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| Other Names | |
| Centre Number | |
| Candidate Number | |
| Candidate Signature | |
| I declare this is my own work. | |

GCSE PHYSICAL EDUCATION

Paper 2 Socio-cultural influences and well-being in physical activity and sport

8582/2

Friday 15 May 2020

Afternoon

Time allowed: 1 hour 15 minutes

At the top of the page, write your surname and other names, your centre number, your candidate number and add your signature.





For this paper you may use:

• a calculator.

INSTRUCTIONS

- Use black ink or black ball-point pen. Pencil should only be used for drawing.
- Answer ALL questions.
- You must answer questions in the spaces provided.
 Do not write on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.

INFORMATION

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 78.
- Questions should be answered in continuous prose.
 You will be assessed on your ability to:
 - -use good English
 - –organise information clearly
 - -use specialist vocabulary where appropriate.

DO NOT TURN OVER UNTIL TOLD TO DO SO



Answer ALL questions.

Only ONE answer per question is allowed

For each question completely fill in the circle alongside the appropriate answer.

CORRECT METHOD



WRONG METHODS









If you want to change your answer you must cross out your original answer as shown.



If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown.





| 0 1 | Which ONE of these immediately follows 'Input' in the basic information processing model? [1 mark] | | | |
|---------|--|-------------------|---|--|
| | 0 | A Decision making | | |
| | 0 | B Feedback | | |
| | | C Output | | |
| [Turn o | ver] | | 1 | |



| Which ONE of these is an example of a netball coach giving feedback as knowled of results? [1 mark] | | | | | |
|---|---------|--|--|--|--|
| 0 | A | "You must keep your passes short and fast." | | | |
| 0 | В | "You need to bend your legs when you land." | | | |
| 0 | С | "You need to shoot from above your head." | | | |
| 0 | D | "You scored three times in the first quarter." | | | |
| | netball | netball coordinates of results. | | | |



| 0 3 | Which ONE of these is an example of manual guidance? [1 mark] | | | |
|---------|---|---|---|--|
| | 0 | | A coach demonstrating where to out the feet during a golf swing | |
| | | | A coach finding the faults of a golfer when they swing the club | |
| | | i | A coach moving a golfer's feet nto the correct position to swing a club | |
| | | | A coach showing video footage of a golf swing | |
| [Turn o | ver] | | <u></u> | |



| 0 4 | Which ONE of these can be defined as 'a convention or unwritten rule in an activity'? [1 mark] | | | |
|-----|--|----------------|--|--|
| | 0 | A Etiquette | | |
| | 0 | B Gamesmanship | | |
| | 0 | C Tactics | | |
| | 0 | D Teamwork | | |
| | | | | |



| 0 5 | Which ONE of these is the 'R' in SMART targets of goal setting? [1 mark] | | | |
|---------|--|--------------|----------|--|
| | 0 | A Realistic | | |
| | 0 | B Refined | | |
| | 0 | C Remembered | | |
| | 0 | D Rewarding | | |
| [Turn o | ver] | | <u>_</u> | |



| 0 6 | Data is used in sport to improve performance and can be collected in a variety of ways. |
|-----|---|
| | Outline the difference between quantitative and qualitative data collection. |
| | Use examples in your answer. [4 marks] |
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| [Turn o | over] | | | 4 |



| 07.1 | Define skill and ability. [2 marks] |
|------|---|
| | Skill |
| | |
| | Ability |
| | |
| | |
| 07.2 | Classify the skill of a tennis serve using each of the following classifications: |
| | • basic/complex |
| | • open/closed |
| | self-paced/externally paced |
| | • gross/fine. |
| | Justify your choices. [4 marks] |
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| 07.3 | Define arousal. [1 mark] |
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| 07.4 | Describe the relationship between arousal level and performance level in the inverted-U theory. [3 marks] |
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| [Turn over] | | 10 |
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| Define intrinsic motivation and extrinsic motivation. [2 marks] |
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| Intrinsic motivation |
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| Extrinsic motivation |
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| Evaluate the effectiveness of extrinsic motivation for a beginner in sport. [4 marks] |
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| 08.3 | Outline the difference between direct and indirect aggression. |
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| | Use sporting examples in your answer. [4 marks] |
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| 08.4 | Identify a sport that would be most suited to an introvert. |
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| | Justify your choice. [4 marks] |
| | Sport |
| | Justification |
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| [Turn ove | r] 14 |



| 09.1 | State THREE different types of sponsorship a sportsperson may receive. [3 marks] |
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| | 1 |
| | 2 |
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| | 3 |
| 09.2 | 'A sportsperson who receives sponsorship will see an improvement in their performance.' |
| | Discuss this statement. [5 marks] |
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| 09.3 | State THREE different types of media. [3 marks] |
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| | 1 |
| | 2 |
| | 3 |
| 09.4 | Explain TWO positive effects the media could have on a sport. [4 marks] |
| | Positive effect 1 |
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| | Positive effect 2 | |
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| Turn ove | r] | 15 |



| 10.1 | State THREE reasons why it is important to have a balanced diet. [3 marks] |
|------|--|
| | 1 |
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| <u> 1 0</u>].[2] | Explain THREE negative effects that obesity could have on performance in netball OR basketball. [3 marks] |
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| 10.3 | Outline the role of fats in a balanced diet. [1 mark] |
|------|---|
| 10.4 | Explain why a games player requires carbohydrates AND protein in their diet. [4 marks] Carbohydrates |
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| Protein |
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| 10.5 | Somatotyping is a method of classifying |
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| | body types. |

Complete TABLE 1 to identify the correct somatotype from the description.

Give a sporting example that each somatotype would be most suited to. [4 marks]

TABLE 1

| Description | Somatotype | Sporting example |
|---|------------|------------------|
| A pear-shaped body with wide hips and narrow shoulders | | |
| Muscular appearance with wide shoulders and narrow hips | | |

| [Turn | over] |
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| 11 | Evaluate the effects that different performance enhancing drugs (PEDs) may have on a sprinter's performance. [6 marks] |
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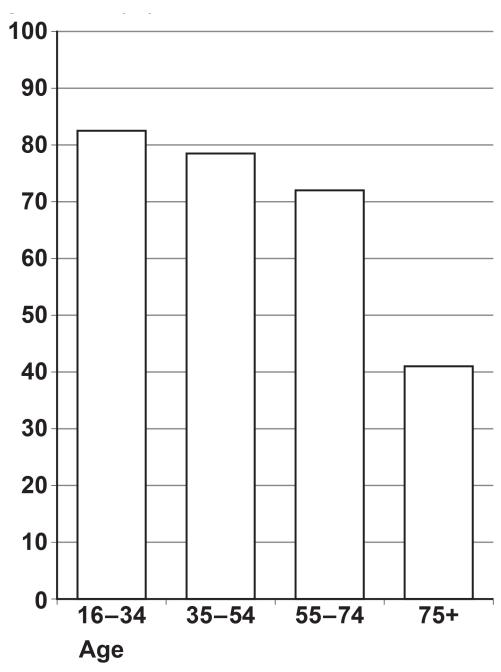




FIGURE 1 shows the participation levels in physical activity of different age groups in England.

FIGURE 1

Participation 100 levels in 30+ minutes 90 of physical activity per 80 week (%)



Using FIGURE 1 analyse the reasons for the participation levels amongst the different age groups. [9 marks]



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END OF QUESTIONS



| Additional page, if required. Write the question numbers in the left-hand margin | | |
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| For Examiner's Use | | |
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