



**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

**Wednesday 23 June 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) Many pre-industrial popular recreations developed into rational recreations, for example, pedestrianism developed into track and field athletics.
- (i) Outline features of early pedestrianism. [4]
 - (ii) Describe the emergence of track and field athletics. [4]
- (b) The English public schools went through three stages of development. By stage three it was widely believed that playing team games promoted desirable values such as team work.
- (i) Describe the nature of public school sports and pastimes in **stage one** of development before the reforms of headmasters such as Dr Thomas Arnold. [3]
 - (ii) Identify **four** values other than teamwork and explain how each could be promoted through playing team games. [4]
- (c) Explain how the industrial revolution restricted opportunities for the lower class to take part in their traditional sports and pastimes in the first half of the nineteenth century. Explain how opportunities improved in the second half of the century. [6]

[Total: 21 marks]

Comparative Studies in Physical Education

- 2 (a) (i) Why is Outdoor Education an important subject in Australian High Schools? [3]
- (ii) Describe the Australian schools initiatives SEPEP **and** PASE. [4]
- (b) (i) In French schools what are Transplantee classes? Describe the benefits of these classes to French school children. [3]
- (ii) Describe one of the following French initiatives, **either** the Union Nationale du Sport Scolaire (UNSS) **or** Primary Sport Schools. [4]
- (c) Explain how the Ivy League Colleges helped to develop American Grid Iron Football and explain why it is a popular sport in U.S.A. [7]

[Total: 21 marks]

Section B

Biochemical Analysis of Human Movement

- 3 (a) Fig. 1 shows the relationship between the velocity and time of the descent of a ski jumper down the ramp prior to take off.

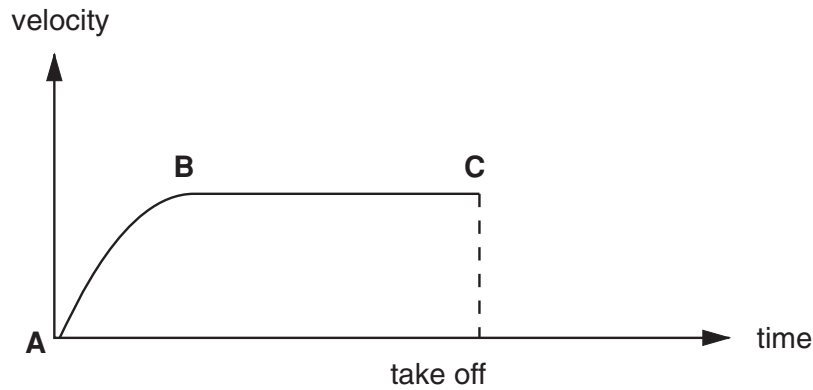


Fig. 1

- (i) Describe the motion of the ski jumper during the descent and use Newton's First Law of Motion to explain the shape of the curve between points B and C. [4]
- (ii) Identify the forces acting **against** the ski jumper between points B and C. Explain the methods used by the ski jumper to reduce these forces. [5]
- (b) During the flight phase a lift force can act on the ski jumper. Explain how this force is generated and describe its effect. [5]
- (c) Fig. 2 shows a slalom skier in various positions. The broken line represents the axis of rotation of the skier when turning.

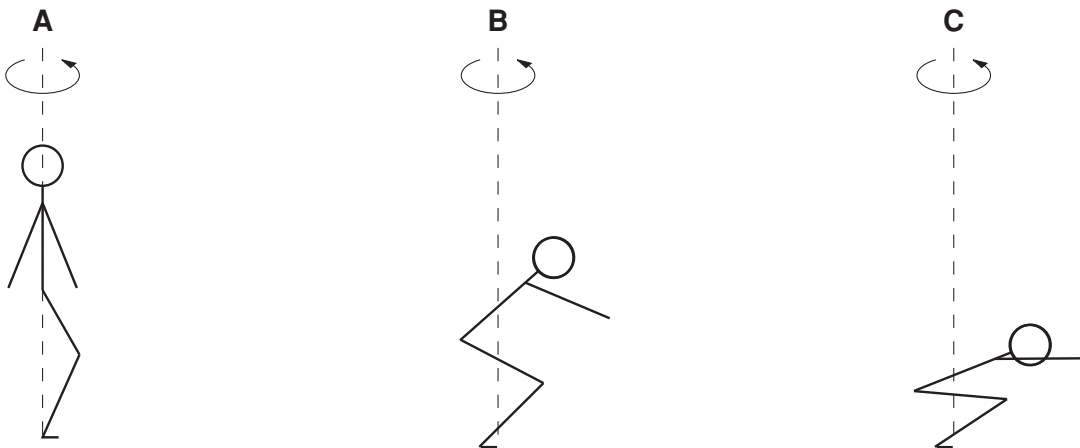


Fig. 2

With reference to Fig. 2, identify the axis through which the skier rotates. Describe how a slalom skier uses the law of conservation of angular momentum to aid their technique at the start of, during and at the end of a turn. [7]

[Total: 21 marks]

Psychology of Sport Performance

- 4 (a) (i) Using examples from sport, explain the interactionist approach to personality. [3]
(ii) Explain **three** limitations of personality profiling. [3]
- (b) (i) Describe the characteristics of performers who need to achieve in sport. [4]
(ii) Explain what is meant by learned helplessness in sport.
Using practical examples, explain how you would help a sports performer to avoid learned helplessness and to promote mastery orientation. [6]
- (c) Explain what is meant by cue utilisation and explain its effect on the performer in sport. [5]

[Total: 21 marks]

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