

Physical Education

Advanced GCE 2566

Exercise and Sport Physiology and the Integration of Knowledge of Principles and Concepts Across Different Areas of Physical Education

Mark Scheme for June 2010

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Question **Mark**
Section A Exercise and Sport Physiology

- 1 (a) (i) Define two components of fitness that are important to a 100 m sprinter. [2]

2 marks in total Fitness component must be defined correctly for mark.

Fitness Component	Definition
1. Elastic / explosive / dynamic Strength / power	the ability of a muscle to contract with a high speed of contraction / a combination of strength and speed
2. Maximum Strength	the maximum amount of force that can be generated by a muscle in a single contraction
3. Flexibility	the range of movement around a joint
4. Reaction time	the time between a stimulus being detected and the first movement in response to it
5. Speed	the ability to move part of your body /whole body quickly

- (ii) What is meant by the term specificity? How does 100 m sprinter use specificity in their training programme? [3]

3 marks in total

(definition) (submax 1)

1. training should be relevant to the sport / individual

(using specificity) (submax 2) - must be applied to the 100m sprinter

2. **(energy system / component of fitness)** train mainly the ATP / PC system / relevancy component) of fitness
3. **(muscle groups)** target the arms/legs / replicate movement patterns
4. **(muscle fibre types)** FG fibres
5. **(motor units)** wave summation / recruitment of FG motor units
6. **(environment)** use the track

- (b) (b) Use your knowledge of ATP/PC systems to explain what is meant by a coupled reaction. [4]

4 marks in total

1. the **products** of one reaction are used in another reaction
2. reaction 2 uses the **energy** given out in reaction 1

(in the ATP/PC system)

3. reaction 1 is the breakdown of PC / PC \longrightarrow P + C + Energy
4. reaction 1 is exothermic
5. reaction 2 is the resynthesis of ATP / ADP + P \longrightarrow ATP
6. reaction 2 is endothermic

Question

Mark

- (c) Identify and explain three physiological adaptations that take place after a strength training programme. [6]
 6 marks in total
 Max 3 available for identifications only-cannot have explanation marks alone

Identification of Adaptation	Explanation
1. Muscle hypertrophy/muscles bigger	2. muscles therefore stronger
3. hyperplasia/more fibres/fibres split	4. muscle fibres therefore generate more force
5. increase in mitochondria	7. more oxygen transported within muscle cell / increases endurance capability / delays fatigue / delays OBLA
6. increase in myoglobin stores	
8. increase in glycogen / fat stores	9. more food fuel for aerobic respiration / medium / low intensity work 10. increased efficiency of lactic acid system / anaerobic glycolysis
11. increase in ATP / PC stores	12. more fuel for anaerobic respiration / high intensity work
13. increased buffering capacity	14. greater tolerance to lactic acid / delays threshold
15. recruitment of more motor units	16. generates greater strength of contraction
17. inhibition of tension threshold of Golgi tendon	18. muscle can withstand more force before Golgi tendon sends warning signal to CNS
19. improved coordination of muscle fibre recruitment	20. FOG / FG motor units can be recruited quicker / allowing for a larger force in a shorter space of time

TOTAL MARKS = 15

QUESTION 2

Mark

(a) (Application of Anatomical and Physiological Knowledge to Improve Performance)

Figure One shows a performer carrying out a maximal leg press exercise to improve the strength of their quadriceps.

Describe the anatomy of the knee joint and explain how the muscles surrounding this joint work together to produce one repetition of a maximal leg press.

MARKSCHEME (submax 10)

Anatomy of the knee joint (subsubmax 5)

- 1 synovial/freely moveable joint
- 2 hinge joint
- 3 articulating bones are the femur and tibia
- 4 the fibula is another bone associated with the knee
- 5 patella is the knee cap that adds protection
- 6 four ligaments surround the knee
- 7 to add stability
- 8 two cruciate ligaments in the middle / anterior and posterior
- 9 two collateral ligaments on either side / lateral and medial
- 10 presence of joint capsule / synovial membrane / synovial fluid
- 11 articular / hyaline cartilage covers the ends of the bones (to prevent friction during movement)
- 12 presence of menisci / bursa / pad of fat

Surrounding muscles (subsubmax 5)

- 13 at the front of the knee are the quadriceps / rectus femoris / vastus lateralis / medialis and intermedius
- 14 they contract to extend the knee
- 15 at the back of the knee are the hamstrings / biceps femoris / semimembranosus / semitendinosus
- 16 they contract to flex the knee
- 17 the hamstrings and the quadriceps are an antagonistic pair / agonist and antagonist
- 18 when one contracts the other relaxes
- 19 during the forward / upward phase of the leg press the quadriceps contract **concentrically**
- 20 they develop tension while shortening
- 21 at the same time the hamstrings relax
- 22 during the backward / downward phase of the leg press, the quadriceps contract **eccentrically**
- 23 they develop tension while lengthening
- 24 this controls the lowering movement
- 25 type 2b / FG fibres are used as it is a maximal leg press
- 26 these allow a large amount of force to be generated in a short space of time / powerful

Question

Mark

Use your knowledge of Newton's Laws to explain how the performer carries out this exercise.

Newton's Laws (submax 6)

- 27 Newton's first law is the law of inertia
 28 inertia is the reluctance of a body to change its state of motion
 29 A body will remain at rest or travelling with uniform velocity unless acted on by an external force
 30 the performer must apply an external force (larger than the weight) in order to move the weight
 31 Newton's second law of motion is the law of acceleration
 32 acceleration is the rate of change of velocity
 33 the rate of change of momentum or the acceleration of a body is proportional to the size of the force causing it / takes place in the direction in which the force acts
 34 the larger the force applied by the performer, the quicker the weight will move
 35 Newton's third law is the law of reaction
 36 for every action there is an equal and opposite reaction
 37 as the performer pushes forwards against the foot pedal
 38 the foot pedal applies an equal and opposite / backward force on the performer

TOTAL KNOWLEDGE MARKS = 13

2 (b)

Describe the characteristics of the short-term memory process and explain the strategies that could be used to retain information in the long-term memory.

8 Marks for:

Sub max 3 marks for STM

- 1 Retains information immediately / within one minute.
 2 Capacity is limited / can only hold small amounts of information / up to nine items of information.
 3 Capacity can be increased via chunking/ organising information.
 4 Encoding information takes place/ information is coded / meaning/recognition given / part of the perceptual process.
 5 STM more likely to retain phonic information / stimuli that are intense.

Sub max 5 marks for LTM

- 6 Rehearsal/repetition / practise
 7 Associate information with stored info / use of past experiences
 8 Make experience enjoyable / meaningful / interesting / use of semantic codes / the deeper the processing the more likely for retention of information.
 9 Highlight / emphasise the stimulus / visualise / use phonics / make stimulus more intense (don't give intensity if pt 5 given above).
 10 Make stimulus novel/unusual (more likely to be remembered).
 11 Use reward if memory used / retrieved / use of positive reinforcement.
 12 Organise / chunk information from STM (do not give if pt 3 given).
 13 Avoid overload of information / not too much information at anyone time.

Question

Mark

Using Bandura's Model of Observation Learning and practical examples, explain how the effective learning of a movement skill can be achieved.

6 marks for: (explanation should be included to gain marks rather than merely quoting the model. If model with no explanation then 1 mark max)

14. (Attention) - focus on important/relevant cues to understand / use an effective demonstration.

15. Amount that is copied is influenced by status/competence of model

16. (Retention) - aspects of the demonstration need to be remembered so that they can be used in future performance / demonstration could be repeated to be remembered.

17. (Motor reproduction) -learner must be able to copy the skill physically to learn it effectively.

18. The more kinaesthetically aware / aware of how their body moves/feels the learner is the more he/she will learn.

19. (Motivation) The observer needs to have the drive/motivation to copy effectively

20. Reinforcement / reward by the demonstrator/others may help motivation.

Total of 13 knowledge marks

Question
2 (c)

Mark

(Exercise and Sport Physiology)

Figure Two represents the energy systems used by a goalkeeper in football.

Sketch a similar model to show the energy systems used by a team player, other than a goalkeeper, in a team game of your choice.

Using examples from a match situation, explain when and why your chosen performer uses each of the three energy systems.

Energy Continuum (submax 8)

Sub max 3 marks for STM

1. (Attention) - focus on important/relevant cues to understand / use an effective demonstration.
2. Amount that is copied is influenced by status/competence of model (Retention) - aspects of the demonstration need to be remembered so that they can be used in future performance / demonstration could be repeated to be remembered.
3. (Motor reproduction) – learner must be able to copy the skill physically to learn it effectively.
4. The more kinaesthetically aware / aware of how their body moves/feels the learner is the more he/she will learn.
5. (Motivation) The observer needs to have the drive/motivation to copy effectively
6. Reinforcement / reward by the demonstrator/others may help motivation.
7. Accurate model showing correct proportions of ATP/PC, lactic acid and aerobic energy systems **NB sport and position MUST be named**

(ATP/PC)

When

1. used in moments requiring high intensity / very short duration / up to 10 second eg. tackling / shooting / jumping (or eq.)

Why

2. energy can be generated / ATP resynthesised quickly
3. in the absence of oxygen
4. PC is readily available / stored in the muscle cell

(lactic acid)

When

5. used for high intensity activity / short duration / 10 seconds – 2/3 minutes eg. sprinting down the wing / fast breaks - attack or defence (or eq.)

Why

6. a fast supply of energy / resynthesis of ATP
7. in the absence of oxygen / when oxygen supply is limited
8. glycogen is broken down anaerobically

(aerobic)

When

9. used for low / moderate intensity / long duration / > 2/3 minutes eg. jogging around pitch / lasting the duration of the game / during stoppages for recovery (or eq.)

Why

10. used when respiratory system and cardiovascular system are delivering sufficient oxygen to working muscles
11. an efficient source of energy / A TP resynthesis
12. oxygen supply is such that fats can also be mobilised producing an abundance of energy

Question

Mark

After a match, a player needs time to recover to enable their body to return to its pre-exercise state.

Outline the physiological processes that occur during the recovery process.

Recovery (submax 8)

14. this happens during EPOC / excess post exercise oxygen consumption
15. (oxygen used) to repay the oxygen debt
16. energy required to maintain heart rate / respiratory rate
17. energy required to maintain body temperature
18. during alactacid debt / fast component
19. myoglobin is resaturated with oxygen
20. muscle phosphogen stores / ATP and PC are restored
21. 50% are replenished in 30 seconds
22. takes 2-3 minutes for full recovery
23. using 2-4 litres of oxygen (over and above resting levels)
24. during the lactacid debt / slow component
25. lactic acid is removed / oxidised
26. via the aerobic system
27. converted to CO₂ / H₂O / glycogen / Cori cycle / glucose / protein.
28. can take from 1 hour / up to 24 hours / depending on exercise intensity and level of fitness
29. Uses 5-8 litres of Oxygen

TOTAL KNOWLEDGE MARKS = 13

APPENDIX

Suggested links - not intended to be exhaustive

AS - AS	A2
Newton's Laws <ul style="list-style-type: none"> • strengthening exercise • motion • force 	ATP re-synthesis recovery aerobic capacity maximum strength anaerobic ergogenic aids
Anatomy of knee during leg press <ul style="list-style-type: none"> • force • heart rate • control of blood supply during exercise • respiratory response to exercise 	

A2 - A2	AS
energy continuum <ul style="list-style-type: none"> • ATP resynthesis • recovery • training programmes 	heart rate / respiratory / vascular response to exercise
Recovery <ul style="list-style-type: none"> • implications of warm up / cool down • adaptations to training 	effect of cool down on vascular system heart rate response to exercise heart /respiratory rate control

Question

Mark

(d) (Biomechanical analysis of human movement)

The concept of Centre of Mass is very important for the successful performance of many techniques in sport.

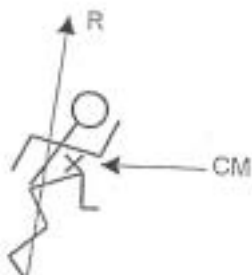
Explain how performers manipulate the position of their Centre of Mass at take off and during flight.

Sub-max 6 marks - take off

1 (CM) is the point at which a body is balanced in all directions

2 (CM) is the point through which weight acts

3 reaction force going through CM (diagram)



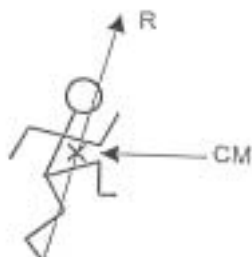
4 no rotation during flight (eg jump shot in basketball)

5 reaction force off centre/not going through CM

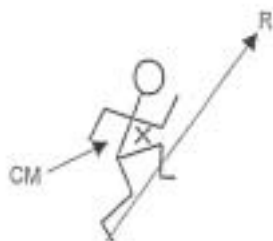
6 this creates moment of force/torque

7 cause rotation during flight (eg double toe loop in ice skating)

8 diagram showing forward rotation/R behind CM



9 diagram showing backward rotation/R in front of CM



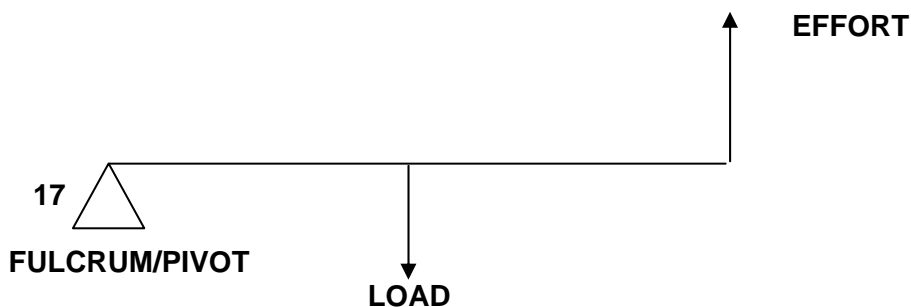
10 at take off, to gain maximum height CM is high

11 limbs/arms and leg raised (eg take off position for Fosbury Flop)

Submax 5 marks - during flight

- 12 CM is axis of rotation
 13 CM follows predetermined flight path
 14 CM is lowered / moved outside body (eg. CM passes beneath bar while performer passes over in Fosbury flop)
 15 Limbs / arms / leg lowered / body curved (eg the dunk in basketball)
 16 So performer can reach higher

**Describe the role of the Second Class Lever system at take off.
 Submax 6 marks**



- 18 Effort is the force / tension created by muscle / gastrocnemius / soleus
 19 Pivot / fulcrum is the joint / ball of foot
 20 Load is the weight of the body
 21 Lever is the bones / tarsals / metatarsals
 22 Class 2 lever is most efficient type of lever / greater mechanical advantage
 23 Effort is further away from fulcrum than load / Effort arm is greater than load arm
 24 Therefore it requires less effort to move an equivalent load

Total 13 Marks

Question

Mark

2 (e) (Psychology of Sport Performance)

What is social loafing when related to team performance and how is it caused?

4 marks for 4 from:

(sub max of 1 mark for a definition)

1. (SL) is reduced individual motivation / lack of individual motivation.
2. (SL) is loss of personal responsibility

(caused by): **(submax 3)**

3. Lack of accountability / efforts not being recognised
4. Feel others aren't trying so why should you
5. Lack of (self) confidence
6. High level of anxiety (trait and/or state)
7. Injury / illness
8. 'Off the pitch' problems (eg individual takes personal problems on to the pitch / pre-occupied)
9. Incorrect strategies/tactics by coach (eg not including an individual in a set play/s).
10. Effects of the crowd
11. Perceived/actual low ability (eg playing out of position)
12. Situational stressors (eg. Losing heavily) / weather / unfamiliar surroundings (or Equivalent)

Explain how you might improve the cohesiveness of a sports team

5 marks for 5 from:

- 13 Select 'team players' and not individual stars
- 14 Reduce SL by giving credit for personal success / highlight individual performance / monitor individual performances.
- 15 Emphasise team goals / aims
- 16 Co-ordination practice / team building exercises
- 17 Encouragement / social support / encourage friendship
- 18 Reinforce/praise cohesive/motivated behaviour/rewards
- 19 Encourage group identity / belonging
- 20 Ensure all team understand their individual responsibility/roles
- 21 Punish social loafing/non cohesive play/drop from team
- 22 Stronger leadership/leader to insist on motivated players.

Describe Fiedler's Contingency model of leadership and explain the situations in which you might use the task style and person-orientated style of leadership in sport.

6 marks from 6 of:

Sub max 3 for model

- 23 Model identifies how leader characteristics/styles interact with the situation /interactionist/situational approach
- 24 The effectiveness of these styles depends upon the favourableness of the situation
- 25 Favourableness depends on the relationship between the leader and group members.
- 26 Favourableness depends on the structure of the task/task difficulty eg home or away game
- 27 Favourableness depends on the leader's perceived power/authority/ how important the leader is seen to be.

Question

Mark

Sub max 3 for situations (accept opposites)

- 28 Task leaders more effective in most and least favourable situations
- 29 Person leaders more effective in moderately favourable situations
- 30 Use a task centred leader (autocratic) in a dangerous situation
- 31 Use a person centred (democratic) leader in a friendly match
- 32 Use a task centred (autocratic) leader if don't have much time
- 33 Use a task centred (autocratic) leader if working with team players,
- 34 Use a task centred (autocratic) leader if working with early or cognitive stage of learning
- 35. Use a task centred (autocratic) leader when the leader is male

Total of 13 Knowledge marks

Question

Mark

Synoptic Mark Scheme	
16 - 19	<p>A comprehensive response.</p> <ul style="list-style-type: none"> • Comprehensive knowledge has been consistently and clearly linked to practical performance. • Relevant links and connections between and within study areas have been made successfully. • Responses at the top of this level will demonstrate sound analytical and evaluative skills. • There is evidence of well-argued, independent opinion and judgements supported by sound examples. • Technical and specialist vocabulary is used accurately. • The Quality of Written Communication is generally fluent with few errors.
11 - 15	<p>A competent answer .</p> <ul style="list-style-type: none"> • Substantial knowledge has been linked to practical performance and the majority of examples will be well considered. • Relevant links between and within subject areas have been made with some success. • Evidence of sound analysis is apparent. • Independent opinions and judgements will be present but towards the bottom of this level, not always supported by sound examples. • Technical and specialist vocabulary is used with some accuracy. • The Quality of Written Communication is generally fluent with few errors.
6 -10	<p>A straightforward answer .</p> <ul style="list-style-type: none"> • There will be evidence that some knowledge has been linked to practical performance • Connections are made between and within study areas but at the bottom of this level links will be tenuous. • Analysis will be limited and restricted to the obvious. • Opinion and judgement will be unsupported. • Technical and specialist vocabulary is used with limited success. • The Quality of Written Communication lacks fluency and there will be errors.
0-5	<p>A limited answer .</p> <ul style="list-style-type: none"> • There will be limited knowledge with few links to practical performance. • Connections within and between study areas are rarely made. • Opinion and judgement are almost entirely absent. • Little or no attempt is made to use technical and specialist vocabulary at the bottom o' this level • Errors in Quality of Written Communication will be intrusive.

Question
Section B

Mark

Question 3 (Socio-cultural focus)

Part One (Contemporary Studies in Physical Education)

- (a) Explain different factors that might affect an individual's opportunity to take part in regular sport or physical recreation in the UK.

1 mark for each response up to a maximum of 13

- explanation/s (not identification) needed to gain mark
- accept opposites

1	time	lack of time / too much work
2	funding	low income / unable to afford participation or afford equipment etc/ unemployment
3	ability/skill/fitness	low ability or skill or fitness / not good enough/ poor health
4	transport/access	lack of available or regular transport eg buses at certain times / access to (eg: mountains) / access to or from rural areas
5	provision	lack of availability of: facilities / equipment / activities / clubs / classes / coaching
6	location	where you live
7	choice	choose not to / do other things / unaware of health benefits
8	esteem	intimidation due to lack of self esteem or confidence eg due to poor body image
9	stereotyping	stereotyping such as being pushed into certain sports due to size or shape / myths or societal beliefs about suitable activities for certain people / self-fulfilling prophesy (when a minority group accepts society's view or conforms to stereotype)
10	media/publicity	Power of media to influence participation / unaware of opportunities
11	family/friends/RMs	family interests and influence / encouragement from early age / influence of friends or peers / role models
12	School	school experience / eg if at a sports college or independent school / time devoted to sport and PE in school / bad experience at school so put off for life.
13	Discrimination/ negative attitudes/prejudice	unfair treatment linked eg to clubs or classes being exclusive / positive or negative attitudes or beliefs linked to...
14	gender	provision of suitable activities that women and men will enjoy / suitable timings/ lack of crèche facilities
15	disability	Lack of (adequate specialist) facilities for people with disabilities
16	race/religion	Examples linked to race or religion eg some groups have negative attitudes towards sport – Asian women may not take part due to sub-cultural values or personal reluctance.
17	age	young or older people / lack of suitable instructors or coaches.
18	class	(real or perceived) class constraints leading to limited access eg access to a polo club or a private tennis or golf club

- (b) **(Historical Studies in Physical Education)**
Compare the characteristics of popular recreations in pre-industrial Britain with the characteristics of rational recreations in post-industrial Britain.
Explain why the changes from popular to rational recreation occurred.
Discuss the influence of social class on participation in sports and pastimes in both preindustrial and post-industrial Britain.

1 mark for each response up to a maximum of 13.

Sub max 8

1 mark for each comparison

1 mark for each explanation

(sub sub max 5) comparison of		(sub sub max 5)
Popular Recreation &	Rational Recreation	Explanation of changes
1 local	Regional/national/international	2 Improved transport / improved communications / impact of railways
3 Uncodified/simple Rules	Codified	4 Increased literacy / influence of 'new' middle class / middle class attitudes
5 Cruel &/or violent	Respectable/Civilised/non-violent	6. The civilising process/influence of 'new' middle class/middle class attitudes
7 Occasional	Regular	8. More structured free time/increased free time / Machine time / Saturday 1/2 day
9 Courtly & popular/upper class & peasant class	Upper class & new middle class & working class	10. Pre-industrial Britain predominately 2 class society / post industrial Britain a 3 class society/feudal nature of society
11 Rural	Urban / sub-urban	12. Impact of industrial revolution / urban revolution
13 Occupational	For leisure	14. Play was an integral part of life in Pre-Ind. Britain whereas it became something to do after work / impact of protestant work ethic
15 Wagering	Wagering reduced	16. Increased law and order/ adverse attitudes of church/industrialists towards gambling.

Question

Mark

1 mark for each valid point:

Influence of Social class sub max 6	
In Pre-Industrial Britain (Sub Sub max 4)	In Post-Industrial Britain (Sub Sub max 4)
17. Britain predominately a 2 class society/ Upper class/gentry / aristocracy v lower class/peasants (if mark not given earlier).	23. Emergence of new middle class/middle class attitudes/values (if mark not given earlier)
18. Each class played different games. / eg real tennis for upper class and mob football for lower class.	24. Second half of the century more time available for working class (if mark not given earlier)
19. Or had different roles within the same activity / eg patron (upper class) and pedestrian (lower class)	25. Excursion trips for working class by benevolent industrialists
20. Community activities available to lower class eg fairs/wakes/opportunity for fun for all/ 'free' enjoyment for lower class (sometimes patronised by Upper class)	26. Holiday patterns/week's paid holiday for W/C by late 19C
21. Lower class couldn't travel far/had to walk/did not have transport which restricted their opportunity	
22. Upper class had horse and coaches which increased their opportunity to take part more regularly / further away / in more sports	

Possible Links AS to AS .

- links between stereotyping | self-fulfilling prophesy | myths .
- Links with and between all minority groups .
- Comments re government and politics and funding .
- links between mass participation and sporting excellence .
- the performance pyramid.

Possible Links A2 to A2 .

- Popular recreation with stage one of public schools .
- rational recreation with stage three of public schools .
- popular rec links with specific sports and pastimes from spec. (swimming, athletics, football or rugby, tennis, cricket) .
- rational rec links with specific sports and activities from spec.(as above)

Question

Mark

Possible Links AS to A2 and A2 to AS -

- Gender - changing role of women ·
- Social class ·
- funding ·
- transport ·
- choice | opportunity / provision / esteem ·
- holiday patterns and work life balance then and now ·
- amateurism and professionalism then and now ·
- community activities then and now

- 3 (c) Outline the strategies used in the USA to increase mass participation in physical activities.**

Sub max 6

1. Little League sports Community/recreation sports for young people eg. Pop Warner Football. / Bidy Basketball / Pee Wee Baseball.
2. Inner-city hard courts eg. down town! inner city playgrounds/ asphalt courts.
3. Midnight leagues eg. Basketball leagues in inner-city areas.
4. Gym-culture eg. tradition of weight-training! exercise classes / aerobic class activities
5. Lifetime sport/ Sport for all policy.
6. Golden Olympic programmes eg. Sports competitions/ events / opportunities for older | veteran participants.
7. School involvement eg. Physical Education for Progress scheme/ new schemes to promote activities in schools
8. National Alliance for Youth Sports eg. organisation sports/ fixtures | leagues for young people/ Time Out for Better Sports for Kids.
9. Youth Golf programme eg Golf programme for youngsters | Hook a Kid on Golf initiative.
10. Title IX eg. Gender equality/ equal funding for female sports / Federal legislation addressing equality in sports.
11. Nationwide Outdoor Recreation Plan eg. Federal plan to increase usage of National Parks.
12. Summer Camps eg. Residential Summer Camps promote active recreation for life.
13. Political initiatives eg. some government investment in national fitness / Comprehensive Fitness Agenda.

Question

Mark

Compare the promotion of mass participation in the UK with either France or Australia. Your comparisons should include strategies and environmental influences.

Sub max 8

Strategies	U.K	France	Australia
14. Funding	Lottery funding / Govt. Lower profile than other countries / private/ voluntary / public funding	Govt/State funding/economic plan includes sport/ Govt plan started in the 1950's/National Sports Fund/French National Lottery contribute	Government funding / ASC funding / AUS\$ 550 million (2000-2004)
15. Agencies	Sport England distribute funds / have responsibility to increase participation	Ministry of Youth and Sport distribute funds/distribution through sports federations / INSEP has responsibility to develop French sport	ASC ensure participation/ASC established the Sport Development Group
16. Projects	Active Communities Project / Sports Action Zones	Sport pour Tous / Federations are responsible to National Olympic and Sport Committee (CNOSF)	Backing Australia's Sports Ability/Active Australia/More Active Australia.
17. Schools Initiatives	Sport colleges/Active School Programme	UNSS/Primary Sports Schools/ Le Classe Transplantee / policy to increase statue of PE	SEPEP/PASE/Fundamental Skills Programme/Sports Leaders/Sports Awards/Exemplary Schools/Strong participation ethic
18. Joint Provision	Dual Use/Joint Provision/Community School/Sharing facilities	Joint Provision part of plan/maximum usage of facilities/community and school focus	Sports linkage policy/sharing facilities with clubs
19. Discrimination	Identification/focus on target groups/inclusion of eg disabled/ethnic minorities	Multi racial/multi cultural society/tradition of assimilation	Multicultural commitment/high ethnic minority profile in some sports/eg Aussie Rules/Soccer

			hides ethnicity
20. Special Interest Groups	Designed to encourage particular social groups/eg WSF	Minority groups are focused/FFH Federation for disabled athletes	Strong commitment to Para Olympic sports
21. Sports Search	Matching abilities/interests of individuals to particular sports by computer	No evidence of equivalent	Initially to find talent/ sued to match children with sport to suit them
22. Governing bodies	Have own schemes to develop participation/autonomous organisations/development network/local/regional development officer/focus on schools	Each sport has a Federation/86 Federations/Federation is monitored/lack autonomy/generate participants	Governing bodies have initiatives to increase participation/Aussie Sports/Modified sports to encourage youngsters/More active Australia puts emphasis on sports clubs
23. Role Models	Top performers visit schools/ACE programme	No evidence of organised usage/role models stimulate participation in 'new sports'/golf	Top performers visit schools/ACE programme/Part of AIS commitment
Environment			
24. Space and population	Limited space/Over crowding an increase in problem/Urban environment/losing playing field to building development	Extensive space/rural environment/large areas available for sports development	Extensive space interior (Desert Institute)/limited urban space/ low population
25. Natural features	Some outstanding features but limited compared with other countries/eg low mountain ranges	Great natural potential. high mountain ranges/large areas of outstanding natural beauty	Beach culture/Genuine wilderness/one mountain range with snow.
26. Climate	Unpredictable wet/mild/western maritime/unsuitable for winter outdoor sports	Warm Mediterranean/Cold winters for supporting Winter Sports/Continental climate	Favourable/Most favourable on coastal reaches

Links with USA

(problems) All countries experience difficulty increasing mass participation

Spectatorism huge in USA

(life style) Some are committed to active life styles but serious national

problem of obesity
 (political) Little Federal involvement in mass participation
 (political) However, Comprehensive Fitness Agenda is a government initiative/ Physical Education Project PEP going on in schools.
 (federal funding) Federal money for Inner-city playgrounds eg. basketball courts (win ethic) Lombardian sports winning ethos seems to dominate High School and Little League participation
 (alternative cultures) However, consideration given to Counter-Culture and Radical Ethic of Collegiate sport.
 (wilderness) Tradition of the Great Outdoors and link with frontierism/ patriotism and American Dream.
 (camp)Summer Camp tradition

Links within the subject.

(education)Strong links between mass participation and education eg. Intra School Sport (Australia) UNSS (France) emphasis on elite preparation in USA (outdoor education) Le Classe Transplantee (France) YDP (Australia) Adventure Camp (USA) (excellence)The incentive of excellence may stimulate participation INSEP (France) AIS (Australia) (ideologies) **France:** intellectualism, naturalism, militarism and nationalism
Australia: egalitarianism, patriotism, links with colonialism and unity, affiliation to the Motherland
USA: American Dream, opportunity, Freedom, Frontierism and Lombardianism

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