

RATIONAL RECREATION

Explain the influence of both the university melting pot and Oxbridge graduates on the development of rational recreation from 1850 – 1900.

(5)

| | |
|-----------------|---|
| 1. (rules) | Common set of rules / codification established/NGB's |
| 2. (fixtures) | Teams could play each other/more or regular fixtures |
| 3. (compromise) | Ex public school boys had to compromise or sacrifice their school rules |
| 4. (retention) | Some schools' rules retained as internal or festival games (still played today) |

Influence of Oxbridge graduates (sub max 4)

| | |
|--------------------------|--|
| 5. (NGBs) | They established (many) NGBs / admin skills |
| 6. (assistant masters) | They returned to (to their own) schools as (assistant) masters to help with games |
| 7. (other schools) | They went on to teach at preparatory or middle class or other schools and spread passion for team games or the cult of athleticism |
| 8. (role models) | They were role models/boys looked up to them/'blues' highly admired |
| 9. (spread abroad) | They took games abroad as army officers or missionaries or as part of colonial service |
| 10. (old boys clubs) | They established old boys' clubs |
| 11. (priests) | They spread games at home as: Priests or vicars through parish teams/ community members who set up clubs |
| 12. (industrialists) | As industrialists providing for factory teams |
| 13. community/ politics) | As politicians or community leaders who provided funding or facilities or support |

Explain how the industrial revolution initially restricted opportunities for the lower class to take part in pre-industrial pastimes. For a specific sport, explain one way in which working class participation increased by the end of the 19th century

(5)

| | |
|-----------------|--|
| 1. (space) | Lack of space or urbanisation or overcrowding |
| 2. (time 1) | longer working hours or loss of time or 12 hour days or 72 hour week or fewer holidays/Holy Days Or lack of freedom or 'tied' to factory |
| 3. (time 2) | Shift from seasonal time to machine time Or more structured lifestyle |
| 4. (rights) | Loss of 'rights' or increased law and order/more civilised or RSPCA restricted blood sports or restrictions due to establishment of police |
| 5. (acceptance) | 'old' ways not acceptable to (emerging) middle class |
| 6. (health) | Poor living conditions or pollution or poor working conditions or lack of health/ hygiene or disease / cholera or no energy |
| 7. (transport) | Could travel to games eg travel to cricket |
| 8. (income) | no money to play or poverty or low wages or no work=no pay or working class were slaves to the factory or could not afford to take time off work |

Increased opportunities for working class participation (sub max 1):

| | |
|---|--|
| 9. (patronage) | Provision or patronage by industrialists for football or tennis or bowls or other example Or development of factory teams for football or tennis or bowls or other example |
| 10. (professionalism) | Chance for some to be professionals eg football or Rugby League or other suitable example Or broken time payments for Rugby League or Association Football allowed them to be professional |
| 11. (church) | Sunday school or parish football teams |
| 12. (provision of facilities eg public baths) | Public baths lead to provision for facilities |
| 13. (ex. clause) | Exclusion clauses retracted in athletics or rowing |
| 14. (space) | More space such as park provision for tennis |
| 15. (time) | More time – (for example to enter an athletics event on a Sunday/Half Day Saturday allows to play football) |
| 16. (acceptance) | Rational sports such as tennis or rugby union acceptable to middle class or to the Church |
| 17. (transport) | Could travel to games eg travel to cricket |