

**ADVANCED GCE
PHYSICAL EDUCATION**

2565

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

WEDNESDAY 31 JANUARY 2007

Morning

Time: 1 hour 15 minutes

Additional materials: Answer Booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and Candidates 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.

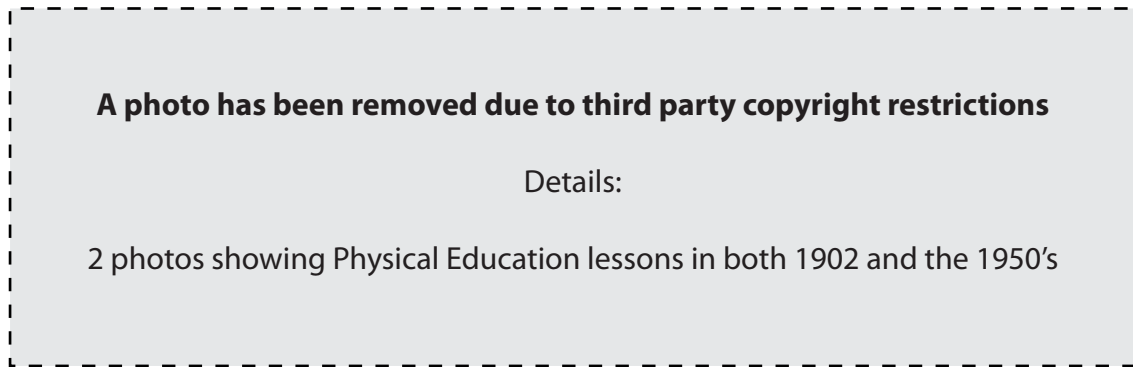
This document consists of **6** printed pages and **2** blank pages.

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

Section A

Historical Studies in Physical Education

- 1 (a) Outline the aims of either the 1902 Model Course or a lesson based on Moving and Growing (1952) / Planning the Programme (1954).



A lesson based on
the 1902 Model Course

A lesson based on
Moving and Growing /
Planning the Programme (1950s)

[3]

Fig. 1

- (b) Many sports and games have roots in pre-industrial popular recreations. Post-industrial rational recreations emerged later as a result of changes in society and Public School influence.
- (i) Identify differences between popular recreation in pre-industrial Britain and rational recreation in post-industrial Britain. [4]
- (ii) With reference to social change give reasons why the differences between popular recreation and rational recreation occurred. [4]
- (c) How did social class influence participation in sports and pastimes in both pre-industrial and post-industrial Britain? [4]
- (d) How did provision and organisation within late nineteenth century English public schools promote sports and games? [6]

[Total 21 marks]

Comparative Studies in Physical Education

- 2 (a) The success of sports development and the achievement of excellence in all countries depends upon a wide range of participation opportunities.
- (i) Identify the provision and specialist facilities funded by the French government to encourage the pursuit of sporting excellence in France. [3]
 - (ii) Give one example of a French ethnic sport and explain why ethnic sports continue to be important to communities in France. [3]
- (b) (i) Explain how Title IX (nine) has influenced women's sport in the U.S.A. [3]
- (ii) What factors have led to the high profile of extra-curricular sport in U.S.A. High Schools? [3]
- (c) In Australia, whilst some sports have always been popular, Association Football (soccer) has been slow to emerge.
- (i) Explain why the popularity of Association Football (soccer) has now begun to increase in Australia. [4]
 - (ii) Why has Australian Rules Football (Aussie Rules) developed into the prominent 'new game' of Australia? [5]

[Total 21 marks]

Section B**Biomechanical Analysis of Human Movement**

- 3 (a)** An athlete applies a force of 200N to a javelin through a distance of 2.5m in 0.2 seconds during a standing throw.
Calculate the work done and the power output during the throw. (Show all calculations) [4]
- (b)** Explain other factors during release that determine the distance the javelin is thrown. [3]
- (c)** During flight a number of forces act on a correctly thrown javelin.
- (i)** Sketch a free body diagram showing all the forces acting on a javelin during flight. [3]
 - (ii)** Use a diagram to show how you would determine the resultant force acting on the javelin during flight. [3]
 - (iii)** With the aid of an air flow diagram, explain how a lift force can be generated by the javelin. Explain the effect of the lift force on the flight path of the javelin and compare it to the flight path of a shot. [8]

[Total 21 marks]

Psychology of Sport Performance

- 4 (a) Attitudes often reveal undesirable prejudice in sport.
- (i) Using examples from sport, describe what is meant by an attitude in sport. [3]
 - (ii) Explain how attitudes in sport can be formed. [4]
 - (iii) Identify a typical undesirable prejudice that might be found in sport and explain how such an attitude might be changed. [4]
- (b) A sports performer can be affected by the presence of a crowd or audience.
- (i) Using psychological theories and practical examples, explain possible positive and negative effects of an audience on sports' performance. [6]
 - (ii) Describe strategies that may be used to combat the effects of social inhibition. [4]

[Total 21 marks]

Copyright Acknowledgements:

Fig. 1 images © Davis et al, *Physical Education and the Study of Sport*, Mosby, 2004

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.