**AS PE REVISION RESOURCES**

**SPORT & SOCIETY**

MRS KING

Topics:

* Pre-Industrial (Pre 1780) Characteristics & Impacts
* Industrial & Post Industrial (1780-1900) Characteristics & Impacts
* Post World War II (1950 to present) Characteristics & Impacts
* Sociological theory applied to equal opportunities
* The role of technology

**Command words**

Command words are the words and phrases used in exams and other assessment tasks that tell students how they should answer the question.

The following command words are taken from Ofqual's official list of command words and their meanings that are relevant to this subject. In addition, where necessary, we have included our own command words and their meanings to complement Ofqual's list.

**Analyse**

Separate information into components and identify their characteristics.

**Apply**

Put into effect in a recognised way.

**Assess**

Make an informed judgement.

**Calculate**

Work out the value of something.

**Comment**

Present an informed opinion.

**Compare**

Identify similarities and or differences.

**Complete**

Finish a task by adding to given information.

**Consider**

Review and respond to given information.

**Contrast**

Identify differences.

**Define**

Specify meaning.

**Describe**

Set out characteristics.

**Discuss**

Present key points about different ideas or strengths and weaknesses of an idea.

**Evaluate**

Judge from available evidence.

**Explain**

Set out purposes or reasons.

**Give**

Produce an answer from recall.

**Identify**

Name or otherwise characterise.

**Interpret**

Translate information into recognisable form.

**Justify**

Support a case with evidence.

**Label**

Provide appropriate names on a diagram.

**Name**

Identify using a recognised technical term.

**Outline**

Set out main characteristics.

**Plot**

Mark on a graph.

**State**

Express clearly and briefly.

**Sketch**

Draw approximately.

**Suggest**

Present a possible case/solution.

**Assessment objectives**

Assessment objectives (AOs) are set by Ofqual and are the same across all AS Physical Education specifications and all exam boards.

The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.

* AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
* AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
* AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
* AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

**Assessment objective weightings for AS Physical Education**

| Assessment objectives (AOs) | Component weightings (approx %) | Overall weighting (approx %) |
| --- | --- | --- |
| Paper 1 | NEA |
| AO1 | 22–25 | 0 | 22–25 |
| AO2 | 22–25 | 0 | 22–25 |
| AO3 | 22–25 | 0 | 22–25 |
| AO4 | 0 | 30 | 30 |
| Overall weighting of components | 70 | 30 | 100 |

**Assessment weightings**

The marks awarded on the papers will be scaled to meet the weighting of the components. Students’ final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

| Component | Maximum raw mark | Scaling factor | Maximum scaled mark |
| --- | --- | --- | --- |
| Factors affecting participation in physical activity and sport | 84 | x2.5 | 210 |
| Performance in physical activity and sport | 90 | x1 | 90 |
| Total scaled mark: | 300 |

**Synoptic assessment**

Synoptic assessment will be assessed in each component. It requires students to draw together different areas of knowledge, skills and understanding from across the full course of study in order to demonstrate how they interrelate.

The full course of study is made up of the following topics, as set out in the Department for Education's *Physical Education GCE AS and A-level subject content*:

* applied anatomy and physiology
* exercise physiology
* biomechanical movement
* skill acquisition
* sport psychology
* sport and society
* the role of technology in physical activity and sport.

**Synoptic assessment in examined components**

Questions targeting synoptic assessment will draw on content from more than one topic. They can draw on content from any topic. These questions will always be extended answer questions (8 marks).

These questions will not be asked in the same sections of the paper in each series.

**Sport and Society**

**Pre-industrial (pre-1780)**

Characteristics and impact on sporting recreation

1. Mob football was an example of popular recreation in the middle of the 19th century. Outline the characteristics of mob games. [4 marks]
2. Mob football was a game played in the 19th century. Describe the characteristics of mob games. [4 marks]
3. Describe the social factors that caused the decline of mob games in the 19th century. [3 marks]
4. Explain how social and cultural factors influenced the characteristics of popular recreation in pre-industrial (Pre 1780) Britain. [4 marks]
5. Describe the ways in which real tennis was different from most other popular recreations. [4 marks]
6. Explain the social and cultural factors that influenced the nature of mob football in Pre-industrial Britain. [4 marks]
7. Explain how each of the following factors influenced the characteristics of mob football
* harsh lifestyle
* widespread illiteracy
* limited transport and communications. [3 marks]
1. Compare the pre-industrial games of mob football and real tennis. [4 marks]

Characteristics of popular and rational recreation linked to the two-tier class system

**Industrial and post-industrial (1780–1900)**

Characteristics and impact on sport

1. Explain how very clear distinctions were maintained between social classes during the 19th and early 20th centuries in terms of their participation in sport and physical activity. [4 marks]
2. With reference to the public schools of the time, describe and explain the changes that led to the development of rational recreation from mob games. [*4 marks*]
3. During the late 1800s the working classes had more opportunities to become involved in team sports. Explain, using examples, how this was achieved. [4 marks]
4. Describe how and why church organisations promoted sport among their local communities during the late 19th Century. [3 marks]
5. Describe how the leisure opportunities of the working class change for the better as a result of industrialisation. [3 marks]
6. Describe the characteristics of rational recreation. [3 marks]
7. Suggest why participation in sport by the working class was delayed compared with participation by the middle and upper classes in the 19th century. [3 marks]
8. Leisure facility provision, such as parks and baths, began during the Victorian era. Suggest why such facilities were provided. [4 marks]

1. Suggest why many National Governing Bodies, such as the Football Association, were established in the 19th century. [3 marks]
2. The image is of a football match between England and Scotland oval in 1875; an early example of rational recreation.



 Describe, using the information provided in the image as a guide, the characteristics of rational recreation. [4 marks]

1. The diagram identifies the characteristics associated with post-industrial Britain.

Development in transport and communication

**Post-industrial Britain**

State education

Machine time

Urbanisation

Emergence of a middle class

Civilised lifestyle

More law and order

 Outline the impact of the following on the development of sport;

* + - development in transport and communications
		- emergence of middle classes. [5 marks]
1. Suggest how the role of working class women changed between the late 19th

 century (1890) and the middle of the 20th century (1950) and how this affected their participation in recreational and sporting activities. [5 marks]

1. Sports were rationalised in the 19th century English public schools. Explain the term rational recreation. [3 marks]
2. Explain why the majority of sports were rationalised in the 19th century. [4 marks]
3. Local Authority public provision such as town parks and baths began in the 19th century. Suggest reasons why local authorities began to provide recreational and sporting facilities for their local communities. [4 marks]

1. Suggest, apart from provision of facilities, how else the leisure opportunities for the working classes improved during the 19th century. [3 marks]

Characteristics and impact on sport (limited to development of association football, lawn tennis and rationalisation of track and field events).

1. During the period 1860 to 1900 many sports became more developed and organised. Identify the social, economic and/or political changes that helped to bring this about. [4 marks]
2. By the beginning of the 20th century football had become a popular sport with working class populations in urban areas. Suggest reasons for the decline of mob games and their replacement by this modern form of sport. [5 marks]
3. Explain why, between 1860 and 1900, many national governing bodies for sport were formed. [3 marks]
4. Discuss the reasons why people from the working class had fewer opportunities to participate at the beginning of the 20th Century, than those from the upper and middle classes. [4 marks]

1. Mob football was an example of *popular recreation* in the early 19th century. Describe the social factors that caused mob games to develop into their rational form. [4 marks]
2. Explain how lawn tennis helped the emancipation of women in the late 19th century.

 [4 marks]

1. Suggest reasons why there was a delay in opportunities for the working class to be able to play games such as lawn tennis. [4 marks]
2. Suggest how the modern-day amateur differs from the amateur of the early 20th century (1900-1920). [5 marks]
3. Describe the factors that were responsible for the change in the status of professional performers from the early 20th century to modern day. [3 marks]
4. The nature of elite sport has altered dramatically since the 19th century. Describe the factors that have led to an increase in the status of professional sports performers. [3 marks]

**Post World War II (1950 to present)**

Characteristics and impact on sport (limited to development of association football, tennis and athletics).

1. Describe the factors that led to the growth and development of football from the mid 19th century to the current day. [4 marks]
2. Suggest why there has been a recent surge in interest in female football. [4 marks]
3. Describe the factors that led to the growth and development of lawn tennis from the mid 19th century to the current day. [3 marks]
4. Account for the development of female tennis players since the 19th century. [4 marks]
5. Describe the factors that led to the growth and development of athletics from the mid 19th century to the current day. [3 marks]
6. Suggest why female athletics was quite slow to embrace equality of opportunity. [3 marks]
7. Suggest how social class affected the development of an elite performer in the early 20th century. [3 marks]
8. Elite sport has become increasingly commercial. Discuss the benefits and disadvantages of the relationships shown in the diagram to elite sport. [6 marks]

Sport

Media

Business

1. Discuss the suggestion that modern-day sponsorship deals have positively andnegatively influenced the behaviour of elite sports performers. [4 marks]
2. Suggest reasons why opportunities for female elite performers are still restricted in many sports when compared with male performers. [5 marks]
3. Explain why major sporting events rely heavily on funding from commercial sponsorship and the media. [3 marks]
4. Discuss the impact that the media and the commercialisation of sport has had on spectators. [5 marks]
5. Describe the characteristics of commercial sport. [3 marks]
6. Outline the factors that make a performer marketable in the modern sporting world. [3 marks]
7. Explain how elite sport has been affected by sponsors, the media and commerce. [4 marks]

**Sociological theory applied to equal opportunities**

Understanding of the definitions of key terms

1. Define the terms society and socialisation. [3 marks]
2. Distinguish between the terms social control and social issues. [2 marks]
3. Describe, using examples, what you understand by the term social stratification. [2 marks]

Understanding social action theory in relation to social issues in physical activity and sport.

1. Describe the main concepts within social action theory. [3 marks]

Underrepresented groups in sport.

1. Suggest possible reasons for inequality within society. [3 marks]
2. Describe ways in which some social groups such as women, those with a disability or disadvantaged groups are discriminated against in sport. [4 marks]
3. Suggest how organisations, such as national governing bodies, could try to achieve equality in terms of sporting opportunities for the different social groups. [4 marks]
4. Suggest reasons why working class women have traditionally had fewer opportunities to participate in physical recreation. [3 marks]
5. Outline, using an example, what is meant by the term discrimination.[2 marks]
6. Suggest how might women experience discrimination in recreational and sporting activities. [3 marks]
7. Opportunities to participate in sport can be affected by racism. Explain the term racial discrimination in terms of sport or physical activity, [2 marks]
8. Describe three different types of racial discrimination that people may face when participating in sport. [3 marks]
9. Explain the term discrimination. [3 marks]
10. Suggest how stereotyping has affected the participation of ethnic minority groups in sporting activities in the UK.? [2 marks]

The barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport

1. The graph shows the percentage levels of participation in at least one sporting activity in a week by ethnic group in the UK.

## Key

**A** White

**B** UK Caribbean/African

**C** UK Indian

**D** UK Pakistani/Bangladeshi

50

40

30

20

10

0

### A

### D

### C

### B

State the factors that may be responsible for the participation levels shown **and** suggest ways in which these inequalities may be overcome. [6 marks]

1. Suggest factors that may have prevented UK Asians players from becoming professional footballers. [3 marks]
2. Suggest how a person’s ethnic background may influence their participation in physical activity. [4 marks]
3. Suggest why are there comparatively few coaches and managers from ethnic minority groups in professional football in the United Kingdom. [3 marks]
4. Discuss the benefits and possible problems associated with having a high proportion of ethnic minority groups participating in football in the UK. [4 marks]
5. Suggest reasons why various sporting activities have a higherparticipation rate by certain ethnic minority groups. [4 marks]
6. Suggest why aerobics is a popular activity for young women. [4 marks]
7. The graph shows the increase in the number of women participating in sport and physical activity over the last 100 years.

 Suggest factors that have been responsible for the growth in women’s sport during the period shown. [4 marks]

1. Describe two ways in which sexual discrimination may still occur today. [2 marks]
2. Identify **three** characteristics of swimming that might make it a preferred activity for women. [3 marks]
3. Identify the factors that may have been responsible for the advancement in opportunities for women in sport and physical activity since the end of the Second World War. [4 marks]
4. Identify some of the social and economic barriers to participation that women still face today. [4 marks]
5. Suggest reasons for the increased provision of football for girls in the United Kingdom. [3 marks]
6. Describe the social and cultural factors that have led to an increase in the opportunities for women to participate in activities such as football. [4 marks]
7. Suggest other initiatives, apart from improved access, that need to be employed to increase participation for disabled groups. [3 marks]
8. Inclusion means that Physical Education programmes have to cater for increasing numbers of children with special needs / disabilities. Define the term inclusion, and identify two different types of special needs / disabilities. [3 marks]
9. Suggest how does the approach of integration of disabled people differ from that of segregation. [2 marks]
10. Adapted sports have to meet the requirements of people with particular disabilities. Describe the factors that need to be considered to ensure these activities retain the nature of sport. [3 marks]
11. Describe other ways, apart from adaptations that the participation of people with disabilities be increased. [3 marks]
12. Suggest how can children with disabilities can be encouraged to take part within a school-based physical activity. [3 marks]
13. Describe two advantages and two disadvantages to a performer with a disability taking part in an integrated sports programme. [4 marks]
14. Describe the benefits of participation in sporting activities can have for people with disabilities. [4 marks]
15. Suggest ways, other than stereotyping, that social groups such as women, those with a disability or low socio-economic groups be discriminated against in sport. [3 marks]
16. Describe two advantages and two disadvantages to a performer with a disability taking part in an integrated sports programme. [4 marks]
17. Suggest why opportunities to participate in recreational and sporting activities have improved for people with disabilities in recent decades. [4 marks]

Benefits of raising participation.

1. Describe some of the health benefits of increased participation in physical activities. [4 marks]
2. Describe some of the fitness benefits of increased participation in physical activities. [4 marks]
3. Describe some of the social benefits of increased participation in physical activities. [4 marks]

The interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport

1. Describe the role of County Sports Partnerships (CSPs) in the UK and identify some of the organisations that are involved in CSPs. [4 marks]
2. Identify some of the schemes and initiatives that Sport England has put in place to improve opportunities for women and young girls to participate in sport. [4 marks]

**Impact of commercialisation on physical activity and sport and the relationship between sport and the media**

The positive and negative impact of commercialisation, sponsorship and the media.

1. Describe how elite female performers tend to be portrayed in the media and what effects can this have on their careers in sport. [6 marks]
2. Describe how companies in the UK can support sports performers and explain how the companies benefit. [4 marks]
3. Discuss whether a performer should consider the nature of a company’s product before accepting financial support from them. [3 marks]
4. Discuss, using examples, the suggestion that modern television technologies can give the same spectating experience as actually attending the sport event. [4 marks]
5. Discuss the relationships shown in the following diagram.

Sport

Media

Business

 [4 marks]

# Comment on the benefits and disadvantages of the golden triangle of sport, media and business to elite sport. [4 marks]

1. Discuss the suggestion that modern-day sponsorship deals have both positively andnegatively influenced the behaviour of elite sports performers. [4 marks]
2. Explain why major sporting events rely heavily on funding from sponsorship and television. [3 marks]
3. Discuss the advantages and disadvantages of the influence of the media and the commercialisation of sport on spectators. [4 marks]
4. Describe the characteristics of commercial sport. [3 marks]
5. Explain how elite sport and governing bodies have been influenced by sponsors, the

 media and commerce. [5 marks]

1. Explain the potential impact on a **sport** of any negative publicity in the media. [3 marks]
2. Explain some of the effects that the media has had on sporting events. [6 marks]
3. Explain how sport sponsorship is closely linked to the media. [6 marks]
4. Describe the relationship between sport and commercialisation. [6 marks]
5. Explain the characteristics of commercial sport.[4 marks]
6. Explain, using examples from sport, how the media has changed the nature of sport. [5 marks]
7. Explain the positive role of the media in relation to reporting sporting issues. [5 marks]
8. Describe the advantages and disadvantages of sponsorship to the performer. [5 marks]

**The role of technology in physical activity and sport**

Understanding of technology for sports analytics

Functions of sports analytics.

1. Describe some of the advantages to a coach of using sports analytics. [3 marks]

**Extended Answer Questions**

Discuss social and cultural factors that affect participation in physical activity in the UK. [15 marks]

Discuss why it is that physical activity is seen by many as an important part of society, yet barriers to young people's participation remain. [8 marks]

Critically evaluate the impact of the media on sport. [8 marks]

Analyse the positive impact of amateurism andprofessionalism on 19th century and modern day sport. [8 marks]