

ADVANCED GCE
PHYSICAL EDUCATION

2565

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

WEDNESDAY 30 JANUARY 2008

Morning

Time: 1 hour 15 minutes

Additional materials (enclosed): Answer Booklet (8 page)

Additional materials (required):
None



INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided on the 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 Answer Booklet 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.
- The total number of marks for this paper is **45**.
- 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.

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) Many factors influenced the emergence of rational sport.
- (i) How did the development of the railways help the growth of Association Football? [2]
 - (ii) What factors other than improved transport influenced the emergence of rational sport after 1850? [5]
- (b) By 1870 athletics had developed considerably from its rural foundations.
- (i) Describe features specific to track and field athletics at this time. [4]
 - (ii) Identify and describe **two** different forms of athletics in nineteenth century Public Schools. [2]
 - (iii) Explain the growth **and** popularity of pedestrianism. [5]
- (c) Why did State Elementary School children **not** play organised team games in 1902? [3]

[Total: 21 marks]

Comparative Studies in Physical Education

- 2 (a) (i) Why is cricket a leading professional sport in Australia? [3]
(ii) Explain how the Australian Institute of Sport (A.I.S.) supports elite performers. [4]
- (b) (i) Outline factors that have promoted mass participation in sport and physical recreation in France. [4]
(ii) What has helped to improve the quality of Physical Education in French schools? [3]
- (c) In the U.S.A. attending a summer camp can be expensive.

Explain how the socio-economic system of the U.S.A. is reflected in the range of summer camps. Describe the benefits that a young person could gain by attending a summer camp in the U.S.A. [7]

[Total: 21 marks]

Section B

Biomechanical Analysis of Human Movement

- 3 Fig. 1 shows a golfer striking a ball off the tee.



Fig. 1

- (a) Sketch and label a diagram showing all the forces acting **on the ball** at the moment of contact. [2]
- (b) Explain the effect of a follow through when striking a golf ball. [4]
- (c) Identify **three** types of spin and describe the effect of each of these on the flight path of a golf ball. [3]
- (d) Explain what is meant by the Magnus Effect when a golf ball is hit with backspin. Use an airflow diagram to support your answer. [6]
- (e) (i) Sketch a free body diagram showing the forces acting on a golf ball with backspin during flight. [3]
- (ii) Using a separate diagram, show how you would work out the resultant force acting on this golf ball. [3]

[Total: 21 marks]

Psychology of Sport Performance

- 4 (a) A performer's motive to avoid failure is regarded as less positive than the motive to achieve in sport.
Identify the characteristics of a 'need to avoid failure' personality. [3]
- (b) What factors affect the formation and development of a cohesive team in sport? [4]
- (c) Many top sports performers have a high level of confidence. Vealey's sport confidence model shown in Fig. 2 shows the relationship between competitiveness and self-confidence in sport.

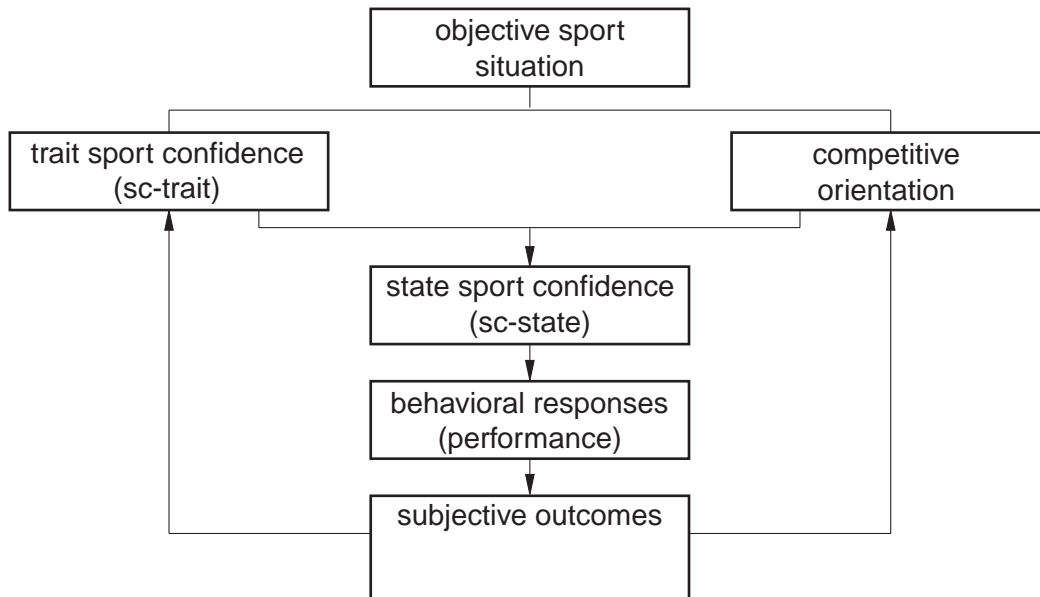


Fig. 2

Using Fig. 2 and practical examples, explain how subjective outcomes of a performance in sport can affect self-confidence. [5]

- (d) Goal setting is an important aspect in a sports performer's preparation for competition.
- (i) Using examples from sport, explain **three** main factors that make the setting of goals effective in sport. [3]
- (ii) How are process, performance and product goals used to improve performance in sport? [6]

[Total: 21 marks]

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

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