

General Certificate of Education
June 2008
Advanced Subsidiary Examination



SPORT AND PHYSICAL EDUCATION
Unit 2

PED2

Tuesday 20 May 2008 9.00 am to 10.15 am

For this paper you must have:

- a 12-page answer book.

Time allowed: 1 hour 15 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 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.
Three 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.

**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) There have been many changes to the teaching of physical education as a result of gradual development in educational ideas and social change.
- (i) What are the present-day **aims** of physical education in the state school system?
(3 marks)
 - (ii) What factors may determine the **amount** and **type** of physical activity that children will experience whilst at school?
(5 marks)
 - (iii) Schools should help to prepare children to use their leisure time effectively.

Explain what social factors have led to this development. (3 marks)
- (b) During the 19th century, children in the state school system and public school system had very different experiences.
- (i) Military drill and Swedish gymnastics were taught in **state schools** in the 19th century.

What were the **similarities** between *military drill* and *Swedish gymnastics* in terms of content **and** methods of delivery?
(3 marks)
 - (ii) Explain how the team games played in the **public schools** reflected and prepared the boys for the lifestyle of the middle and upper classes. (4 marks)

2

Total for this question: 18 marks

- (a) People engage in physical activities for different purposes and with differing outcomes.
- (i) What are the characteristics of *physical recreation*? (3 marks)
 - (ii) What are the benefits of *club sport* to the individual **and** to society? (4 marks)
- (b) How can a school physical education programme act as a pathway for individuals to participate in a more structured form of sporting activity? (3 marks)
- (c) Levels of participation in physical activity drop when individuals leave full-time education. Explain some of the possible reasons for this occurrence. (4 marks)
- (d) Suggest reasons why various sporting activities have a **higher** participation rate by certain ethnic minority groups. (4 marks)

3

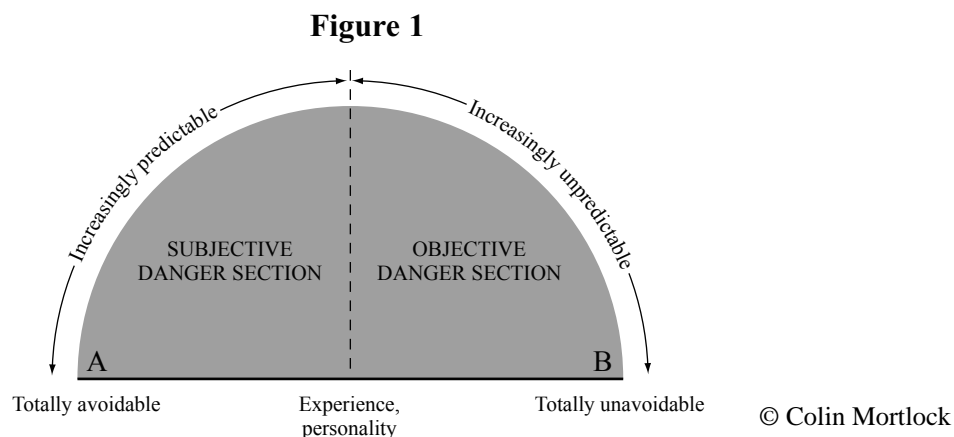
Total for this question: 18 marks

- (a) Industrialisation transformed the lifestyles of people across the United Kingdom in terms of employment patterns and leisure opportunities.
- (i) How did industrialisation lead to an initial reduction **and** later improvement in the opportunities of the working classes to participate in sporting and recreational activities? (4 marks)
 - (ii) What were the characteristics of *rational* recreation? (4 marks)
 - (iii) What impact did the railways, as a form of transport, have on the development of recreational and sporting activities in the United Kingdom? (3 marks)
- (b) An individual's occupation and social status have often been important factors in determining their opportunity to participate in recreational and sporting activities.
- (i) Why was an activity such as lawn tennis suitable for the middle classes in the 19th century? (3 marks)
 - (ii) How could a national governing body of sport attempt to improve opportunities for *low socio-economic groups* in today's society? (4 marks)

Turn over for the next question

Outdoor and adventurous activities are a reflection of the developments that have taken place in sport and society since the 19th century.

- (a) (i) Explain the term *outdoor education*. (2 marks)



- (ii) Using **Figure 1**, explain what is meant by *subjective* danger **and** *objective* danger. (3 marks)
- (iii) What personal qualities might an individual develop whilst pursuing outdoor and adventurous activities as a recreational activity? (3 marks)
- (b) What factors have led to an increase in participation in outdoor and adventurous activities by people with disabilities? (4 marks)
- (c) (i) What problems might an inner city school face when trying to offer an effective outdoor and adventurous activities programme? (3 marks)
- (ii) Using examples, explain how inner city schools can adapt and use their local facilities to offer a range of outdoor and adventurous activities. (3 marks)

END OF QUESTIONS

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