



**General Certificate of Education
June 2010**

Physical Education 2581

**Optimising Performance and
Evaluating Contemporary Issues
within Sport**

PHED3

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Section A

Question 1

At the 2008 Beijing Olympic Games, David Davies won the silver medal in the swimming 10 kilometre marathon event, in a time of 1 hour 51 minutes and 53.1 seconds.

- 01** Explain how the **majority** of energy used during the race would be provided **and** outline the process of 'glycogen loading' that may be used by performers to improve performance in this type of event. (14 marks)

Mark Scheme	Commentary
<p>A good answer must address both parts of the question adequately, and should consider accurately the following topic areas:</p> <ul style="list-style-type: none"> • How the majority of energy would be provided, addressing points such as: <ol style="list-style-type: none"> A. Majority produced by the aerobic system/oxygen B. Glycolysis/Anaerobic glycolysis C. Carbohydrates/glycogen/glucose D. broken down into pyruvate/ pyruvic acid E. <u>Some</u> ATP produced/2 ATP F. Krebs cycle G. Fats/triglycerides/fatty acids/glycerol H. Beta oxidation I. Oxidation of acetyl-coenzyme-A/Citric acid/ production of CO₂ J. Electron transport chain K. Water/H₂O formed/hydrogen ions formed (H⁺)/ hydrogen/protons L. <u>Large quantities</u> of ATP produced or resynthesised/34-36 ATP • The process of glycogen loading, addressing points such as: <ol style="list-style-type: none"> M. Aim to increase (muscle) glycogen stores/ supercompensation N. Delays fatigue/increases endurance capacity/ increased ATP/energy production/hitting the wall O. (Method 1) Reduce glycogen levels P. Achieved by increased endurance training Q. Following three days of low carbohydrate diet R. And tapering/reduction in training levels S. Few days before competition high carbohydrate level diet/ eg pasta T. <u>Trained/elite/equiv</u> athletes may rest for several days before eating high carbohydrate diet U. Increased water consumption helps the process V. (Method 2) day before 3 minute high intensity exercise W. Carb window opens X. Immediately/within 20 minutes intake high carbohydrate diet 	<p>If all energy systems named = no mark Stages must be in correct order B, F, J Accept annotated diagrams of the aerobic process Accept first energy system only</p> <p>Stages must be in the correct order</p> <p>No credit for stating more ATP produced/ resynthesised – too vague. Need link to amount in the different stages</p> <p>no points for evaluation</p> <p>hitting the wall MUST be in correct context not reduce carb intake several weeks before</p>

The following table should be used to determine the mark.

Band Range	Band descriptors
Level 4 12-14 mks 18/19/20 points – 12 marks 21+ points – 13 marks + QWC – max 14 marks	<ul style="list-style-type: none"> Addresses all areas of the question, demonstrates a wide range of depth and knowledge Expresses arguments clearly and concisely Few errors in spelling, punctuation and grammar, correct use of technical language
Level 3 8-11 mks 12/13 points – 8 marks 14/15 points – 9 marks 16/17 points – 10 marks + QWC – max 11 marks	<ul style="list-style-type: none"> Addresses most areas of the question, demonstrates a clear level of depth and knowledge Attempts to express arguments clearly and concisely Few errors in spelling, punctuation and grammar, correct use of technical language although sometimes inaccurately
Level 2 4-7 mks 6/7 points – 4 marks 8/9 points – 5 marks 10/11 points – 6 marks + QWC – max 7 marks	<ul style="list-style-type: none"> Addresses some aspects of the question but lacks sufficient depth and knowledge Limited attempt to develop any arguments or discussions, normally vague or irrelevant Errors in spelling, punctuation and grammar, limited use of technical language
Level 1 1-3 mks 1/2 points – 1 mark 3/4/5 points – 2 marks + QWC – max 3 marks	<ul style="list-style-type: none"> Addresses the question with limited success Major errors in spelling, punctuation and grammar, little use of technical language
Level 0 0 mks	<ul style="list-style-type: none"> Addresses no aspect of the question

Question 2

During the race a swimmer has to dive off the starting blocks as quickly as possible.

02 Identify the 'muscle fibre type' used to complete this action **and** justify your answer. (3 marks)

3 marks for 3 of:

A. Fast twitch fibres/type 2 B. Type 2b/fast twitch glycolytic/FTG C. Fast speed of contraction D. High force of contraction/powerful contraction/ strong contraction	First answer only B – Not Type 2a Fast twitch oxidative/FOG Not characteristics If both types of fast twitch named, point A only
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- 03** Using 'Newton's First' and 'Second Laws of Motion', explain how the swimmer dives off the starting blocks. (4 marks)

4 marks for 4 of:

<p>A. Force is applied by the <u>muscles</u> Newton's First Law of Motion/Law of inertia B. Performer will remain on the blocks unless a force is applied C. Performer continues to move forwards with constant velocity until another force is applied D. Water slows the swimmer</p>	<p>Sub max 2 marks Do not credit push Law has to be identified to be credited marks</p>
<p>Newton's Second Law of Motion/Law of Acceleration E. Mass of swimmer is constant F. Greater the force exerted on the blocks, the greater the acceleration/momentum G. Force governs direction</p>	<p>Stating the law no marks but must be applied to the swimmer Don't accept velocity Not $F=ma$</p>

Question 3

Competitive swimmers will often compete in several events and suffer from fatigue due to limited recovery time.

- 04** Explain the possible causes of fatigue during a race. (3 marks)

3 marks for 3 of:

<p>A. Build up of lactic acid /accumulation of hydrogen ions/OBLA B. Glycogen depletion/needed for glycolysis C. Dehydration/reduces blood flow/loss of electrolytes/increase body temperature D. Reduced levels of calcium E. Reduced levels of acetylcholine/slows nerve impulse and inhibits contraction F. Lack of PC stores</p>	<p>Lack of energy too vague Not glucose</p>
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- 05** Explain how the use of an ice bath can help reduce the 'delayed onset of muscle soreness' (DOMS). (4 marks)

4 marks for 4 of:

<p>A. (Involves sitting in ice cold water for) between 5 – 20 minutes B. Causes blood vessels to tighten/decreases metabolic activity/vasoconstriction C. Restricting blood flow to the area D. Reduces swelling/tissue breakdown/aids muscle repair E. After leaving the ice bath, area is flooded with new blood/vasodilation F. Fresh oxygen removes lactic acid (when out of the ice bath) G. Some studies suggest ice baths of limited value</p>	<p>Be careful not to credit DOMS – in the question F must be linked to E F – don't accept 'waste products'</p>
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Question 4

Elite swimmers follow structured training programme to develop exceptional levels of fitness.

06 Outline the relationship between 'VO₂ max' and 'lactate threshold'. (3 marks)

3 marks for 3 of:

<p>A. VO₂ max – the <u>maximum amount of oxygen utilised/equiv per unit of time/per minute</u></p> <p>B. Lactate threshold – the point at which lactic acid starts to accumulate in the <u>blood/OBLA</u></p> <p>C. Lactate threshold is a percentage of VO₂ max</p> <p>D. The higher the VO₂ max, the more the delay in lactic acid build-up/as VO₂ max increases, so does lactate threshold</p> <p>E. <u>Trained athletes</u> can exercise for longer periods at the same/higher intensity compared to an untrained athlete/lactate threshold a much higher percentage of VO₂ max</p>	<p>Has to be utilised, not just taken in</p> <p>Alternative words for utilised are uptake, used, consumed</p> <p>OBLA must be written in full initially</p>
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07 Explain how a swimmer would use 'periodisation' to prepare for competitions. (4 marks)

4 marks for 4 of:

<p>A. Cycle based on World Championships/Olympics</p> <p>B. Possible to plan for double periodisation</p> <p>C. Preparation phase/pre season training – involves development of base levels of fitness/general conditioning/quantity rather than quality</p> <p>D. Competitive phase – refinement of skills/ maintenance of fitness levels/quality rather than quantity/relevant examples of training modifications</p> <p>E. Tapering/peaking – preparation for specific competition/mainly skill focus</p> <p>F. Transition phase – active rest/out of season recovery period</p> <p>G. Macro-cycles – long term planning/yearly/two yearly cycle</p> <p>H. Meso-cycles – periods of two to eight weeks/months</p> <p>I. Micro-cycles – periods of a week/day/individual training sessions</p>	<p>No marks for definition of Periodisation eg splitting year up</p>
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Section B

Question 5

The crowd can affect elite performers either positively or negatively. At the 2008 Wimbledon Tennis Championships, the British player Andy Murray commented after winning one match:

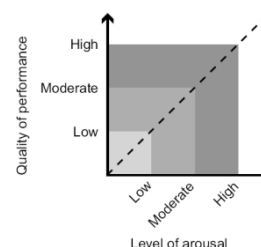
‘You know, the crowd were awesome, they got behind me, I mean, more than they ever have before. I think to finish the set like that really got the crowd going. It shifted the momentum of the match hugely.’

- 08** Explain the concept of ‘social facilitation’ and how it can affect performance. Outline the possible strategies which the performer and coach may use to limit any negative effects that may occur. (14 marks)

A good answer must address both parts of the question adequately, and should consider accurately the following topic areas:

- The concept of social facilitation and its effect on performance, addressing points such as:
 - A. Social facilitation – the influence of the presence of others on performance/presence of others increases arousal
 - B. Social inhibition – the negative effect of an audience on performance
 - C. Audience (watching either at event or at home)
 - D. Co-actors (performing same task but not in competition)
 - E. Competitive co-actors (in direct competition with player)
 - F. Social reinforcers (direct influence eg coach)
 - G. Linked to the Drive Theory
 - H. As arousal increases so does likelihood of dominant response/habit occurring
 - I. Experienced players perform better/simple skills
 - J. Novice players perform worse/complex skills
 - K. Evaluation apprehension suggests others only have influence if performer feels they are being judged
 - L. Baron’s Distraction-Conflict Theory – suggests performers must focus on task and ignore audience
- Possible strategies for limiting negative effects, addressing points such as:
 - M. Mental rehearsal/imagery/visualisation
 - N. Train in front of others and gradually increase the numbers
 - O. Improve selective attention and cut out the effect of the audience
 - P. Reduce the importance of the event
 - Q. Avoid social comparison with others/teach/ coach in a non-evaluative environment initially/verbal encouragement
 - R. Encourage team mates to be supportive

Annotated diagrams can be credited



Types of ‘others’ (C, D, E and F) can be named only to be awarded the marks
Must be named in context as types of others

Not ‘playing against weaker opposition’

Not ‘home-field advantage’
Not attention narrowing

<p>S. Use stress management and relaxation techniques/accept suitable examples/goal setting</p> <p>T. Accept second named stress management technique</p> <p>U. Use attributions correctly/accept suitable examples</p> <p>V. Ensure skills are over-learned to encourage the dominant habit to occur as the levels of arousal increase/highly skilled/autonomous phase/ performance accomplishments/ensure success</p>	<p>Point S can be awarded for naming one example or simply stating stress management technique. S and T can be given for naming two stress management techniques.</p>
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The following table should be used to determine the mark.

Band Range	Band descriptors
<p>Level 4 12-14 mks 16/17/18 points – 12 marks 19+ points – 13 marks + QWC – max 14 marks</p>	<ul style="list-style-type: none"> • Addresses all areas of the question, demonstrates a wide range of depth and knowledge • Expresses arguments clearly and concisely • Few errors in spelling, punctuation and grammar, correct use of technical language
<p>Level 3 8-11 mks 11/12 points – 8 marks 13/14 points – 9 marks 15 points – 10 marks + QWC – max 11 marks</p>	<ul style="list-style-type: none"> • Addresses most areas of the question, demonstrates a clear level of depth and knowledge • Attempts to express arguments clearly and concisely • Few errors in spelling, punctuation and grammar, correct use of technical language although sometimes inaccurately
<p>Level 2 4-7 mks 5/6 points – 4 marks 7/8 points – 5 marks 9/10 points – 6 marks + QWC – max 7 marks</p>	<ul style="list-style-type: none"> • Addresses some aspects of the question but lacks sufficient depth and knowledge • Limited attempt to develop any arguments or discussions, normally vague or irrelevant • Errors in spelling, punctuation and grammar, limited use of technical language
<p>Level 1 1-3 mks 1/2 points – 1 mark 3/4 points – 2 marks + QWC – max 3 marks</p>	<ul style="list-style-type: none"> • Addresses the question with limited success • Major errors in spelling, punctuation and grammar, little use of technical language
<p>Level 0 0 mks</p>	<ul style="list-style-type: none"> • Addresses no aspect of the question

Question 6

Elite tennis players have to devote large amounts of time to develop their skills, requiring a positive attitude and high levels of motivation.

- 09** Name and explain the components of attitudes, giving an example of how a tennis player would display a positive 'attitude'. (3 marks)

3 marks for 3 of:

<p>A. <u>Cognitive (component)</u> – believe/think they are training and playing in the correct manner or eq.</p> <p>B. <u>Affective (component)</u> – positive feelings/emotions/enjoyment or eq.</p> <p>C. <u>Behavioural (component)</u> – actions of the player/ train regularly/compete fairly or eq</p> <p>D. Use of applied positive example</p>	<p>Sub max 2 marks points A to C Not emotional for B</p> <p>D cannot be awarded without gaining at least one of A, B or C</p>
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- 10** How would a coach use 'attribution theory' to maintain motivation following a defeat? (4 marks)

4 marks for 4 of:

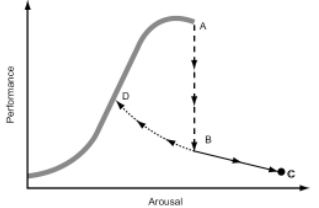
<p>A. Attributions – perceived reasons for performance/outcome</p> <p>B. Failure to internal-unstable factors/effort</p> <p>C. Failure to external-unstable factors/luck</p> <p>D. Failure to external-stable factors/task difficulty</p> <p>E. Failure to external control/eg those areas which the player cannot influence</p> <p>F. Not internal/stable factors /eg ability/accept reverse answer</p> <p>G. Self-serving bias</p> <p>H. Attribution re-training</p>	<p>Weiner's Model on its own no marks – must be reference to applied use</p> <p>Not learned helplessness/self efficacy</p> <p>Don't just accept 'external factors' or 'internal factors'</p>
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Question 7

During a tennis match a player may display signs of anxiety and become over-aroused.

- 11 Using the 'catastrophe theory', describe how over-arousal may affect a player's performance. (4 marks)

4 marks for 4 of:

<p>A. Performers need <u>moderate/optimum</u> levels of arousal to perform at their best</p> <p>B. Over-arousal causes a decrease in performance</p> <p>C. Performer can recover (if only slight over-arousal)</p> <p>D. Caused by cognitive anxiety</p> <p>E. Performance can continue to decrease and not recover</p> <p>F. Caused by <u>cognitive and somatic</u> anxiety</p> <p>G. Recovery time can vary depending on the level of over-arousal and the performer/duration of the event</p>	<p>Annotated diagrams can be credited</p> 
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- 12 Name a 'cognitive stress management technique' and describe how a player could use this technique to control their arousal level. (3 marks)

3 marks for 3 of:

<p>A. Thought-stopping</p> <p>B. Use of cue/action/word</p> <p>C. Re-directs attention to positive thoughts</p> <p>D. Example – key word – focus</p> <p>E. Self-talk/positive self-talk</p> <p>F. Use when negative thoughts occur</p> <p>G. Replace with positive statements about performance</p> <p>H. Example – nerves are good before the race</p> <p>I. Imagery/visualisation/mental rehearsal</p> <p>J. Formation of mental pictures of good performance/imagine in a calm place</p> <p>K. Internal – creating the feeling of the movement/sensations</p> <p>L. External – seeing themselves completing the movement</p> <p>M. Attentional control</p> <p>N. Changing the focus of attention to detect only relevant cues/improve selective attention/alter perceptual field</p> <p>O. Broad/external – used during games to detect fast changing situations and identify the best option</p> <p>P. External/narrow – used to concentrate on specific objects or tasks, possibly with limited number of cues</p> <p>Q. Narrow/internal – used to mentally rehearse a skill or task</p> <p>R. Internal/broad – used to analyse performance and plan future strategies and tactics</p>	<p>Accept first answer only</p> <p>No marks if technique not named</p>
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Question 8

A coach will often try to pair players with compatible personalities to form a successful doubles partnership.

13 What do you understand by the term 'profile of mood states'? (3 marks)

3 marks for 3 of:

<p>A. Description – a graph to indicate the general profile of mood states/emotions of a performer</p> <p>B. Six measures</p> <p>C. Tension/depression/anger/vigour/fatigue/ confusion</p> <p>D. Ice berg profile</p> <p>E. Performers have higher levels of vigour and lower levels of other measures</p> <p>F. Some elite performers do not have this profile/some non-elite athletes display the profile</p>	<p>If 6 mood states named, but 1 incorrect, can award point B and point C</p> <p>C – minimum of 2 named = 1 mark</p> <p>If all point C clearly stated, can award point B as well</p>
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14 Explain the term 'task cohesion' **and** why it is vital for success in any game. (4 marks)

4 marks for 4 of:

<p>A. <u>Task cohesion</u> – the ability of the group to achieve a common goal</p> <p>B. Players need to be able to interact effectively/ good communication</p> <p>C. Understand own role/other's role/good co-ordination</p> <p>D. Poor cohesion can be classed as a faulty process</p> <p>E. Good task cohesion can help social cohesion</p> <p>F. Social cohesion – the ability of the group to relate well to each other/get along socially</p> <p>G. Social cohesion is not vital for group success/task cohesion is more important than social cohesion</p>	
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Section C**Question 9**

Following the success of Team GB Cyclists winning 14 medals at the 2008 Beijing Olympics, Brough Scott of the Daily Telegraph wrote:

‘Their feats will not only change the way their sport is perceived back home, they will actually change our society.’

- 15** Discuss this statement with particular reference to the successful performers, the governing body and society (14 marks)

<p>A good answer must address both parts of the question adequately, and should consider accurately the following topic areas:</p> <p>Benefits addressing points such as:</p> <p>General Points</p> <p>A. Increase in coverage/public awareness</p> <p>B. Increase in participation/grass roots take-up/elite performers</p> <p>C. Increase funding/economic benefits/sponsorship/ media/gate receipts or eq.</p> <p>D. Increase in public support/good will factor/ strong position for future event bid/shop window effect</p> <p>Performer</p> <p>E. Role model/fame/alternative career pathway after finishing competing</p> <p>F. Creation of winning mentality/high confidence for the future/high self efficacy/increase personal pride</p> <p>G. Continued ‘professional’ set-up/increased support structures/improve coaching standards/ or eq</p> <p>Governing Bodies</p> <p>H. New clubs established/talent ID scheme/ development schemes/taster days</p> <p>I. <u>Increase</u> in coach/official recruitment/volunteers</p> <p>J. Increase spectators at events</p> <p>K. Interest from other sports/exchange of ideas/ transferable skills to other sports eg Pitch to Podium</p> <p>Society</p> <p>L. Increase national pride/feel good factor/bring the community together/social integration</p> <p>M. Health benefits</p> <p>N. Legacy of new facilities</p> <p>Drawbacks addressing points such as:</p> <p>General Points</p> <p>O. High expectations</p> <p>Performer</p> <p>P. Time commitment/over commitment sponsors/ media, etc/dependency on sponsorship deals</p> <p>Q. Intrusion into private life</p> <p>R. Pressure to perform if injured/positive deviancy/overtraining</p> <p>S. Possible change of attitude/negative deviancy/doping</p>	<p>No need to identify and specifically comment on performers, governing body and society</p> <p>‘more involved in sport’ ‘more positive attitude’ Comments too vague – need to be more specific as to how involved & how more positive attitude</p> <p>Not ‘security issues’ Focus of question on benefits & drawbacks of success not of hosting an event</p>
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<p>Governing Bodies</p> <p>T. Inability to meet demand/not enough clubs/ coaches/competitions</p> <p>U. Loss of control over events due to sponsors/ media</p> <p>V. Struggle to keep high quality coaches/support staff in the system</p> <p>Society</p> <p>W. Lack of facilities/cycle routes etc</p> <p>X. Extra funding may not be available to meet demands</p>	
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The following table should be used to determine the mark.

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<p>Level 1 1-3 mks 1/2 points – 1 mark 3/4/5 points – 2 marks + QWC – max 3 marks</p>	<ul style="list-style-type: none"> Addresses the question with limited success Major errors in spelling, punctuation and grammar, little use of technical language
<p>Level 0 0 mks</p>	<ul style="list-style-type: none"> Addresses no aspect of the question

Question 10

The rewards for success in elite sport are increasing every year and officials are under greater pressure than ever from players, supporters and the media.

- 16** Discuss the suggestion that the increased use of technology to help officials make the correct decision has improved the sporting event. (7 marks)

7 marks for 7 of:

<p>Advantages</p> <p>A. Ensure correct decisions are made/fair competition/less controversy/players more confident in decisions</p> <p>B. Helps officials communicate with each other</p> <p>C. Less pressure on official to make the final judgement/less post-match criticism</p> <p>D. Timing/measurement accurate</p> <p>E. Creates excitement in crowd waiting for decision/allows players to officially challenge decisions</p> <p>Disadvantages</p> <p>F. Officials using technology can still be wrong/technology can't be used for everything/officials are an integral part of the sporting contest/over reliance on technology/lose respect of official's decision being final</p> <p>G. Specific technology used must be accurate/high level of reliability</p> <p>H. Changes the nature of the sport</p> <p>I. Cost limits use of technology at events/not consistent for all players or spectators</p> <p>J. Breaks in play can be disruptive for spectators if too long</p>	<p><i>Sub max 4</i> Candidate must imply advantage or disadvantage</p> <p>Not the values of sport</p>
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Question 11

To maximise the chances of winning medals at major championships, such as the Olympic Games, performers need the support of many organisations.

- 17** Outline **and** explain the structure of the World Class Performance Pathway. (3 marks)

3 marks for 3 of:

<p>A. Organised by <u>UK Sport</u></p> <p>B. <u>Podium</u> – supporting athletes chance of winning medal at the next Olympic/ Paralympic Games (ie a maximum of four years away from the podium)</p> <p>C. <u>Development</u> – comprising of athletes whose performances have suggested that they have realistic medal winning capabilities for 2012 and newly funded sports that are demonstrating the ability to be competitive by 2012/next 4 – 6 years</p> <p>D. <u>Talent</u> – designed to support the identification and confirmation of athletes who have the potential to progress through the World Class pathway with the help of targeted investment</p> <p>E. 3 terms named but not explained</p>	<p>Correct term must be named and explained</p>
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- 18** Explain the support structures for elite performers provided by the National Institutes of Excellence, such as the English Institute of Sport. (4 marks)

4 marks for 4 of:

<p>A. Regional or satellite centres/hubs B. <u>High quality</u> facilities/coaches C. (Sports science support) – biomechanics/ strength and conditioning/psychology/talent identification/physiology/performance analysis/ nutrition D. (Sports medicine) – physiotherapy/soft tissue therapy E. Performance lifestyle/ Athlete Advisors/ ACE F. Research and innovation G. Athlete Zone</p>	<p>C – must give examples of support D – must give examples of support</p>
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Question 12

In today's society the majority of people have access to a variety of sporting activities.

- 19** Explain how the leisure opportunities for the working classes improved during the 19th century in terms of provision. (7 marks)

7 marks for 7 of:

<p>A. (Increased time) Factory Reform Acts/more time available/shorter working hours/Saturday half day/Wednesday early closing/Bank Holidays/ machine time B. (More money) increased wages/broken time payments/ access to professional sport C. Factory owners established clubs/facilities D. Churches/Youth Movements established clubs/ teams/scouts/Boys Brigade/facilities or eq. E. Public provision/parks/public baths/Municipal Reform Act/Government provision F. Philanthropists provided new facilities/libraries/ working men's clubs or eq./Muscular Christianity/social reform G. Better communication links/trains easier to visit areas/matches/events H. New towns developed eg seaside resorts/ countryside I. New sports developed/rational sports/structured sport/codified J. National Governing body established/formation of leagues and cup competitions/regular competition K. (Social class changes) more working class allowed access to previously restricted competition/lifting of Manual Labour Clause/ Middle class encouraged working class sport L. Increased opportunity for spectatorism M. Increased media coverage/newspapers led to greater knowledge and awareness</p>	<p>A – 'time' must be qualified to credit mark B – 'money' must be qualified to credit mark 'More facilities' – too vague – need examples Not 'social control' K – need to qualify 'social class changes' L/M – not access to TV and internet</p>
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