



**General Certificate of Education (A-level)  
June 2013**

**Physical Education**

**PHED3**

**(Specification 2580)**

**Unit 3: Optimising performance and evaluating  
contemporary issues within sport**

**Final**

***Mark Scheme***

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## Section A

### Question 1

In 2012, Jessica Ennis won the Olympic Heptathlon title, which involved running, throwing and jumping over two days of competition, as shown in **Figures 1, 2 and 3**.

To maximise performance during competition, a performer must develop their flexibility and ensure that their body maintains the correct water and electrolyte balance.

- 01** Explain how a performer uses proprioceptive neuromuscular facilitation (PNF) to increase flexibility, **and** outline the physiological changes that will occur if the correct water and electrolyte balance is not maintained.

(14 marks)

<p><b>Technique/method</b></p> <ul style="list-style-type: none"> <li>A. Can be passive/active</li> <li>B. Usually involves partner helping</li> <li>C. Stretch target muscles to limit/full range of movement/ROM</li> <li>D. Hold (stretched) position for a few seconds</li> <li>E. Contract muscle group <u>isometrically</u></li> <li>F. Muscles relax</li> <li>G. Stretch target muscles <u>again</u></li> <li>H. CRAC (contract/relax/antagonist/contract)</li> </ul> <p><b>Physiological explanation (during stretching)</b></p> <ul style="list-style-type: none"> <li>I. Muscle spindles detect changes in muscle (fibres)</li> <li>J. <u>Cause</u> stretch reflex</li> <li>K. Designed to prevent overstretching/protective</li> <li>L. (Aim of PNF) to override the stretch reflex</li> <li>M. Golgi Tendon organs/GTO activated/detect overstretching of muscles</li> <li>N. (causes) Muscles relax/autogenic inhibition</li> <li>O. Allows greater range of movement <u>than the initial stretch</u>/greater range of movement in the training session</li> </ul> <p><b>Water and electrolyte balance – Dehydration</b></p> <ul style="list-style-type: none"> <li>P. Blood thickens/increase in viscosity</li> <li>Q. Increase in heart rate/heart has to work harder</li> <li>R. Reduction in blood flow to working muscles/less oxygen to the muscles</li> <li>S. Blood flow to skin reduces/increase in body temperature/heat stroke/unable to maintain correct body temperature</li> <li>T. Slows reaction time/decision making/slows nerve impulses</li> <li>U. Muscle fatigue</li> <li>V. Muscle cramps</li> <li>W. Irregular heart beat</li> <li>X. Disruption to removal of waste products/lactic acid build up</li> </ul>	<p>D. accept up to 30 seconds</p> <p>M. The term ‘Golgi Tendon’ okay with suitable explanation</p> <p>F &amp; N. can only be credited if used in correct context N. Do NOT accept reciprocal inhibition O. not just increases flexibility</p> <p>W. Refers to change of heart patterns/rhythm, not just increase in heart rate</p>
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24 point mark scheme

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

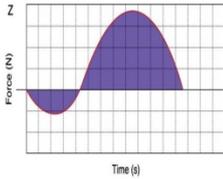
Question 2

Heptathletes are required to complete the 200 metre sprint, as shown in **Figure1**.

- 02** A 200 metre runner must exert a large force in a short period of time to generate an impulse. Sketch and label a graph to show the impulse generated during the acceleration phase of a 200 metre race.

(3 marks)

3 marks for 3 of:

<p>A. X Axis – (time)/milliseconds/seconds                      B. Y Axis – (force)/Newton's                      C. Shape of graph – negative and positive components of force shown with negative first                      D. Positive impulse clearly larger than negative impulse                      E. Positive and negative (force) labelled</p>	<p>A &amp; B. axis must be labelled with correct units to be credited. Accept with just units</p>  <p>E. only awarded if negative impulse is first in the diagram</p>
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- 03** With reference to the Sliding Filament Hypothesis, explain the roles of tropomyosin and troponin during muscles contraction. (4 marks)

4 marks for 4 of:

<p>A. Tropomyosin prevents myosin attaching to actin filaments                  B. Nerve impulse/electrical impulse/action potential                  C. <u>Releases</u> calcium ions (from sarcoplasmic reticulum)                  D. (Calcium ions) <u>attach</u> to troponin (on actin filaments)                  E. Causing shape of troponin to alter/moves out of the way                  F. Tropomyosin binds to actin/winds around/neutralises the troponin                  G. Exposes myosin binding site (on actin filament)                  H. Allows myosin to bind to actin/cross-bridges formed</p>	<p>'preparing the binding site' too vague</p>
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**Question 3**

One event in the heptathlon is the shot put, as shown in **Figure 2**. This involves one powerful, explosive movement.

- 04** Name **three** factors that affect the distance the shot travels. (1 mark)

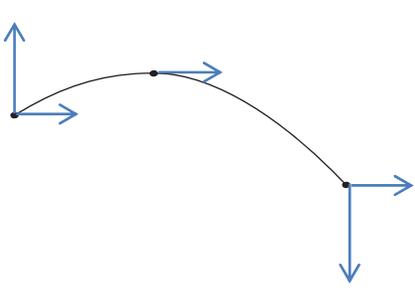
<p>A. <u>Height, Speed and Angle of release</u></p>	<p>All 3 must be named correctly                  Accept velocity for speed</p>
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- 05** Copy **Figure 4** and label your diagram to show the changing vertical and horizontal vectors at the following points:

- the point of release
- the highest point of flight
- the point immediately before landing.

(3 marks)

3 marks for 3 of:

<p><b>Point of release</b>                  A. Positive vertical component  <b>Highest point</b>                  B. No vertical component  <b>Before landing</b>                  C. Negative vertical component                  D. Equal horizontal component at all three points in flight</p> <p>Vector arrows must be present and attached to the correct point on the parabolic curve</p> 	<p>Arrows only required on diagram                  Specific points of flight path do not need to be identified</p>
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**06** Explain how energy is provided, allowing the athlete to complete the shot put. (3 marks)

3 marks for 3 of

<p>A. <u>Stored</u> ATP                  B. Alactic system/ATP-PC system/Phosphocreatine system/ATP-CP system                  C. PC breakdown                  D. To creatine and phosphate/C and P                  E. Energy used/released to perform the contraction/re-synthesis for ATP</p>	<p>Do not accept 'alactacid system' 'anaerobic system'                  Equations must be explained                  E. Must be linked to point C or D</p>
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**Question 4**

Athletes must have sufficient energy stores to compete and perform in a variety of weather conditions.

**07** Identify the energy sources that a performer may use during competition. (3 marks)

3 marks for 3 of:

<p>A. Carbohydrates/Glucose/Glycogen                  B. Protein/Lactate/Amino acids                  C. Fats/Fatty acids/Glycerol/Triglycerides                  D. Creatine/phosphocreatine</p>	
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Thermoregulation is essential in maintaining the correct body temperature.

**08** Explain how thermoregulation is achieved by the body during exercise. (4 marks)

4 marks for 4 of:

<p>A. <u>Thermoreceptors</u> – detect temperature changes and send messages                  B. <u>Thermoregulatory centre/medulla/hypothalamus</u> – receives messages/controls temperature                  C. <u>Vasodilation</u> – opening of blood vessels/blood closer to skin                  D. <u>Radiation</u> – heat lost by infrared rays/no physical contact needed                  E. <u>Conduction</u> – heat lost <u>from</u> (skin) to object/air                  F. <u>Convection</u> – heat lost by movement of gases/air                  G. <u>Evaporation</u> – heat lost by liquid to vapour/sweating                  H. Heat retention – hairs raised/shivering/piloerection                  I. <u>Vasoconstriction</u> – closing of blood vessels/skin capillaries</p>	<p>Must explain the function/role of the physiological term                   No marks for naming term only                   H &amp; I. context of answer must relate to cold conditions</p>
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## Section B

### Question 5

Sporting contests require the performer's full commitment, both physically and psychologically. The performance of some individuals can be hindered by over-arousal.

- 09** Explain, using appropriate psychological theories, the possible causes of aggressive behaviour during sporting contests **and** suggest strategies a coach could use to develop the assertive behaviour of a performer. (14 marks)

<p><b>Theories of Aggression</b></p> <ul style="list-style-type: none"> <li>A. <u>Instinct (Theory)/Trait (Theory)</u></li> <li>B. Aggression is innate/born with aggressive traits</li> <li>C. Aggression builds up and has to be released</li> <li>D. Displacement theory/individuals wait for acceptable time to be aggressive, eg sport</li> <li>E. Cathartic effect/catharsis</li> <li>F. <u>Frustration-Aggression (Hypothesis/theory)</u></li> <li>G. Blocked goal causes frustration</li> <li>H. Frustration causes aggression</li> <li>I. Release of aggression has cathartic effect/catharsis</li> <li>J. <u>Aggressive Cue (Hypothesis)/Cue Arousal (Theory)</u></li> <li>K. Frustration builds but aggression only released when socially desirable cue present, eg referee can't see you/coach encourages you to be aggressive</li> <li>L. <u>Social Learning (Theory)</u></li> <li>M. Aggression in learnt by observing and copying others/Vicarious experience</li> <li>N. Reinforcement causes behaviour to be repeated/or appropriate applied example</li> </ul> <p><b>Strategies to develop assertive behaviour</b></p> <ul style="list-style-type: none"> <li>O. Punish aggressive acts/fine player/drop for next match or equiv</li> <li>P. Develop player's code of conduct/promote fair play</li> <li>Q. Remove from situation/change position/substitution/change tactics</li> <li>R. Encourage peer support/group pressure</li> <li>S. Give role of responsibility/set performance goals/process goals</li> <li>T. Highlight non-aggressive/positive role models</li> <li>U. Reduce importance of event/avoid 'win at all cost' attitude</li> <li>V. Stress management techniques/accept named examples</li> <li>W. Rewards/positive reinforcement for assertive play</li> <li>X. Develop fitness levels</li> </ul>	<p>Theory must be correctly named to be credited with marks</p> <p>E. 'stress relief' too vague</p> <p>F. Frustration-Aggression Hypothesis must be named in full, NOT FA hypothesis</p> <p>H. can only be awarded if correct context of a goal being blocked is included</p> <p>Answers should focus on strategies the coach could use, not officials, NGBs or the individual</p> <p>P. focus is on encouraging non-aggressive behaviour</p> <p>W. focus is on rewarding non-aggressive behaviour</p>
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**24 point mark scheme**

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

**Question 6**

Elite performers have to develop high levels of self-confidence to optimise their performance.

**10** What do you understand by the term learned helplessness? (3 marks)

*3 marks for 3 of:*

<p>A. Performer perceives failure is inevitable/only option</p> <p>B. No control over the situation</p> <p>C. Causes avoidance behaviour/no task persistence/giving up is the only option/lack of effort</p> <p>D. Caused by attributing failure to <u>ability/internal stable</u> factors</p> <p>E. <u>Global/general learned helplessness</u> – general sporting situations, eg not good at water sports</p> <p>F. <u>Specific/Situational learned helplessness</u> – specific situations, eg not good at diving in the pool</p>	<p>D. 'incorrect attributes' too vague E &amp; F. must be explained</p>
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**11** Explain how the self-efficacy of a performer may be improved. (4 marks)

*4 marks for 4 of:*

<ul style="list-style-type: none"> <li>A. Performance accomplishments/success from previous performances/reminding performer of previous success/or equiv</li> <li>B. Avoid failure this can hinder self-efficacy</li> <li>C. Organise successful events/gradually increase task difficulty/make task easier</li> <li>D. Vicarious experiences/watching successful performances</li> <li>E. More effective if performers are of similar ability</li> <li>F. Verbal persuasion/encouragement/positive feedback/reinforcement from coach</li> <li>G. Emotional arousal/stress management techniques/mental rehearsal/establish set routines</li> <li>H. Set goals/targets/performance goals rather than outcome goals</li> <li>I. Avoid social comparison with other performers</li> <li>J. Use attributions correctly/attribution retraining/encouraging self-serving bias</li> </ul>	<p>The use of the terms from Bandura's model must be used in the context of improving self-efficacy to be credited with marks</p> <p>C. 'practice' too vague</p> <p>F. 'rewards' too vague</p>
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**Question 7**

The performer and the coach must work together so that the performer can control their arousal levels during a competition.

**12** Identify **three** characteristics of the peak flow experience. (3 marks)

*3 marks for 3 of:*

<ul style="list-style-type: none"> <li>A. Highly focussed on the task/good selective attention/fully absorbed/involved in activity</li> <li>B. Movement or skill feels effortless/physical <u>and</u> mental harmony</li> <li>C. Clear goals</li> <li>D. High levels of confidence/self-efficacy/sense of well being</li> <li>E. Sub-conscious feelings of control/being on autopilot/ automatic/optimal levels of arousal/zone of optimal functioning/ZOF</li> </ul>	<p>E. 'in the zone' too vague – needs link to correct arousal levels</p>
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When quality of performance and levels of satisfaction are high, optimal levels of arousal are more likely.

**13** Use **Figure 5** to explain how a coach can help the performer to reach optimal levels of arousal. (4 marks)

*4 marks for 4 of:*

<ul style="list-style-type: none"> <li>A. <u>Situation, performer and leader characteristics</u> must be considered</li> <li>B. (Required behaviour) – determined by the situation</li> <li>C. (Preferred behaviour) – the performer's ideal behaviour of the leader</li> <li>D. (Actual leader behaviour) – the leader's action towards the performer</li> <li>E. The closer the leader's behaviour is to that expected by performer the greater chance of optimal arousal/performance will be of a high quality/levels of satisfaction</li> <li>F. Having all three behaviours matching is the ideal</li> </ul>	<p>E. Refers to link between leader and group only, not the task</p>
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### Question 8

Many elite performers complete personality and anxiety tests as part of their preparation for competition.

- 14** Name **one** self-report questionnaire often used to measure anxiety **and** outline the disadvantages of using this form of data collection. (3 marks)

*3 marks for 3 of:*

<p><b>Named test</b></p> <p>A. <u>Sport Competition Anxiety Test/SCAT</u>          B. <u>State Trait Anxiety Inventory/STAI</u>          C. <u>Competitive Sport Anxiety Inventory/CSAI-2</u></p> <p><b>Disadvantages</b></p> <p>D. Misinterpretation of questions/lack of understanding          E. Answers may not be truthful/provide socially desirable answers          F. Questions may not allow for full answers/limited options to express emotions          G. Inappropriate questions/biased questions          H. Situation when completed may not be ideal/may rush to complete questionnaire</p>	<p>Accept first answer only for named questionnaire</p> <p>Sub-max of 1 mark for named test</p> <p>H. Do NOT accept 'time consuming'</p>
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- 15** How can knowledge of the interactionist theory of personality help a coach to improve the performance of an individual player? (4 marks)

*4 marks for 4 of:*

<p><b>Explanation of theory</b></p> <p>A. (Explanation of Interactionist Theory) – mixture of personality <u>traits</u> <u>and</u> the situation/trait theory <u>and</u> social learning theory          B. Behaviour can alter in different situations          C. (Lewin) – Behaviour = function(Personality x Environment) / B=f(PE)          D. Psychological core/inner core is fairly permanent beliefs and values          E. Typical response/middle layer is usual behaviour in a given situation          F. Role-related behaviour/specific behaviour in a certain situation</p> <p><b>Application of theory</b></p> <p>G. Theories suggest performers can be taught to alter their behaviour and improve performance/teach performer to act in certain ways in specific circumstances/learn how to respond to a specific situation          H. Coach identifies aspects of personality or behaviour to be changed          I. Creates situations or experiences to cause a change of behaviour/ eg teach aggressive player to be assertive/introvert performer not to become over-aroused in front of a crowd          J. Coach identifies a suitable situation to avoid specific aspects of personality being displayed, eg move position to avoid aggressive behaviour</p>	<p>Sub max of 3 marks</p> <p>D, E, F. No explanation required</p> <p>D, E, F. Accept annotated diagrams for Hollander's model          No mark for just naming Hollander</p>
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## Section C

### Question 9

The modern Olympic Games have changed in nature and size since Baron Pierre de Coubertin organised the 1896 Athens Games, which involved only amateur performers competing in nine sports.

- 16** Explain the social factors **and** the support programmes in the UK that encourage the development of elite athletes and increase the chance of winning medals. (14 marks)

<ul style="list-style-type: none"> <li>A. Status of sport/level of media coverage</li> <li>B. Equal opportunities policies/anti-discrimination policies</li> <li>C. School/university experience</li> <li>D. Club network/access to clubs</li> <li>E. Parental/family/peer support</li> <li>F. Socio-economic status/social class</li> <li>G. (Funding) – private/scholarships/sponsorships or equiv/Sport Aid</li> <li>H. (Funding) – public/lottery/local authority or equiv.</li> <li>I. Sport England – coordinated development of grass roots/participation</li> <li>J. UK Sport coordinates development of elite sport/provide support services</li> <li>K. Co-ordinated approach of sports organisations/work together (UK Sport, Sport England, NGBs, EIS, BOA, Sports Coach UK, UKSI)</li> <li>L. Whole Sport Plans</li> <li>M. <u>High quality</u> facilities</li> <li>N. <u>High quality</u> coaching</li> <li>O. Talent identification programmes/TIPs/examples of TIPs, eg Girls for Gold, Pitch to Podium</li> <li>P. Levels of structured competition</li> <li>Q. Progression routes/district to county to region or equiv/LTAD</li> <li>R. Research and development programmes</li> <li>S. Sports science/biomechanics/sports psychology/nutritional advice/strength and conditioning</li> <li>T. Sports medicine/physiotherapy</li> <li>U. World Class Performance Pathway/Programme</li> <li>V. (explanation of WCPP) Talent – Development - Podium</li> <li>W. Talented Athlete Scholarship Scheme/TASS/Athlete Personal Awards</li> <li>X. Performance Lifestyle/ACE programme</li> </ul>	<p>Any organisation that is named has to have some description of what they do</p> <p>G &amp; H. 'funding' too vague G &amp; H. refers to source of funding, not distribution of funding</p> <p>K. Two organisations must be named to be credited</p> <p>V. three stages to be named</p>
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**24 point mark scheme**

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

**Question 10**

The 19th century English public schools had a major impact on the development of rational recreation and the sporting values of the modern Olympic Games.

- 17** What are the similarities between the sporting values of the 19th century English public schools and the modern Olympic Games? (3 marks)

*3 marks for 3 of:*

Both encourage; A. Sportsmanship/respect for opponent/fairplay B. Athleticism/physical endeavour <u>with</u> moral integrity C. Follow unwritten rules of the sport/etiquette/code of conduct D. Taking part is more important rather than winning/team loyalty as well as individual success E. No monetary prizes/winning for the glory/amateurism F. Self-discipline/ <u>maximum</u> effort/ <u>high</u> commitment level G. Natural ability – no drugs	Not – contract to compete' unless explained and relevant links made  'Muscular Christianity' is irrelevant in this context
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- 18** Explain how, during the 19th Century, ex-public school boys influenced the development of sport in the UK and around the world.

(4 marks)

4 marks for 4 of:

<ul style="list-style-type: none"> <li>A. Impact of universities/old boys network <u>led to</u> codification/rules and regulations/clubs</li> <li>B. Establishment of governing bodies <u>led to</u> regular competitions/leagues</li> <li>C. Industrialists/employers <u>developed</u> factory teams/facilities</li> <li>D. Clergy <u>developed</u> church clubs/teams/YMCA/Boys Brigade</li> <li>E. <u>Officers</u> used sport with Armed services/troops</li> <li>F. (Ex-public school boys) travelled the <u>British Empire</u> and introduced new sports</li> <li>G. Philanthropists/social reformers <u>built</u> facilities/<u>encouraged</u> social reform</li> <li>H. Teachers/blues <u>and</u> some impact implied, eg taught sport</li> <li>I. Politicians <u>introduced</u> Acts of Parliament for public provision of facilities</li> </ul>	<p>Must have attempted to explain how they influenced development not just state grouping</p> <p>F. Do NOT accept travelled the world as it is too vague</p>
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### Question 11

At the London 2012 Olympic Games, billions of people watched both amateurs and professionals competing in 26 sports.

- 19** Suggest reasons why the International Olympic Committee (IOC) has allowed professional performers to compete at the Olympic Games in recent years. (3 marks)

3 marks for 3 of:

<ul style="list-style-type: none"> <li>A. Many traditional amateur sports are now professional</li> <li>B. Blurring of amateur and professional status in many sports/difficult to make clear distinction between 'true' amateur and others</li> <li>C. Olympic Ideal maintained/correct sporting ethics</li> <li>D. No prize/appearance money awarded</li> <li>E. Amateurs can still compete</li> <li>F. Higher standard of competition</li> <li>G. Greater spectator/media interest</li> <li>H. High levels of income/media rights/ticket prices</li> </ul>	
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- 20** Discuss the suggestion that the increased media coverage of elite sport has had a positive impact on coaches. (4 marks)

4 marks for 4 of:

<p><b>Agree</b></p> <ul style="list-style-type: none"> <li>A. Greater profile/public awareness of their role</li> <li>B. Increased salary/job opportunities</li> <li>C. Greater funding from media rights to develop players/team/squad/support systems</li> <li>D. Easier to analyse opposition</li> <li>E. Learn from other coaches</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>F. Greater pressure/expected to produce results</li> <li>G. Greater expectation to deal with media/answer questions/invasion of privacy or equiv</li> <li>H. Hire and fire culture/easier to lose job</li> <li>I. Coaches at clubs/sports with less coverage have less funding</li> <li>J. Coaches at clubs/sports with less coverage find it harder to attract performers</li> <li>K. Media allows opposition access to team tactics</li> </ul>	<p>Sub max of 2 marks per section</p> <p>Not just 'more money' – need to say how it can be used</p>
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### Question 12

There have been many examples of deviancy throughout the history of the modern Olympic Games, even though all performers agree to the Olympic Oath.

- 21** Explain the terms positive deviancy and negative deviancy. Use practical examples to support your answer. (3 marks)

3 marks for 3 of:

<ul style="list-style-type: none"> <li>A. (Negative Deviancy) – Behaviour against societies norms and values/against sporting ethic/sub-normal behaviour</li> <li>B. Example – intentionally breaking the rules/fouling another player/doping/violence/match fixing</li> <li>C. (Positive Deviancy) – Over conformity to sporting ethic</li> <li>D. Example – over training/competing with an injury/over commitment to win and unintentionally injures another player</li> </ul>	<p>B. NOT gamesmanship</p>
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- 22** Suggest reasons why there have been very few instances of spectator violence at the modern Olympic Games compared to some other major sporting events. (4 marks)

4 marks for 4 of:

<ul style="list-style-type: none"> <li>A. Olympics only once every 4 years</li> <li>B. Crowds from many countries/less intense rivalry</li> <li>C. Fairplay/international understanding encouraged/Olympic ideal actively promoted</li> <li>D. Less media <u>hype</u> to incite crowd</li> <li>E. Family orientated</li> <li>F. Alcohol drinking culture not usual</li> <li>G. Less pre-arranged organised violence</li> <li>H. Behaviour of performers does not deliberately incite opposition supporters</li> <li>I. Multi-sport competition</li> </ul>	<p>Not 'high levels of security'</p> <p>D. Accept equivalent words to hype/incite, NOT just media hype</p>
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