

General Certificate of Education
January 2008
Advanced Subsidiary Examination

SPORT AND PHYSICAL EDUCATION
Unit 2

PED2



Monday 21 January 2008 1.30 pm to 2.45 pm

For this paper you must have:

- 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 to be marked.

Information

- The maximum mark for this paper is 57.
- The marks for part questions are shown in brackets.
- Three of these marks will be awarded for using good English, organising information clearly and using specialist vocabulary where appropriate.

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

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

1

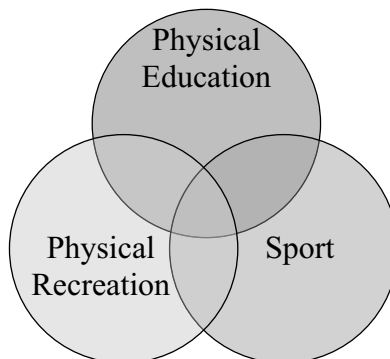
Total for this question: 18 marks

Physical education, physical recreation, play and sport are important features of British society.

- (a) (i) What are the objectives of *active play*? (2 marks)
- (ii) What are the similarities **and** differences between *active play* and *physical recreation*? (3 marks)

Figure 1 shows the relationship between the concepts of physical education, physical recreation and sport. Each concept is unique, yet they share common characteristics.

Figure 1



- (iii) Outline the **differences** between *physical recreation* and *physical education*. (4 marks)
- (b) School sport refers to the extracurricular activities offered by many schools. What are the **benefits** of extracurricular sport to a pupil at secondary school? (5 marks)
- (c) Physical recreation is an activity that takes place during leisure time.

What factors led to an **increase** in leisure opportunities for the working class during the 19th century? (4 marks)

2

Total for this question: 18 marks

An individual's involvement in recreational and sporting activities is often dependent on their own personal interests and the opportunities made available to them in their local area.

Figure 2 shows a model of the participation pyramid.



- (a) (i) Explain the **four** levels of the participation pyramid. (4 marks)
- (ii) How might a school encourage a young child to progress from the foundation level to the participation level? (3 marks)
- (b) Participation rates vary for different sections of the population.
 - (i) Why have females participated **less** than males in recreational and sporting activities since the 19th century? (3 marks)
 - (ii) Why have opportunities to participate in recreational and sporting activities improved for people with disabilities in recent decades? (4 marks)
- (c) How can a national governing body, such as the Lawn Tennis Association, ensure that equal opportunities exist for all sections of society to become involved in their sport? (4 marks)

3

Total for this question: 18 marks

Sport has remained a major recreational activity in the United Kingdom since the 19th century.

- (a) Sports were rationalised in the 19th century English public schools.
 - (i) What is meant by the term *rational recreation*? (2 marks)
 - (ii) Why were the majority of sports rationalised in the 19th century? (4 marks)
 - (iii) What aspects of character building did the public schools hope to develop when encouraging the boys to participate in sporting activities? (4 marks)

Question 3 continues on the next page

- (b) The 19th century public schools provided the children of the middle and upper social classes with the opportunity to participate in a variety of sports that were not available to the working class.

Suggest reasons why social class can **still** be a determining factor in the number **and** type of sporting activities in which an individual might become involved. (4 marks)

- (c) Sports can be organised into three main categories; *athletic*, *game* and *gymnastic*.

Contrast the activities of rugby and a sprint swim race in terms of their structural and strategic aspects. (4 marks)

4

Total marks for this question: 18 marks

Physical Education has developed since the 19th century in terms of subject content and styles of teaching.

- (a) (i) What were the **objectives** of teaching military drill in the 19th century? (3 marks)

- (ii) How did the role of the Physical Education teacher change, from teaching drill style gymnastics to teaching educational gymnastics from the Moving and Growing programme of the 1950s? (4 marks)

- (iii) What is meant by the term *therapeutic* and how has it been incorporated within school physical education programmes since the 19th century? (3 marks)

- (b) During the 20th century state schools expanded their physical education curriculum to include outdoor and adventurous activities.

What are the considered benefits that young people may gain as a result of experiencing activities such as climbing and canoeing? (5 marks)

- (c) Some local authorities and schools have joint funding arrangements that have led to an increased access to facilities on school sites by local communities.

What are the advantages **and** disadvantages of local communities sharing school facilities? (3 marks)

END OF QUESTIONS

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