

General Certificate of Education
January 2007
Advanced Subsidiary Examination



SPORT AND PHYSICAL EDUCATION
Unit 2

PED2

Monday 22 January 2007 1.30 pm to 2.45 pm

For this paper you must have:

- 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 to be marked.

Information

- The maximum mark for this paper is 57.
- The marks for questions are shown in brackets.
- You will get up to three extra marks for using good English, organising information clearly and using 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 considered.

**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 the National Curriculum for Physical Education is to develop a child's ability to become a critical performer.
- (i) What is meant by the term *critical performer*? (2 marks)
- (ii) According to the National Curriculum for Physical Education, what **other** roles are children required to adopt within their physical education lessons? (3 marks)

Figure 1 shows some children taking part in a physical education lesson based on the programme 'Moving & Growing', which was designed for primary schools in the 1950s.

Figure 1



- (b) Using **Figure 1** and your knowledge of the programme 'Moving & Growing', outline the similarities **and** differences between this programme and the concept of *Play*. (4 marks)

British Society experienced many changes in the 19th and 20th centuries, resulting in the need for people to develop and adapt their skills and roles.

- (c) (i) What were the characteristics of public **and** state schools in the 19th century? (4 marks)
- (ii) Military drill was one of the first forms of physical activity to be included in state schools. What were the aims **and** characteristics of military drill? (5 marks)

2

Total for this question: 18 marks

Games are popular recreational and sporting activities.

- (a) Name **three** *sub-categories* of Games. (2 marks)
- (b) (i) Mob football was a game played in the 19th century. What were the *characteristics* of mob games? (4 marks)
- (ii) Mob games are no longer played regularly in the United Kingdom. What *social factors* caused the **decline** of mob games in the 19th century? (3 marks)
- (c) Public schools in the 19th century left a tradition of games in British schools.
- How did the Public schools in the 19th century bring about the *technical and moral* development of games such as football? (5 marks)
- (d) In today's society, how can schools **and** community sports clubs work together to increase the level of participation in sporting and recreational activities? (4 marks)

3

Total for this question: 18 marks

Many factors can influence an individual's participation in sporting and recreational activities.

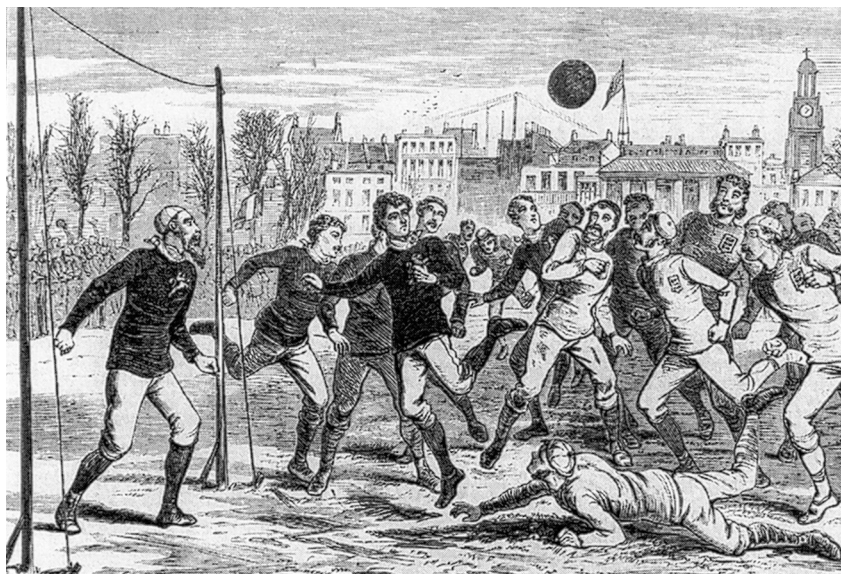
- (a) (i) What is meant by the term *mass participation*? (2 marks)
- (ii) Identify **and** explain the factors that can influence an individual's participation in sporting and recreational activities. (4 marks)
- (iii) What would be the **benefits** to the individual **and** to society of increasing the number of people participating in sporting and recreational activities? (5 marks)
- (b) Current provision for leisure may be provided by the voluntary, public or private sector. What are the *characteristics* of the private **and** voluntary sectors? (3 marks)
- (c) Since the 19th century, how **and** why did the **Church** develop leisure opportunities for the British public? (4 marks)

Turn over for the next question

The opportunity for sporting and recreational activities has varied since the 19th century.

- (a) (i) Why were many National Governing Bodies, such as the Football Association, established in the 19th century? (2 marks)
- (ii) **Figure 2** depicts a football match between England and Scotland at the Oval in 1875 as an early example of rational recreation.

Figure 2



Using the information provided in **Figure 2** as a guide, describe the characteristics of *rational recreation*. (4 marks)

- (b) Football is an example of a sporting and recreational activity.
- (i) Explain why an activity such as football may be classified under **two** of the following headings:
- physical education
 - physical recreation
 - sport. (4 marks)
- (ii) Explain the *social and cultural factors* that have led to an **increase** in the opportunities for women to participate in activities such as football. (4 marks)
- (iii) What are the **benefits** and possible **problems** associated with having a high proportion of ethnic minority groups participating in football in the United Kingdom? (4 marks)

END OF QUESTIONS

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Question 4: Wesson, Wiggins, Thompson and Hartigan, *Sport and PE A complete guide to Advanced Level Study*, Hodder and Stoughton, 2005

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