

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
Advanced GCE

PHYSICAL EDUCATION

2565

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

Friday **16 JUNE 2006** Afternoon 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 in blue or black ink.
- If you use additional paper, fasten it to your answer booklet.
- 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 up to 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 (a) Pre-Industrial Britain was associated with:

- Two classes: upper and lower (or gentry and peasants)
- A harsh lifestyle
- Widespread illiteracy
- Free time on Saints' days and annual holidays.

How did each of these **four** factors influence the characteristics of popular recreation? [4]

(b) (i) What were the aims of Dr Thomas Arnold (Headmaster of Rugby School 1828–1842) and how did he go about achieving them? [4]

(ii) By 1870 athleticism was thriving in boys' public schools. Why was there a delay in the development of athleticism in girls' public schools? [3]

(c) Discuss the impact of the industrial revolution on sport. [6]

(d) The 1933 syllabus in Physical Education was highly respected and generally well received by State Elementary Schools.

Describe a typical lesson based on the 1933 syllabus. [4]

[Total 21 marks]

Comparative Studies in Physical Education

- 2 (a) Government policy toward Sport and Physical Education greatly influences mass participation in Australia, France and USA.
- (i) Describe the strategies in the Australian schools' Physical Education curriculum that encourage pupils to participate in sport throughout life. [3]
 - (ii) Describe how the Australian government has increased active sports participation amongst the adult population. [3]
- (b) Outline the measures taken by the government in France to improve the quality of Sport and Physical Education in schools. [5]
- (c) (i) Why is compulsory Physical Education being withdrawn from many USA High Schools? [2]
- (ii) Explain why opportunities for mass participation in sport in the USA are limited. [2]
 - (iii) Explain how the nature of professional sports in the USA might deter people from taking part in sport. [6]

[Total 21 marks]

Section B

Biomechanical Analysis of Human Movement

- 3 (a) What is meant by the term 'centre of mass' and how does a table tennis player use it to maintain balance? Explain how the player can improve stability during a rally. [4]
- (b) Fig. 1 represents the arm of the table tennis player in the ready position when receiving serve.

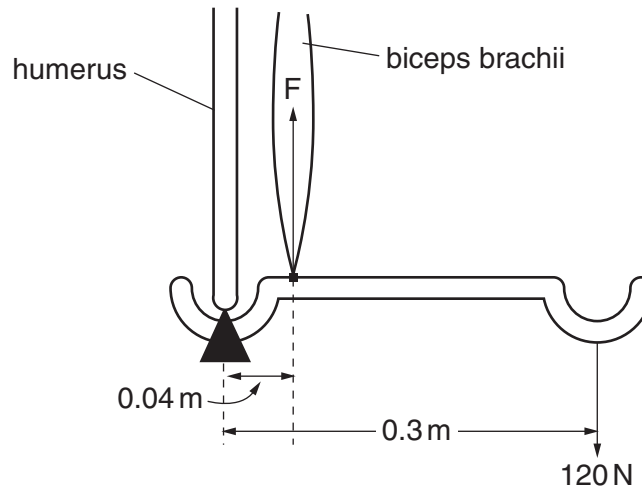


Fig. 1

Identify the classification of lever used. Explain the principle of moments and calculate the force F needed by the biceps brachii for this system to remain balanced. Show all your calculations. [5]

- (c) Many table tennis players use spin to control the flight path of the ball and to deceive opponents.
- (i) Explain how a player generates spin on a ball. [2]
- (ii) Compare the flight path of a table tennis ball hit with backspin to that of a hard hit shuttle in badminton. Explain the reasons for the differences in their respective flight paths. [8]
- (iii) Describe the effects of spin on the bounce of a table tennis ball. [2]

[Total 21 marks]

Psychology of Sport Performance

- 4 (a) Achievement motivation involves both personality characteristics and situational factors.

Explain the personality characteristics and situational factors that would encourage a 'need to achieve' personality. [5]

- (b) Social loafing can be seen as a negative influence on the performance of a sports team.

(i) What is social loafing and how is it caused? [4]

(ii) As the coach of a sports team, explain how you could limit the effects of social loafing and improve the cohesiveness of your team. [5]

- (c) Both cognitive and somatic anxiety can affect a performer in sport.

Identify the causes of anxiety in sport. As a performer, explain what strategies you could use to manage your cognitive and somatic anxiety in a sports setting. [7]

[Total 21 marks]

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