

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
Advanced GCE

PHYSICAL EDUCATION

2565

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

Tuesday **31 JANUARY 2006** Morning 1 hour 15 minutes

Additional materials:
8 page 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.

This question paper consists of 5 printed pages and 3 blank pages.

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

Section A

Historical Studies in Physical Education

- 1 Pre-Industrial popular recreation reflected the society, life and time in which it existed.
- (a) (i) Describe the game of cricket as it existed in Pre-Industrial Britain. [4]
- (ii) Compare the pre-industrial sporting activities of the gentry with those of the agricultural worker. [3]
- (b) Late nineteenth century public schools are associated with a passion for all sport and team games in particular.
- Explain how these schools and their ex-pupils influenced the emergence of rational sport. [5]
- (c) Rationalised sport had a new set of characteristics, which were shaped by the changing cultural and social conditions of the time.
- Identify **four** characteristics of rationalised sport. What were the underlying cultural factors that influenced **each** of the characteristics you have identified? [4]
- (d) In the 1950s Physical Education in State Elementary schools changed, following the publication of *Moving and Growing* (1952) and *Planning the Programme* (1954).
- Identify the objectives of the 1950s approach. Describe how a lesson based on this 1950s syllabus would have been taught. [5]

[Total 21 marks]

Comparative Studies in Physical Education

- 2 (a) The production of elite sports performers is a priority in France as success is associated with Nationalism.
- (i) Outline the structure and function of the French institute of sport known as INSEP. [4]
 - (ii) How does sport promote French nationalism? [2]
- (b) The culture of the USA influences professional sport and this influence extends to young children who engage in community sport.
- (i) Identify one community recreation sports initiative involving children in the USA and describe the benefits that can be gained by the child who participates in community sports initiatives. [4]
 - (ii) Explain how cultural factors have influenced the development of professional sport in America. [5]
- (c) Australia is a country with a tradition of sporting excellence which began during the colonial period.
- Explain the political and cultural factors that extend the tradition of sporting excellence into the 21st century. [6]

[Total 21 marks]

Section B

Biomechanical Factors involved in Human Movement

- 3 (a) A runner completes two laps of a 400m athletics track. Define the terms 'distance' and 'displacement' and estimate values for both once the athlete has completed the laps. [4]
- (b) Fig. 1 is a free body diagram representing forces acting on the runner at the start of a 400m race.

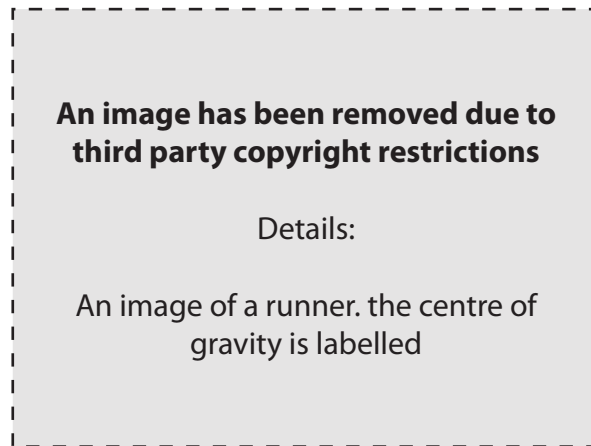


Fig. 1

- (i) Use a vector diagram to show how you could work out the resultant (net) force. [3]
- (ii) How does the runner generate the ground reaction force? [2]
- (iii) Describe the effect of the resultant force. [2]
- (c) During the race the runner reaches a constant speed.
- (i) Use Newton's First Law of Motion to explain how this constant speed is achieved. [2]
- (ii) Draw a free body diagram to show all the forces acting on the runner. [2]
- (iii) Identify and explain the factors that affect the horizontal forces acting on the runner during the race. [6]

[Total 21 marks]

Psychology of Sport Performance

- 4 (a) The personality of a performer has often been related to sports performance although research is contradictory.
- (i) Outline the trait and interactionist approaches to personality and sport. [3]
- (ii) Giving examples from sport, explain the view that we develop our personalities by imitating others. [4]
- (b) Good leadership has been recognised as important for effective team play in sport.
- (i) Identify three characteristics of an effective leader in sport. [3]
- (ii) Using Fiedler's Contingency model of leadership, explain when you might use the task style and person orientated style of leadership in sport. [5]
- (c) The reasons, or attributions, that we give for our performances in sport can affect our future motivations.

A table has been removed due to third party copyright restrictions

Details:

A table adapted from 'Advanced PE and Sport Honeybourne et al 3rd Edition 2004, page 299. It shows the reasons that team members gave for losing.

The model above, in Table 1 based on Weiner's model, shows the reasons that team members gave for losing. Explain how you would use attribution retraining to promote mastery orientation and avoid learned helplessness. [6]

[Total 21 marks]

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