

General Certificate of Education
June 2007
Advanced Subsidiary Examination



SPORT AND PHYSICAL EDUCATION
Unit 2

PED2

Thursday 24 May 2007 9.00 am to 10.15 am

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 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

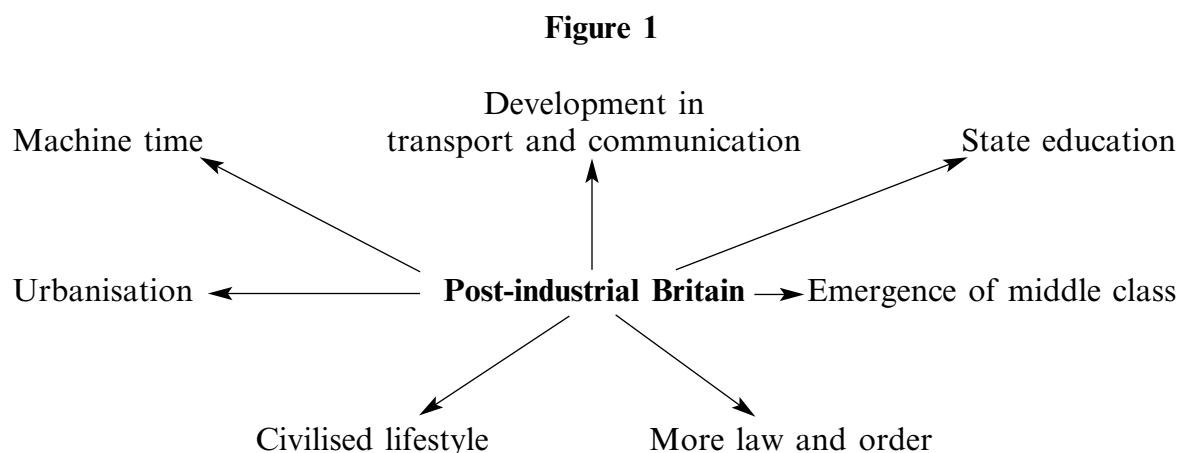
Physical activity has always been a high priority in schools within the United Kingdom.

- (a) Physical activity in public schools in the 19th century involved the playing of games such as rugby football. These games were encouraged as they helped the boys develop the cult of athleticism.
- (i) What do you understand by the term *athleticism*? Explain the social **and** physical benefits that could be gained by the boys through playing these types of games. (4 marks)
 - (ii) Public school boys excelled at the games that they played. Why did the headmasters of these schools encourage the boys to participate in and excel at these games? (3 marks)
- (b) The National Curriculum for Physical Education is compulsory in state schools today.
- (i) List **three** of the six sport classifications on the *National Curriculum for Physical Education*. (3 marks)
 - (ii) Physical education lessons are used to develop students physically, intellectually and socially.

What values **and** areas of knowledge can be delivered through physical education lessons? (5 marks)
 - (iii) What changes occurred within physical education programmes between 1933 and before the introduction of the National Curriculum in 1988? (3 marks)

Sport became more structured, organised and available in post-industrial Britain.

- (a) **Figure 1** identifies the characteristics associated with post-industrial Britain.



- (i) Outline the impact of the following on the development of sport;
- development in transport and communications
 - emergence of middle classes. (5 marks)
- (ii) Women's participation in recreation and sporting activities has varied over time.

How did the role of working class women **change** between the late 19th century (1890) and the middle of the 20th century (1950) **and** how did this affect their participation in recreational and sporting activities? (5 marks)

- (b) The development of National Governing Bodies was a significant feature of 19th century sport.

Why did National Governing Bodies, such as the Football Association, emerge during this period? (3 marks)

Today, the voluntary sector provides opportunities for recreation within a local community through clubs, such as local netball and hockey clubs.

- (c) (i) What are the *characteristics* **and** *objectives* of the voluntary sector? (3 marks)
- (ii) The government introduced the policy Best Value in an attempt to improve recreational and sport provision by local authorities. Outline the main features of the government policy *Best Value*. (2 marks)

Turn over for the next question

3

Total for this question: 18 marks

Governments have adopted different philosophies towards the status that physical and sporting activities occupy in society.

- (a) Sport can be defined as ‘institutionalised competitive activities involving vigorous physical exertion and the use of relatively complex physical skills’ [J Coakley].
- (i) With reference to Coakley’s definition, what is meant by ‘institutionalised competitive activities’? (2 marks)
- (ii) Active play is considered to be a valuable activity for young children. What are the characteristics of play **and** how do children benefit from play? (4 marks)
- (b) In 1904, the government introduced the *Syllabuses of Physical Training* which all state schools had to follow.

Why did the government introduce the *Syllabuses of Physical Training* **and** what changes occurred between the early syllabus of 1904 and the syllabus of 1933? (4 marks)

- (c) School sport is an extra-curricular activity within state schools in the United Kingdom.
- (i) What are the advantages **and** disadvantages of school sport remaining an extra-curricular activity? (4 marks)
- (ii) There has been a drive to increase the **provision** of extra curricular sport in the United Kingdom. How has this been achieved? (4 marks)

4

Total for this question: 18 marks

The quantity and quality of sporting opportunities has increased for all sections of society.

- (a) (i) People with disabilities have traditionally participated less in sporting activities than able-bodied people. What are the reasons for this? (4 marks)
- (ii) What do you understand by the term *inclusive sport*. Name **one** other category of special needs or impairment, other than physical disability. (2 marks)
- (iii) What are the advantages **and** disadvantages of *segregated sport* for people with disabilities? (4 marks)
- (b) Opportunities for people with disabilities to participate in **competitive sport** have increased in recent years. Give reasons to account for this increase. (4 marks)

- (c) Today, local authorities are expected to provide for physical recreation and sport within their local communities.

What do you understand by the term *physical recreation* **and** why should local authorities provide sport and recreational opportunities in their local communities?
(4 marks)

END OF QUESTIONS

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