AQA Qualifications

# A-LEVEL
# PHYSICAL EDUCATION

## PHED3 Optimising Performance and Evaluating Contemporary Issues within Sport
## Mark scheme

2580
June 2014

Version 1.0 Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

# Section A

**Question 1**

At the London 2012 Olympic Games, Team GB won 65 medals, including 29 gold medals.

In order to maximise the chance of success, the performers had to follow a structured training programme and may have used sports supplements during their preparation.

**01** Explain how a performer may have used periodisation **and** discuss the role and effectiveness of the supplements protein, creatine and caffeine.

**[14 marks]**

Read the whole response and identify on the script the points made from the indicative content in the mark scheme. The number of correct points made in the response determines the band that it falls into.

Once the band has been identified, use the band descriptors to determine whether to place the response in the top, middle or lower end of the band, based on the overall quality. This is dependent on the explanation of the points made and the linking of those points to form a coherent response. Marks can be awarded at the higher end of the band level if specific points are discussed in greater depth. A judgement has to be made on depth versus breadth.

| Band range | Band descriptors | Number of points |
|---|---|---|
| **Level 4**<br><br>10 – 12 marks<br><br>+ additional QWC marks | **Very good response**<br>Demonstrates a wide range of knowledge in substantial depth<br>Excellent linking of knowledge and development of points, with application to applied situations<br>Correct use of technical language<br>Addresses all areas of the question for top of band<br>If response is limited to one part of the question, maximum 10 marks | Minimum of 16 points to get into the mark band |
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| | | |
|---|---|---|
| **Level 2**<br><br>4 – 6 marks<br><br>+ additional QWC marks | **Basic response**<br>Demonstrates some knowledge in some depth<br>Some linking of knowledge and development of points, with limited application to applied situations<br>Some use of technical language<br>Addresses some areas of the question<br>If response is limited to one part of the question, maximum 5 marks | Minimum of 6 points to get into the mark band |
| **Level 1**<br><br>1 – 3 marks<br><br>+ additional QWC marks | **Limited response**<br>Demonstrates a limited range of knowledge in limited depth<br>Limited linking of knowledge and development of points, which are vague or irrelevant, with little/no application to applied situations<br>Limited use of technical language<br>Addresses the question with limited success<br>If response is limited to one part of the question, maximum 2 marks | Minimum of 1 point to get into the mark band |
| **Level 0**<br>0 marks | Addresses no aspect of the question | 0 points |

**Quality of Written Communication (QWC)**

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**01** Explain how a performer may have used periodisation **and** discuss the role and effectiveness of the supplements protein, creatine and caffeine.

**[14 marks]**

**Indicative content**

| | |
|---|---|
| **Periodisation**<br>A. (Explanation) dividing the year into training phases/blocks/cycles<br>B. Cycle based on World Championships/Olympics<br>C. Possible to plan for double periodisation/peak twice within the season<br>D. Preparation phase/pre-season training – involves development of base levels of fitness/general<br>E. Conditioning/quantity rather than quality<br>F. Competitive/competition phase/season – refinement of skills/maintenance of fitness levels/quality rather than quantity/relevant examples of training modifications<br>G. Taper/tapering/peak/peaking – decrease in intensity of training/preparation for specific competition/mainly skill focus<br>H. Transition phase – active rest/out of season recovery period<br>I. Macro-cycles – long term planning/yearly/two yearly cycle<br>J. Meso-cycles – periods of two to eight weeks/months<br>K. Micro-cycles – periods of a week/day/individual training sessions. | No marks for just naming phases |
| **Supplements**<br>**Protein**<br>L. Aims to build/increase muscle mass/muscle growth and repair<br>M. May be used by vegetarians to supplement diet<br>N. Not needed if have balanced diet<br>O. (Possible side effects) overuse may damage kidneys/liver/heart | L, M, N, O – Protein<br>L. must have link to muscle development |
| **Creatine**<br>P. Aims to aid ATP re-synthesis/helps to increase/replenish phosphocreatine store/extends ATP-PC system<br>Q. Possible benefits for short/powerful movements/high intensity activities/improve muscle mass/power athletes/sprinter<br>R. Mixed evidence to show positive benefits<br>S. (Possible side effects) muscle cramps/diarrhoea/water retention/ bloating/vomiting/hinder aerobic performance | P, Q, R, S – Creatine<br>P. do not accept increase creatine stores<br>Q. accept appropriate sporting examples |
| **Caffeine**<br>T. Aims to increase alertness/ attention to cues<br>U. Improve decision making/improve reaction time<br>V. May benefit aerobic performance/endurance athletes<br>W. Allows fats to be used as energy source/delays use of glycogen stores<br>X. (Possible side effects) dehydration/insomnia/sleep deprivation/ muscle cramps/stomach cramps/vomiting/irregular heart beat / diarrhoea | T, U, V, W, X - Caffeine<br>U. do not accept increase reaction time<br>V. do not accept muscle fatigue<br>X. do not accept changes to blood pressure/heart beat |

## Question 2

During physical activity, sport performers exert large forces, which may cause injury.

**02** Identify **one** vertical **and one** horizontal force acting on a performer when running in a 100 metre sprint.

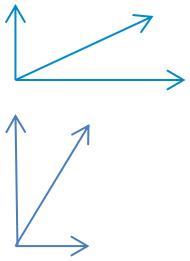
**[1 mark]**

| | |
|---|---|
| A. Vertical – weight/reaction force/gravity<br>AND<br>Horizontal – friction/air resistance | Requires both responses for one mark<br><br>Do not accept wind resistance |

**03** Sketch **two** vector diagrams representing the differing resultant forces for a long jumper **and** for a high jumper during take-off.

**[3 marks]**

*3 marks for 3 of:*

| | |
|---|---|
| Long jumper<br><br>A. Large horizontal force and small vertical force<br>B. Resultant force low trajectory/below 45<br><br>High jumper<br><br>C. Large vertical force and small horizontal force<br>D. Resultant force high trajectory/closer to vertical | no sketch = no marks<br>  |

To minimise the risk of injury during training and competition, a performer will complete a warm-up, cool down and ensure that the correct clothing and equipment are used.

**04** What other precautions can be taken to prevent injury occurring?

**[3 marks]**

*3 marks for 3 of:*

| | |
|---|---|
| A. Correct recovery time/don't over train/correct application of SPORT principles/principles of training<br>B. Modify techniques<br>C. Taping/elastic support/neoprene support/braces<br>D. Conditioning/strength programme/core strength training<br>E. Correct diet/nutrition/fluid intake/glycogen loading<br>F. Long term athlete development programme<br>G. Ice baths/cryotherapy chambers/hyperbaric chambers<br>H. Massages | Not 'risk assessment', 'safe area' or equivalent<br><br>Do not accept physiotherapy |

## Question 3

Elite performers have to develop their aerobic system and tolerance to lactic acid.

**05** Outline the stages **and** function of the Krebs cycle.

**[3 marks]**

*3 marks for 3 of:*

| | |
|---|---|
| A. Pyruvic acid combines with acetyl CoA/acetyl coenzyme A<br>B. Fatty acids combine with acetyl CoA/acetyl coenzyme A<br>C. Beta oxidation occurs<br>D. Forms oxaloacetic acid<br>E. Oxaloacetic acid combines with coenzyme A<br>F. Forms citric acid<br>G. Oxidation of citric acid/ hydrogen ions/ $H^+$ removed from citric acid<br>H. Production/removal of carbon dioxide<br>I. Hydrogen ions/$H^+$/$H_2$ passed onto the electron transport chain/electron transfer chain<br>J. Resynthesis of 2 ATP/energy to form 2 ATP molecules | Pt A & B - accept 'converted' as well as 'combined'<br>E. do not accept acetyl<br>Accept annotated diagrams<br><br>H. do not accept ETC |

**06** Explain the factors that affect the rate of lactate accumulation.

**[4 marks]**

*4 marks for 4 of:*

| | |
|---|---|
| A. OBLA – Point at which lactate starts to accumulate in the muscle/blood/lactate threshold<br>B. Starts at 4 mmol/litre<br>C. Occurs as body is unable to provide enough oxygen to break down lactic acid/change from aerobic energy system to anaerobic energy system<br>D. Intensity of exercise – higher intensity the faster OBLA occurs<br>E. Fitness of the performer – physiological adaptive responses due to training, eg more mitochondria, greater capillary density, improved gaseous exchange<br>F. $VO_2$ max of a performer/buffering capacity – higher the level the more delayed OBLA<br>G. Respiratory exchange ratio/RER – closer the value to 1.00 quicker OBLA occurs<br>H. (Muscle fibre type) – if slow twitch fibres used, delays OBLA | Identified factor must be explained not just listed<br><br>Sub max of 2 marks for points A to C<br><br>Accept either lactic acid or lactate<br>E. not just reference to better fitness |

**Question 4**

Performers have to improve the capacity of the appropriate muscle fibres for their sport and to recover as quickly as possible following exercise.

**07** Name the muscle fibre type in use during an endurance race **and** identify the physiological characteristics that allow these muscle fibres to work for an extended period of time.

**[3 marks]**

*3 marks for 3 of:*

| | |
|---|---|
| A. Slow twitch fibres/type 1/slow oxidative fibres<br>B. High number of/larger mitochondria<br>C. High level of myoglobin<br>D. High capillary density<br>E. High levels of triglyceride<br>F. High levels of oxidative enzymes | Sub max of 2 marks for points B to F<br><br>Do not accept 'red in colour'<br>E. Not fat |

**Figure 1** shows the volume of oxygen used during a training session and the recovery process.

**08** Identify **and** explain what is happening at **A** and **B** in **Figure 1**.

**[4 marks]**

*4 marks for 4 of:*

| | |
|---|---|
| A. (Point A) – oxygen deficit<br>B. Occurs when not enough oxygen present at the start of exercise to supply enough ATP aerobically/volume of oxygen needed to complete activity aerobically<br>C. Energy provided anaerobically<br><br>Sub max of 2 per section<br><br>D. (Point B) – Excess Post Exercise Oxygen Consumption/EPOC<br>E. Volume of oxygen consumed/taken in above normal following exercise/during recovery<br>F. Fast component/Alactacid debt – resynthesis of ATP or PC/resaturation of myoglobin with oxygen<br>G. Slow component/lactic acid debt – removal of lactic acid/conversion back to glucose | Points B & C can be awarded if point A incorrect<br><br>Points E, F & G can be awarded if point D incorrect |

# Section B

**Question 5**

In 2012, Bradley Wiggins became the first British cyclist to win the Tour de France and the Olympic Time Trial gold medal.

Before the Olympic race, when asked about his chances, Wiggins said "I've got so much confidence. The confidence is sky high. The main thing is that I'm on track and that's all that matters. There's no reason why it's going to suddenly fall apart."

**09** Using Bandura's Model, explain the factors which may contribute to a performer's level of self-efficacy **and** suggest strategies that can be used to develop high levels of self-efficacy.

**[14 marks]**

Read the whole response and identify on the script the points made from the indicative content in the mark scheme. The number of correct points made in the response determines the band that it falls into.

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| | | |
|---|---|---|
| | If response is limited to one part of the question, maximum 8 marks | |
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**09** Using Bandura's Model, explain the factors which may contribute to a performer's level of self-efficacy **and** suggest strategies that can be used to develop high levels of self-efficacy.

**[14 marks]**

**Indicative content**

| | |
|---|---|
| A. Explanation of self-efficacy – Level of self-confidence of a performer in a specific situation<br>B. Example of high or low self-efficacy in a sporting context<br>C. Past experiences/ performance accomplishments<br>D. success leads to high levels of confidence/failure reduces confidence<br>E. vicarious experiences/modelling<br>F. watching others perform a task increases level of confidence<br>G. verbal persuasion<br>H. encouragement from coach/significant other develops self-belief/ confidence<br>I. emotional arousal<br>J. optimal/correct level of physical/psychological arousal helps build confidence<br><br>**Strategies (credit suitable examples)**<br>K. Ensure success/make practices easier/modify practices/practice in familiar environment<br>L. Set goals<br>M. Performance goals better than outcome goals<br>N. Watch good quality demonstrations<br>O. Demonstrations more effective if model is of similar ability to performer<br>P. Praise/encouragement/positive feedback/positive reinforcement<br>Q. Avoid social comparisons/limit effects of social inhibition<br>R. Correct use of attributions/failure due to external unstable factors/ failure not due to internal stable factors(ability)<br>S. (Named stress management techniques) – breathing control/ self-talk/thought stopping/mental rehearsal/visualisation/imagery/ biofeedback/progressive muscle relaxation<br>T. Give role of responsibility<br>U. Attribution retraining<br>V. One-to-one support<br>W. Improve fitness/improve skill<br>X. Watch recordings of personal previous successful experience | Points C, E G and I must be named for explanation points D, F, H and J to be credited<br><br>F. accept equivalent words to watching, eg observing<br><br>P. do not accept verbal persuasion |

**Question 6**

Elite performers must control their arousal levels in high pressure sporting situations, often in front of large audiences.

The inverted U theory suggests that performers have an optimal level of arousal.

**10** Explain the factors that may influence different optimal levels of arousal.

**[3 marks]**

*3 marks for 3 of:*

| | |
|---|---|
| A. (Skill level) – novice/cognitive performers lower levels of arousal/experienced/autonomous performers high levels<br>B. (Type of skill) – fine skills lower levels/gross skills higher levels<br>C. (Type of skill) – complex skills lower levels/simple skills higher levels<br>D. (Personality of the performer) – introverts lower levels/extroverts higher levels | Do not accept examples of sports without link to the factor |

**11** Explain the term evaluation apprehension **and** describe a named cognitive stress management technique used to improve performance levels.

**[4 marks]**

*4 marks for 4 of; sub max of 1 mark for explanation/3 marks for strategies*

| | |
|---|---|
| A. (evaluation apprehension) performer only influenced by an audience or crowd if they <u>perceive</u> they are judging their performance<br>**B. <u>Thought-stopping</u>**<br>**C.** Use of cue/action/word<br>D. Re-directs attention to positive thoughts<br>E. Example – key word – focus<br>**F. <u>Self-talk/positive self-talk</u>**<br>G. Use when negative thoughts occur<br>H. Replace with positive statements about performance<br>I. Example – nerves are good before the race<br>**J. <u>Imagery/visualisation/mental rehearsal</u>**<br>K. Formation of mental pictures of good performance/imagine in a calm place<br>L. (Internal) – creating the feeling of the movement/sensations<br>M. (External) – seeing themselves completing the movement<br>**N. <u>Attentional control</u>**<br>O. Changing the focus of attention to detect only relevant cues/improve selective attention/alter perceptual field<br>P. <u>Broad/external</u> – used during games to detect fast changing situations and identify the best option<br>Q. <u>External/narrow</u> – used to concentrate on specific objects or tasks, possibly with limited number of cues<br>R. <u>Narrow/internal</u> – used to mentally rehearse a skill or task<br>S. <u>Internal/broad</u> – used to analyse performance and plan future strategies and tactics<br>**T. <u>Goal Setting</u>**<br>U. Targets must be SMART/SMARTER<br>V. Specific – to the sport/performer<br>W. Measurable – quantitative/objective<br>X. Accepted/agreed – by performer and coach<br>Y. Realistic/achievable – within performance capability<br>Z. Time phased – long/short term goals/deadlines<br>AA. Exciting - challenging<br>BB. Recorded – written down | Sub max of 3 marks for points B to Z<br><br><u>Accept first stress management</u> techniques only<br><br>L. must imply feeling/ creating kinaesthetic awareness M. must imply seeing/picturing themselves<br><br>Points V to BB must have some form of explanation |

## Question 7

Many sporting organisations attempt to identify potential elite athletes and help them to develop a positive attitude to training and competition.

**12** Explain the term attitude **and** explain how attitudes are formed.

**[3 marks]**

*3 marks for 3 of:*

| | |
|---|---|
| A. Attitudes are beliefs/values/feelings/behaviour linked to an attitude object (or equivalent)<br>B. Triadic Model / cognitive, affective, behavioural components<br><br>C. (Past experiences) – eg success creates positive emotions/negative experience a negative attitude/fear or failure or equiv<br>D. (Social learning / socialisation) – watching and copying others/peer groups/role models/family/teachers/coaches/media/cultural beliefs/ traditions or equiv/cognitive dissonance/persuasive communication<br>E. (Conditioning) – behaviour followed by rewards encourages repeat behaviour/praise/rewards or equiv<br>F. (Familiarity / frequent exposure) – increased exposure more liked to form positive attitude eg attendance at a club or equiv | Sub max of one mark for points A & B<br><br>Sub max of two marks for points C to F |

**13** Discuss the suggestion that Morgan's Profile of Mood States is an effective method of identifying potential elite performers.

**[4 marks]**

*4 marks for 4 of:*

| | |
|---|---|
| **Agree**<br>A. Mood states are temporary/change depending on the situation/ unstable<br>B. More accurate than traits/stable traits<br>C. Successful performers display iceberg profile<br>D. Successful performers have higher levels of vigour/anger<br><br>**Disagree**<br>E. Some elite performers do not have this profile<br>F. Some non-elite athletes display the profile<br>G. Elite performers may develop positive mood states as a result of success/do not display required mood states before becoming successful | Sub max of 3 marks per section<br><br>No credit for advantages and disadvantages of using questionnaires<br><br>Max 4 marks |

**Question 8**

Successful teams have to work together to maximise their chance of winning.

Tuckman suggested that there are four stages of group formation.

**14** Name **and** explain the second and third stages of group formation.

**[2 marks]**

*2 marks for 2 of:*

| | |
|---|---|
| A. Storming – individuals establishing their position within the group/ discussion of ideas/conflict of ideas/alliances formed/establishment of roles<br>B. Norming – agreement of roles/norms/positioning/group gains stability/ development of cohesion/individuals co-operate | Accept first two named stages only<br><br>Correct stage must be identified to be credited |

**15** Explain how faulty processes can have a negative impact on group productivity.

**[5 marks]**

*5 marks for 5 of:*

| | |
|---|---|
| A. Actual/group productivity = Potential productivity - losses due to faulty processes<br>B. (Faulty process) Co-ordination losses<br>C. (Any one of) poor tactics/lack of communication/poor teamwork or equiv<br>D. Ringlemann Effect<br>E. (explanation) as the group size increases the individual contribution decreases/more opportunity for communication breakdown<br>F. (Faulty process) Motivational losses<br>G. (any one of) incorrect arousal levels/feeling under-valued/low self-efficacy/poor concentration/avoidance behaviour/fear of failure<br>H. Social loafing<br>I. (explanation) reduction in motivation and individual effort/individual hides in the group/coasts<br>J. Cohesion/Task cohesion decreases/actual productivity decreases<br>K. Social cohesion is poor - social cliques formed | B and F – accept other words for losses (as question not focussed specifically on Steiner's model), eg poor coordination<br><br>C, E, G, I – must be linked to the correct term |

# Section C

**Question 9**

Elite sport involves trying to find the true physical potential of human beings.

In 2013, the American cyclist, Lance Armstrong, was found guilty of doping and was stripped of his seven Tour de France titles.

**16** Discuss the suggestion that doping is necessary at elite level **and** outline the strategies sporting organisations use to limit the use of banned substances by performers.

**[14 marks]**

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| | | |
|---|---|---|
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**16** Discuss the suggestion that doping is necessary at elite level **and** outline the strategies sporting organisations use to limit the use of banned substances by performers.

**[14 marks]**

**Indicative content**

| | |
|---|---|
| **Agree**<br>A. Enhances physical/psychological attributes/increases chances of winning/better standards of performance/ perception to keep up with other athletes/balance playing field<br>B. Train longer/recover quicker<br>C. Other technological aids are used/doping can be viewed as another training aid<br>D. If properly monitored not as great a health risk as people think<br>E. People should be free to choose<br>F. Institutionalised/encouraged use by coaches or equiv.<br>G. Many banned substances are available legally/may be naturally occurring in the body eg some athletes will have higher testosterone than others<br>H. Testing not always accurate/can't detect new substances | Must be clear whether agreeing or disagreeing<br>A. accept examples of physiological advantages |
| **Disagree**<br>I. Health risks<br>J. Unfair advantage/against 'contract to compete'/cheating/negative deviancy<br>K. Not all performers have access to doping methods/ensures level playing field for all performers/some are successful without using drugs<br>L. Consequences if caught eg shame/loss of earnings/poor image of sport<br>M. Negative role models for children<br>N. Encourages drug taking from early on/more athletes/perception 'if you don't take it, you won't make it'/peer pressure to take drugs | L. Only credit if clearly referring to consequences (rather than strategies), eg if caught |
| **Strategies**<br>O. Random/out of season testing /no warning tests/ testing<br>P. Reform/devise structured approach/strong anti-doping culture/clear guidelines on website/'100% ME' campaign<br>Q. Better coordination between organisations/shared policies/policies eg WADA/World Anti-Doping code/NADO/UK Sport Ethics Department or equiv<br>R. Education programmes for athletes/coaches<br>S. Punishments/life bans/strip guilty athletes of medals<br>T. More funding for testing programmes/improved technology for testing/ testing centres<br>U. Use of positive/negative role models/name and shame<br>V. Funding/sponsorship received by athlete to be returned if found guilty/ contracts contain clauses if caught doping<br>W. Use of athlete biological passport<br>X. Use of the media to portray an appropriate image/sports marketing experts | V, S Only credit if clearly referring to strategies (rather than consequences), eg reduce by… |

**Question 10**

UK Sport aims to attract major international sporting events and World Games to the United Kingdom.

**17** Identify **five** characteristics of a World Games

**[3 marks]**

*1 point for 1 mark; 2 or 3 points for 2 marks; 4 or 5 points for 3 marks:*

| | |
|---|---|
| A. Elite performers/international performers<br>B. Pre-qualification required/selection process<br>C. Multi-sport and single sport<br>D. Amateur and professional<br>E. Able bodied and disabled performers<br>F. National showpiece/pride/political statement/shop window effect<br>G. High level of commercialisation/sponsorship<br>H. Cultural/social benefit/Olympic spirit/ideals/bringing people together<br>I. Opening/Closing ceremonies<br>J. High quality facilities<br>K. Volunteers/Games Makers<br>L. Worldwide coverage/global media coverage/global audience/equiv | Points C, D, & E must have both characteristics to be awarded mark<br><br>G – 'media coverage' too vague<br>G and L – comments must infer extensive |

One of the key slogans of the London 2012 Olympic Games was 'Inspire a Generation'.

**18** Suggest reasons why not all sports or groups of performers, such as women, will benefit from success at the Olympic Games.

**[4 marks]**

*4 marks for 4 of:*

| | |
|---|---|
| A. Not the same amount of media coverage for all sports/groups<br>B. Fewer role models/high profile performers<br>C. Lower status of sport/difficult to compete against traditional sports/more successful sports<br>D. Different funding levels/less sponsorship/lack of Government funding<br>E. Lack of access to clubs/facilities<br>F. Sporting organisations unable to cope with demand<br>G. Provision in schools/National Curriculum/extra-curricular activities/poor club-school links<br>H. Cultural barriers/discrimination/stereotyping/sexism<br>I. Lack of control/decision making by other groups | Needs reference to group at some point within the response. Not just a generic list. |

**Question 11**

To maximise the chance of success, funding is required to support the development of elite level performers.

**19** Explain how the middle classes supported the developments in sport during the 19th century. **[3 marks]**

*3 marks for 3 of:*

| | |
|---|---|
| A. Development of rules/rational recreation/codification <u>via</u> public schools/universities/NGB<br>B. Development of leagues/competitions <u>via</u> public schools/universities/ clubs/NGB/factory teams/church teams/teams<br>C. Development of facilities/parks/public baths <u>via</u> philanthropists/factory owners/church/public schools/universities/government Acts<br>D. Controlled sport <u>via</u> administration/clubs/NGB/leadership roles<br>E. Development of morals/values/ethics <u>via</u> codes of amateurism/athleticism/muscular Christianity/Olympism/ sportsmanship<br>F. Provided more leisure time/Wednesday half day/Saturday half day/Bank Holiday <u>allowed</u> more spectators/time to participate/time to play<br>G. Commercial sport/professional sport <u>via</u> agents/promoters/broken time payments/paid<br>H. New sports <u>via</u> universities/manufacturing companies/Industrial Revolution/inventors<br>I. Amateurism/Gentleman Amateur <u>due to</u> having time/money to play for the love of it | No marks for listing what happened. Link must be made between 'how' and 'impact' to be awarded mark<br><br>Point E can be answered from either perspective |

UK Sport will distribute over £350 million of funding to selected sports. **Table 1** illustrates the funding allocation to different sports in the lead-up to the Rio 2016 Olympic Games in Brazil.

**20** Discuss the suggestion that funding should be equal for all sports and not based on performance at major championships.

**[4 marks]**

*4 marks for 4 of; sub max of 3 marks*

| | |
|---|---|
| **Agree**<br>A. All sports need funding for development/increase chance of success/ fair funding<br>B. Helps to promote less familiar/popular sports<br>C. Widens the foundation/participation pyramid/increase grass roots participation<br>D. Provides alternative options for participation/everyone has the right to develop their potential in chosen sport<br>E. London Olympic legacy should be encouraged<br><br>**Disagree**<br>F. Limited funds have to be used effectively/not enough funding for all sports<br>G. Better to increase chances of winning medals in target sports/tax payers need value for money/no compromise approach appears to be successful/reward successful sports<br>H. Encourages sports to invest money correctly/accountability/ encourages sporting organisations to have high quality resources/good Whole Sport Plans/administrators or equiv<br>I. Encourages sporting organisations/governing bodies to work together/ share resources<br>J. Funding is a privilege not a right | Must be clear which perspective is being discussed<br>C. can only be awarded in the agree discussion |

**Question 12**

Sponsors and the media pay huge sums of money to be linked to elite performers and to cover major sporting events.

In 2012, the golfer Rory McIlroy signed a 10 year sponsorship contract with the sports company Nike, reported to be worth over £150 million.

**21** Explain the reasons for companies investing such large sums of money in sport.

**[3 marks]**

*3 marks for 3 of:*

| | |
|---|---|
| A. Raise awareness of brand/increased publicity/Increase sales of their products/brand becoming more fashionable<br>B. Linked to sport with good image/improve company image/link to excellence/improve community involvement/improve public relations<br>C. Opportunity for corporate hospitality/entertain clients<br>D. Improve company morale/employees feel linked to success of sport<br>E. Tax relief for sponsoring companies | |

Sky Broadcasting and BT currently pay £3.2 billion for the media rights of Barclay's Premier League.

**22** Outline the disadvantages to a sport of increased media control.

**[4 marks]**

*4 marks for 4 of:*

| | |
|---|---|
| A. Traditional nature of the sport changes/new competitions/formats introduced/rules/regulations/scoring systems altered/clothing/ uniforms changed/breaks in play<br>B. Playing times altered/playing seasons altered<br>C. Location of events may be influenced by commercial considerations<br>D. Ticket allocations given to sponsors not fans<br>E. More popular sports gain more coverage at expense of minority sports<br>F. Media can direct public opinion/support about sport or event/over sensational negative events eg deviancy<br>G. Fewer viewers for some sports due to pay-per-view/subscription channels<br>H. Lower attendance at events that are televised<br>I. Over-saturation on television/spectators become bored with too much sport | Focus of question is on sport, not on teams or individual players. |