

Fill in the gaps

In the Atlanta Olympic Games of, Britain won just onemedal in rowing.					
In in, Team GB finished in the medals table with 27 golds and a total of 67 medals. Golds were won in 15 disciplines, a wider spread than any other country.	I				
Mark England, Team GB's chef de mission said: 'I have not doubt this is our greatest ever Games'.					
<ul> <li>The twenty year turnaround has been due mainly to the nl, which has made it possible to identify and train top athletes full time. £350 million was put into the Olympic effort between 2012 and 2016</li> <li>The impetus of hosting the 2012 Olympic and Paralympic Games in London also inspired future success The specification requires knowledge and understanding of:</li> </ul>					
1. Development routes from talent identification through to elite performance					

2. The role of schools, clubs, universities in contributing to elite performance

3. The role of UK Sport and National Institutes in developing sporting excellence/high performance sport

4. Strategies to address drop-out / failure rates from elite development programmes

## 5.2 Routes to sporting excellence in the UK...continued

1. Development routes from talent \_\_\_\_\_\_ through to \_\_\_\_\_\_ performance include:



- 1. World class P\_\_\_\_\_\_ for athletes with realistic medal chances at the \_\_\_\_\_\_ Games
- 2. World class P\_\_\_\_\_potential for athletes with realistic medal chances in next but one Games

Funding to NGBs and delivered via Funding to athletes for: living and sporting costs for the following world via the class support: coaching, Athlete Performance training, facilities, sport science, competition, medical, technological

\*GCE/Alevel only

## \*GCE/Alevel only 5.3 Routes to sporting excellence in the UK ...continued

2. The role of schools, clubs, universities in contributing to elite performance

<ul><li>Schools can provide:</li><li>• a strong Physical Education programme</li></ul>			
a strong and wide ranging	programme including competitive	fixtures	
strong links with     courses for sport and PE including and a second seco	nd		
Universities can:			
<ul> <li>award sportsand bursaries which include sport science support</li> <li>share facilities as a centre of excellence for elite performers</li> <li>provide undergraduate and post graduate funding through the</li> </ul>			
	(TASS)		

4. Strategies to address drop-out failure rate	tes from elite	e development programmes	
<ul> <li>These could include:</li> <li>help with education (including encouragement of close working relationships and sup taking a strategic and varied approach to coaching an feedback and discussion sessions</li> <li>support with education/study alongside t the time given to a student elite performer to compete the line given to a student elite performent elite performent</li></ul>	pport within tean d m and c e a course / qual	ns and between performers and coa young performers, with regu eg a university being	lar



## Routes to sporting excellence in the UK ... continued 5.4 level only

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3. The role of UK S and National I in developing sporting excellence/high performance sport				
<ul> <li>UK</li></ul>	National			

\*GCE/A-

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