

General Certificate of Education  
June 2004  
Advanced Level Examination



**SPORT AND PHYSICAL EDUCATION**  
**Unit 5**

**PED5**

Friday 18 June 2004 Afternoon Session

**In addition to this paper you will require:**  
a 16-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 and 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.

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

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

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

The Sydney Olympics were judged to have been a great success for the participants, Sydney and the world wide television audience.

Figure 1 is not reproduced here due to third-party copyright constraints.

- (a) What are the characteristics of world games such as the Olympics? *(2 marks)*
- (b) What opportunities do the Olympic Games provide for:
- (i) The individual performer? *(3 marks)*
  - (ii) The host city or country? *(3 marks)*
- (c) In the United Kingdom a number of international sporting events are “ring fenced” meaning that they must be available for viewing on terrestrial television rather than on satellite or cable subscription channels.
- (i) Why should this restriction exist? *(3 marks)*
  - (ii) “Modern television and broadcasting technologies can give the same spectating experience as actually attending the sport event.”  
Discuss this statement using appropriate examples. *(4 marks)*

2

**Total for this question: 15 marks**

Over the last ten years the United Kingdom has attempted to improve the methods by which we identify, develop and sustain elite sport performers.

- (a) How do National Institutes (e.g. English Institute of Sport) develop and sustain elite sport performances? *(5 marks)*
- (b) Despite Lottery and Exchequer funding, organisations such as SportsAid still have a role to play.

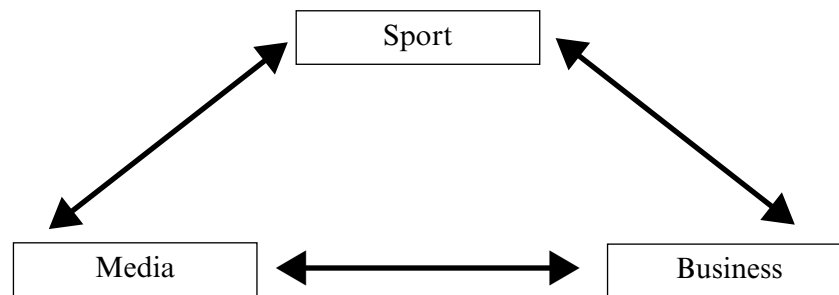
How does SportsAid generate money and what criteria do they use when deciding who to support? *(4 marks)*

- (c) Using your knowledge of the systems in France and the USA suggest how the United Kingdom might improve the identification, development and maintenance of elite performers. *(6 marks)*

3

**Total for this question: 15 marks**

Elite sport is always highly competitive and increasingly commercial. Elite performers often attempt to make a living from sport and may be driven to use both legal and illegal methods to become successful.

**Figure 2**

- (a) Discuss the relationships shown in **Figure 2**. Comment on the benefits and disadvantages of these relationships to elite sport. *(6 marks)*
- (b) Discuss to what extent the Lombardian ethic may have a detrimental effect upon the “contract to compete”. *(4 marks)*
- (c) “Elite sport performers should be allowed to use performance enhancing drugs just like any other training aid.”

Discuss this statement. *(5 marks)*

**TURN OVER FOR THE NEXT SECTION****Turn over ►**

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**Section B****Synoptic Assessment**

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

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

In the Spring of 2003 Paula Radcliffe became the best female distance runner in the world and set a new world record time for a marathon.

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**Figure 3**

- (a) Describe the physiological, anatomical and psychological factors that may have enabled her to achieve this feat. *(8 marks)*
- (b) The Women's Marathon did not appear on the Olympic programme until the 1984 Los Angeles Olympics. What social and cultural changes resulted in it becoming a recognised event? *(4 marks)*

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

The improvement in health and fitness has been an objective of physical training and physical education syllabus since the early 1900s.

- (a) Discuss, using examples, the difference between health and fitness and the relationship between them. *(7 marks)*
- (b) Would the modern day National Curriculum for Physical Education be more effective in improving health and fitness than a syllabus in use in the period 1900–1910? Give reasons for your answer. *(5 marks)*

6

**Total for this question: 12 marks**

A coach of an elite group of performers is planning the strategies they will use to help improve the group's performance over the next year.

- (a) The coach plans the year using a technique known as periodisation. Using examples from sport describe periodisation and discuss how it may help. *(6 marks)*
- (b) The coach also intends to set goals for each of the performers. Using examples show how they can ensure that the setting of goals for each performer is effective. *(6 marks)*

7

**Total for this question: 12 marks**

Whether or not an individual may become an elite performer is dependent upon a combination of personal strengths and external factors.

- (a) Explain the social and cultural factors that determine if an individual may become an elite performer. *(5 marks)*

An important individual factor is the ability to make decisions within a performance situation.

- (b) In terms of information processing, what factors are important in allowing a performer to make effective decisions? How can a coach help the performer develop this process? *(7 marks)*

**END OF QUESTIONS**

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