

General Certificate of Education  
June 2004  
Advanced Subsidiary Examination



**SPORT AND PHYSICAL EDUCATION  
UNIT 2**

**PED2**

Friday 28 May 2004 Morning 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.
- 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.

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

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

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**1**

**Total for this question: 18 marks**

- (a) One of the aims of public and state school education, since the 19th century, has been to help to prepare young adults for later life.

(i) What were the *characteristics* of the 19th century English public schools? (3 marks)

- (ii) Boys at public schools participated in team games. How were team games used to help prepare the boys to become leaders in society? (4 marks)

Rather than play team games, children in Elementary State Schools carried out military drill.

- (iii) How did military drill prepare the working classes for their role in society? (3 marks)

- (b) Today, schools help to prepare young adults to use their leisure time effectively.

(i) How do schools achieve this objective through physical education and extra-curricular sport? (5 marks)

- (ii) What roles, other than “performer”, does the National Curriculum for Physical Education encourage children to develop? (3 marks)

**2**

**Total for this question: 18 marks**

Many sports have undergone dramatic changes since the middle of the 19th century.

- (a) Mob football was an example of popular recreation. What **were** the *characteristics* of mob games? (3 marks)

- (b) What *social factors* caused mob games to develop in to their rational form? (5 marks)

- (c) Decisions regarding provision and opportunity in sport are made by influential individuals and organisations.

(i) Why has there been increasing provision of football for girls in the United Kingdom? (3 marks)

- (ii) Why are there still comparatively few coaches and managers from ethnic minority groups in the professional game of football in the United Kingdom? (3 marks)

**QUESTION 2 CONTINUES ON THE NEXT PAGE**

Games are now a compulsory part of the National Curriculum for Physical Education.

- (d) Using a named example of a game, explain how the objectives of physical education are met in terms of developing:
- activity specific skills
  - knowledge
  - values
- (4 marks)

3

**Total for this question: 18 marks**

Physical activity can be subdivided into the categories of *play*, *physical recreation* and *sport*.

- (a) Play has been defined as “an activity from which you get *immediate pleasure* without *ulterior motive*”.
- (i) Using an example, explain this definition. (2 marks)
- (ii) State **two** ways in which sport differs from play. (2 marks)
- (b) Physical recreation can be the adult equivalent of play.
- (i) What are the **benefits** of physical recreation for individuals? (3 marks)
- (ii) Outdoor adventurous activities can be either recreational or competitive. Explain this statement, using suitable examples. (4 marks)
- (c) Our choice of physical recreational activities can be determined by the *opportunities* and *provision* within our society.
- (i) Provision for recreation may be provided by the voluntary, public or private sector. What are the *characteristics* of public provision in contrast to private? (4 marks)
- (ii) Many organisations promote equal opportunities in sport. What is the role of the Women’s Sports Foundation in this respect? (3 marks)

**TURN OVER FOR THE NEXT QUESTION**

Turn over ►

4

**Total for this question: 18 marks**

Society's attitude towards children's physical, cognitive and emotional needs have changed dramatically since the late 19th century.

- (a) Explain how participation in physical activities helps to develop children's physical, cognitive and emotional needs. *(4 marks)*
- (b) During the 20th century, key changes occurred in the content and style of teaching of physical education programmes in state schools.
- (i) Describe the *content* and *teaching style* of the programme *Moving and Growing* [1952]. *(4 marks)*
- (ii) How did this reflect the changing attitude towards children? *(2 marks)*
- (c) Physical Education is a compulsory aspect of schooling in the United Kingdom.
- (i) How has the introduction of the National Curriculum **improved** physical education in schools? *(3 marks)*
- (ii) How could a teacher following the National Curriculum for Physical Education inject an element of play into a physical education lesson? *(2 marks)*

The government's neighbourhood regeneration scheme helps to finance the development of sport and leisure opportunities in deprived areas.

- (d) How does this help the individual and the local community? *(3 marks)*

**END OF QUESTIONS**