

General Certificate of Education
June 2003
Advanced Level Examination



SPORT AND PHYSICAL EDUCATION
Unit 5

PED5

Thursday 12 June 2003 Afternoon Session

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

Time allowed: 1 hour 30 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 PED5.
- In **Section A**, answer **two** from **three** questions.
- In **Section B**, 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 70.
- Mark allocations are shown in brackets.
- **Section B** of this unit assesses your understanding of the relationship between the different aspects of Sport and Physical Education.

Quality of Written Communication

- In **Sections A** and **B**, 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 4 marks will be awarded for the quality of your written communication.

Section A**Factors Affecting the Nature and Development of Elite Performance**

Answer **two** from **three** questions in this Section.

1**Total for this question: 15 marks**

Governments and individuals invest great resources in preparing for world championship performances.

- (a) Why do governments do this? (3 marks)
- (b) Why do individuals do this? (3 marks)
- (c) What role do organisations **such as** National Institutes of Sport play in the development of **elite** performers? (4 marks)
- (d) The provision of facilities and financial support should allow everybody to develop their potential. However, **other** barriers exist for people from less advantaged *socio-economic groups*.

What might these **other** barriers be and what policies can be developed to help overcome them? (5 marks)

2**Total for this question: 15 marks**

Violence may sometimes occur in elite sport, both on and off the pitch.

- (a) Why might an elite performer commit an act of violence on the pitch? (2 marks)
- (b) Discuss whether an act of violence would be acceptable within the concept of the 'contract to compete'. (4 marks)
- (c) Hooliganism at football matches, both inside and outside stadia, is a recurring problem.
 - (i) Describe **three** steps that have been taken to prevent such acts. (3 marks)
 - (ii) Discuss **three** reasons that have been put forward as to why football should suffer from hooliganism. Comment on the validity of these reasons. (6 marks)

3

Total for this question: 15 marks

World championships have developed beyond a simple meeting of the world's best performers to become far more complex events.

- (a) In recent years, how and why have world championships, such as the Olympic Games, developed in terms of size and finance? *(4 marks)*
- (b) How have these developments impacted upon the experiences of performers and spectators? *(4 marks)*
- (c) Following the disappointing results in the 1960 Olympics, the French government decided that more state support should be given to elite performers. Describe **three** ways in which France has given this support. *(3 marks)*
- (d) Discuss the similarities **and** the differences between the French and United Kingdom systems for developing elite performers. *(4 marks)*

TURN OVER FOR THE NEXT SECTION

Section B**Synoptic Assessment**

Answer **three** from **four** questions in this Section.

4**Total for this question: 12 marks**

Some performers require a combination of a rapid application of maximum power in a controlled manner.

- (a) How would a performer develop power? Your answer should give general details of any training system or process used. (8 marks)
- (b) Mentally, how does such a power performer attempt to ensure they use all their power, yet apply it in a controlled manner within a performance situation? (4 marks)

5**Total for this question: 12 marks**

Current physical education and physical recreation programmes play an important role in the development of skill and fitness in children.

- (a) Discuss whether development of **skill** and **fitness** could have been achieved through the PE syllabuses of the early 20th Century, such as the 1909 Model Course. Your answer should consider syllabus content and the conditions under which it was delivered. (8 marks)
- (b) What factors would a modern day teacher of Physical Education, have to consider when devising an effective skill development session for a group of children? (4 marks)

6**Total for this question: 12 marks**

An elite high jumper is failing to gain the height at take-off in competitive situations which they do in practice.

- (a) What biomechanical factors would their coach consider when analysing the **take-off** phase? (6 marks)
- (b) The performer considers their failure is due to insufficient fast twitch muscle fibre. Analyse this statement and suggest **one** alternative psychological explanation and a relevant improvement strategy. (6 marks)

7**Total for this question: 12 marks**

A team captain may be seen as a leader. In the early 20th century, **elite** cricket teams were often captained by a 'gentleman amateur'.

- (a) Explain why this would have been the case. (6 marks)
- (b) With reference to current theories, discuss the factors influencing effective leadership of an elite team in a modern day situation. (6 marks)