

General Certificate of Education  
June 2008  
Advanced Level Examination



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

**PED5**

Thursday 5 June 2008 1.30 pm to 3.00 pm

**For this paper you must have:**

- a 12-page answer book.

Time allowed: 1 hour 30 minutes

**Instructions**

- Use black ink or black 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 to be marked.

**Information**

- The maximum mark for this paper is 70.  
Four of these marks will be awarded for using good English, organising information clearly and using specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.

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

Answer **two** from **three** questions.

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

Elite performers have the potential to earn vast sums of money.

- (a) What are the characteristics of *commercial sport*? (3 marks)
- (b) Elite performers can earn additional money through sponsorship and commercial business deals. Outline the factors that contribute to a performer being **marketable** in the modern sporting world. (3 marks)
- (c) Explain how elite sport and governing bodies have been influenced by sponsors, the media and commerce. (4 marks)
- (d) Discuss the suggestion that the introduction of highly paid commercial deals has had a **negative effect** on traditional sporting values, such as sportsmanship and fair play. (5 marks)

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

Elite performers may be drawn from all sections of society.

- (a) Why were the opportunities to compete within amateur sport restricted for the working class in the United Kingdom during the 19th century? (3 marks)
- (b) Explain how *UK Sport* attempts to fulfil its aim of developing elite performers. (3 marks)
- (c) Discuss the suggestion that too much money is spent on the development of elite performers at the expense of grass-roots sport. (5 marks)
- (d) Explain how major professional sports in the USA, such as basketball and baseball, reflect the dominant culture of that society. (4 marks)

The City of London has been awarded the 2012 Olympic Games, and the aim of Team GB is to finish fourth in the medals table.

**Table 1** shows the position of Team GB in the last two Olympics.

**Table 1**

| <b>Sydney 2000 Summer Olympics</b> | <b>Athens 2004 Summer Olympics</b> |
|------------------------------------|------------------------------------|
| 1. United States of America        | 1. United States of America        |
| 2. Russia                          | 2. China                           |
| 3. China                           | 3. Russia                          |
| 4. Australia                       | 4. Australia                       |
| 5. Germany                         | 5. Japan                           |
| 6. France                          | 6. Germany                         |
| 7. Italy                           | 7. France                          |
| 8. Netherlands                     | 8. Italy                           |
| 9. Cuba                            | 9. South Korea                     |
| 10. Great Britain                  | 10. Great Britain                  |

- (a) Identify some of the physical **and** psychological qualities required by an individual to become an elite performer. (3 marks)
- (b) Explain the role of *Sports Coach UK* in the development of elite performers. (3 marks)
- (c) The French Government has invested state funding for several decades to support elite athletes. Outline how this funding is used to develop potential medal winners. (4 marks)
- (d) Discuss the advantages **and** disadvantages of introducing structured talent identification programmes to support the development of elite performers. (5 marks)

**Turn over for Section B**

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**SECTION B****Synoptic Assessment**

Answer **three** from **four** questions.

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

Sports performers devote time to preparation and recovery to maximise their performance and to avoid injury.

- (a) Identify and explain the *principles of training* that should be considered when planning an effective training programme. (6 marks)
- (b) During recovery from training, a performer will experience Excess Post-exercise Oxygen Consumption (EPOC). Describe and explain the functions of EPOC. (6 marks)

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

In today's society, young people are educated about the importance of an 'active lifestyle'.

- (a) How are schools, sports clubs and the community attempting to promote active lifestyles? (6 marks)
- (b) Using psychological methods, outline how the negative *attitude* of a young person towards physical activity could be changed. (6 marks)

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

Performers have to develop their physical fitness and skill levels for competition.

- (a) Explain how an athlete can use *periodisation* to optimise their performance. (6 marks)
- (b) Coaches will often use *operant conditioning* to improve a player's performance. Explain the principles of operant conditioning **and** discuss its effectiveness when developing skills. (6 marks)

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**Total for this question: 12 marks**

There are more opportunities to reach elite level today. At the 2004 Athens Olympic Games, 74 countries won at least one gold medal.

- (a) Explain the possible reasons why some sports at elite level, such as long distance running and sprinting, appear to be dominated by athletes from particular ethnic groups. *(6 marks)*
  
- (b) During competition, a performer will experience changes in the way in which blood is distributed around the body when compared with rest. Explain why the blood needs to be redistributed **and** outline how this is achieved. *(6 marks)*

**END OF QUESTIONS**

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