

General Certificate of Education  
January 2008  
Advanced Subsidiary Examination



**SPORT AND PHYSICAL EDUCATION**  
**Unit 2**

**PED2**

Monday 21 January 2008 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 part questions are shown in brackets.
- Three of these marks will be awarded for using good English, organising information clearly and using specialist vocabulary where appropriate.

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## Socio-Cultural and Historical Effects on Participation in Physical Activity and Their Influence on Performance

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

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1

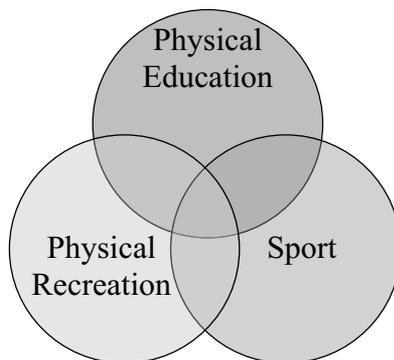
**Total for this question: 18 marks**

Physical education, physical recreation, play and sport are important features of British society.

- (a) (i) What are the objectives of *active play*? (2 marks)
- (ii) What are the similarities **and** differences between *active play* and *physical recreation*? (3 marks)

**Figure 1** shows the relationship between the concepts of physical education, physical recreation and sport. Each concept is unique, yet they share common characteristics.

**Figure 1**



- (iii) Outline the **differences** between *physical recreation* and *physical education*. (4 marks)
- (b) School sport refers to the extracurricular activities offered by many schools. What are the **benefits** of extracurricular sport to a pupil at secondary school? (5 marks)
- (c) Physical recreation is an activity that takes place during leisure time.

What factors led to an **increase** in leisure opportunities for the working class during the 19th century? (4 marks)

2

**Total for this question: 18 marks**

An individual's involvement in recreational and sporting activities is often dependent on their own personal interests and the opportunities made available to them in their local area.

**Figure 2** shows a model of the participation pyramid.



- (a) (i) Explain the **four** levels of the participation pyramid. (4 marks)
- (ii) How might a school encourage a young child to progress from the foundation level to the participation level? (3 marks)
- (b) Participation rates vary for different sections of the population.
- (i) Why have females participated **less** than males in recreational and sporting activities since the 19th century? (3 marks)
- (ii) Why have opportunities to participate in recreational and sporting activities improved for people with disabilities in recent decades? (4 marks)
- (c) How can a national governing body, such as the Lawn Tennis Association, ensure that equal opportunities exist for all sections of society to become involved in their sport? (4 marks)

3

**Total for this question: 18 marks**

Sport has remained a major recreational activity in the United Kingdom since the 19th century.

- (a) Sports were rationalised in the 19th century English public schools.
- (i) What is meant by the term *rational recreation*? (2 marks)
- (ii) Why were the majority of sports rationalised in the 19th century? (4 marks)
- (iii) What aspects of character building did the public schools hope to develop when encouraging the boys to participate in sporting activities? (4 marks)

**Question 3 continues on the next page**

- (b) The 19th century public schools provided the children of the middle and upper social classes with the opportunity to participate in a variety of sports that were not available to the working class.

Suggest reasons why social class can **still** be a determining factor in the number **and** type of sporting activities in which an individual might become involved. (4 marks)

- (c) Sports can be organised into three main categories; *athletic*, *game* and *gymnastic*.

Contrast the activities of rugby and a sprint swim race in terms of their structural and strategic aspects. (4 marks)

4

**Total marks for this question: 18 marks**

Physical Education has developed since the 19th century in terms of subject content and styles of teaching.

- (a) (i) What were the **objectives** of teaching military drill in the 19th century? (3 marks)

(ii) How did the role of the Physical Education teacher change, from teaching drill style gymnastics to teaching educational gymnastics from the Moving and Growing programme of the 1950s? (4 marks)

(iii) What is meant by the term *therapeutic* and how has it been incorporated within school physical education programmes since the 19th century? (3 marks)

- (b) During the 20th century state schools expanded their physical education curriculum to include outdoor and adventurous activities.

What are the considered benefits that young people may gain as a result of experiencing activities such as climbing and canoeing? (5 marks)

- (c) Some local authorities and schools have joint funding arrangements that have led to an increased access to facilities on school sites by local communities.

What are the advantages **and** disadvantages of local communities sharing school facilities? (3 marks)

## END OF QUESTIONS

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