

General Certificate of Education  
June 2005  
Advanced Subsidiary Examination



**SPORT AND PHYSICAL EDUCATION**  
**Unit 2**

**PED2**

Thursday 26 May 2005 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**

There was little government involvement in the development of sporting activities in the United Kingdom until the latter half of the 20th century.

- (a) (i) **Figure 1** shows a participation pyramid. What are the characteristics of the Foundation and Participation levels? (2 marks)

**Figure 1**

- (ii) Name **three policies** that Sport England have developed to encourage increased participation in sport. (3 marks)
- (iii) Why has the government in the United Kingdom become increasingly involved in developing specific policies to encourage participation in sport? (4 marks)
- (b) Many games developed in 19th century public schools as a result of the boys' interest in sporting activities and as a means to control behaviour.
- (i) What was the role of the sixth form in the development and rationalisation of games? (2 marks)
- (ii) How did public schools use team games such as cricket as a form of social control? (4 marks)
- (c) Explain the reasons why the upper/middle classes became the controllers and administrators of sport in the late 19th century. (3 marks)

2

**Total for this question: 18 marks**

- (a) Participation in sporting physical activities has often been dependent upon the opportunities available to individuals within society.
- (i) Explain the term *discrimination*. (2 marks)
  - (ii) What has been the effect of stereotyping on ethnic minority groups in the United Kingdom in relation to their participation in sporting activities? (2 marks)
  - (iii) **Other** than stereotyping, how else might social groups such as women, those with a disability or low socio-economic groups be discriminated against in sport? (3 marks)
- (b) How can organisations such as national governing bodies try to achieve equality in sporting opportunities for the different social groups? (4 marks)
- (c) Historically, social class was an important factor in determining participation in physical activity.
- (i) Why did working class women traditionally have the least opportunities to participate in physical recreation? (3 marks)
  - (ii) Why was military drill considered suitable for working class children in state schools at the beginning of the 20th century? (4 marks)

3

**Total for this question: 18 marks**

Increased participation and personal excellence are two important aims of physical education.

- (a) (i) How can a physical education teacher strive for each pupil to achieve their maximum potential in a mixed ability physical education lesson? (2 marks)
- (ii) How can schools try to encourage pupils to participate in physical activity? (4 marks)
- (b) Participation rates for young people continue to fall, particularly after they have left full-time education.
- (i) Why is there a drop in sport participation when young people leave full-time education? (3 marks)
  - (ii) What advantages could there be to offering individual activities such as golf or badminton as part of a physical education programme? (5 marks)
- (c) How did 19th century public schools develop sporting excellence? (4 marks)

**Turn over ►**

Modern-day lifestyles appear to be increasingly stressful and more inactive.

- (a) (i) Explain the term *active leisure*. (2 marks)
- (ii) Why is active leisure considered important for individuals **and** society? (4 marks)
- (iii) It has been said that physical education programmes should cater for “lifetime activities” rather than for the more traditional team games. Discuss this statement. (4 marks)
- (b) Despite a growth in popularity of outdoor and adventurous activities, the United Kingdom has not managed to incorporate such activities **effectively** into many school physical education programmes.
- (i) Why have outdoor and adventurous activities such as rambling and rock climbing increased in popularity? (3 marks)
- (ii) Outdoor and adventurous activities should be offered as part of a school’s physical education programme.
- What benefits do these activities provide for pupils?
  - What problems do schools face in offering these activities? (5 marks)

END OF QUESTIONS