

General Certificate of Education
January 2004
Advanced Subsidiary Examination



SPORT AND PHYSICAL EDUCATION
Unit 2

PED2

Tuesday 20 January 2004 Afternoon 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.

Advice

- 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.

**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

Games are one of the areas of activity taught as part of the National Curriculum for Physical Education, and are frequently offered to pupils through extra-curricular clubs.

- (a) Identify **three** sub-categories of game activities and give an appropriate example from each sub category. *(3 marks)*
- (b) How does the teaching of game activities differ between Key Stages 1 or 2 (primary school) and Key Stages 3 or 4 (secondary school)? *(3 marks)*
- (c) Greater availability of leisure time is one factor that has led to an increase in the take up of sport and physical activity among the general population. What other factors have contributed to increased participation? *(3 marks)*
- (d) Why is it that girls have a tendency to drop out of sport and physical activity in greater numbers than boys? *(3 marks)*
- (e) In what ways, other than at school, are young people able to participate in sport and physical activity? *(2 marks)*
- (f) What are the advantages and disadvantages to a performer with a disability taking part in an **integrated** sports programme? *(4 marks)*

2

Total for this question: 18 marks

At the beginning of the 20th Century, the extent and nature of a person's participation in sport were influenced by their social class and gender.

- (a) Describe the differences in the sports played and the roles undertaken by the upper/middle classes and the working class. Illustrate your answer with examples. *(5 marks)*
- (b) Discuss the reasons why people from the working class had fewer opportunities to participate than those from the upper and middle classes. *(4 marks)*
- (c) Why were women discouraged from taking part in many competitive sports at the beginning of the 20th Century? *(3 marks)*
- (d) Today, some groups in society are less involved in sport and physical activity than others. Give **three** reasons for the lower participation rates among some ethnic minority groups. *(3 marks)*
- (e) Why does the government promote sport within socially and economically deprived areas? *(3 marks)*

3

Total for this question: 18 marks

From the middle of the 19th Century, modern sports have gained in popularity.

- (a) The development of modern sport began in the English public schools.
 - (i) Describe how sport was developed by the English public schools. (4 marks)
 - (ii) What were the reasons for these developments? (5 marks)
- (b) During the late 19th Century church organisations promoted sport among their local communities. What was their purpose for doing this and how was it achieved? (3 marks)
- (c) The organisation and management of local authority sports facilities has changed over the last decade. Why has this been necessary and how has it been achieved? (6 marks)

4

Total for this question: 18 marks

The National Curriculum for Physical Education provides pupils with the opportunity for personal development through a wide range of activities.

- (a) Contrast the nature of the *sport problem* between gymnastic and athletic activities. (2 marks)
- (b) Physical Education and school sport aims to develop every pupil, regardless of ability.
 - (i) How might a talented performer be helped to develop? (3 marks)
 - (ii) How might a less skilled performer be encouraged to participate? (3 marks)
- (c) Why do school Physical Education programmes promote the benefits of a healthy lifestyle? (4 marks)
- (d) There have been many developments in state school Physical Education since 1900. Identify the similarities and differences in terms of objectives and delivery between early state school (1904–1918) PE syllabuses and the current National Curriculum for Physical Education. (6 marks)

END OF QUESTIONS