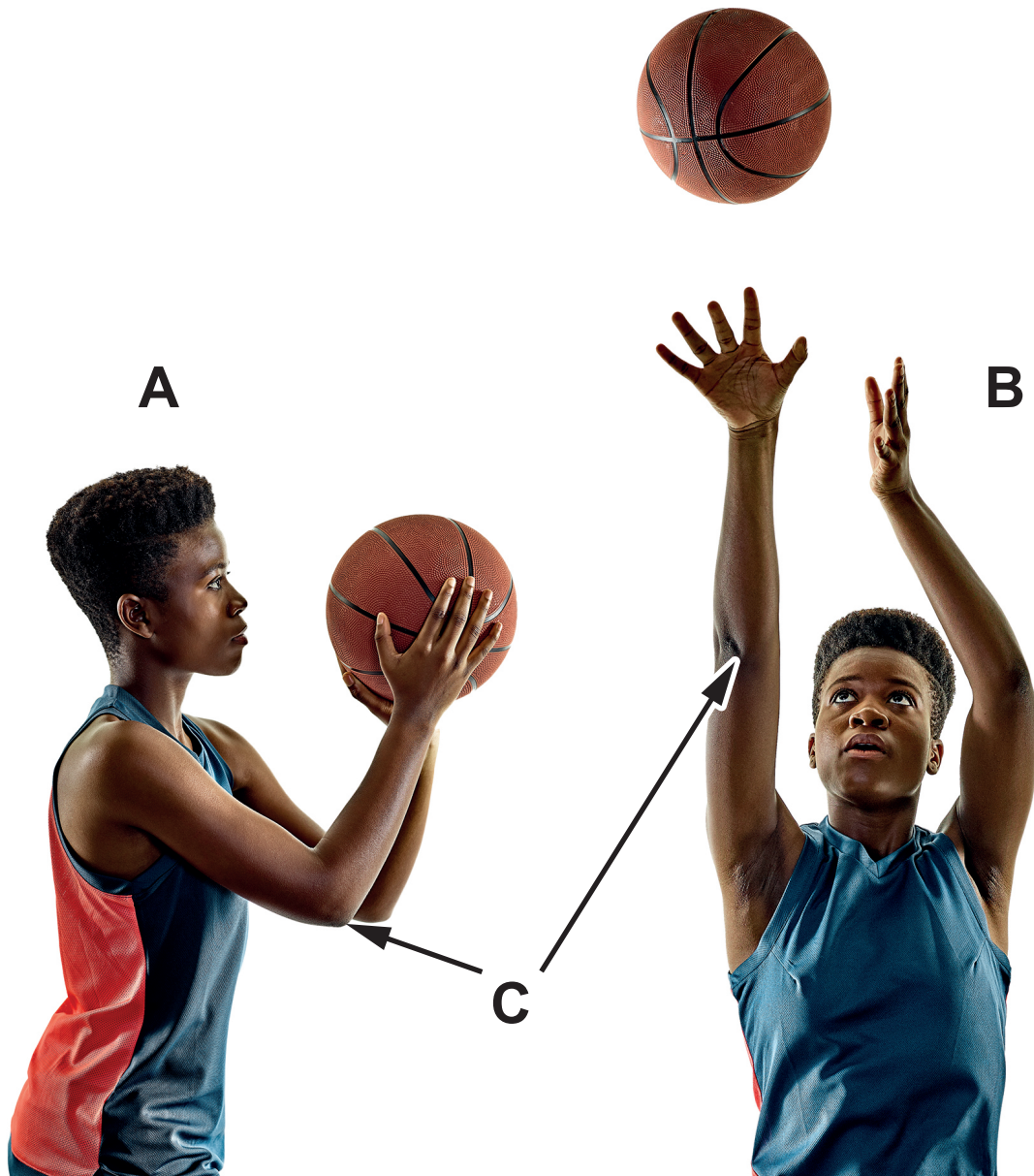
1 (d) Describe the role of diet for a sports performer.

[8 marks]

(Turn over)

18

2. **FIGURE 2: A basketball set shot.**



- 2 (a) Identify, using FIGURE 2 opposite, the agonist, antagonist, joint type and joint action from A to B at the elbow (C). [4 marks]**

Agonist	Antagonist	Joint type	Joint action
.....			

- (b) Explain, using examples, how the Magnus effect can influence the flight path of a ball. [6 marks]**

2 (c) Describe, using a sporting example, bilateral transfer of learning. [2 marks]

2 (d) Explain, using examples, Whiting's information processing model (see FIGURE 3 opposite).

[8 marks]

[illegible]

(Turn over)

- 3. Sports performers and sports teams require coaches/managers to help them succeed.**
- (a) Evaluate how the use of different leadership styles could influence performance. [8 marks]**

[illegible]

3 (b) (i)

Explain the problems associated with group processes. [6 marks]

(Turn over)

3 (b) (ii)

Outline THREE strategies a coach could use to reduce faulty processes within a group. [3 marks]

(Turn over)

3 (c) Analyse the use of different methods of guidance in the cognitive stage of learning. [8 marks]

[illegible]

(Turn over)

[illegible]

4. Sport psychology is an important aspect for both the coach and the athlete. It can be used to create motivation, explain actions and justify performances.

(a) Contrast the characteristics of a need to achieve (NACH) and a need to avoid failure (NAF) sports performer. [6 marks]

4 (b) (i)

Define hostile aggression. [1 mark]

4 (b) (ii)

Outline TWO strategies a coach could use to reduce aggression. [2 marks]

[illegible]

(Turn over)

4 (c) Assess, using sporting examples, the use of attribution theory in sport. [8 marks]

5. Sports and sporting competitions are often worldwide events.

(a) Identify the three aspects of the ‘golden triangle’.

Tick (✓) ONE box only. [1 mark]

- | | | |
|-----------|---|--------------------------|
| A. | Americanisation, commercialisation and globalisation | ☐ |
| B. | Athletes, competition and prize money | ☐ |
| C. | Media, sponsorship and sport | ☐ |
| D. | Governments, sport and politics | ☐ |

5 (b) Explain how the World Anti-Doping Agency (WADA) attempts to prevent the use of illegal performance enhancing substances. [4 marks]

[illegible]

(Turn over)

5 (c) Explain how developments in technology have made sport safer for performers. [4 marks]

[illegible]

(Turn over)

5 (d) Assess, with reference to relevant theories, how an audience can affect sporting performance.

[16 marks]

[illegible]

(Turn over)

25

END OF PAPER

(Turn over)

Question number	Additional page, if required. Write the question number(s) in the left-hand margin.

(Turn over)

Question number	Additional page, if required. Write the question number(s) in the left-hand margin.

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Question number	Additional page, if required. Write the question number(s) in the left-hand margin.

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