

**ADVANCED GCE  
PHYSICAL EDUCATION**

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

**THURSDAY 5 JUNE 2008**

**2565**

Afternoon  
Time: 1 hour 15 minutes

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

**Additional materials (required):**  
Graph paper



**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 for each question 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) Pre-industrial Popular Recreations included river bathing, activities at fairs and community sports festivals and real tennis.
- (i) Identify different functions of pre-industrial bathing. [2]
  - (ii) What activities might have occurred at a pre-industrial fair or festival? [2]
  - (iii) In what ways was real tennis different from most other Popular Recreations? [3]
- (b) Public Schools went through three stages of development during the nineteenth century.
- (i) Outline features of **stage one**, before Dr Thomas Arnold became Headmaster of Rugby School. Refer to **both** the technical development of sports and games **and** social relationships within Public Schools in your answer. [5]
  - (ii) By stage three, athleticism was widespread in Public Schools and rational sport had emerged.  
  
What evidence is there of rational sport in the cricket match in *Tom Brown's Schooldays*? [3]
- (c) Rational sports and recreations took place mainly in urban areas.

Explain the development of public baths in urban industrial communities in the second half of the nineteenth century. [6]

[Total: 21 marks]

**Comparative Studies in Physical Education**

- 2 (a) (i) Explain why American Football is one of the most popular professional sports in the U.S.A. [3]
- (ii) What are the features of the U.S.A. college system that can help prepare an athlete for a career in professional sport? [4]
- (b) (i) Why has the French government put strategies in place to increase the status of Physical Education in French schools? [3]
- (ii) Outline the aims of I.N.S.E.P. (French National Academy for Sport and Physical Education) [4]
- (c) Explain the factors that have helped Australia to become a leading nation in sport. [7]

[Total: 21 marks]

## Section B

## Biomechanical Analysis of Human Movement

- 3 Fig. 1 shows the speed of a long jumper during their run up before take off.

<u>Time/secs</u>	<u>Speed/ms<sup>-1</sup></u>
0	0
1	3.0
2	5.5
3	7.5
4	9.0
5	10.00
6	10.00

Fig. 1

- (a) Plot a graph of speed against time for the long jumper during their run up. [2]
- (b) Calculate the average acceleration of the long jumper during the first two seconds of the run up. Show all working. [2]
- (c) Sketch a free body diagram showing all the forces acting on the long jumper between 5 and 6 seconds of the run up. Use Newton's Laws of Motion to explain the shape of the curve during this time. [5]
- (d) Identify and explain factors that affect the two horizontal forces acting on the long jumper during the final stages of the run up. [5]
- (e) Explain the concept of centre of mass. Describe how a high jumper performing a Fosbury Flop changes the position of their centre of mass at take off and during flight in order to maximise performance. [7]

[Total: 21 marks]

## Psychology of Sport Performance

- 4 (a) Coaches of sports teams often identify the need for team players to work together as a group for the good of the team.

Fig. 2 is a representation of Steiner's model of group performance

<b>Actual productivity = Potential productivity – Losses due to faulty processes</b>
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**Fig. 2**

Using a team example from a sport of your choice, explain the model shown in Fig. 2 and identify how these faulty processes could have occurred. [5]

- (b) Having low self-confidence can often impede performance in sport.

How would a coach seek to increase a performer's level of self-confidence or self-efficacy? [5]

- (c) Success in sport is often linked to the performer having the appropriate personality or unique behavioural characteristics.

(i) The trait perspective of personality identifies the characteristics of extroversion, introversion, neuroticism and stability. What is meant by each of these four terms? [4]

(ii) Using examples from sport, explain the interactionist approach to personality and identify the limitations of personality profiling. [7]

[Total: 21 marks]





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