



ADVANCED GCE
PHYSICAL EDUCATION

2565

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

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

None

Monday 1 February 2010
Morning

Duration: 1 hour 15 minutes



INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **two** questions, at least **one** of which must be from Section A.
- If you use additional paper, fasten it to your Answer Booklet.
- Do **not** write in the bar codes.

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 **8** pages. Any blank pages are indicated.

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

Section A

Historical Studies in Physical Education

- 1 (a) In pre-industrial Britain certain factors influenced popular recreation, such as:
- a harsh lifestyle
 - widespread illiteracy
 - free time on Saints' days and annual holidays
 - two social classes: upper and lower (or gentry and peasants)
- (i) How did each of these four factors influence the characteristics of popular recreation? [4]
- (ii) Give reasons why real tennis was exclusive to the upper class in pre-industrial Britain. [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) Explain the emergence of Association Football from mob football with reference to:
- working conditions
 - urban expansion and
 - improved transport and communications [6]

[Total: 21 marks]

Comparative Studies in Physical Education

- 2 (a) (i) Give reasons why cricket is a leading professional sport in Australia. [3]
- (ii) Explain how the Australian Institute of Sport (A.I.S.) supports elite performers. [4]
- (b) (i) Identify the factors that have promoted mass participation in sport and physical recreation in France. [3]
- (ii) Explain the factors that have helped to improve the quality of Physical Education in France. [4]
- (c) Explain how the range of Summer camps that are available to young people is a reflection of the socio-economic system of the USA. Describe the benefits that a young person could gain by attending a summer camp in the USA. [7]

[Total: 21 marks]

Section B**Biochemical Analysis of Human Movement**

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



Fig. 1

- (i) Sketch and label a diagram showing 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 shows the amount of force applied to a stationary ball during a corner kick.

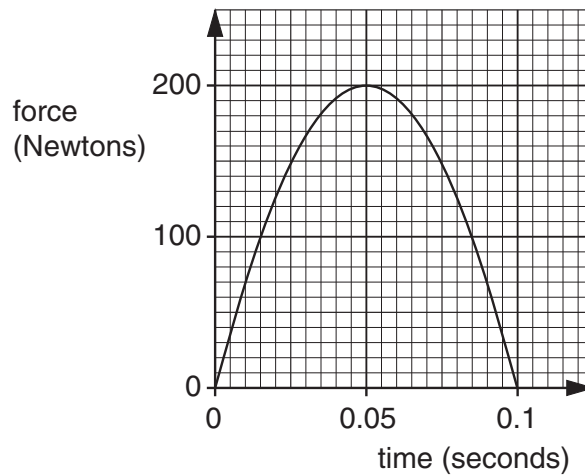


Fig. 2

- (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 0.4 kg, calculate the outgoing velocity of the ball. [2]
- (c) When taking a corner kick players may 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) Positive attitudes to participation and performance are seen as an important influence on behaviour in sport.
- (i) What are attitudes and how could they influence behaviour in sport? [4]
 - (ii) Using examples from sport in your answer, explain how negative attitudes are changed to positive attitudes. [4]
- (b) (i) Why is goal setting relevant to managing anxiety in sport? [4]
- (ii) A long term goal in sport might be to win a medal in the 2012 Olympics. Using sporting examples, explain how you would use the setting of short and intermediate goals to realise this long term goal. Refer to process, performance and product goals in your answer. [6]
- (c) Those who watch sport often affect the performance of the participants. Explain the 'homefield advantage phenomenon' in sport. [3]

[Total: 21 marks]

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

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.