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**Section A – The UK and European Context**

**Answer EITHER Question 1 OR Question 2.**

**If you answer Question 1 put a cross in this box .**

1. (a) In the pre-industrial phase, peasant sports had simple rules.

Explain how these sports could be played with limited codification.

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**(3)**

- (b) Codification is a term associated with the development of sport during the Industrial Revolution.

- (i) Identify **three** changes in society during the industrial revolution which led to a need for the codification of sport.

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(ii) Describe how sports achieved codification by the end of the 19th century.

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(c) Explain the role of the UK Sports Institute (UKSI) network.

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(d) **Sport for All** is a term used throughout Europe and is also the focus of European Union legislation.

(i) Outline **three** aims of **Sport for All** in Europe.

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(ii) Describe the benefits of a successful **Sport for All** programme.

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(e) Explain how local sports clubs can promote participation amongst local populations.

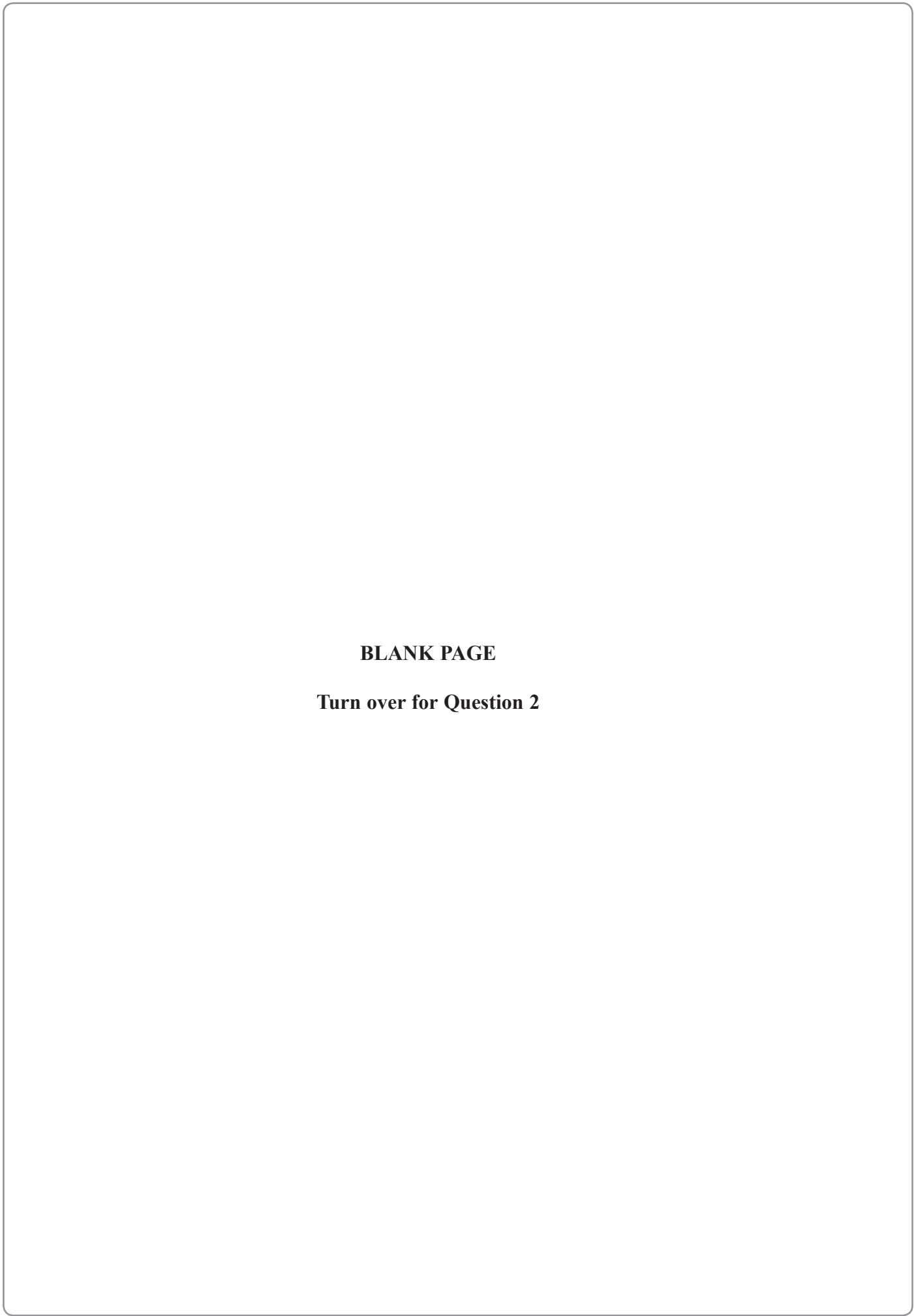
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Q1

(Total 25 marks)





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**Turn over for Question 2**



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If you answer Question 2 put a cross in this box ☒.

2. (a) Define the terms sport and recreation and explain why they are often represented as a pyramid.

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- (b) Explain how public schools in the 19th century used sport and games as a means of social control.

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(c) Physical education developed in state schools at the turn of the 20th century.

(i) Explain how the early development of physical education in the UK was influenced by European models.

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**(3)**

(ii) Why were earlier syllabi in schools referred to as physical training?

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(iii) How does the government influence the current provision of physical education and sport, in state schools, in the UK?

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(d) Define the term Americanisation and describe how it is influencing professional sport across Europe.

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(e) With reference to the theories of centrality and stacking, explain the role stereotyping can play in a person's access to sport and recreation.

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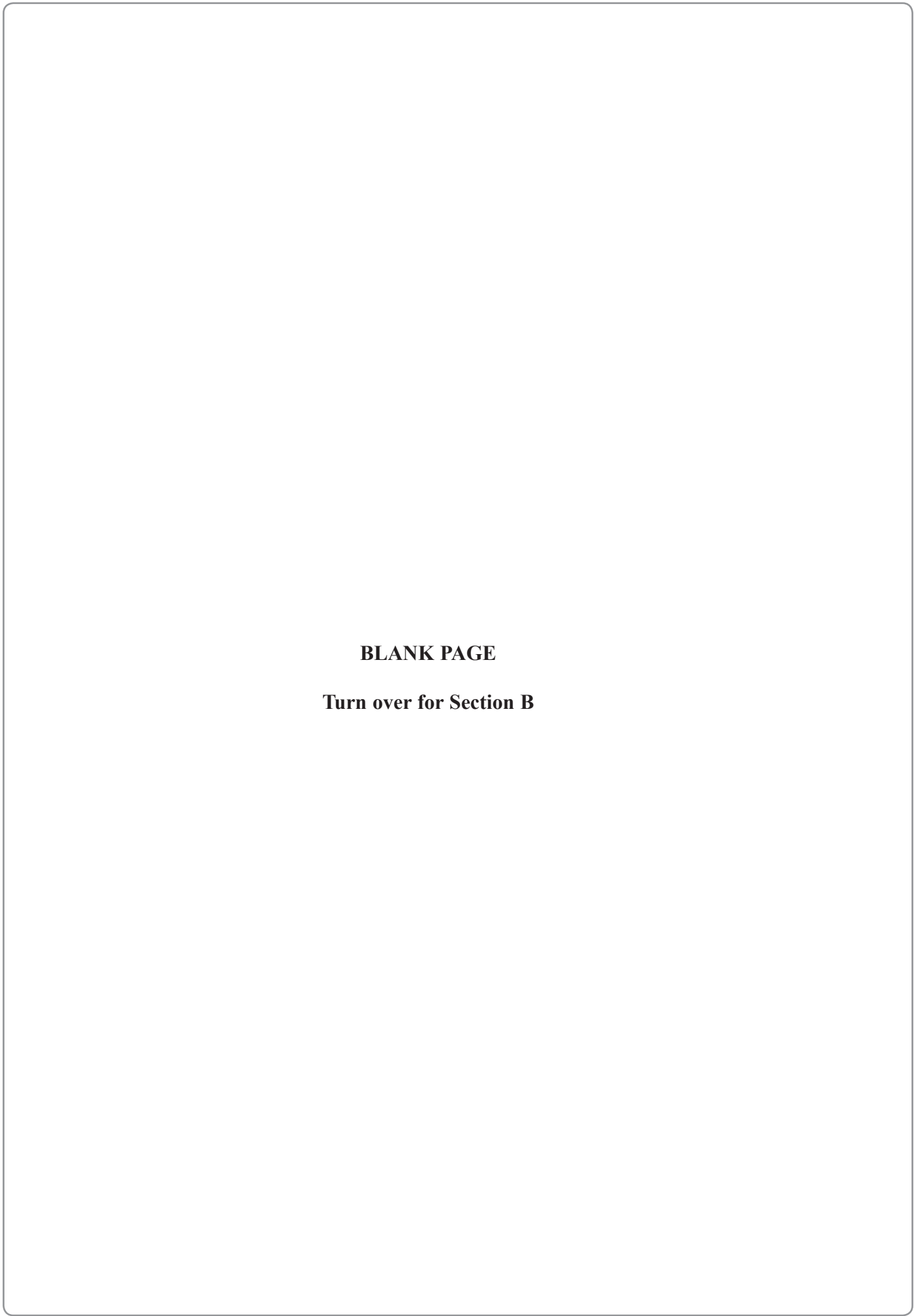
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Q2

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(Total for Section A: 25 marks)





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**Turn over for Section B**



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<p><b>Section B – The Olympic Case Study</b></p> <p><b>Answer ONE question only from this section.</b></p> <p>3. Discuss how effective the Olympic movement has been in promoting participation amongst ethnic minorities.</p> <p style="text-align: right;"><b>(Total 25 marks)</b></p>	Leave blank
<p>4. <i>“Women, have but one task – that of crowning the winner with garlands.”</i></p> <p>Baron de Coubertin 1896.</p> <p>Discuss the changing role of women in the Olympic movement.</p> <p style="text-align: right;"><b>(Total 25 marks)</b></p>	
<p>5. Discuss how the original ideal of sportsmanship has been replaced by the concept of gamesmanship within the Olympic Games.</p> <p style="text-align: right;"><b>(Total 25 marks)</b></p>	
<p>6. Discuss the reasons for the dominance of amateurism during 20th century Olympic games and explain why it is no longer relevant in the 21st century.</p> <p style="text-align: right;"><b>(Total 25 marks)</b></p>	
<p style="text-align: center;"><b>Indicate which question you are answering by marking the box (☒).</b>  <b>If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).</b></p> <p>Chosen Question Number:    <b>Question 3</b> ☒      <b>Question 4</b> ☒     <b>Question 5</b> ☒      <b>Question 6</b> ☒</p> <p><b>Write your answer to Section B here:</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	









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