



General Certificate of Education

Sport and Physical Education
5581/6581

PED5

**Factors Affecting the Nature and
Development of Elite Performance**

Post Standardisation

Mark Scheme

2008 examination - June series

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Section A

1

Elite performers have the potential to earn vast sums of money.

- (a) What are the characteristics of *commercial sport*? (3 marks)

3 marks for 3 of:

1. Extensive media coverage
2. Large audiences
3. Professional sport
4. Winning/success is important
5. Entertainment/viewing spectacle important/media friendly
6. Sponsorship deals/advertising deals/extensive advertising/merchandising
7. Gate receipts/ticket sales
8. Players have contracts/endorsements

- (b) Elite performers can earn additional money through sponsorship and commercial business deals. Outline the factors that contribute to a performer being **marketable** in the modern sporting world. (3 marks)

3 marks for 3 of:

1. Attractive to the public/looks good
2. Appeals to wide range of viewing audience/the sport is popular/belonging to a high status club
3. Highly talented/skilful
4. Consistent high level of performance/success/Sunday factor (always get to last stages of a competition)
5. Unique/different to others of similar peer group/offers an image reflecting a product
6. High level of media coverage
7. Good sporting image/sporting ethics/sportsmanship/role model

- (c) Explain how elite sport and governing bodies have been influenced by sponsors, the media and commerce. (4 marks)

4 marks for 4 of:

1. Rules/regulations/scoring systems altered/technology to ensure rules enforced/increased standard of officiating
2. Clothing/uniforms changed
3. New competitions/formats introduced
4. Playing times altered
5. Playing seasons altered
6. Location of events may be influenced by commercial considerations
7. Ticket allocations given to sponsors not fans
8. Increased prize money/increased wages
9. Funding to support elite/developing performers
10. Improved facilities
11. Increased advertising at the event/advertising or commercial breaks
12. Media can direct public opinion/support about sport or event
13. Money still directed to already popular sports eg male/able bodied
14. Implementation of codes of conduct/banns or fines to encourage fair play/use of technology to limit foul play

- (d) Discuss the suggestion that the introduction of highly paid commercial deals has had a **negative effect** on traditional sporting values, such as sportsmanship and fair play. (5 marks)

5 marks for 5 of: (sub max 3 marks per section)

Disagree

1. Performers seen as role models
2. Image to maintain/good behaviour required
3. Loss of deals will result
4. Sponsors more likely to recruit players who display positive values
5. Better technology to detect foul play

Agree

6. Lombardian ethic more common/winning is most important factor
7. Pressure to be successful to ensure coverage/promote product
8. More likely to cheat/deviant behaviour/break contract to compete
9. Breaking rules/professional foul/aggressive/or eg/match fixing
10. Doping methods/drug use
11. Gamesmanship more common/use of a sporting eg
12. Increased number of prosecutions due to foul play

2

Elite performers may be drawn from all sections of society.

- (a) Why were the opportunities to compete within amateur sport restricted for the working class in the United Kingdom during the 19th century? (3 marks)

3 marks for 3 of:

1. *Class division between working class and middle/upper class*
2. *Middle/upper class controlled sport/selected teams*
3. *Working class not able to afford cost/time to play*
4. *Amateurism (upper, middle class) dominant ethic/professionals (working class) looked down on*
5. *Membership restrictions to club/competitions/Manual Labour Clause*
6. *Lack of public provision/private space/facilities within state schools*

- (b) Explain how UK Sport attempts to fulfil its aim of developing elite performers. (3 marks)

3 marks of 3 of: (named programmes must be explained)

1. *Co-ordinated approach with NGBs*
2. *Co-ordination of the four home countries – not just England*
3. *Provide centres of excellence/UKSI/English Institute of Sport or equiv.*
4. *World Class Performance Pathway*
5. *World Class Podium/World Class Performance – support realistic medal prospects*
6. *World Class Development/Potential – supports talent performers of the future just below medal prospects*
7. *World Class Talent/Start – supports talent identification and progress of athletes through Performance Pathway/Sporting Giants/Talent Transfer/Sprint Kayak/pitch2podium*
8. *Distributing National Lottery funding in form of grants/Athlete Personal Awards*
9. *Worldwide Impact – collecting best practice from around the world*
10. *World Class Standards – raising awareness of doping issues and sporting ethics*
11. *Ensure equal opportunities*
12. *World Class Events – attracting major sporting competitions to the UK*
13. *Performance lifestyle – career and lifestyle advice*
14. *Ensure sport support structures in place e.g. nutrition advice, sport science, physio etc*

- (c) Discuss the suggestion that too much money is spent on the development of elite performers at the expense of grass-roots sport. (5 marks)

5 marks for 5 of: (sub max 3 marks per section)

Agree

1. *Public have no control over spending/direction of funds to the elite*
2. *Better to increase access to facilities in local community*
3. *Development of community schemes/increased opportunities for participation*
4. *Money could be used for other areas eg crime reduction/education/health care or equiv.*
5. *Money used to develop coaches and improve standards*

Disagree

6. *Success is expensive/producing winners is expensive*
7. *Individuals have a right to fulfil their potential*
8. *Alternate route for employment/success*
9. *Winners/role models produced if successful*
10. *Increase participation/wider talent base*
11. *National pride/feel good factor*
12. *Economic benefits/medals mean money*
13. *Better facilities available for mass participation*

- (d) Explain how major professional sports in the USA, such as basketball and baseball, reflect the dominant culture of the society. (4 marks)

4 marks for 4 of:

1. *Capitalist country/market economy*
2. *Sport is business/profit making/stock market*
3. *Lombardian ethic/winning is the most important thing*
4. *No drawn games in major sports*
5. *Best players/coaches receive huge wages/rewards/fame/Hall of Fame/American Dream/rags to riches*
6. *Best teams receive large commercial/sponsorship deals*
7. *Franchise system of clubs' ownership*
8. *Unsuccessful teams may be bought and sold/relocated to another city or part of the country/hire and fire culture for players and coaches*
9. *Professional teams support best players/scholarships*
10. *Social class/racial groups associated with certain sports*
11. *The Draft System – select the best performers/ensure teams are competitive*

3

The City of London has been awarded the 2012 Olympic Games, and the aim of Team GB is to finish fourth in the medals table.

Table 1 shows the position of Team GB in the last two Olympics.

Sydney 2000 Summer Olympics	Athens 2004 Summer Olympics
1. United States of America	1. United States of America
2. Russia	2. China
3. China	3. Russia
4. Australia	4. Australia
5. Germany	5. Japan
6. France	6. Germany
7. Italy	7. France
8. Netherlands	8. Italy
9. Cuba	9. South Korea
10. Great Britain	10. Great Britain

- (a) Identify some of the physical **and** psychological qualities required by an individual to become an elite performer. (3 marks)

3 marks for 3 of:

1. High level of ability
2. High skill/fitness levels
3. Correct body shape/somatotype
4. Motivation/Nach personality/commitment to training/setbacks/self discipline/self-sacrifice/determination/self confidence/ self efficacy or equiv.
5. Ability to control arousal levels
6. Ability to accept feedback/criticism
7. Mental toughness/ability to pass through pain barrier

- (b) Explain the role of Sports Coach UK in the development of elite performers. (3 marks)

3 marks for 3 of:

1. Works with NGBs/local authorities/BOA
2. Improve standards of coaching/standardised coaching across sports/ Levels 1 – 5/ increase the number of coaches
3. Develop education programmes/seminars/athletes career education/ACE
4. Produce supporting coaching materials/books/videos/seminars/website
5. Research projects
6. World Class Coaching System
7. Coaching For Teachers
8. Long Term Athlete Development programme
9. UK Coaching Certificate
10. UK Coaching framework

- (c) The French Government have invested state funding for several decades to support elite athletes. Outline how this funding is used to develop potential medal winners. (4 marks)

4 marks for 4 of: (must qualify specific terms)

1. Centralised system
2. Target sports/Olympic sports
3. National talent identification system in schools/sport high priority in schools/ Carnet de Brevet
4. UNSS – organise Wednesday afternoon sports/fixtures
5. Good school – club links established/use of municipal facilities
6. License system – membership to sports clubs/facilities
7. Sport study sections/section sport etudes
8. CREPs – regional centres of excellence
9. INSEP – national centre in Paris
10. High quality facilities/coaching/medical support or equiv.
11. Provision of municipal facilities

- (d) Discuss the advantages **and** disadvantages of introducing structured talent identification programmes to support the development of elite performers. (5 marks)

5 marks for 4 of: (sub max 3 max per section)

Advantages

1. All potential performers screened/not left to luck to get spotted
2. Directed to suitable sports/individual can be helped to identify correct sport
3. Accelerated programme of development
4. Good use of funding/resources
5. More chance of producing winners/medallists
6. Co-operation between organisations

Disadvantages

7. May miss potential performers if they develop late
8. Expensive/requires large amount of funding
9. Large number need to be tested to be of use
10. Does not guarantee success
11. May be difficult to direct to correct sport
12. Many sports in competition for same talent pool/high profile sports may attract more performers

Section B

4

Sports performers devote time to preparation and recovery to maximise their performance and to avoid injury.

- (a) Identify and explain the *principles of training* that should be considered when planning an effective training programme. (6 marks)

6 marks for 6 of: (all terms must be explained)

1. *SPORT/FITT/SPOR*
2. *Specificity/type – fitness components relevant to sport/position/muscles used/skill action/energy system*
3. *Progression – intensity of training must gradually increase over the time*
4. *Overload – body systems must be worked harder than normal*
5. *Reversibility – effects of training lost when training stops*
6. *Recovery – allow time for body systems to recover/prevent overtraining/avoid injury*
7. *Tedium – variability in programme to prevent boredom*
8. *Frequency – number of training sessions per week*
9. *Intensity – suitable workload/heart rate/percentage of 1 rep max/sets and reps/work: rest ration/Karvonen Principle/training zone/respiratory exchange ratio/lactate tests/Heart rate Zone*
10. *Time – duration of training session*
11. *Periodisation – splitting the training year into phases*

- (b) During recovery from training, a performer will experience Excess Post-exercise Oxygen Consumption (EPOC). Describe and explain the functions of EPOC. (6 marks)

6 marks for 6 of:

1. *Divided into two stages - fast and slow components*
2. *Fast is called the alactacid debt*
3. *Re-saturation of myoglobin/haemoglobin with oxygen*
4. *Re-synthesise ATP/PC levels*
5. *Slow component is called the lactacid debt*
6. *Removal of lactic acid*
7. *By oxidation/aerobic energy production*
8. *In other organs (liver)/muscle/Cori cycle*
9. *Conversion to pyruvate*
10. *To water and carbon dioxide*
11. *Conversion to glycogen/glucose*
12. *Some converted to protein/some excreted in sweat and/or urine*
13. *Oxygen used to maintain high work rates of heart/breathing muscles*
14. *Extra oxygen used as temperature remains high*

5

In today's society, young people are educated about the importance of an 'active lifestyle'.

- (a) How are schools, sporting clubs and the community attempting to promote active lifestyles?
(6 marks)

6 marks for 6 of:

1. *Active Sports Programme*
2. *National Curriculum ensures wide range of activities/exam courses*
3. *Lifelong sports promoted/Health Related fitness activities/suitable examples/educate about benefits of life long sport*
4. *Extra curricular activities*
5. *Healthy Schools Policy*
6. *Sporting Champions*
7. *PESSCL/club – school links/Sportsmark Award*
8. *Taster days/events/family days*
9. *Reduced admission fees/membership fees*
10. *Youth sections/competitions*
11. *Coaching courses/JSLA/CSLA/NGB awards or equiv.*
12. *Access to facilities/dual use/increased number of clubs or facilities*
13. *Advertising campaigns*
14. *Promote equal opportunities*
15. *Schools sports co-ordinators /sports development officers/community sports co-ordinators*

- (b) Using psychological methods, outline how the negative *attitude* of a young person towards physical activity could be changed.
(6 marks)

6 marks for 6 of:

1. *Persuasive communication*
2. *Status of messenger/person delivering information/significant other*
3. *Quality of message/new information*
4. *Situation/time when message is given*
5. *Individual's resistance to change*
6. *Cognitive dissonance*
7. *Attempts to create conflict in thoughts/beliefs/alter one part of Triadic Model/psychological discomfort*
8. *Cognitive – give new information/education*
9. *Affective – create new emotions/enjoyment/fun/feeling of safety or equiv.*
10. *Behavioural – give success/reinforcement*

Performers have to develop their physical fitness and skill levels for competition.

- (a) Explain how an athlete can use *periodisation* to optimise their performance. (6 marks)

6 marks for 6 of:

1. Division of the training year into sections
2. Cycle can last over one year/be based on World Championships/Olympics
3. Identification of major competitions required
4. Possible to plan for double periodisation
5. Preparation phase/preseason training, competitive phase, transition phase
6. Preparation phase - involves development of base levels of fitness/general conditioning/quantity rather than quality
7. Competitive phase - involves refinement of skills/maintenance of fitness levels/quality rather than quantity
8. Transition phase - active rest/out of season recovery period
9. Tapering/peaking
10. Preparation for specific competition/mainly skill focus
11. Macro-cycles, meso-cycles, micro-cycles
12. Macro-cycles – long term planning/yearly/two yearly cycle
13. Meso-cycles – periods of two to eight weeks
14. Micro-cycle) – periods of a week/day/individual training sessions

For points 5 and 11, all 3 phases must be named for the mark

- (b) Coaches will often use *operant conditioning* to improve a player's performance. Explain the principles of operant conditioning **and** discuss its effectiveness when developing skills. (6 marks)

6 marks for 6 of: (sub max 4 marks per section)

Principles

1. Shape or alter behaviour by changing the environment
2. e.g. drills/use of cones/target areas/small-sided games or equiv.
3. Trial and error learning
4. Reinforcement given if response/action correct/successful
5. Aim to strengthen the stimulus-response bond or equiv.
6. Positive reinforcement – praise feedback or equiv.
7. Negative reinforcement – withdrawal of adverse stimulus/stop shouting
8. Punishment given if response/action incorrect
9. Aim to weaken the stimulus-response bond or equiv.

Effectiveness

10. Skills developed quickly
11. Practice linked to ability of the performers
12. Feedback can be immediate

But

13. Does not require understanding
14. May not be able to transfer to competitive situation
15. May not be able to modify action if situation slightly different

There are more opportunities to reach elite level today. At the 2004 Athens Olympic Games, 74 countries won at least one gold medal.

- (a) Explain the possible reasons why some sports at elite level, such as long distance running and sprinting, appear to be dominated by athletes from particular ethnic groups. (6 marks)

6 marks for 6 of:

1. *Role models encourage others*
2. *Social mobility route*
3. *Perceived genetic advantage/myth*
4. *White flight – other ethnic groups will not try to compete*
5. *Self-fulfilling prophecy/only certain ethnic groups compete*
6. *Positive discrimination/Channelling – into certain sports and away from others*
7. *Negative discrimination/racism*
8. *Restricted access to clubs/sports/competitions*
9. *Stereo-typing/only good at certain sports*
10. *Stacking – number of ethnic players in certain positions*
11. *Centrality – restriction of ethnic players from decision making roles*
12. *Some sports based on objective criteria for selection not subjective criteria*
13. *Targeted sports by some countries/limited resources focussed on certain sports /lack of facilities – cheaper option/less funding*

- (b) During competition, a performer will experience changes in the way in which blood is distributed around the body when compared with rest. Explain why the blood needs to be redistributed **and** outline how this is achieved. (6 marks)

6 marks for 6 of: (sub max 4 marks per section)

Why

1. *Supply oxygen to working muscles*
2. *Removes carbon dioxide/lactic acid*
3. *Temperature regulation*
4. *Provides muscles with glucose and fatty acids*

How

5. *Blood directed to working muscle/away from non-essential areas*
6. *Vasomotor control*
7. *Chemoreceptor detect changes*
8. *Sends a message to the medulla oblongata/cardiac control centre*
9. *Sympathetic nervous system causes*
10. *Vascular shunt/shunting*
11. *Vasoconstriction/reduction in blood flow to arterioles*
12. *Vasodilation/increase in blood flow to arterioles*
13. *Pre-capillary sphincters alter blood flow*

Quality of Written Communication

The GCSE and GCE A/AS Code of Practice requires the assessment of candidates' Quality of written communication wherever they are required to write in continuous Prose. In this unit, this assessment will take place for the candidates' script as a whole by means of the following marking criteria.

The candidate expresses moderately complex ideas clearly and reasonably fluently, through well linked sentences and paragraphs. Arguments are generally relevant and well structured. There may be occasional errors of grammar, punctuation and spelling.

4 - 3 marks

The candidate expresses straightforward ideas clearly, if not always fluently. Sentences and paragraphs may not always be well connected. Arguments may sometimes stray from the point or be weakly presented. There may be some errors of grammar, punctuation and spelling, but not such as to suggest a weakness in these areas.

2 - 1 marks

Ideas are expressed poorly and sentences and paragraphs are not connected. There are errors of grammar, punctuation and spelling, showing a weakness in these areas.

0 marks

Total 4 marks