**PAPER 1**

**SPORT & SOCIETY**

**QUESTIONS & MARKSCHEMES**

**3.1.3 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]

*Four marks for 4 of:*

1. *Holy days/festivals*
2. *Few rules*
3. *Limited structure and organisation/no officials*
4. *Participation rather than spectator sport*
5. *Violent/physical force/no skill*
6. *Lower classes/male*
7. *Localised/villages*
8. *Limited equipment/facilities*
9. Mob football was a game played in the 19th century. Describe the characteristics of mob games. [4 marks]

*Four marks for 4 of:*

1. *Local*
2. *Unstructured in terms of boundaries / number of players / time / kit / no spectators / participation based / disorganised*
3. *Rules were few / simple / unwritten*
4. *Male*
5. *Working class*
6. *Violent / many injuries / alcohol fuelled*
7. *Limited equipment / cheap*
8. *Initially rural / later some urban adaptation / village rivalries*
9. *Played occasionally / holy / feast days*
10. *Force not skill*
11. Describe the social factors that caused the decline of mob games in the 19th century. [3 marks]

*3 marks for 3 of:*

1. *Banned by authorities/unpopular with middle class/churches/violent/disorderly/damage to properties/land;*
2. *Lack of space in urban areas/no space;*
3. *Need for disciplined workforce/time off work due to injuries/no time/losing holy days/increased working hours/machine led/lack of free time;*
4. *Rationalising/civilising of society ongoing process;*
5. *Middle class encouraged rational forms of recreation/factory/church teams;*
6. *Developed in public schools. 3 marks*
7. Explain how social and cultural factors influenced the characteristics of popular recreation in pre-industrial (Pre 1780) Britain. [4 marks]

*Four marks for 4 from:*

1. *Limited transport or communications - local*
2. *Illiteracy / uneducated - uncodified / simple rules / limited organisation*
3. *Reflection of life and times / harsh society - cruel / violent*
4. *Seasonal time / free time on Holy Days or annual holidays - occasional / festival*
5. *Before industrial revolution / before migration to towns / population - centred on village or county town life / rural*
6. *Two class society / feudal system - courtly and popular / upper / gentry class activities and lower or peasant class activities*
7. Describe the ways in which real tennis was different from most other popular recreations. [4 marks]

*Four marks for 4 of:*

1. *Courtly / played by upper class / gentry*
2. *Written / complex rules / organised*
3. *Not cruel / violent / had etiquette / cultured / skillful*
4. *Played often / regularly*
5. *Purpose built facilities / equipment*
6. *Not local / transport available / travel*
7. Explain the social and cultural factors that influenced the nature of mob football in Pre-industrial Britain. [4 marks]

*Four marks for 4 of:*

1. *Local - limited transport or communications*
2. *Simple unwritten rules - (widespread) illiteracy*
3. *Violent - Nature of society / harsh conditions*
4. *Occasional - Links with Holy days / holidays / feast days / /due to seasonal time*
5. *Popular / lower class - Two class society / feudal system*
6. *Rural - Before industrial revolution / migration to towns*
7. *Wagering - Chance of going from rags to riches / to add excitement / chance to show status or wealth*
8. *Simple / natural - No purpose built facilities*
9. Explain how each of the following factors influenced the characteristics of mob football

* harsh lifestyle
* widespread illiteracy
* limited transport and communications. [3 marks]

*Three marks for:*

1. *harsh lifestyle - cruel / violent*
2. *widespread illiteracy - simple / unwritten rules*
3. *limited transport and communications - local / rural / village-based*
4. Compare the pre-industrial games of mob football and real tennis. [4 marks]

|  |  |  |
| --- | --- | --- |
|  | Mob football | Real tennis |
| 1. *Rules* | *simple / / unwritten / limited rules* | *complex / written rules* |
| 1. *facility* | *simple / natural facility / in the countryside / rural* | *purpose built facility / court* |
| 1. *equipment* | *simple / natural equipment / pigs bladder for ball / just a ball* | *Sophisticated / expensive / specialist equipment / specialist rackets / balls* |
| 1. *regularity* | *occasional / irregular / annual / festival* | *(more) regular / more frequent* |
| 1. *location* | *Local* | *not (only) local* |
| 1. *class* | *lower class / peasants / populace / for everyone* | *upper class / royalty / courtly / gentry / aristocracy / exclusive / elitist* |
| 1. *violence* | *violent / dangerous / physical* | *non-violent / sophisticated / friendly / skilful / safe* |
| 1. *clothing* | *no specialist clothing* | *specialist clothing* |
| 1. *wagering* | *wagering* | *wagering* |
| 1. *male* | *male dominated / men only* | *male dominated / men only* |
| 1. *spectators* | *for spectators / if nearby, assumed involved* | *not a game for spectators* |

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. *Four marks for 4 of:*
3. *Membership rules of clubs devised to exclude working class / exclusive*
4. *Use of Amateur regulations for competitions in order to prevent ‘professionals’, from*
5. *competing*
6. *Lower classes performed supporting / specific roles with the sport*
7. *Restricted access to facilities / club house / weekday matches*
8. *Distinction made between ‘Gentlemen’ and ‘Players’ / professionals and amateur / high class gentlemen / working classes*
9. *E.g. from Cricket, Golf, Rowing, Tennis / Rugby Union/League Boxing / Athletics*
10. *Membership fees kept high to exclude working class / insufficient time / money / facilities*
11. *Encouraged to spectate.*
12. 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*]

*Four marks for 4 of:*

*Description - 3 max*

1. *introduction of / changes in rules / numbers of players/ playing area / scoring system*
2. *development of rules governing player behaviour / less violent conduct / fairplay*
3. *development of specialist equipment / kit / facilities*
4. *moves towards codification of games*
5. *regular inter-school fixtures / setting up of NGBs*

*Explanation 3 max*

1. *incorporation of games into school ethos as a means of social control*
2. *use of games to promote philosophies / teaching / muscular Christianity*
3. *development of Athleticism / ideals associated with manliness*
4. *development of team work / loyalty / leadership*
5. 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]

*Four marks for 4 of:*

1. *Industrialists / Factory owners / employer*
2. *e.g. works teams in football*
3. *Church/Clergy*
4. *e.g. Sunday school teams / YMCA / Boys Brigade*
5. *Armed Forces*
6. *e.g. regimental teams / competitions / tournaments;*
7. *More time off work / Saturday afternoons to watch / spectate*
8. *Increase in disposable income that could be spent following sport*
9. *Provision of parks / space within which to play sport*
10. *Pub teams*
11. Describe how and why church organisations promoted sport among their local communities during the late 19th Century. [3 marks]

*Four marks for 4 of:  
How - sub max 3 marks*

1. *organised teams / clubs / associations / competitions*
2. *pitches / playing fields on church grounds / clubhouse / church hall*
3. *muscular Christianity*
4. *ex-public schoolboys entering church as ministers*

*Why- sub max 3 marks*

1. *to instil middle class / christian values*
2. *to divert from less socially acceptable activities / drinking / gambling / social control / health*
3. *to recruit into church organisations / swell congregation*
4. Describe how the leisure opportunities of the working class change for the better as a result of industrialisation. [3 marks]

*Three marks for 3 of:*

1. *trade unions began to fight for workers rights / less working hours / increase in free time / better pay*
2. *beginnings of public provision of recreation facilities / e.g. parks / employer provision*
3. *civilising of activities / rationalising / social control / middle class concern for working class*
4. *still less opportunities for working class women*
5. *opportunities for professional sport / spectating*
6. *Improvement in transport / equipment*
7. Describe the characteristics of rational recreation. [3 marks]

*Three marks for 3 of:*

1. *Played regularly;*
2. *complex, written rules/highly structured/administrative/levels of competition;*
3. *refined skills;*
4. *strategies/tactics;*
5. *moral values/etiquette/code of conduct;*
6. *sophisticated facilities/equipment.*
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]

*Three marks for 3 of:*

1. *lack of time / income*
2. *lack of facilities*
3. *urbanisation stopped traditional activities / mob football*
4. *lack of space*
5. *no state schooling / only drill in schools*
6. *poor health / no energy*
7. *NGBs controlled / for Upper / middle classes*
8. Leisure facility provision, such as parks and baths, began during the Victorian era. Suggest why such facilities were provided. [4 marks]

*Four marks for 4 of:*

1. *heath / hygiene of population*
2. *civilising of society / middle class values*
3. *social control / reduce crime rate*
4. *prestige of council*
5. *philanthropy / concern over working class*
6. *community expectations*
7. *economic benefits / employment*
8. *part of wider social policy;*

1. Suggest why many National Governing Bodies, such as the Football Association, were established in the 19th century. [3 marks]

*Three marks for 3 of:*

1. *Sports were becoming more popular/lots of people participating;*
2. *More and more clubs were being formed;*
3. *A nationally recognised set of rules was needed/to make competition fair/codification;*
4. *Sports needed organising/administrative structure/to organise leagues/competitions;*
5. *Old boys wanting to continue participation/maintain amateur tradition;*
6. *Working class establishing own control. 2 marks*
7. 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]

*4 marks for 4 of:*

1. *Played regularly / lots of free time for middle & upper classes*
2. *Teams wearing kit / positional roles / strategies / tactics / rules*
3. *Technical aspects such as ball / goal posts*
4. *Skills based*
5. *Spectator development*
6. *Regional and national teams*
7. *Officials*
8. *Urban development.*
9. 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]

*Five marks for 5 of:*

1. *Transport and communications sub max 3 marks*
2. *Rail allowed transport of teams and spectators/horses/spectator sport increase;*
3. *Competitions became regional and national/leagues;*
4. *Access to countryside / rambling / fishing/ climbing;*
5. *Roads development in cycling clubs;*
6. *Spread knowledge of sporting heroes/role models;*

*Middle classes sub max 3 marks*

1. *Gave moral focus to sport/rational;*
2. *E.g. abiding by rules/ etiquette;*
3. *Banned popular recreations etc mob football;*
4. *Organisers/ administers of sport clubs / competitions/ NGB/amateur;*
5. *Used sport as social control of w/c/works teams/time/rights;*
6. *Established their own sports for their own identity e.g. lawn tennis / cycling/more variety.*
7. 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]

*Five marks for 5 of:*

*Role change - sub max 3 marks*

1. *Suffragettes / women’s rights/ get the vote / more political say*
2. *WW1 status increased / did men’s jobs e.g. factories / proved their worth*
3. *Less emphasis on domestic role*
4. *Got more education via state schools*
5. *Began to earn more personal money*
6. *More freedom – mobility / clothing / leisure time*

*Sporting opportunities- sub max 3 marks*

1. *Still very restricted compared to middle classes and men*
2. *Accepted firstly by middle class ladies – later working classes*
3. *But more schools / provision of PE / clubs / teams / became available*
4. *More competitive opportunities*
5. *Sporting organisations established*
6. *Achievements of women athletes / role models*
7. Sports were rationalised in the 19th century English public schools. Explain the term rational recreation. [3 marks]

*Three marks for 3 of:*

1. *(Played) regularly / often*
2. *(Rules) – written / complex / sophisticated*
3. *(Behaviour) – etiquette / codes of behaviour / civilised / fair play / sportsmanship*
4. *(Highly Structured) – set times / number of players / boundaries*
5. *(Skill) – refined / complex / developed.*
6. Explain why the majority of sports were rationalised in the 19th century. [4 marks]

*Four marks for 4 of:*

1. *Society becoming more civilised / manners / less violent*
2. *Middle class were in control of society’s values / social control of working classes*
3. *Industrialisation – need for disciplined workforce*
4. *Era of social reform / philanthropists*
5. *Mass of population needed entertaining*
6. *Lack of space meant no room for old popular recreations*
7. *Administration needed as more clubs / national governing bodies*
8. 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]

*4 marks for 4 of.*

1. *Improve health and fitness of working classes*
2. *Social reform / social justice / improve lot of working classes / civic responsibility*
3. *Prestige of local area*
4. *Social control / keep people out of trouble / away from pubs*
5. *Economic benefits*
6. *Civilising of society / rational recreation encouraged*
7. Suggest, apart from provision of facilities, how else the leisure opportunities for the working classes improved during the 19th century. [3 marks]

*3 marks for 3 of.*

1. *More leisure time / Saturday half day / bank holidays / factory acts*
2. *More disposable income / increased wages*
3. *Improved health*
4. *Schools / churches encouraged recreation*
5. *Employers / factory owners encouraged recreation*
6. *Works facilities e.g. factory / works teams / excursions*
7. *Transport e.g. railways / bicycles*
8. *Awareness through media*

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]

*Four marks for 4 of:*

1. *Need to control sports - who played / maintain amateur ethos in the face of increasing commercialism / professionalism / middle class control*
2. *Increased number of teams / domestic fixtures / competitions / leagues*
3. *Need to agree rules / regulations on nation-wide basis / form NGBs*
4. *Acceptance of sport as morally worthwhile activity*
5. *Improved transportation / railways*
6. *Development of international matches / competitions*
7. *Concern for poor / welfare of workers / philanthropy / demand from unions of workers' rights*
8. *Animal sports / mob games banned*
9. *Lack of space in urban areas*
10. *Social control / disciplined work force / civilising / good for morale*
11. 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]

*Five marks for 5 of:*

1. *ex-public school boys set up teams via factories / church in which working class could participate*
2. *commercialisation of football provided the basis for professional teams / players*
3. *majority encouraged to become spectators / increased disposable income*
4. *improvements in transport / railways - more widespread fixtures*
5. *shorter working week / works facilities*
6. *promotion of football among population via media*
7. *industrial work reduced number of festivals / opportunities to play mob games reduced*
8. *development of urban areas destroyed traditional village rivalries on which mob games were based*
9. *urban areas initially lacked the open spaces required for mob games*
10. *industrialisation produced clear division between work and leisure time / particular times of the week became associated with leisure time*
11. *laws / changes in culture made rowdy, violent behaviour associated with mob games unacceptable / civilising process reduced the levels of violence that would be tolerated.*
12. Explain why, between 1860 and 1900, many national governing bodies for sport were formed. [3 marks]

*3 marks for three from:*

1. *Devise revisions of games from public schools*
2. *Increased number of clubs / fixtures required more uniform rules to be established*
3. *Greater mobility / improvements in transport also required codified rules*
4. *More competitions / tournaments / devised / set up*
5. *Greater need to vet competitors / teams / clubs to maintain amateur code*
6. *Desire by middle / upper class to control /administer sport*
7. 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]

*Four marks for 4 of:*

1. *Lack of leisure / free time*
2. *Lack of money / resources / facilities / poor diet / health*
3. *Restrictive membership schemes / regulations*
4. *Amateur regulations*
5. *Limited demand for professionals in sport*
6. *Traditional working class sports frowned upon / considered uncivilised / banned*
7. *Encouraged to become spectators*

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]

*Four marks for 4 of:*

* 1. *Church encouraged rational recreation*
  2. *Wanted a more civilised / disciplined workforce*
  3. *Traditional rowdy pastimes not popular with middle / upper classes / banned by legislation / want values attached to sport*
  4. *Effect of public school / university education e.g. regularity of play[devised rules]*
  5. *Industrialisation led to urbanisation / lack of space (therefore mob games not suitable) / loss of traditional rural activities*
  6. *But working classes need to be occupied / social control*
  7. *Transport / particularly railways allowed more fixtures further afield*
  8. *New wealth as a result / commercialisation/facilities being built for its purpose*

1. Explain how lawn tennis helped the emancipation of women in the late 19th century.

[4 marks]

*Four marks for 4 of:*

1. *Women able to be energetic / involved in non-violent game*
2. *Acceptable by middle classes*
3. *Whole families / men and women played together*
4. *Removed some stereotypes / myths*
5. *Women able to join clubs*
6. *Played in (girls) schools*
7. *Fully clothes*
8. *In privacy / walled gardens*
9. *Social rather than sporting occasion*
10. 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]

*4 marks for 4 of:*

1. *Didn't have enough time / worked long hours*
2. *Lack of disposable income / couldn't afford - equipment*
3. *Initially amateur development / middle and upper classes*
4. *Excluded from clubs*
5. *Lack of public provision*
6. *Did not have same middle class values / dress codes / etiquette*
7. Suggest how the modern-day amateur differs from the amateur of the early 20th century (1900-1920). [5 marks]

*5 marks for 5 of:*

*Early 20th C (Sub max 3 per section):*

1. *Amateur had high status in sport / society*
2. *Amateurs in most sports were best players*
3. *Although professionals could out perform in some sports*
4. *Amateurs were controllers of sport / selected teams / formed NGB’s*
5. *Member of middle / upper classes / gentleman amateur*
6. *Had sufficient income / leisure time for support playing of sport*
7. *Avoided playing against working classes*
8. *Working classes excluded from amateur sports / not ‘open’ competitions*

*Today (Sub max 3 per section):*

1. *Some amateurs receive money / sponsorship / trust funds / appearance money / scholarships / turn professional earlier*
2. *Amateurs often unable to compete at same level as professionals*
3. *Amateurs tend not to have high sport / social status / professionals now have high status;*
4. *Blurring of amateur / professional distinction / professionals now in the Olympics*
5. *Sports changed from amateur to professional code*
6. 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]

*Three marks for 3 of:*

1. *Social prejudice against professional has now disappeared / all classes can compete*
2. *People now respected for their talents / abilities*
3. *Rewards for professionals now very large / media interest / sponsorship*
4. *Encourages more to take up professional sport*
5. *Professionals have money / resources/time to put into training*
6. *Laws exist to prevent discrimination*
7. 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]

*Three marks for 3 of:*

1. *High standards of performance / excitement*
2. *Higher media coverage / profile of athletes / role models / celebrity status*
3. *Professionals used to be working class / low status*
4. *Social class no longer such a barrier to participation*
5. *Society’s attitude / value materialistic rewards / higher earners / sponsorship deals*
6. *Lombardian ethic more dominant than the amateur ideal*
7. *Seen as a ‘way out’ / upward social mobility*

**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]

*Four marks for 4 of:*

1. *Urbanisation*
2. *Increased leisure / free time*
3. *Increased disposable income*
4. *Improved transport*
5. *Increased professionalism*
6. *Increased organisation*
7. *Increased media coverage*
8. Suggest why there has been a recent surge in interest in female football. [4 marks]

*Four marks for 4 of:*

1. *Equal opportunities*
2. *Increased media coverage*
3. *More female role models*
4. *School PE programmes*
5. *Support / encouragement form FA*
6. *More clubs / opportunities*
7. *More funding to increased participation*
8. *Increased free time*
9. Describe the factors that led to the growth and development of lawn tennis from the mid 19th century to the current day. [3 marks]

*Three marks for 3 of:*

1. *Invented / played by middle classes*
2. *Use of specialist equipment*
3. *Standardised rules*
4. *Played by men and women*
5. *Public provision*
6. *Professionalism / media*
7. Account for the development of female tennis players since the 19th century. [4 marks]

*Four marks for 4 of:*

1. *Equal opportunities*
2. *Middle class women playing*
3. *Fully-clothed*
4. *In own gardens / hidden from view*
5. *Early opportunities to play in private clubs / Wimbledon championships*
6. *Increased media coverage*
7. *More female role models*
8. *Early professional circuit*
9. Describe the factors that led to the growth and development of athletics from the mid 19th century to the current day. [3 marks]

*Three marks for 3 of:*

1. *Early walking /pedestrianism / running races / professionals*
2. *Often linked to festival / holidays/ Much Wenlock Olympian society*
3. *Often involving wagering*
4. *Early exclusions clauses / amateur only*
5. *Olympianism / athleticism / etiquette*
6. *Use of trust funds to maintain amateur status while competing for money*
7. *Development of grand prix events / diamond league*
8. Suggest why female athletics was quite slow to embrace equality of opportunity. [3 marks]

*Three marks for 3 of:*

1. *Men deemed athletics too strenuous for women*
2. *No women athletes in early Olympics*
3. *Maintained distinction between male female events*
4. *e.g. No events over 400m until 1960 / marathon until 1984 / Hammer and pole vault introduced 1996*
5. *Equal opportunities led by title IX*
6. *2012 Olympics - women in every event*
7. Suggest how social class affected the development of an elite performer in the early 20th century. [3 marks]
8. *Three marks for 3 of:*
9. *Easier to be an elite performer if from middle / upper class*
10. *Working class professional in some sports / limited role / only open to the ‘gentleman*
11. *amateur’*
12. *Restrictive membership policies / exclusion clauses*
13. *Amateur code financially and socially excluded the working class;*
14. *Lack of financial support / time would mean that many working class performers could not have performed / developed to / performed at the highest level*
15. *Sport controlled by middle and upper classes/restrictive selective policies.*
16. 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

# *Six marks for 6 of:*

# *Relationships – max 3*

1. *Golden triangle*
2. *Media uses sport to gain viewers / readers*
3. *Media used by business for advertising*
4. *Business pays for media advertising space / time*
5. *Business pays sport to act as advertising medium*
6. *Sport must be in media to attract sponsorship*

# *Benefits to sport – max 2*

1. *Sport gets money for allowing events to be televised*
2. *Business pays sports for advertising at grounds / events / sponsorship*
3. *Sport becomes popular / more fans*

# *Disadvantages to sport – max 2*

1. *Media sensationalise sport / reports dysfunctional aspects*
2. *Media affects organisation/timing of sport*
3. *Media can change nature of sport / breaks / length / method*
4. *Only popular sports televised*
5. *Business – players spend too much time working / appearances*
6. *Business – more pressure to win due to sponsorship pressure*
7. Discuss the suggestion that modern-day sponsorship deals have positively andnegatively influenced the behaviour of elite sports performers. [4 marks]

*4 marks for 4 of (max 3 per section):*

*Positively*

1. *Train harder to produce higher quality performances*
2. *Maintain discipline to project positive image*
3. *Display sportsmanship / fairplay / etiquette*
4. *Develop good image ‘off the field / role model’.*

*Negatively*

1. *Pressure to win / win at all costs / cheating*
2. *Aggressive play*
3. *Deviance / drug abuse to increase performance / mask injury*
4. *(Negative behaviour) drinking / gambling / sex scandals / just take the money / laziness*
5. *Increase gamesmanship*
6. *Pressure to compete when injured*
7. *Overtraining*
8. *Control of sponsor*
9. Suggest reasons why opportunities for female elite performers are still restricted in many sports when compared with male performers. [5 marks]

*5 marks for 5 of:*

1. *Stereotypical image of feminine activities / not wanting to appear aggressive / competitive*
2. *Physical / health concerns about participation / physical ability to perform certain activities*
3. *Emphasis on cosmetic fitness rather than competitive sports*
4. *Discrimination / sexism / membership restriction to clubs*
5. *Limited media coverage / role models / promotion of opportunities*
6. *Less funding via sponsorship allows progression / lower prize money / less financial support*
7. *Religious / cultural restrictions*
8. *Limited legislation to ensure equal opportunity*
9. *Male dominated organisations*
10. Explain why major sporting events rely heavily on funding from commercial sponsorship and the media. [3 marks]

Three marks for 3 of:

1. Ticket sales insufficient to cover costs
2. Prize money / attract top performers and prize money
3. Expensive to accommodate performers / officials
4. High cost of security
5. Provide high quality facilities / spectator access / regenerate facilities
6. Promotion / advertising of event
7. Excess funds used to reinvest and develop sport further/ develop grass roots
8. Discuss the impact that the media and the commercialisation of sport has had on spectators. [5 marks]

Five marks for 5 of

(Positives - sub max 3 marks)

1. Increased access to watch sport / live coverage
2. Higher standards of performance
3. High quality stadiums
4. Enhanced viewing experience / interactive technology
5. Greater awareness / knowledge of the sport / creates role models
6. Rules changed to become more exciting spectacle
7. Influenced elimination of negative aspects of sport eg hooliganism / irresponsible reporting

(Negatives - sub max 3 marks)

1. Increased cost / ticket prices / pay-to-view / satellite TV
2. Merchandise expensive / replica kit frequently changed
3. Events moved and scheduled depending on prime time / highest viewing figures
4. Event interrupted to accommodate adverts / commercial breaks
5. Traditional nature of the game may have to alter / rule changes / time-outs/ clothing
6. Irresponsible reporting can lead to spectator violence / deviant behaviour
7. Describe the characteristics of commercial sport. [3 marks]

*3 marks for 3 of:*

1. *Extensive media coverage*
2. *Large audiences*
3. *Professional sport*
4. *Winning / success is important*
5. *Entertainment / viewing spectacle important / media friendly*
6. *Sponsorship deals / advertising deals / extensive advertising / merchandising*
7. *Gate receipts / ticket sales*
8. *Players have contracts / endorsements*
9. Outline the factors that make a performer marketable in the modern sporting world. [3 marks]

*3 marks for 3 of:*

1. *Attractive to the public / looks good*
2. *Appeals to wide range of viewing audience / the sport is popular / belonging to a high status club*
3. *Highly talented / skilful*
4. *Consistent high level of performance / successful*
5. *Unique / different to others / offers an image reflecting a product*
6. *High level of media coverage*
7. *Good sporting ethics / sportsmanship / makes good role model*
8. Explain how elite sport has been affected by sponsors, the media and commerce. [4 marks]

*4 marks for 4 of:*

1. *Rules / regulations / scoring systems altered / technology used / increased standard of officiating*
2. *Increased prize money / wages*
3. *Clothing / kit changed*
4. *New competitions / formats introduced*
5. *Playing times altered*
6. *Playing seasons altered*
7. *Location of events may be influenced by commercial considerations*
8. *Ticket allocations given to sponsors not fans*
9. *Funding to support elite / developing performers*
10. *Improved facilities*
11. *Increased advertising / commercial breaks*
12. *Media can direct public opinion / support about sport or event*
13. *Money directed to popular sports*
14. *Use of codes of conduct / bans / fines to encourage fair play / use of technology to limit foul play*

**Sociological theory applied to equal opportunities**

Understanding of the definitions of key terms

1. Define the terms society and socialisation. [3 marks]

*Three marks for 3 of:*

1. *Organised group of people associated for some specific purpose / with shared interests*
2. *(Lifelong) process where members of a society learn its norms / values / ideas / roles*
3. *Primary - during early years / childhood - mainly within (immediate) family*
4. *Secondary - during the later years / e.g. as teenagers and adults*
5. Distinguish between the terms social control and social issues. [2 marks]

*Two marks for:*

1. *Social control - regulating people's thoughts / feelings / appearance / behaviour*
2. *Social issues - problems affecting people within a society*
3. Describe, using examples, what you understand by the term social stratification. [2 marks]

*Two marks for:*

1. *Stratification - society divided into different levels*
2. *Based on characteristic such as wealth / status / class*

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]

*Three marks for 3 of:*

1. *Theory says that individuals interact within society / interactionist theory*
2. *Individuals / society / sport can change / influence their involvement in sport*
3. *E.g. change sport to match social needs*
4. *E.g. develop equality within sport*

Underrepresented groups in sport.

1. Suggest possible reasons for inequality within society. [3 marks]

*Three marks for 3 of*

1. *Lack of money / costs of participating*
2. *Lack of confidence/self-esteem*
3. *Lack of role models to aspire to*
4. *Myths or stereotypes about capabilities of certain groups / accept e.gs*
5. Describe ways in which some social groups such as women, those with a disability or disadvantaged groups are discriminated against in sport. [4 marks]

*Four marks for 4 of:*

1. *Stereotyping*
2. *Restrictive membership clauses / not allowed to join clubs / teams*
3. *Fewer competitions / coaching provision / facilities / e.gs. crèches / ramps*
4. *Financial restrictions / cannot afford*
5. *Racism / sexism / verbal abuse*
6. *Less tournament earnings / less funding / sponsorship;*
7. *Less media coverage / lack of role models / less in positions of power / decision making*
8. 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]

*Four marks for 4 of:*

1. *Develop specific policies to target groups / community projects / sport equity targets*
2. *Meet Government policies such as (Best Value / Neighbourhood Regeneration) / legislation*
3. *Target funding at grass roots of sport / elite sport / specific groups (do not credit funding unless qualified)*
4. *Establish more sport development officers (SDOs) / provide coaching*
5. *Concentrate resources in inner city / deprived areas*
6. *Make facilities better / accessible / affordable / attractive*
7. *Change structural aspects such as admission / membership / cost / equal tournament earnings*
8. *Change attitudes / get rid of discrimination / campaigns*
9. *Raise awareness / publicity / advertising / role models*
10. *Employment opportunities within NGB / not restricted by colour / race / ethnic origin*
11. Suggest reasons why working class women have traditionally had fewer opportunities to participate in physical recreation. [3 marks]

*Three marks for 3 of:*

1. *Less leisure time*
2. *Due to work and domestic role*
3. *Less money / disposable income / for private membership of clubs*
4. *Stereotype / sport not for women / for males / damage to women’s health*
5. *Less availability of private facilities*
6. *Had to wait for public provision of facilities*
7. Outline, using an example, what is meant by the term discrimination.[2 marks]

*Two marks for 2 of:*

1. *Create distinction based on prejudice;*
2. *Verbal / physical / overt*
3. *Based on sex / race / age / disability / class*
4. Suggest how might women experience discrimination in recreational and sporting activities. [3 marks]

*Three marks for 3 of:*

1. *Less clubs / facilities / activities / competitions*
2. *Less funding / sponsorship / prize money*
3. *Less access to decision-making positions / coaching / employment*
4. *Less role models / media coverage*
5. *Stereotyping*
6. *Verbal / sexual abuse;*
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]

*Two marks for 2 of:*

1. *Prevention or interference with a person’s participation in sport or physical activity*
2. *Because of negative stereotypes / prejudice held by others*
3. *Based on the racial background / ethnic origin / skin colour of person*
4. Describe three different types of racial discrimination that people may face when participating in sport. [3 marks]

*3 marks for 3 from:*

1. *Refusal / restriction of membership to clubs / teams*
2. *Racial abuse / harassment from opponents / team mates / crowd*
3. *Not selected for teams*
4. *Placed into particular positions or roles in teams / stacking / centrality*
5. *Encouraged into / away from certain activities by teachers / coaches*
6. *Restricted opportunities in coaching / management / sponsorship*
7. Explain the term discrimination. [3 marks]

*Three marks for 3 of:*

1. *To make a distinction / treat differently / negative experience*
2. *To act on a prejudice / pre-judge / (verbal/physical) abuse*
3. *When opportunities / resources for one social group are not available to all social groups / not allowed / excluded from participation*
4. *Based on stereotype / gender / race / disability*
5. Suggest how stereotyping has affected the participation of ethnic minority groups in sporting activities in the UK.? [2 marks]

*Two marks for 2 of:*

1. *Myth of being suited / not being suited to certain types of sport*
2. *E.g. cricket - Pakistanis / athletics – Afro-Caribbean / badminton – Asian etc*
3. *Therefore, channelled / directed at an early age / school / clubs / reduces participation*
4. *Considered less capable than other ethnic groups of succeeding at administrative / high level / not given jobs in NGB’s / managerial positions*
5. *Therefore, not given central roles in sport teams / centrality theory / stacking / decision making roles*
6. *Separated to form own leagues*

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]

*Six marks for 6 of:*

*Factors - sub max 4 marks*

1. *Racist comments / abuse / stereotypical expectations / discrimination*
2. *Membership by invitation / excluding non-whites*
3. *Sport has lower social status within certain ethnic communities*
4. *Cultural / religious requirements discourage sport participation / insecurity in different cultural environments*
5. *Ethnic minorities form disproportionate numbers in lower socio-economic grouping / cost factors / limited facilities*
6. *UK Caribbean / African more national role models in UK sport / or reverse*

*Solutions - sub max 4 marks*

1. *Vigorous anti-racist campaigns by NGB*
2. *Use of the law by individuals*
3. *Racial awareness education in schools / lesson / youth clubs*
4. *Use of ethnic minority role models*
5. *Use of local community action projects aimed at specific groups / facilities*
6. *Sport England policies*
7. *Sport equity targets for NGBs*
8. Suggest factors that may have prevented UK Asians players from becoming professional footballers. [3 marks]

*Three marks for 3 of:*

1. *Lack of role models in professional soccer*
2. *Negative stereotypes regarding ability of Asian men held by scouts / coaches / managers in professional football*
3. *Asians directed into other sports / cricket / hockey / badminton*
4. *Discrimination / racial prejudice / abuse in competitive football leagues deters participation*
5. *Asians prefer to form own teams / leagues / competitions not recognised by / affiliated to governing bodies*
6. *Sport is not considered appropriate occupation / parental pressure on young Asian men to enter other professions*
7. *School PE / sport may discriminate against participation of Asian pupils/ not selected for teams / encouraged to take part in extracurricular clubs*
8. *Conflicts with family / community commitments / religious observance*
9. Suggest how a person’s ethnic background may influence their participation in physical activity. [4 marks]

*Four marks for 4 of:*

1. *Ethnic stereotyping may discourage away from some sports and encourage*
2. *towards others*
3. *Some ethnic groups are dominant in areas that lack sports facilities*
4. *Some values / practices associated with sports may conflict with religious observances*
5. *Racial discrimination / abuse / may deter participation*
6. *Development of sporting ability not seen as important development of other aspects of life, such as education, career / work / family / religious duties*
7. *Few role models in some sports / only exist in a limited number of sports*
8. *Perception / belief of cultural aspects / traditions / peer pressure / low self esteem / inferiority / fear of being rejected / not accepted*
9. *Ethnic groups set up / start their own/different clubs / leagues*
10. Suggest why are there comparatively few coaches and managers from ethnic minority groups in professional football in the United Kingdom. [3 marks]

*Three marks for 3 of:*

1. *Discrimination by selectors / committees*
2. *Stereotyping/unable to fulfil role*
3. *Not enough experience*
4. *Lack of role models*
5. *Fear of discrimination / self-fulfilling prophecy*
6. Discuss the benefits and possible problems associated with having a high proportion of ethnic minority groups participating in football in the UK. [4 marks]

*Four marks for 4 of:*

*Benefits - sub max 2 marks*

1. *Opportunity for upward social mobility / way out / escape / earn money*
2. *Role models / encourages younger performers / pride / self esteem*
3. *Inner city schemes to control youth / social control / integration into mainstream culture*
4. *Increased talent pool*

*Problems - sub max 2 marks*

1. *Reaffirm stereotypes / cultural clash / increases racism / separation*
2. *Reaffirms expectation that the route out is through sport and not educational attainment*
3. *Can lead to channelling / labelling / stacking by teachers / coaches*
4. Suggest reasons why various sporting activities have a higherparticipation rate by certain ethnic minority groups. [4 marks]
5. *Four marks for 4 of:*
6. *Keep away from sports which will provide negative experiences / racism / verbal abuse / discrimination / stereotype / prejudicial attitudes*
7. *Channelling into sport / labelling / stacking*
8. *Traditional sports to culture e.g. cricket Pakistan*
9. *Positive role models / media*
10. *School PE programmes / local club provision*
11. *Cost / access*
12. *Self-fulfilling prophecy – linked to a myth or stereotype*

1. Suggest why aerobics is a popular activity for young women. [4 marks]
2. *Four marks for 4 of:*
3. *Reflects society pressure to attain the ‘ideal shape’ / desired body shape*
4. *Seen to be acceptable / appropriate by society / promoted to women*
5. *Health / fitness attainment has become fashionable / seen to be important*
6. *Use of music / fashionable clothing makes it more popular*
7. *Fewer drawbacks than outdoor sport / non competitive / non-contact / social*
8. *Done at convenient time as ‘individual’ activity / can fit around work / family or equiv*
9. *Enjoyable / fun / cheap / social / recreative / improves health*
10. 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. *4 marks for any four from:*
2. *More time available for women due to reduced demand to perform domestic chores*
3. *Greater financial independence / disposable income*
4. *More provision / facilities / clubs*
5. *Wider range of activities available for women*
6. *Improved child care facilities / crèches / women only classes*
7. *Change in society / reduced sexual stereotypes / due to World Wars*
8. *Equality legislation / rise in women’s rights / women’s liberation movement*
9. *Campaigns / promotion / Sport England*
10. *Diversity / equality in Physical Education programmes*
11. *More role models / media coverage of women’s sport*
12. *Women taking control / developing own sports.*
13. Describe two ways in which sexual discrimination may still occur today. [2 marks]

*2 marks for two of the following*

1. *Rules / regulations / preventing women / girls playing with / against men*
2. *Limited membership rights of clubs / membership restrictions / men only clubs*
3. *Sexual harassment / verbal abuse discourages participation*
4. *Sexual stereotyping / channelling girls / women into female appropriate sports*
5. *Overlooked for top sport jobs / coaching / management / administration*
6. *School PE programmes limiting activities available for girls*
7. *Less prize-money / media coverage/ denigration of media.*
8. Identify **three** characteristics of swimming that might make it a preferred activity for women. [3 marks]

*3 marks for three from:*

1. *No physical contact;*
2. *Can be pursued non-competitively/ self paced;*
3. *Considered a suitable/appropriate activity to develop fitness/toning/equiv;*
4. *Can be pursued in an all female environment;*
5. *No requirement to join a club/team/individual activity;*
6. *Family friendly/can do with children;*
7. *Flexible time opportunities. 3 marks*
8. 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]
9. *Four marks for 4 of:*
10. *Recognition of the need for greater equality of opportunity / equality legislation following roles played by women to support war effort*
11. *Health / fitness / recreation considered a right for all*
12. *Increase in leisure time / improvement in child care facilities*
13. *Increase in disposable income / independence*
14. *Influence of school PE encouraging / exposing to different activities*
15. *Development of women only / specific / appropriate activities / more alternatives*
16. *Creation / opening up of more clubs*
17. *Development of role models / media / body image / fashion*
18. *Womens' Rights movements/feminism/WSF*
19. Identify some of the social and economic barriers to participation that women still face today. [4 marks]

*Four marks for 4 of:*

1. *General point about sexual discrimination*
2. *Social*
3. *Sport not included under sex discrimination act*
4. *Gender role / social needs / stereotyping*
5. *Appropriate / inappropriate activity / physiological stereotyping / myths*
6. *Sport still seen as a male preserve / keep women out*
7. *Economic*
8. *Lower income*
9. *Less time*
10. *Less resources/lower funding/fewer facilities*
11. *Effects of lack of media coverage/role models*
12. Suggest reasons for the increased provision of football for girls in the United Kingdom. [3 marks]

*Three marks for 3 of:*

1. *Socially acceptable*
2. *Equality of opportunity*
3. *Popular with females / more teams / media coverage*
4. *Limited contact*
5. *Suitable for primary / secondary schools / co-education*
6. *Facilities in place / cheap*
7. *More role models*
8. *Women's Super League*
9. *More coaches / funding / NGB / Sport Development Officers*
10. 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]
11. *4 marks for 4 of:*
12. *Equal opportunities / more sports available / Sex Discrimination Act / war effort*
13. *Media coverage increased*
14. *Increase in role models / more female coaches / PE teachers*
15. *School PE curriculum / extracurricular programmes encouraged opportunities*
16. *FA / more clubs / more approving / actively encouraging / men only clubs including female teams / male coaches for female teams*
17. *More participation - more money for the game*
18. *Reduce stereotypes / socially acceptable / myths debunked*
19. *More leisure time / income*
20. Suggest other initiatives, apart from improved access, that need to be employed to increase participation for disabled groups. [3 marks]

*Three marks for 3 of:*

1. *Adaptation of sports/activities to suit the needs of disabled*
2. *Raise awareness of what is possible/available/campaigns/promotion/advertising/come*
3. *and try/taster sessions/discounts/media*
4. *Creation of clubs/competitions/tournaments/teams/leagues*
5. *Specialist coaching/training of specialist coaches*
6. *Raise awareness in non-disabled/able-bodied population*
7. 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]

*Three marks for 3 of:*

*Inclusion sub max 1 mark*

1. *All people have equal opportunity / access to physical activities / not excluded due to their particular needs / everyone involved / all playing / participating together*

*Sub max 2 from:*

1. *Physical*
2. *Sensory*
3. *Mental*
4. Suggest how does the approach of integration of disabled people differ from that of segregation. [2 marks]

*2 marks for:*

*Integration: Able-bodied and disabled people taking part in the same activity at the same time*

*Segregation: People with disabilities participating separately among themselves*

1. 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]

*Three marks for three from:*

1. *Adaptations based on physical abilities of people to take part in physical activity / ability to move / execute skills*
2. *Which results in the modification of equipment*
3. *Modification of rules*
4. *Modification of environment*
5. *Consideration of safety*
6. *To suit the disability, but retain the distinctive nature of the sport / maintain competitiveness*
7. Describe other ways, apart from adaptations that the participation of people with disabilities be increased. [3 marks]

*Three marks for three of:*

*Improving physical access to / within sports facilities*

*Special times / sessions for disability participants*

*Setting up clubs / teams / competitions*

*Training / provision of specialised coaches*

*Use of campaigns / promotion / Paralympians to inspire / role*

*models / media.*

*Increased awareness of needs / abilities in specialised training / courses / PE Programmes*

1. Suggest how can children with disabilities can be encouraged to take part within a school-based physical activity. [3 marks]

*Three marks for 3 of:*

1. *Improve physical access to facilities*
2. *Adapt sports to meet special needs*
3. *Develop clubs / teams / regular competition*
4. *Promotion / campaigns / role models / inclusive policies*
5. *Employment / training of specialist teachers / coaches*
6. *Integration / segregation approach linked to any points above*
7. Describe two advantages and two disadvantages to a performer with a disability taking part in an integrated sports programme. [4 marks]

*Advantages - sub max 2 marks*

1. *Helps break down stereotypes / not left out / different / inclusion*
2. *Improves awareness among able-bodied*
3. *Provides disabled with challenge*
4. *May improve self-esteem if success experienced*
5. *Would have wider access to coaches / facilities / equipment*

*Disadvantages - sub max 2 marks*

1. *Possibility of unfair competition/too hard/not adapted*
2. *Risk of reduced self-esteem among disabled if failure experienced*
3. *May interfere with specialisation in adapted activity/development of excellence in adapted sport*
4. *Incompatibility in terms of equipment/safety concerns/risk of injury*
5. *Resentment from non-disabled/non-disabled being held back*
6. Describe the benefits of participation in sporting activities can have for people with disabilities. [4 marks]

*Four marks for 4 of:*

1. *Increased self esteem / confidence*
2. *Challenge / develop new skills / achievement*
3. *Health / physical development*
4. *Active role in society*
5. *Less ‘them and us’ attitude / public awareness and acceptance of disability sport / reduce stereotypes*
6. *Inclusion/integration into society*
7. *More participation - higher standards reached / role models*
8. *Allows them to be competitive / can be a spectator / increase knowledge in specialised coaching*
9. 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]

*Three marks for 3 of:*

1. *Restrictive membership clauses/not allowed to join clubs/teams;*
2. *Fewer competitions/coaching/provision/facilities/e.g’s crèches/ramps;*
3. *Prohibitive costs/cannot afford;*
4. *Racism/sexism/verbal abuse;*
5. *Less tournament earnings/less funding/less sponsorship;*
6. *Less media coverage/lack of role models/less in positions of power/decision making.*
7. Describe two advantages and two disadvantages to a performer with a disability taking part in an integrated sports programme. [4 marks]

*4 marks for 4 of [sub max 2 per section]*

*Advantages*

1. *Safety of those with special needs/security/feeling comfortable/ confidence*
2. *More equal competition/no physical advantage*
3. *Can use appropriate modifications*
4. *Teachers – coaches can focus on requirements of disabled*
5. *Don’t feel different*
6. *Excellence levels more easily achieved*

*Disadvantages*

1. *Reinforces ‘them and us’/separation from main society/may be only chance to meet able bodied socially*
2. *Use of different times of facilities*
3. *Lack of awareness of public of capabilities/no stretch & challenge*
4. *Can be over protective*
5. *Increases/lowers self esteem*
6. Suggest why opportunities to participate in recreational and sporting activities have improved for people with disabilities in recent decades. [4 marks]

*Four marks for 4 of:*

1. *Improved social awareness of potential of disabled / higher expectations*
2. *Role models have inspired individuals*
3. *More clubs available*
4. *Adaptations have increased range of sports*
5. *More coaching opportunities*
6. *Campaigns e.g. Sport England / Disability Sport England / Government e.g. Disability Acts*
7. *NGB’s have to have equity plans/government policies*
8. *More media coverage of disability sport*

Benefits of raising participation.

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

*Four marks for 4 of:*

1. *Decreased risk of heart disease / stroke*
2. *Avoidance of high / low blood pressure*
3. *Decreased risk of type 2 diabetes*
4. *Maintaining a healthy weight / decreased risk of obesity*
5. *Strengthening of bones and muscles / decreased risk of osteoporosis and back pain*
6. *Improved mental health and stress management / decreased risk of conditions such as anxiety / depression*
7. *Decreased risk of some cancers (e.g. colon cancer and breast cancer)*
8. Describe some of the fitness benefits of increased participation in physical activities. [4 marks]

*Four marks for 4 of:*

1. *Improved posture*
2. *Improved body shape / body tone as a result of weight loss/ improved body composition*
3. *Improved cardiovascular fitness*
4. *Improved muscular strength / muscular endurance*
5. *Improved flexibility*
6. *Improved agility / balance / co-ordination*
7. *Improved speed / power*
8. *Improved reaction time*
9. Describe some of the social benefits of increased participation in physical activities. [4 marks]

*Three marks for 3 of:*

1. *Raised levels of chemicals such as serotonin and endorphins*
2. *Have calming effect / help person to feel happier/better about themselves*
3. *Improved sleep patterns result from participation in regular exercise*
4. *Feel better / better mood*
5. *Improve skills of concentration / clearer focus on social relationships*
6. *Increased confidence/ self-esteem*
7. *Meet new people / friendships/ relationships*

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]

*Four marks for 4 of:*

*Role - sub max one mark*

1. *Working with various agencies to increase participation in sport and physical activity.*

*Organisations - sub max 3 marks*

1. *Local authorities*
2. *Health organisations*
3. *National governing bodies*
4. *Sports clubs*
5. *Schools / universities / education providers*
6. 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]
7. *Four marks for 4 of:*
8. *I Will If You Will*
9. *Women in Sport*
10. *Active Women*
11. *This Girl Can*
12. *Breeze*
13. *Back to Netball*
14. *US Girl*

**3.2.4 Sport and society and the role of technology in physical activity and sport**

**Concepts of physical activity and sport**

1. Identify three characteristics of physical recreation. [3 marks]

*Three marks for 3 of:*

1. *Active leisure/expend energy=health benefits – mental and physical/use of leisure time/relax/stress relief*
2. *Develop motor skills e.g. jumping, running*
3. *Cognitive/perceptual skills e.g. thinking/understanding/rules*
4. *Mostly enjoyment/intrinsic motivation*
5. *Some extrinsic motivation e.g. get fit – meet people/socialising*
6. *Sense of achievement/self fulfilment*
7. *Playing recognised – standardised sports/modified activities/less organised than sport*
8. *Voluntary/choice*
9. *Casual attitude/outcome not serious/adult play/escape*
10. Suggest why school Physical Education programmes promote the benefits of a healthy lifestyle. [4 marks]

*Four marks for 4 of:*

1. *Increased concerns over physical condition/health of young people*
2. *To reduce obesity*
3. *Due to poor diet*
4. *Lack of exercise/post school gap/value of sport after school*
5. *Due to greater range of passive leisure pursuits/computers/video/etc*
6. *Requirement of National Curriculum*
7. *Understand links between health and fitness*

1. Explain the importance of physical recreation to individuals and society. [4 marks]

*Four marks for 4 of:*

*Individual importance (sub-max 3 marks)*

1. *Helps maintain / develop (individual's) health / fitness*
2. *Helps maintain / enjoyment / feeling of well-being / (stress) relief / relaxation / develop mental health*
3. *Encourages individual to develop inter-personal / social skills / working with others*
4. *Provides challenge / sense of achievement / develops self-esteem*

*Societal importance (sub max 3 marks)*

1. *Reduces cost of health care / improves the ‘health of the nation’ / reduces lost days from work;*
2. *Encourages social interaction / brings people together / develops community spirit*
3. *Reduces anti-social behaviour / social control / channels energy away from misbehaviour*
4. State three characteristics of sport. [3 marks]

*Three marks for 3 of:*

*Sport has:*

1. *Complex rules*
2. *High structure / organisation*
3. *Pre-determined playing area / boundaries / numbers/ time constraints / playing roles / equipment*
4. *Officials / tactics*
5. *Extrinsic rewards*
6. *Competition / winners*
7. *Commitment / effort*
8. *Degree of obligation*
9. *Emotional highs and lows*
10. Describe the characteristics of sport which indicate that it has a higher level of organisation than physical recreation. [3 marks]

*Three marks for 3 of:*

1. *Fixed rules of competition / fixed by governing body*
2. *Rules enforced by referees/officials*
3. *Full competitive structure / leagues / world cups*
4. *Specialised equipment / facilities*
5. *Strategies / tactics*
6. *Extrinsic rewards / winners and losers*
7. Describe, using examples, the aims of Physical Education. [4 marks]

*4 marks for 4 of:*

*Sub max 3 marks for aims if no examples given*

1. *Physical development/confidence / motor skills/ health/fitness, e.g. running/jumping/throwing/use of implements etc*
2. *Learning / thinking / understanding/cognitive development/decision making/tactics, e.g. ‘critical performer’ / observation / analysis / perceptual skills/ learn rules*
3. *Choreography / creativity, e.g. devise a trampolining routine*
4. *Values like sportsmanship/fair play / competitive / teamwork/respect authority/character-building, e.g. own up to a foul/ shaking hands/etiquette/team work/leadership*
5. *Develop other roles including officiating/organisation/coaching, e.g. refereeing a match/running a tournament /coaching a performer*
6. *Safety issues, e.g. spotters on a trampoline / supporting a partner*
7. *Experience success, e.g. win a football match*
8. *example mark cannot be given without the supporting point above*

The similarities and the differences between these key concepts.

1. Describe the values and characteristics of sport that distinguish it from physical education. [3 marks]

*Three marks for 3 of:*

1. *Sport is competitive / mainly seeks winners and losers / extrinsic rewards*
2. *Sport is serious / commitment / voluntary*
3. *Sport does not have an educational objective / elitist / for the few*
4. *Sport does not have a developmental objective*

*(Max 2 for PE)*

1. *PE seeks to develop motor/psycho-motor skills*
2. *PE seeks to develop learning/understanding/morals/ethics/fairplay*
3. *PE health/stress/social/participation*
4. *PE is compulsory*
5. The diagram shows the relationship between the concepts of physical education, physical recreation and sport. Each concept is unique, yet they share common characteristics



Outline the differences between physical recreation and physical education.

[4 marks]

*Four marks for 4 of:*

*Physical recreation - max 2 marks*

1. *Voluntary/choice/no moral obligation*
2. *Activity done in leisure time*
3. *Informal learning/relaxed/casual*
4. *Individual controls activity*
5. *Participation level on the participation pyramid*
6. *Limited organisational structure*

*Physical education - max 2 marks*

1. *Compulsory/moral obligation /School time*
2. *Formal teaching & learning environment/assessment/serious/National Curriculum*
3. *Curriculum Teacher in Authority*
4. *Foundation level on the participation pyramid*
5. *Highly structured/pre planned times-sessions-activities.*
6. Explain the difference between swimming as a recreational activity, and swimming as a sport. [6 marks]

*Six marks for 6 Of:*

1. *Everybody can recreate/elite performer only*
2. *Age – all or adult*
3. *Organisation – little v high*
4. *Officials/coaches – none v specialist*
5. *Time – any v specialist*
6. *Fitness – any v high*
7. *Competition – none v high*
8. *Money – none v funding required/income gained*
9. *Training/commitment – none v required*
10. *Skill level – any v high*
11. *Location – any v specialised*
12. Describe two similarities and two differences between Physical Education and Sport. [4 marks]

*Four marks for 4 of:*

*Similarities*

1. *Provide the values of fair play and sportsmanship*
2. *Health and fitness*
3. *Enjoyment gained through physical activity*
4. *Skill development / motor skills / understanding strategies / creativity*
5. *Develop social skills / teamwork / work with others / cooperation*
6. *Create a competitive environment / learn to win and lose*
7. *Give confidence and success*

*Differences*

1. *Sport own choice: PE compulsory*
2. *Sport activity centred: PE child centred*
3. *Sport aims for excellence / higher ability, PE aims to educate the individual / mixed ability Sport as an end in itself, winning, rewards, PE Preparation for active lifestyle*
4. *Sport commitment to coaching and training / specialised activity, PE pupil encouraged to try different/variety activities*
5. *Usually sport has a coach, PE has a teacher*
6. *PE happens in school time / sport in school would be extra curricular*
7. Suggest how a Physical Education teacher could introduce the elements of sport to pupils in a Physical education curriculum lesson. [4 marks]

*Four marks for 4 of:*

1. *Include a competitive [game] at the end of the lesson*
2. *Offer extra–curricular activity / with representative teams*
3. *Teach the rules/etiquette of the game –e.g. fair play*
4. *Encourage school/club links*
5. *Invite a professional/league/local player into school to work with the children / sport coaches Recognised awards/badges e.g. BAGA*
6. *Other roles e.g. manager/captain*
7. Outline the differences between sport and physical education. [4 marks]

|  |  |
| --- | --- |
| *Sport* | *P.E.* |
| 1. *Competitive/winners and losers/extrinsic rewards* | 1. *Not necessarily* |
| 1. *Not necessarily* | 1. *Educational/in schools/lessons* |
| 1. *Elitist/selected* | 1. *For all/everybody* |
| 1. *Choice/voluntary/free-time* | 1. *Compulsory* |
| 1. *Aims to develop specific skills / fitness* | 1. *Aims to develop motor skills/health/release stress/ increase participation* |
| 1. *Serious / commitment* | 1. *Non-serious / fun* |
| 1. *Not necessarily* | 1. *Develop understanding/learning/ morals/ethics/fair play* |

1. Explain how a National Governing Body can ensure that they help develop elite performers. [5 marks]

Five marks for 5 of:

1. Talent Identification Programme / talent spotting / regional scouts;
2. Attract funding / sponsorship / media income / TV deals;
3. Distribute funding / athlete personal awards;
4. Liaise with other organisations / partnerships such as UK Sport / SportsCoach; UK / Sport England / BOA / EIS / Centres of Excellence / Sportsaid;
5. World Class Performance Programme;
6. High quality facilities/coaching;
7. Provide sport science/medical/psychological support/physiotherapy/nutritional advice/biomechanics;
8. Promote sport/use of role models/taster activities/increased media coverage/ widen participant base;
9. Structured levels of competition/selection of national teams/attract major events;
10. Coaching structure/provision of training camps;
11. Modernise administration structure/whole sport plan;
12. Equal opportunities policy.
13. Outline the role and purpose of a national governing body in modern day sport. [3 marks]

*Three marks for 3 of:*

1. *Increase participation/grass roots to elite*
2. *Responsible for individual sports*
3. *Liaise with ISF / International Sports Federation*
4. *Ensure rules are followed in their sport/handle misconduct*
5. *Organise competitions/coaching/facilities*
6. *Select national teams*
7. *Liaise with other organisations e.g. UK Sport / BOA / SE*
8. *Carry out policies such as government / UK Sport etc. / equal opportunities*
9. *Whole Sport Plans / Long Term Athlete Development / Talent Identification*
10. *Access / distribute funding*

The key features of National Governing Bodies’ Whole Sport Plans

1. Explain how the production of a Whole Sport Plan by a national governing body for a sport benefits a sport.[5 marks]

*Five marks for 5 of:*

1. *Increases participation/members/clubs;*
2. *Increase funding to that sport;*
3. *From Sport England (UK Sport);*
4. *Increase resources for that sport;*
5. *Increase number volunteers/qualified coaches;*
6. *Partnerships with PESSCL/PESSYP/CCDP/CSP;*
7. *Shared ‘best practice’;*
8. *Measurable/increased performance at elite level performance/KPIs;*
9. Discuss the suggestion that commercialisation and the vast incomes in many sports has had a negative effect on traditional sporting values, such as sportsmanship and fair play. [5 marks]

*Five marks for 5 of (sub max 3 marks):*

1. *Disagree*
2. *Performers seen as role models*
3. *Image to maintain/good behaviour required*
4. *Loss of deals will result*
5. *Sponsors more likely to recruit players who display positive values*
6. *Better technology to detect foul play*
7. *Agree*
8. *Winning is most important factor / Lombardian ethic more common*
9. *Pressure to be successful to ensure coverage/promote product*
10. *More likely to cheat/deviant behaviour/break contract to compete*
11. *Breaking rules/professional foul/aggressive/or e.g./match fixing*
12. *Doping methods/drug use*
13. *Gamesmanship more common/use of a sporting e.g.*
14. *Increased number of prosecutions due to foul play*

**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]

*Six marks for 6 of:*

1. *Portrayal*
2. *Women receive less media coverage*
3. *Content focuses less on performance*
4. *More on age / physical attractiveness / family circumstances*
5. *Effects*
6. *Women’s sports / events receive less income / less sponsorship*
7. *Media reinforces stereotypical view of women*
8. *Less rewards for female professionals / earlier dropout / less professional structure*
9. *Pressure to conform to stereotypical image*
10. *Less support / coverage for sports / activities / individuals that fall outside stereotypical image*
11. *Less progression into managerial / administration / coaching*
12. Describe how companies in the UK can support sports performers and explain how the companies benefit. [4 marks]

*Four marks for 4 of:*

1. *Sponsorship*
2. *Advertising / merchandising contracts / endorsements*
3. *Media contracts*

*(Benefits - max 2 marks)*

1. *Increase commercial sales / company or product awareness*
2. *Improved company/ product image*
3. *Linking to image of sport / young / healthy / competitive*
4. *Corporate hospitality.*
5. *Tax benefits*
6. Discuss whether a performer should consider the nature of a company’s product before accepting financial support from them. [3 marks]

*3 marks for 3 of:*

1. *Performer is a role model for others*
2. *Commercial support depends upon performer's image*
3. *Linking to a product that does not reflect the nature of sport / healthy life styles may endanger future commercial support / bring criticism to the performer;*
4. *No financial needs overrides ethical objectives.*
5. Discuss, using examples, the suggestion that modern television technologies can give the same spectating experience as actually attending the sport event. [4 marks]

*max 3 per section*

*Agree*

1. *Better quality picture / sound*
2. *Live / player cam / hawk-eye / ref link / red button*
3. *Watch as part of crowd / in pubs / etc*
4. *Shared experience with others*

*Disagree*

1. *Lacks atmosphere*
2. *Commentator / producer shapes viewers experience*
3. *Less involvement with spectacle*
4. *No / little interaction with opposition supporters*
5. Discuss the relationships shown in the following diagram.

Sport

Media

Business

[4 marks]

# *Four marks for 4 of:*

1. *Golden triangle*
2. *Media uses sport to gain viewers / readers*
3. *Media used by business for advertising*
4. *Business pays for media advertising space / time*
5. *Business pays sport to act as advertising medium*
6. *Sport must be in media to attract sponsorship*

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

# *Four marks for 4 of:*

# *Benefits to sport – max 2*

1. *Sport gets money for allowing events to be televised;*
2. *Business pays sports for advertising at grounds/events/sponsorship;*
3. *Sport becomes popularised/more fans;*

# *Disadvantages to sport – max 2*

1. *Media sensationalise sport/reports dysfunctional aspects;*
2. *Media affects organisation/timing of sport;*
3. *Media can change nature of sport/breaks/length/method;*
4. *Only popular sports televised;*
5. *Business – players spend too much time working/appearances;*
6. *Business – more pressure to win due to sponsorship pressure;*
7. Discuss the suggestion that modern-day sponsorship deals have both positively andnegatively influenced the behaviour of elite sports performers. [4 marks]

*4 marks for 4 of (max 3 per section):*

*Positively*

1. *Train harder to produce higher quality performances*
2. *Maintain discipline to project positive image*
3. *Display sportsmanship / fairplay / etiquette*
4. *Develop good image off the field / role model*
5. *Negatively*
6. *Pressure to win / win at all costs / cheating*
7. *Over-aggressive play*
8. *Deviance / drug abuse to increase performance / mask injury*
9. *(Negative behaviour) - drinking / gambling / sex scandals / just taken the money / laziness*
10. *Increased gamesmanship*
11. *Pressure to compete when injured*
12. *Overtraining*
13. *Control of sponsor (credit once either on positive or negative)*
14. Explain why major sporting events rely heavily on funding from sponsorship and television. [3 marks]

3 marks for 3 of:

* + 1. Ticket sales insufficient to cover costs
    2. Expensive to accommodate performers / officials
    3. High cost of security
    4. Provide high quality facilities / spectator access / regenerate facilities
    5. Promotion of the event
    6. Excess funds used to reinvest and develop sport further / develop grass roots
    7. Prize money / attract top performers and prize money

1. Discuss the advantages and disadvantages of the influence of the media and the commercialisation of sport on spectators. [4 marks]

4 marks for 4 of: (sub max of 2 per person)

(Positives)

1. Increased access to watch sport / live coverage;
2. Higher standards of performance;
3. High quality stadiums;
4. Enhanced viewing experience / interactive technology;
5. Greater awareness / knowledge of the sport / creates role models;
6. Rules changed to become more exciting spectacle;
7. Influenced elimination of negative aspects of sport e.g. hooliganism / responsible reporting.

(Negatives)

1. Increased cost / ticket prices / pay-to-view / satellite TV;
2. Merchandise expensive / replica kit frequently changed;
3. Events moved and scheduled depending on prime time / highest viewing figures;
4. Event interrupted to accommodate adverts / commercial breaks;
5. Traditional nature of the game may have to alter / rule changes / time-outs/ clothing;
6. Irresponsible reporting can lead to spectator violence / deviant behaviour.
7. Describe the characteristics of commercial sport. [3 marks]

*3 marks for 3 of:*

1. *Extensive media coverage*
2. *Large audiences*
3. *Professional sport*
4. *Winning / success is important*
5. *Entertainment / viewing spectacle important / media friendly*
6. *Sponsorship / advertising deals / merchandising*
7. *Large gate receipts / ticket sales*
8. *Players have contracts / endorsements*
9. Explain how elite sport and governing bodies have been influenced by sponsors, the

media and commerce. [5 marks]

*4 marks for 4 of:*

1. *Rules/regulations/scoring systems altered/technology to ensure rules enforced/increased standard of officiating*
2. *Clothing/uniforms changed*
3. *New competitions/formats introduced*
4. *Playing times altered*
5. *Playing seasons altered*
6. *Location of events may be influenced by commercial considerations*
7. *Ticket allocations given to sponsors not fans*
8. *Increased prize money/increased wages*
9. *Funding to support elite/developing performers*
10. *Improved facilities*
11. *Increased advertising at the event/advertising or commercial breaks*
12. *Media can direct public opinion/support about sport or event*
13. *Money still directed to already popular sports e.g. male/able bodied*
14. *Implementation of codes of conduct/banns or fines to encourage fair play/use of technology to limit foul play*
15. Explain the potential impact on a **sport** of any negative publicity in the media. [3 marks]

*3 marks for 3 of:*

1. *Less media coverage / reduced media income*
2. *Loss of sponsorship deals*
3. *Fewer spectators*
4. *Reduction in participation rates*
5. *Increased pressure on NGBs to eliminate poor behaviour*
6. *Money could be spent in more productive areas such as player development*
7. Explain some of the effects that the media has had on sporting events. [6 marks]

*6 marks for 6 of*

1. *factor positive - sub max 4*
2. *Television has turned sport into a major international business*
3. *More money for sport/development /better standards/players*
4. *Business interests more important than sport*
5. *More sports to view / more spectators*
6. *Armchair viewing*
7. *Encourages participation / new sports*
8. *More competitions / extended seasons / new exciting formats*
9. *More people educated about sport / role models*
10. *Has helped minority sports / female sport / disabled sport*

*negative - sub max 4*

1. *Uneven development across sports / elite vs grass roots / some sports more dominant / less female / less disabled*
2. *Less reliance on gate receipts*
3. *More reliance on TV rights / pay per view*
4. *Changing formats / changed spirit of sport / Americanisation / commercial breaks*
5. *More competitions / extended seasons – player burnout*
6. *Control moved from NGB to media companies / TV now runs sport*
7. *Technology needed / assists decision making*
8. *Highlights negative aspects e.g. hooliganism / cheating / aggression / hype*
9. Explain how sport sponsorship is closely linked to the media. [6 marks]

*6 marks for 6 of*

1. *Sponsors invest because sport will have extensive television exposure*
2. *Brand image reaches millions of homes / sponsor gains consumer attention / advertising products / cheap form of advertising*
3. *If team is not televised, no sponsorship / rich get richer, poor become poorer / when sponsor pulls out competitions stop*
4. *Constructs media stars of performers / status / role model*
5. *Makes millionaires of top sports people through advertising*
6. *Lack of success / tarnished image cause reduction of sponsorship for media stars*
7. *Media readily report deviant behaviour / reduction in sponsorship*
8. *Golden triangle / sport, sponsorship, media linked*
9. *Known television audience buys specific products / sponsors target specific events*
10. Describe the relationship between sport and commercialisation. [6 marks]

*6 marks for 6 from*

1. *Sport stars have become super stars/rich / marketable sport stars*
2. *Sport has adjusted rules to provide entertainment / sell goods*
3. *Television attracts large business enterprise / widespread televised sport has increased advertising / affects timing of events*
4. *Increase in money in sport through sponsorship / business sponsorship*
5. *Affluent society / with large disposable incomes*
6. *Many competitions reliant on commercial money*
7. *Nations have become more interrelated / globalisation / through commerce*
8. *Increase in technology has led to wider audiences / replays / slow motion / chat / more opportunity for commercial enterprise*
9. *Market economy / countries encourage private enterprise*
10. *Injection of money has led to higher standards of performance through training – equipment etc*
11. *Golden triangle / sport-sponsorship-media linked*
12. *Withdrawal of commercial money leaves a sport vulnerable*
13. *Commercial money has helped dominant sports / has also helped minority sports develop*
14. *Has squeezed amateur sports / professional sports dominate*
15. *Sport reflecting image of sponsor / good or bad*
16. Explain the characteristics of commercial sport.[4 marks]

*Six marks for 6 of:*

1. *Injection of high finance into sport should improve sport as a business*
2. *Profit driven / need to make money*
3. *Large amounts of advertising or products / sponsorship /merchandising*
4. *(Large) audiences – live or TV*
5. *Players may become treated as a commodity / source of income*
6. *Sponsors / promoters may become before players*
7. *Clubs have to operate as an efficient business*
8. *Sport has to become part of the entertainment business*
9. *Commercial pressure may cause deviant behaviour / win at all costs*
10. Explain, using examples from sport, how the media has changed the nature of sport. [5 marks]

*Five marks for 5 of:*

*(Must refer to examples from sport)*

1. *Changes in start times*
2. *Arranging time-outs/breaks to allow for advertising / sponsors*
3. *Rule changes to make the game more entertaining*
4. *Deviance clearly identified through technology to officials / TMO / 3rd Umpire / citing /*
5. *Emphasis on attacking play / intense action*
6. *Defensive play and stoppages are discouraged*
7. *Positive - encourage participation*
8. *Positive - raise profile of minor sports*
9. *Sports stars have become media figures / female image v ability*
10. *Increase in the spectacular / violence / trivial*
11. *Increased media brings in increased money / sponsorship*
12. *Negative – intrusion into private life / demands for interviews*
13. Explain the positive role of the media in relation to reporting sporting issues. [5 marks]

*Five marks for 5 of:*

1. *Raises profile of sport*
2. *Increases participation = improves health*
3. *Attracts sponsorship to certain sports / increased funding*
4. *Educate the population about a range of sports / detailed analysis*
5. *Large range of media / accessibility e.g. radio / tv / satellite / internet / newspapers / global*
6. *Some sports have changed rules = more exciting /formats to make more media friendly*
7. *Interactive nature involves the spectator more*
8. *Can help change attitudes for the better*
9. *Promotes nationalism / loyalty to a team*
10. *Can help retain tradition / stability / middle class values*
11. Describe the advantages and disadvantages of sponsorship to the performer. [5 marks]

*5 for 5 of (sub max 3 per section):*

*Advantages*

1. *Generate additional revenue;*
2. *Equivalent in goods/equipment;*
3. *Revenue used for training/better competitions;*
4. *Improved preparation/performance;*
5. *Financial security;*

*Disadvantages*

1. *Product may be in opposition to the characteristics/values of sport/not healthy/e.g cigarettes*
2. *Product may not suit the performer’s image/damage future marketability/sponsorship;*
3. *Performer 'tied' to sponsors demands/loss of privacy/media demands;*
4. *Potential loss of sponsorship due to poor results;*
5. *Need to win to maintain sponsorship - deviant behaviour;*