

General Certificate of Education
January 2005
Advanced Subsidiary Examination



SPORT AND PHYSICAL EDUCATION
Unit 2

PED2

Thursday 20 January 2005 Afternoon Session

In addition to this paper you will require:
a 12-page answer book.

Time allowed: 1 hour 15 minutes

Instructions

- Use blue or black ink or ball-point pen. Pencil should only be used for drawing.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is PED2.
- Answer **three** from **four** questions.
- Do all rough work in the answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 57.
- Mark allocations are shown in brackets.

Advice

- You will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary, where appropriate.
- The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.
- Up to 3 marks will be awarded for the quality of your written communication.

**Socio-Cultural and Historical Effects on Participation in Physical Activity
and their Influence on Performance**

Answer **three** from **four** questions.

1

Total for this question: 18 marks

Traditionally in the United Kingdom public and state schools have provided opportunities for children to participate in physical activities, on a compulsory and voluntary basis.

- (a) Give reasons why physical education should still be a compulsory subject in state schools. (3 marks)
- (b) Competitive school sport and physical education have traditionally been kept separate.
- (i) What are the advantages **and** disadvantages of this approach? (4 marks)
- (ii) How might the *attitude and behaviour* of a child differ when participating in a physical education lesson and when representing their school in an inter-school sport fixture? (3 marks)
- (c) Sport has been described as:

“institutionalised competitive activities that involve vigorous physical exertion or the use of relatively complex physical skills by individuals whose participation is motivated by a combination of intrinsic and extrinsic factors”.

With reference to this description explain the following terms:

- institutionalised
- competitive
- physical exertion
- extrinsic factors. (4 marks)

- (d) Government policy has become increasingly focused on improving the link between school physical education departments and sports clubs within the community.

Why is the government adopting this approach? Identify recent initiatives that have been developed to achieve this objective. (4 marks)

2

Total for this question: 18 marks

Since the 19th century the United Kingdom has developed from an industrialised and urban society to a knowledge-based and service-based economy.

- (a) Modern sports are partly a result of changes that occurred in the 19th century.
- (i) **How** did English public schools influence the *technical development* of games? (3 marks)
- (ii) **How** did sport spread from the English public schools in the late 19th century? (3 marks)
- (b) **How** did the leisure opportunities of the working class change as a result of industrialisation? (3 marks)
- (c) (i) Local authorities are not required by law to provide recreational and sporting facilities. Why should they choose to provide such opportunities for their local community? (4 marks)
- (ii) **How** has the change in working patterns from an industrial to a knowledge-based and service-based economy influenced the modern-day leisure scene? (5 marks)

3

Total for this question: 18 marks

The United Kingdom has experienced a number of wars, which have affected the *philosophy* and *provision* of physical activity in schools and society.

- (a) As a consequence of the Boer War the Model Course (1902–1904) was introduced into state elementary schools.
- What were the *objectives* and *characteristics* of the Model Course? (4 marks)
- (b) Syllabuses of Physical Training replaced the Model Course.
- What were the main **differences** between the early syllabuses (1904–1909) and the final syllabus in 1933 in terms of *content* and *delivery*? (4 marks)
- (c) Explain **how** and **why** recreational opportunities for women improved following the First World War (1914–1918). (3 marks)
- (d) The benefit of physical activity in rehabilitating injured soldiers was recognised after the Second World War. This was to have a long-term effect on recreational and sporting provision for people with disabilities.
- (i) What **benefits** can participation in sporting activities have for people with disabilities? (4 marks)
- (ii) What is the role of Disability Sport England? (3 marks)

Turn over ►

Attitudes towards sporting activities have changed since the 19th century.

- (a) Concern over the *nature* of the leisure activities of the working class became a priority for the middle classes, who sought to *rationalise* sport.

What were the characteristics of *rational recreation*? (3 marks)

- (b) **How** and **why** did the Church promote physical recreation activities in the late 19th century? (4 marks)

- (c) Outdoor recreational activities, such as cycling and rambling, became popular in the early part of the 20th century.

(i) Account for the growth in popularity of outdoor recreation. (3 marks)

(ii) Explain why outdoor recreational activities, such as cycling and rambling, are considered “lifetime activities” compared with many team sports in today’s society. (3 marks)

- (d) Sports can be categorised into *athletic*, *gymnastic* and *game* activities. Competitive cycling is an example of an *athletic* activity.

Contrast *athletic* and *game* category activities in terms of their *structural* and *strategic* requirements. (5 marks)

END OF QUESTIONS