

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Advanced GCE**

**PHYSICAL EDUCATION**

**2565**

Physical Education: Historical, Comparative, Biomechanical, and  
Sport Psychology options

Monday **31 JANUARY 2005** Morning 1 hour 15 minutes

Additional materials:

Answer paper/Answer booklet

**TIME** 1 hour 15 minutes

**INSTRUCTIONS TO CANDIDATES**

- Write your name, Centre number and Candidate number in the spaces provided on the answer paper/answer booklet.
- There are two sections in this paper.
- Answer **two** questions, at least **one** of which must be from Section A.
- Write your answers on the separate answer paper provided.
- If you use more than one sheet of paper, fasten the sheets together.
- Read each question carefully and make sure you know what you have to do before starting your answer.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- You will be awarded 3 marks for the quality of written communication in Section A, where answer(s) require a piece of extended writing.
- The total number of marks for this paper is 45.

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**This question paper consists of 6 printed pages and 2 blank pages.**

Answer **two** questions, at least **one** must be from Section A.

### Section A

#### Historical Studies in Physical Education

- 1 (a) Modern track and field athletics has roots in popular recreation.

Describe pedestrianism and outline its attraction as a popular recreation. [4]

- (b) By the mid to late 19th century, urban track and field athletics meetings were extremely popular with athletics having a strict class divide.

Identify reasons why there was a class divide in late 19th century athletics. [2]

- (c) 19th century public schools went through **three** stages of development.

Outline **each** of the three stages of development with reference to athletics in **each** stage. [9]

- (d) Physical activity for Elementary School children changed considerably between 1902 and 1954.

With reference to objectives, content and methodology, identify key features of **two** of the following:

- The 1902 Model Course
- The 1933 syllabus
- Physical Education in the 1950s (Moving and Growing/Planning the Programme).

[6]

[Total 21 marks]

**Comparative Studies in Physical Education**

- 2 The cultural background of USA, Australia and France lead to different approaches toward Physical Education and Sport.
- (a) Identify the cultural factors that make outdoor education an important subject in Australian schools. [4]
  - (b) Identify the cultural factors which have prevented cricket from becoming a popular game in the USA. [2]
  - (c) Explain why achievement in sport is increasing among ethnic minorities in the USA. [4]
  - (d) Name one rural sport played by the Basque people in south-western France and explain the function of this sport in Basque society. [3]
  - (e) In France, success in sport is of national importance.
    - (i) Outline the provision made in France to develop excellence in sport. [3]
    - (ii) By referring to the cultural background of France explain why success in sport is of national importance. [5]

[Total 21 marks]

## Section B

## Biomechanical Factors Involved in Human Movement

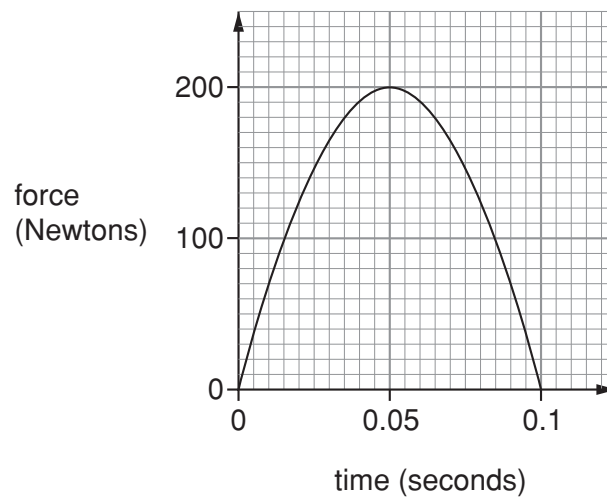
- 3 (a) Fig. 1 below shows an association football player kicking a stationary ball.



Fig. 1

- (i) Sketch and label a diagram showing all the forces acting on the ball at the moment of contact. Show how you could work out the resultant force acting on the ball. [5]
- (ii) Using Newton's Laws of Motion, explain the effect of the resultant force acting on the ball. [4]

(b) Fig. 2 below shows the amount of force applied to a stationary ball during a corner kick.



**Fig. 2**

- (i) Define the term impulse. Using the information on the graph, estimate the value of the impulse of force acting on the ball during the execution of the corner kick. [3]
- (ii) If the mass of the football is 400 g, calculate its outgoing velocity. [2]
- (c) When taking a corner kick many players apply sidespin which makes the ball swerve. Draw a diagram showing airflow patterns around the ball during flight after it has been struck with sidespin. Explain how sidespin causes the ball to swerve. [7]

[Total 21 marks]

**Psychology of Sport Performance**

- 4 (a) It is generally recognised that an individual's motivation in sport depends upon their personality. The two main personality types related to *achievement motivation* are: the need to achieve success and the need to avoid failure.
- (i) Use examples from sport to describe **one** of these personality characteristics. [4]
  - (ii) Using a practical example, explain how a coach could encourage a performer to adopt a need to achieve rather than a need to avoid failure approach. [3]
- (b) (i) What are the possible psychological effects on a sports' performer when an audience is present? [4]
- (ii) If an individual's performance is inhibited by the effects of an audience, how could a coach help the performer to overcome these effects? [3]
- (c) Aggression is an unwelcome feature of sport.
- (i) Define the term aggression as used in sports' psychology. Use *social learning theory* to explain how aggressive behaviour in sport is learned. [3]
  - (ii) Give **four** cognitive strategies a performer might use to eliminate aggressive tendencies in sport. [4]

[Total 21 marks]



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