GCE MARKING SCHEME

PHYSICAL EDUCATION
AS/Advanced

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the SUMMER 2014 examination in GCE PHYSICAL EDUCATION. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

PE2

Q.1 (a) Explain why validity and reliability are essential elements of fitness tests. **[3]**

Reliability/accuracy of results
- Gained through control of variables

Why it is important to adhere to protocols
- Far greater accuracy of test results
- Allows identification of strengths/weaknesses
- Monitor progress of training
- Allows accurate comparison to previous results
- Increased confidence when comparing/interpreting results to normative tables/other athlete scores/elite scores etc.
- Safety of the performer
- Set goals/motivation of performer
- Tester error can lead to de-motivation

Validity of results
- Results measure what they are supposed to
- Results relevant to the specific sport
- 1 mark max for definitions

3 x 1 or 1 x 2 for amp
Must have both reliability and validity to access 3 marks

(b) Describe how exercise intensity can be increased when Fartlek training. [3]

- Increase in speed (specific % speeds)
- Increase distance of sprints/high intensity
- Increased number of high/maximum intensity sections of the run
- Use hills/inclines/up/hill/down/hill sections/dunes
- Less recovery between high intensity running
- Different surface e.g. sand dunes
- Attaching weight/resistance to performer

3 x 1 or 1 x 2 for Amp, e.g. Use of specific % of max, distances, recovery etc.

(c) Increased capillarisation of muscles is a long-term adaptation of Fartlek training. Explain how this adaptation could help develop sporting performance. [4]

- Performance benefits include improved efficiency in oxygen reaching the mitochondria which has the performance benefit of muscles
- Increased capillarisation means increase in O_2 to (mitochondria)
- Work aerobically for longer/take longer to reach anaerobic threshold
- Work at a higher intensity for longer/ without fatigue for longer
- Increased VO_2 Max
- Faster recovery time
- Faster removal of lactic acid
- Faster replenishment of glycogen and CP stores
- Faster re-saturation myoglobin stores

If the candidates merely state they last longer, then this is not sufficient; there must be some link to a specific sporting situation or linked aerobic benefits.

4 x 1 marks or 1 x 2 amp

Q.2 (a)(i) Describe the Alactic component of Oxygen Debt during the recovery process. [3]

- Increased oxygen consumption to repay oxygen debt (EPOC)
- Resynthesises C.P. - Coupled reaction/re-synthesise ATP and C.P. bonds.
- Re-saturates myoglobin/haemoglobin
- Approx. 50% of PC stores replenished within 30 seconds
- 75% within 1 minute
- Almost full recovery within 4 minutes
- Uses2-4 litres of oxygen

3 x 1 or 2 x 1 Amp

(ii) How can a sportsperson reduce the effects of delayed onset of muscle soreness (DOMS) which sometimes occurs after high intensity exercise?

[3]

- Effective warm-up with pulse raising and mobility/stretching
- Gradually increase intensity of workload
- Reduce/avoid eccentric training
- Effective/active cool down/stretching
- Massage
- Ice baths
- Compression clothing (increase blood flow).

3 x 1 or 1 x 2 or 3 Amp (detailed understanding required for 3 marks

(b) Explain in detail how exercise intensity determines the predominant energy system used. [4]

- ATP-Pc system linked to maximum or close to maximum intensity - up to approximately 10 seconds duration
- Anaerobic glycolysis/lactic acid system approximately 85%-97% of maximum. With duration up to approximately 90 seconds
- Aerobic system linked to medium to low intensity activity with long duration

*The examples must reflect the intensity and or duration of the activity e.g. sprinting linked to ATP-PC system.

1-2 marks - provides a basic understanding of the energy systems, there is a basic link to intensity and/or duration of the activity but it is not explicit. Some use of relevant examples.

3-4 marks - specific information is provided on each energy system, explicit link to intensity/duration of exercise, with a specific examples that reflects the intensity/duration of the activity (All % included).

Q.3 (a) Using examples from physical activity, describe how Persuasive Communication and Cognitive Dissonance are used to change the mind-set of an individual with a negative attitude. [5]

1. Status of messenger/person delivering information/significant other e.g. a respected coach/teacher etc.
2. Relevance of message/new information e.g.
3. Situation/time when message is given
4. An individual's resistance to change

(Persuasive communication attempts to change the mind-set or attitude of the sportsperson)
- This works best when a coach/teacher or significant other is perceived as an expert/trustworthy/commands respect/positive role model
The message they give when attempting to change an attitude is clear, unambiguous, balanced between emotion and logic etc.
Strategies

5. Positive reinforcement
6. Praise
7. Tangible rewards etc

Cognitive Dissonance

Attempts to create conflict in thoughts/belief/alter one part of the Triadic Model/psychological discomfort

Cognitive - give new information/education

Affective - create new emotions/enjoyment/fun/feeling of safety or equivalent.

Behavioural - give success/reinforcement

Cognitive Dissonance - A mismatch in the cognitive/affective/behavioural elements will cause a dissonance (imbalance) in the mind of the person being persuaded due to the introduction of new information affecting the cognitive (belief) or affective (emotional) component. The only way to reduce this imbalance is to change their behaviour. A coach could change behaviour by re-creating the dissonance and changing the negative belief. E.g. if a person doesn't like doing a type of physical activity even though they believe it is good for them there is dissonance.
A trainer could change the type of physical activity to make it more acceptable and more enjoyable

1 - 2 marks - The candidate demonstrates some knowledge and understanding of strategies and the impact on a negative attitude. Some relevant points are provided but are made isolation with limited use of technical language. Ideas are expressed in a simplistic but clear manner. Limited use of examples.

3 - 4 marks - The candidate demonstrates good knowledge and understanding of strategies. They are able to use some specialist vocabulary and are able to link factors together that impact on creating more positive attitude. Ideas are generally expressed in a clear, logical manner. Greater use of examples.

5 marks - The Candidate demonstrates very good knowledge and critical understanding of the link between Persuasive Communication, Cognitive Dissonance and creating a more positive attitude. Very good detail, using specialist terms used throughout the answer. Complex ideas are expressed with clarity. Good use of provided.

Q.3 (b) Using the diagram, discuss how each of the personality theories attempts to explain behaviour in sport. [5]

(a) Trait theory - Eysenck

Our personality is made up of many different traits, which gives an underlying pre-disposition to act in a particular way each time a given situation occurs (or similar) e.g. if you are a nervous in one sporting situation you will be nervous in all situations.
Type A - highly strung, characterised by impatience, intolerance, and stress
Type B - relaxed, tolerant approach, lower stress

Sporting examples Traits can be used to predict behaviour
Extroverts - games
Introverts - individuals activities
Neurotic - tendency to worry, associated with anxiety
Link to NACH and NAF.

(b) Social learning theory - Bandura

Personality changes with the situation and that the environment (including the behaviour of others) influences behaviour

Sporting examples include - increased aggression learned from others

(c) Interactionist theory

People are born with certain personality characteristics but behaviour can change depending on situation, personality not constant unless in learned situations. (combination of trait and social learning theory)

1 x 1 mark for each personality theories + for link to sport

Q.4 (a) Explain how a high percentage of body fat could have a detrimental effect on aerobic and anaerobic levels of fitness [4]

A. Limits aerobic/cardiovascular endurance/Anaerobic
- Narrowing of arteries = less O_2
- Greater unproductive weight means more energy needed/rapid increase in H.B.
- Fatigue quicker/work at a lower intensity
- Increased oxygen consumption/reduce VO_2 max (potentially)
- Reach anaerobic threshold quicker
- Utilise anaerobic energy stores at a faster rate/ C P, Glycogen stores
- Recovery will be longer /replenishment of C P and glycogen will be longer/Take longer to oxidise lactic acid.

B. Limits flexibility/mobility
- Increase fat limits the range of movement around the joints
- Mobility issues can lead to joint problems/injury

C. Limits agility/speed/power
- Greater force needed to move the body mass
- Changing direction requires greater strength/power
- Greater forces placed on joints can lead to injury

1 - 2 marks - the candidate has a basic knowledge of the effect of unproductive weight on sporting performance, they focus heavily on one fact e.g. more weight means more energy but the answer is lacking detail and the use of technical language

3 -4 marks - the candidate demonstrates a good knowledge and understanding about the impact of unproductive weight on sporting performance and uses sound technical language

Q.4 (b) Explain how an individual's diet can effect both short and long term health [6]

- Benefits of a balanced diet
- Controlling calorie intake
- Energy balance
- Understanding the importance of reducing fats and the problems associated with a high fat diet
- Saturated and trans fats linked to Low Density Lipoproteins and increased calorific intake (linked to atherosclerosis/hypertension/heart attack/stroke etc.)
- High GI carbohydrates release energy faster and therefore linked to weight gain and diabetes
- Low GI carbohydrates release energy slower although overconsumption can lead to weight gain
- Hydration/heatstroke

Short - term problems - Weight control and energy balance
- Psychological effects
- Social effects

Long - term problems -
- Obesity, atherosclerosis, angina. Heat attack, stroke, diabetes etc.

Level 1 1 - 2 marks
The candidate demonstrates some knowledge and understanding of the effect of diet and the impact on long and short term health. Some relevant points are provided but are made in isolation with limited use of technical language. Ideas are expressed in a simplistic but clear manner. Some understanding of weight gain/impact of high cholesterol etc.

Level 2 3 - 4 marks
The candidate demonstrates good knowledge and understanding of the effects of diet on long term health. They are able to use some specialist vocabulary and are able to link factors together that impact on health. *E.g. Saturated fat consumption can increase properties of LDL cholesterol which potentially leads to diseases such as atherosclerosis, hypertension etc. Ideas are generally expressed in a clear, logical manner.*

Level 3 5 - 6 marks
The candidate demonstrates very good knowledge and critical understanding of the link between diet and associated short and long-term health. Very good detail, using specialist terms is used throughout the answer. Complex ideas are expressed with clarity.

Q.5 Using examples from your chosen sporting activity, explain how guidance, practice and feedback can vary during the stages of learning.

Max of 3 marks for each area if depth and application are evident.

(a) Stages of learning
- Cognitive, associative and autonomous phases and how a coach would alter their approach for each stage

(b) Guidance
- Verbal, visual, manual/mechanical

(c) Practice
- Types of practice, massed and distributed, fixed and variable. How these are used in different situations and abilities
- Whole and part
- Mental rehearsal

(d) Feedback
- Intrinsic, extrinsic. Timing of feedback (concurrent, terminal, delayed etc.)
- Functions (motivate, inform, reinforce)

Other areas that could be included are:

(e) Transfer

(f) Motivation of athlete

(g) Explain information processing

Levels of Response * no marks for naming guidance, practice etc.

Level 1 1 - 4 marks
The candidate demonstrates some knowledge and understanding of the unit. There is little or no application of knowledge. A few relevant points are listed and there is a possible tendency to focus heavily on one aspect of the skill or treat it in a superficial way. Ideas are expressed in a simplistic but clear manner.

Level 2 5 - 7 marks
The candidate demonstrates good knowledge and understanding of the guidance, practice and feedback and is able to use some specialist vocabulary and relate theories to improvement in sporting performance. Ideas are expressed in a clear, logical manner. - Insufficient detail in application.

Level 3 8 - 10 marks
The candidate demonstrates very good knowledge and critical understanding of all disciplines (possibly uses some factors outside of guidance, practice and feedback). He/she explains in detail, using specialist terms. They integrate disciplines to show how they enhance performance. Complex ideas are expressed with clarity.

PE4

SECTION A

Q.1 (a) Explain, using examples, why biomechanics is used extensively in sport. **[3]**

- There are two different forms of biomechanical analysis, namely qualitative and quantitative. Coaches will use each form of analysis for different reasons.
- **Technique improvement** – use of the knowledge to mechanics to improve the execution of whole part of a particular technique for individual athletes.
- **Technique development** – biomechanics is used to develop new and more efficient sporting techniques or to refine existing ones.
- **Equipment development** - biomechanical analysis has contributed to the improved design of much equipment used within modern sport.
- **Training development** – analysis of techniques can lead to an identification of deficiencies in technique which will assist a coach in designing an appropriate training programme.
- **Injury prevention and rehabilitation** – biomechanics is often used as a starting point for making alterations to technique, training or equipment in order to prevent or rehabilitate injuries.

Examples must be used in order for marks to be awarded. No examples 1 mark max. **[1 + 1 + 1 or 1 + 2]**

Figure 1 shows a diver performing a front somersault in the tuck position during a competition.

(b) In terms of biomechanics, explain how a diver executes a front tucked somersault in order to ensure a perfect vertical entry into the pool. **[4]**

- Newton's 3rd Law – in order to take off, the diver pushes down on the board and board will push back up on the diver.
- Lift – during the take-off action, the diver uses his or her arms to generate lift and to start the rotation.
- Axis of rotation – a front somersault in performed around the frontal axis.
- Moment of inertia – relates to the distribution of mass about the axis in a spinning system. The further away from the axis the mass, the greater the moment of inertia and the harder it is to make it spin. Hence, it is easier to perform a tuck rather than lay out somersault.
- Conservation or angular momentum – angular momentum depends both on the speed of rotation and the distance of the rotating object from the centre, and it must remain constant throughout the dive.
- Flight and entry – divers change their body shape to change their moment of inertia and subsequently, control how fast they are rotating. Straighten – slow. Tuck – speed up. They must control their spins to attain a perfect entry.

Candidates must explain at least two of these points in detail to obtain maximum marks. Credit must be awarded for other appropriate answers not contained within the mark scheme. **[2 + 3]**

(c) Explain how cognitive state anxiety would affect the performer **prior to** and **during** the diving competition.

- **Cognitive state anxiety** involves feelings of worry, apprehension and fear of failure. It disrupts the concentration of athletes.
- Cognitive state anxiety would increase gradually in the days leading up to the diving competition.
- It tends to build up in the days prior to competition but does not increase significantly when the event starts. However, cognitive state anxiety can fluctuates based in the success or failure of the athlete during the competition. High cognitive state anxiety has been shown to have a major detrimental effect on performance. **[3]**

[1 + 2] levels to be added.

Q.2 (a) Explain, using specific examples, the different types of attributions that athletes might make in order to explain their success or failure. **[6]**

- Weiner (1972) suggests that achievement is related to the attributions that we make.
- There are four types of attributions related to **ability, effort**, **task difficulty** and **luck**. These attributions could then be further categorised into four dimensions: internal (within our control), external (outside of our control), stable (enduring) or unstable (varying) see table below.

	INTERNAL	EXTERNAL
STABLE	ability	task difficulty
UNSTABLE	effort	luck

Candidates must discuss all four attributions in order to gain maximum marks. They should use specific examples to back up each attribution. For example, blaming poor refereeing decisions for loss in an ***external and unstable*** *attribution.* **[2 + 2 + 2 or 1 + 1 + 1 + 1 + 2]**

(b) Define the term *learned helplessness* and explain its link with self esteem and disaffection within physical activity. **[4]**

- **Learned helplessness** is defined as 'a state produced by repeated exposure to unpleasant, negative situations from which there seems to be no escape'. People who experience learned helplessness view their failure to achieve as the result of inevitable, uncontrollable forces. There is a clear link with attribution theory.
- **Individuals learn** (by repeated inability to change anything) that failure is inevitable. There is nothing that can be done about it. This leads to individuals becoming increasingly passive and demotivated. It oftens leads to complete disengagement from the activity in question – the '*I can't do it, I'll never be able to do it* – why bother to try' mentality abounds.
- **Self esteem** is how valuable a person sees themselves. It is closely linked with self image. There is a link between self esteem and attribution: individuals with low self esteem are more likely to blame themselves for failure. Subsequent failure will continue to damage self esteem.
- **Dweck (1975)** argues that 'learned helpless' children attribute their failure in the competitive situation to things that they have no control over such as lack of ability or luck. They demonstrated a tendency to concede defeat and opt out of sports after initial failures because there was no visible prospect of improvement.
- Individuals suffering from learned helplessness avoid challenges as they believe that they can do nothing to alter the course of events. Failure is inevitable. This has a negative effect on self esteem. **[2 + 2]**

Q.3 Obese and other unhealthy people could be monitored to heck whether they are taking exercise and have their benefits cut if they fail to do so under proposals published by Westminster Council. (*The Guardian, Thursday 3rd January 2013*)

Discuss the view that it is solely the Government's responsibility to ensure that people lead healthy lifestyles. **[10]**

The following is indicative of the material that might be included in the answer.

Introduction

- Key definitions of health, fitness and exercise.
- Health concerns affecting people of all ages centre largely on physical fitness, obesity and cardiac problems. The main way of preventing these problems is an increased level of exercise.
- Lifestyles are becoming far more sedentary. This change in lifestyle causes health problems: mainly obesity linked diseases – diabetes, heart disease, cancer, bone disease.
- Links between health in childhood and adulthood – growing epidemic of obesity.
- The immediate causes of poor health are over-consumption of energy rich foods accompanied by too little exercise.
- Research shows that moderate levels of physical activity have beneficial effect on health and such benefits may occur as a result of physical activity levels that are well below the intensity necessary for fitness change.
- Exercise is paramount for health – only 6% of heart attacks are due to obesity, 37% are due to physical inactivity.

Debate

- Concept of personal autonomy v government intervention (Big Brother society).
- Obesity increases the risk of type 2 diabetes, heart and liver disease and some cancers, making it a major financial burden on the NHS - £5.1billion per year, according to the Department of Health.
- Age of austerity – need to reduce the strain the NHS/ reduce the welfare bill.
- Local councils have a public health function and a responsibility for community wellbeing. They have to address issues such as health promotion and regulation amid a climate of rising levels of obesity and major budget cuts.
- Health promotion is defined as 'all measures deliberately designed to promote health. It includes health education plus healthy public policy which aims to achieve social change via legislation, economic and other forms of environmental engineering. It is concerned with making healthy choices, easier choices' (Cale & Harris, 2005).
- Health promotion supports personal and social development by providing information, education for health and enhancing life skills. This must continue to increase the options available so that choices can be made.
- Lack of joint strategies – the agencies involved show more responsibility but it needs the national government to take the initiative for forming a joint strategy – involving more coherent and sustained action.
- Existing arguments over issue of access and/or provision of sporting facilities, funding and promotion of sport/physical activity (pressing medical or health-based concerns) are no longer simply to do with the 'right to play' in a leisure context but have wider implications for a nation's health.
- Lack of health education/promotion – Government policy – preventative or curative. There should be greater emphasis the former.
- Social status is the biggest determinant of longevity. To improve the health of the nation the working classes need to be educated and persuaded to adopt healthier, active lifestyles.
- Socio-economic factors – socially deprived areas. Is there a lifestyle choice? Whose responsibility is it to be healthy?
- Body and self-image: media perspective of a socially accepted image – influences on young people.
- Is there access , opportunity and provision for all – in terms of resources, exercise/activity regimes/opportunities, costs, transport, gender, lifestyle influences/pressures.
- Overcome non-supportive environments – systemic assessment of the health impact of a rapidly changing environment – in areas of technology, work, urbanisation is essential and must be followed by action to ensure positive benefit to the health.
- Importance of physical education IRE programmes/initiatives to encourage participation (PESS/5X60 schemes).
- Whole school policies – Healthy Schools Programme.

SECTION B

The following levels should be applied to both questions.

Level	Mark Band	Descriptor
Level 1	1-5	Candidate makes few, is any relevant points with no real application. There may be an attempt to draw conclusions but understanding of connections between different areas of subject content is limited or not demonstrated. Information is poorly organised. There is limited use of specialist terminology/vocabulary and frequent errors in spelling, punctuation and grammar.
Level 2	6-10	Candidate makes some valid points using relevant principles, concepts and theories. There may be some application with valid conclusions drawn. Some ability to make connections between different parts of the subject content is demonstrated. Information is well organised and ideas are expressed in a logical manner. There is good use of specialist terms/vocabulary with some errors in spelling, punctuation and grammar but these are not intrusive.
Level 3	11-15	Candidate shows good knowledge and understanding of relevant principles, concepts and theories. There is good application and analysis with sound logical conclusions drawn. The ability to make connections between different parts of the subject content is demonstrated on several occasions. Information is very well organised and argument is expressed clearly and coherently. There is good use of specialist terms/vocabulary and spelling, punctuation and grammar are generally accurate.
Level 4	16-20	Candidate demonstrates excellent knowledge, understanding, analysis and evaluation using relevant principles, concepts and theories. The ability to synthesise and make connections between different parts of the subject content is fully demonstrated throughout the answer. Information is very well organised and the form and style of communication is highly appropriate. There is very good use of specialist terms/vocabulary with few, is any, errors in spelling, punctuation and grammar.

SECTION B

*Answer **one** question.*

Q.4 High level sports performers rely on extensive scientific and technological support in order to succeed at the very highest levels.

Discuss the role of that technology plays in supporting the elite athlete before, during and after competition. **[20]**

Introduction

- Technology in sport relates to man-made ergogenic aids that are designed to enhance an athlete's performance both in training and during competition.
- The world of sport is continually changing and evolving. Sport is reflection of society and so advances in the scientific and technological world will inevitably manifest themselves within the avenue of sport. Is it naïve to assume that sport can exist in a vacuum?
- Some might question whether such technological advances are ethical – concept of a level playing field. Others argue that technology has destroyed any notion of 'true' or 'pure' sport. But we cannot deny the massive impact that technology is having on modern day sport.
- Technology is often linked with making sport more exciting for spectators (entertainment value) cricket bats capable of hitting more sixes or rackets enabling players to fit faster serves.

The content below is indicative of what candidates might discuss but is, by no means, exhaustive.

Before competition (training)

- Training aids: scrummage and bowling machines; advances in fitness equipment (e.g. treadmills, rowing machines).
- Performance analysis: motion analysis (linked with biochemics); game analysis software; use of GPS trackers.
- Fitness testing: laboratory and field testing e.g. heart rate monitors, pedometers, body fat measurements.
- Advances in sports nutrition: carbo-loading, supplementation, fluid intake and sports drinks.
- Performance enhancing drugs? For example, erythropoietin (EPO) and human growth hormone (HDH).

During competition

- Developments in sports equipment and clothing: advances in tennis rackets (composite frames, 'sweetspot' development); breathable and wicking fabrics (e.g. GoreTex, Underarmour); swimsuit design (e.g. Fastskin, adidas hydrofoil, jacked – subsequent banning by FINA – 'technological doping'); prosthetic devices (e.g. Cheetah Flex Foot).
- Sports shoe technology: spikes, innovations in designs of shoes (Nike Air Bubble trainers and adidas predator football boots, for example). Comfort and injury-avoidance.
- Performance analysis: real time' analysis through software programmes such Prozone or through the use of GPS systems attached to performers' clothing (e.g. Under Armour E39 Performance shirt).
- Nutrition during performance: sports drinks and energy gels.
- Timing devices: improved accuracy (for example, high-speed cameras scan an 8mm finishing line 2,000 times a second).

After competition (recovery)

- Recovery methods e.g. ice baths, compression clothing, hypoxia tents.
- Use of digital video recording to analysis performance – split-screen analysis may be particularly helpful. Dartfish and framework analysis. Analyse strengths and weaknesses of past performances.
- Post exercise nutrition and supplementation (e.g. creatine. Glutamine).
- Advances in sports, injury prevention and rehabilitation.

Q.5 Great Britain will allocate more funding to its most successful Olympic sports in bid to match its London 2012 medal haul at the next Olympic Games in Rio de Janeiro.

Discuss the advantages and disadvantages of such an approach in terms of achieving excellence and developing participation. **[20]**

- The pattern of sports participation can be represented as a continuum (sports for an exercise) and as a pyramid structure. The majority of performers will be near the bottom of the pyramid (grass-roots level) whilst the higher you more up the pyramid (or along the continuum), performers become more skilled and commitments levels to sport increase.
- At the highest/elite levels (excellence), performers be on the verge or have reach the very pinnacle of sporting performance national/international level.
- There is, inevitably a link between the different levels of the pyramid and so changes at one end (such as in the funding of elite sport) will have a knock on effect at the other.
- Issues of access – opportunity, provision and esteem.
- Is it justifiable to such a disproportionate amount of public money on the preparation of elite athletic at the expenses of mass participation/sport for all schemes?
- UK sport has full responsibility for all Olympic and Paralympic performance-related sport from talent identification to elite level performing.
- UK sport spends more than £100 million per annum its elite performance programmes through a combination of Exchequer and National Lottery funds.
- UK sport adopts a **'no compromise'** approach to the funding of sports and athletes. This means that sports that are not success (i.e. do not win medals) are not funded or have their funding significantly reduced. Is this approach too ruthless?
- Baroness Sue Campbell, chair of UK sport, notes the importance of investing money strategically to make the greatest impact. In times of economic austerity, every penny must count and must be directed towards producing results the nation would expect.
- There are a number of benefits that are associated with success in international sporting competitions (such as world Cups and Olympic Games) and many governments now feel that it is a legitimate use of public funds to support elite athletes. However, supporting elite sport is very costly and others argue that funds could be better used in other areas such as health, education and the promotion of sport for all.
- Sports for All v Sport Excellence debate.

Advantages of supporting elite sport

- Do we get enough reward from our investment of public into sport? Are the costs justifiable?
- Funding for UK Sport associated associated with the 'no compromise' approach has seen Great Britain rise up the model table, from 36th in athlete to 10th in Athens, then to Beijing to 3rd in London 2012.
- Such sporting success can boost national pride and morale (concept of the 'feel good factor')
- Economic benefits – shop window policy.
- Many, such as Lord Coe, believe that success in elite sport is a great driver of mass participation.
- Leads to increased participation (widen the base of the participation pyramid) as sport is given more media exposure.
- Creation of role models – links with social learning theory. Lord Coe – everything starts from emulation and aspiration.
- Higher levels of grass roots participation will, inevitably lead to associated health benefits/reduction of strain on the NHS.

Disadvantages

- Funding for many minority sports has been significantly cut or removed completely (for example, basketball, handball and volleyball).
- Hence, despite huge interest in such minority sports during the London 2012 Games. The sports federations are unable to develop initiatives to develop their sports a grass-roots level or enhance talent identification programme. Numbers participation in these minority sports will not increase – lack of television exposure will also mean less money.
- May of the sports that have lost funding are team yet these are the sports where participation rates at grass level are likely to be highest.
- Should all sports be funded? Mass spectators sport such as football, golf and tennis can surely thrive without an injection of Government money.
- Finite levels of funding – funding elite programmes with direct money away from mass participation programmes.
- Problems relating to poor role models and levels of deviance within elite sport.

Candidates must be given credit for any other relevant information included.

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