

General Certificate of Education
June 2004
Advanced Subsidiary Examination



**SPORT AND PHYSICAL EDUCATION
UNIT 2**

PED2

Friday 28 May 2004 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.

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

- (a) One of the aims of public and state school education, since the 19th century, has been to help to prepare young adults for later life.
- (i) What were the *characteristics* of the 19th century English public schools? (3 marks)
 - (ii) Boys at public schools participated in team games. How were team games used to help prepare the boys to become leaders in society? (4 marks)
- Rather than play team games, children in Elementary State Schools carried out military drill.
- (iii) How did military drill prepare the working classes for their role in society? (3 marks)
- (b) Today, schools help to prepare young adults to use their leisure time effectively.
- (i) How do schools achieve this objective through physical education and extra-curricular sport? (5 marks)
 - (ii) What roles, other than “performer”, does the National Curriculum for Physical Education encourage children to develop? (3 marks)

2

Total for this question: 18 marks

Many sports have undergone dramatic changes since the middle of the 19th century.

- (a) Mob football was an example of popular recreation. What **were** the *characteristics* of mob games? (3 marks)
- (b) What *social factors* caused mob games to develop in to their rational form? (5 marks)
- (c) Decisions regarding provision and opportunity in sport are made by influential individuals and organisations.
 - (i) Why has there been increasing provision of football for girls in the United Kingdom? (3 marks)
 - (ii) Why are there still comparatively few coaches and managers from ethnic minority groups in the professional game of football in the United Kingdom? (3 marks)

QUESTION 2 CONTINUES ON THE NEXT PAGE

Games are now a compulsory part of the National Curriculum for Physical Education.

- (d) Using a named example of a game, explain how the objectives of physical education are met in terms of developing:
- activity specific skills
 - knowledge
 - values
- (4 marks)

3

Total for this question: 18 marks

Physical activity can be subdivided into the categories of *play, physical recreation and sport*.

- (a) Play has been defined as “an activity from which you get *immediate pleasure* without *ulterior motive*”.
- (i) Using an example, explain this definition. (2 marks)
- (ii) State **two** ways in which sport differs from play. (2 marks)
- (b) Physical recreation can be the adult equivalent of play.
- (i) What are the **benefits** of physical recreation for individuals? (3 marks)
- (ii) Outdoor adventurous activities can be either recreational or competitive. Explain this statement, using suitable examples. (4 marks)
- (c) Our choice of physical recreational activities can be determined by the *opportunities* and *provision* within our society.
- (i) Provision for recreation may be provided by the voluntary, public or private sector. What are the *characteristics* of public provision in contrast to private? (4 marks)
- (ii) Many organisations promote equal opportunities in sport. What is the role of the Women’s Sports Foundation in this respect? (3 marks)

TURN OVER FOR THE NEXT QUESTION

Turn over ►

Society's attitude towards children's physical, cognitive and emotional needs have changed dramatically since the late 19th century.

- (a) Explain how participation in physical activities helps to develop children's physical, cognitive and emotional needs. (4 marks)
- (b) During the 20th century, key changes occurred in the content and style of teaching of physical education programmes in state schools.
- (i) Describe the *content* and *teaching style* of the programme *Moving and Growing* [1952]. (4 marks)
- (ii) How did this reflect the changing attitude towards children? (2 marks)
- (c) Physical Education is a compulsory aspect of schooling in the United Kingdom.
- (i) How has the introduction of the National Curriculum **improved** physical education in schools? (3 marks)
- (ii) How could a teacher following the National Curriculum for Physical Education inject an element of play into a physical education lesson? (2 marks)

The government's neighbourhood regeneration scheme helps to finance the development of sport and leisure opportunities in deprived areas.

- (d) How does this help the individual and the local community? (3 marks)

END OF QUESTIONS