

GCSE PE 1.1.2 Mock Exam Paper

Q1. Which one of the following is a **socio-economic** key **influence** that can **impact** on **achieving sustained involvement** in **physical activity**?

(1)

- A Role models
- B Fashion
- C Disability
- D **Cost**

Q2. There are many key **influences** that impact on our choice of physical activity. **Which category** of key **influences** do the following **belong** to: **access, availability, time**?

(1)

- A Socio-economic
- B Cultural
- C **Resources**
- D Health and wellbeing

Q3. Initiatives such as the Youth Sport Trust's TOP programme aim to contribute to the development of healthy, active lifestyles.

Briefly explain two ways that **initiatives** such as this can **lead** to a **healthier, more active lifestyle**.

(2)

One way initiatives like this can **lead** to a **healthier, more active lifestyle** is through **increased participation in schools**. This is **because** engaging pupils at the **foundation level** will **increase skills and competencies** and will mean people are **more likely to sustain participation**.

A **second way** is by **creating more competition**. This is **because** this will **motivate** people to **participate** through **wanting to win**

Q4. GCSE PE students were determined to help their parents, Janet and John, become involved in sport so that Janet and John could benefit from a healthy, active lifestyle.

Other than participation, identify three different roles available to Janet and John for **becoming involved** in **physical activity**

(3)

One role is a **coach**. A **second** is **volunteering**. A **third** is as an **official**.

Q5. GCSE PE students were determined to help their parents, Janet and John, become involved in sport so that Janet and John could benefit from a healthy, active lifestyle.

If John is **new** to a **sport which level** of the **sports participation pyramid** will he **enter**? (1)

John will **enter** at the **foundation level**

Q6. Rob regularly **represents** his **school** in **cross-country** and runs for his **county** in **inter-county championships**. **What stage** of the **sports participation pyramid** will Rob have **achieved**?(1)

Rob will have **achieved** the **performance stage**

Q7 Explain how **image** can **influence** **sustained involvement** in **physical activity** (3)

One way that **image** can **influence** **sustained involvement** in **physical activity** is through **fashion**. This is **because** if a **role model** uses **equipment** it can **influence** **trends** in **others**. An **example** of this is if **Andy Murray** plays **tennis** at **Wimbledon** **more people** are **influenced** to **sustained involvement** in the **sport** during that **fortnight**.

Q8 Explain how **people** can **influence** **sustained involvement** in **physical activity** (3)

One way that **people** can **influence** **sustained involvement** in **physical activity** is **family**. This is **because** **parents** act as **role models** to **children** and can **assist financially**. An **example** of this is if **parents regularly** go to the **gym** their **children** are **influenced** to **sustained involvement** in **fitness** activities such as **circuits**

Q9 Explain how **socio-economic** factors can **influence** **sustained involvement** in **physical activity** (3)

One way that **socio-economic** factors can **influence** **sustained involvement** in **physical activity** is **cost**. This is **because** **sustaining involvement** in sport can be **expensive**. An **example** is people with **low income** who may not **sustain involvement** in **golf**, **tennis** or **horse riding** **because** it is **too expensive**.

Q10 Explain how **resources** can **influence** **sustained involvement** in **physical activity** (3)

One way that **resources** can **influence** **sustained involvement** in **physical activity** is **location**. This is **because** if the **facility** is **located near** to you then **you will** be **influenced** to **sustain involvement**. An **example** of this is **sustaining involvement** in **climbing** **because** there is a **climbing wall** within **walking distance** of your **house**.

Q11 State and **describe two common purposes** of **initiatives** developed to **provide opportunities** for **becoming**, or **remaining**, involved in **physical activity** (4)

One common purpose of **initiatives** developed to **provide opportunities** is **increasing participation** in **priority groups**. It's main **features** are directed at **women** **disabled people**, **ethnic minorities** and **people** with **low incomes**

A **second common purpose** is **creating opportunities** for **talented** people. It's main **features** are **UK Sport** and the **national lottery providing funding** and **coaching** to ensure **athletes develop** their **skills**

Q12 Using **practical examples state** a **describe two sections** of the **sports participation pyramid** (4)

One section of the **sports participation pyramid** is called **participation**. Its main **features** are **people** being **influenced** to **participate** in their **own time** such as at a **rugby club** at the **weekend**.

A **second section** is called **performance**. Its main **features** are **the athlete** **receiving coaching** or **performing** at **regional level** such as a **South of England Handball squad**.

Q13 Explain the **range** of **roles** that can enable **people** to **become involved**, and **retain** their **involvement** in **physical activity** and **discuss** the **skills** that they may **develop**. (6)

Plan

There are **5** main **OPPORTUNITIES** to **BECOME**, or **REMAIN INVOLVED** in sport;

- 1) Become a **PERFORMER**; this can be achieved through involvement in **SCHOOL, CLUB** or **REPRESENTATIVE** sport
- 2) Become a **COACH**; this can be achieved through gaining **QUALIFICATIONS** in specific sports
- 3) Become an **OFFICIAL**; this can be achieved through **QUALIFICATIONS** allowing you to **REFEREE** or **UMPIRE** sports events
- 4) Become a **VOLUNTEER**; this can be achieved through **FUNDRAISING, FINANCE, ADMINISTRATION** or **MAINTENANCE** of a sports club
- 5) Become a sports **LEADERSHIP**; this can be achieved through gaining **QUALIFICATIONS** and **COMPETENCIES** and running sports **EVENTS**

You will require several **QUALITIES** or **SKILLS**

1. **COMMUNICATION** skills
2. **TEAMWORK** skills
3. **ORGANISATIONAL** skills
4. **MOTIVATIONAL** skills
5. **RESILIENCE** or **PERSISTENCE**
6. **CONFIDENCE**

The **five roles** that you can **become involved**, and **retain** your **involvement** in **physical activity** are; as a **performer** (you may **represent** your **school basketball team**), as a **coach** (you may **gain qualifications** such as the **UEFA B License** in order to **coach** your **local football team**), as an **official** (you may **gain qualifications** in order to **grade a gymnastics competition**), as a **volunteer** (you may be **involved** in **fundraising** in order to **financially** assist your **local cricket club** for **new kit**) or as a **sports leader** (you may **gain a JSLA qualification** or **competencies** in order to **run sporting events** such as a **five a side tournament** for a **little league**). Any of these **roles** would **motivate** you to **continue** to **retain** your **involvement** in **physical activity**.

There are **6 main skills** or **qualities** that you will **develop** if you **become involved**, and **retain** your **involvement** in **physical activity**. These include; **communication skills** (you may **learn** how to deliver **inspiring team talks** before a **football match**), **teamwork skills** (you may **learn** how to work on **different tactics** such as **4-4-2** as **part** of the **team**), **organisational skills** (you may **learn** how to **create fixtures** as part of the **administrator** for the **football season**), **motivational skills** (you may learn how to **encourage** your **football team** to **train** even after **many losses**), **skills of resilience** or **persistence** (you may **learn** how to **play** the **full match** even **through fatigue**) and **confidence skills** (you may **learn** how to **compete** against **skilled performers** with the **knowledge** that you may be **victorious**).

258 words

Total Marks; 35