



Pearson

GCE Physical Education 2016

Component guide 7: Sport and Society

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Introduction

The specification has been developed in consultation with the teaching community, higher education, learned societies and subject associations. Tutors from a range of schools and colleges – in focus groups, phone interviews and face-to-face conversations – have given feedback at each stage and helped us to shape the specification. Physical Education academics in UK universities have helped us understand how to build on the strengths of the 2008 GCE specification and advised on how progression to undergraduate study could be improved. Component guide 7: Sport and society gives an overview of the new specification relating to this topic, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your learners.

Overview of changes

From September 2016, GCE Physical Education will be a linear qualification. This means that all examinations must be sat at the end of the two-year course. From September 2016, AS level Physical Education will be a stand-alone qualification. This means that it cannot be used to contribute towards an A level Physical Education grade. More information about the changes to subject content are given later on in the guide. Each award will have two examinations: one on the scientific content, the other on the psychological and social content. This is a change from 2008. There is an increased focus on the theoretical content, now worth 70 per cent of the grade. The Psychological and Social Principles exam includes Topic 3: Skill acquisition, Topic 4: Sport psychology and Topic 5: Sport and society. The subject content includes a more detailed need to develop quantitative skills – now worth up to 5 per cent of the qualification. Learners will understand the dynamic relationship between sport and society. They will understand the parallels between societal changes and those in sport. In addition, they will utilise this knowledge and understanding to consider historical and contemporary events, trends and potential future developments. Learners will understand how, as society developed and became increasingly commercial and political, these phenomena were reflected in sport. Learners will understand the context of varying ethics, the pressures on performers to cheat and consider a range of factors that influence deviance and the response of national and international organisations. Learners will understand the relationship between media, including social media and sport.

Where AS differs from the A level

The factors leading to the emergence of modern-day sport, globalisation and health of the nation are topics that feature in both the AS and the A level. In the A level the additional topics of **5.3 Commercialisation of sport, 5.4 Ethics and deviance in sport, 5.5 The relationship between sport and the media** and **5.6 Development routes from talent identification through to elite performance** are also included. A level topics are shown in bold type throughout the booklet.

Key content

5.1 The factors leading to the emergence and development of modern-day sport

Topic 5.1.1

Learners need to understand the factors leading to the emergence and development of modern-day sport. There is an historical and social context, and types of popular recreations that existed (mob activities for peasants and recreations for the aristocracy) both of which formed the wider concept popular recreations that existed in pre-industrial Britain. They need to know the view taken by the landowners, aristocracy, church and peasants on recreational activities and reasoning behind the view. Davis et al's book gives a good background to this. For example, society was male dominated which reflected in the activities played. It was also organised by social status. Activity was rural and country based. Activities were localised due to no transport and rules were localised and unwritten. There was a lack of public holidays and activities were often violent and cruel. Sport reflected society. Learners need to understand, analyse and evaluate popular recreation examples (Ashbourne Shrovetide football game or mob games such as Haxey Hood or Shrovetide football). Learners should understand popular recreation and its characteristics. The following resource provides a historical overview of this topic:

- <https://www.youtube.com/watch?v=b7DT9eQkIEg>

Topic 5.1.2

Learners need to understand the effect of the Industrial Revolution on British society and how it was reflected in recreational activities. Learners need to understand the impact on recreational activities leading from industrialisation; urbanisation, the press, public schools influence, the rise in factory and 'Old Boys' teams, being part of and the effects of an industrial workforce, education, technical developments and transport developments. For example, working hours were reduced, and made more regular, giving more time for leisure. Transport developed which meant teams could travel and therefore there was a need for more rules to be regulated. More laws were introduced in to regulate urbanised society and this was mirrored in sport. There were specific start times and durations of events, as well as places for events to happen such as stadia. The Beashel and Taylor book explains this topic well. The following resource provides an overview of industrialisation

- <https://www.youtube.com/watch?v=4Kplq2eVsZg>

Topic 5.1.3

Learners need to understand the socio-cultural factors that influenced the rationalisation of sport in the post-industrial era, including the roles of public schools and the Oxbridge melting pot, the role played by Thomas Arnold and the influence of the Clarendon Commission, government legislation, the development of factory teams, the growth of the sporting press and the establishment of the early national governing bodies (NGBs).

https://books.google.co.uk/books?id=qCmltCsgAgUC&pg=PA19&lpg=PA19&dq=thomas+arnold+and+the+clarendoncommission&source=bl&ots=uXaFEgSfWW&sig=brwIWhpA4K5bCHIEL_Nxd5bBP3g&hl=en&sa=X&ved=0CBYQ6AEwAGoVChMIsq2VrK7ZyAIVhUcmCh19rgkf#v=onepage&q=thomas%20arnold%20and%20the%20clarendoncommission&f=false has reading about Thomas Arnold and the Clarendon Commission.

This section requires learners to have a knowledge and understanding of codification. Codification is the creation and recording of national sports rules. Codification and the Industrial Revolution changed the nature of how sport was played allowing for regional competitions and leagues to be developed. Learners need to understand how these factors have changed sport over the years. Learners should understand the term rational recreation and its characteristics. These are civilised and organised sports, post-Industrial Revolution, that include complex rules, spectating and participating, are regionally and nationally based and use more complex equipment and facilities. Davis et al's book also gives good detail

on this topic. The following resources provides information about amateur and professional sport

- https://www.youtube.com/watch?v=QULxRVly_nc&index=5&list=PLzh4kOin3WAq1tChGwvRfUU_Hxx84Ae74

Topic 5.1.4

Learners need to understand the change to the emergence of competing for corporations rather than geographically based teams. For example, in Formula One motor racing someone can compete for Mercedes as an organisation rather than a particular team or geographical area.

Topic 5.1.5

Learners need to be able to discuss equality and diversity of disability and gender with specific reference to the Paraspport movement and improved opportunities for women in global sport. This ties with the wider application of opportunity, provision and esteem for those with disability and for women. Students can explore the issues through these three areas and aim to understand the way participation is affected by and has changed over the last 10-15 years in particular. Social acceptance can be seen through the media, the rise in games such as the Invictus Games and through participation numbers in such sports as women's football and the formation of a female professional league. The stigma associated with participation for these two groups has diminished but is still evident. Learners should evaluate the social acceptance of sports participation, the role of education and the overall changing nature in opportunity, provision and esteem. Attention should be drawn to the role of the Activity Alliance - formally the English Federation of Disability Sport.

The following websites are useful for this topic:

- www.paralympic.org/paralympic-games
- <https://womensenews.org/2006/08/disabled-women-push-barriers-sports/>
- www.activityalliance.org.uk
- <https://www.womenssportsfoundation.org/>

The following resource is a clip from the 2012 Olympic ceremony

- https://www.youtube.com/watch?v=V5I1VMm_ZXc

Topic 5.1.6

Learners need to be able to discuss migration patterns of sporting labour and the impact on domestic competitions and national teams. This includes athletes expanding their sports into other countries and the impact this has on international competition and the spread of sports. Davis et al's book covers this in useful detail.

5.2 Globalisation of sport

Topic 5.2.1

Learners need knowledge and understanding of the globalisation of sport and its impact on society. The following resources provide an overview of globalisation:

- <https://www.youtube.com/watch?v=2ArRM1k-fgM>
- <https://www.youtube.com/watch?v=dFjFP8uxyEM>
- https://www.youtube.com/watch?v=X6QEvM_d9xg

Topic 5.2.2

Globalisation of sport started with colonial diffusion across the British Empire and the globe and this led to the creation and later the development of international sport and increased globalisation. Davis et al's book has good detail on this topic. For example, many former public school boys took up posts in colonial service, for example in the army. They took with them sporting rules and ethos and this gradually filtered across the empire and then the world. Many former public school boys became teachers, and this also helped it to spread.

Topic 5.2.3

Learners need to understand the creation, development and impact of national and international governing bodies on sport and society. For example, the introduction of the Football Association and its role in controlling rules and international sport. Learners should have an understanding of the roles and functions each level of body performers with applied examples.

Topic 5.2.4

Learners also need to understand the ideals, context and impact of the modern Olympic Games and other international sporting competitions, such as European Championships and Commonwealth Games. Learners should be aware of the wider Olympic movement and the functions it performs in campaigns, investment and meeting the challenges of spreading the Olympic message.

- www.european-athletics.org/
- www.thecgf.com/
- www.olympic.org/

5.3 Commercialisation of sport

Topic 5.3.1

Learners need to know and understand how sport has become commercialised and its impact on society. For example, commercialisation of sport has changed pay for athletes and the importance of sporting athletes as role models.

Topic 5.3.2

They need an understanding of the concept of commercialisation and commodities. Learners must know the key terms: advertising, sponsorship, endorsement and merchandising. They need to understand the differences between them and be able to compare the terms. They should have

examples of athletes to support their points. Definitions for all of these can be found in the appendix of the specification (Appendix 7, page 88). One resource which covers commercialisation is: https://www.youtube.com/watch?v=s4Xn5VISd7w&list=PLzh4kOin3WAq1tChGwvRfUU_Hxx84Ae74&index=9

Topic 5.3.3

Learners need to understand the historical and social context of commercialisation, including broken time payments, 'spectatorism' and developments in the media. Beashel and Taylor's book covers some elements of this.

- www.rugbyfootballhistory.com/Schism.html

Topic 5.3.4

Learners need to learn the events of the 1968, 1972 and the 1976 Olympics and their impact on the 1984 games in Los Angeles. The blueprint for the commercialisation of future sport was created by Peter Ueberroth at the 1984 Games. These websites are useful for this topic:

- www.history.com/topics/olympic-games
- www.modern-olympic.blogspot.co.uk/2009/10/commercialization.html

Topic 5.3.5

Learners need to understand franchises in sport (USA and UK) and how a sports structure can be based on a 'franchise' system characterised by the unique features of each sport eg NFL would be a good case study. Students should not confuse this with general goods franchises eg food venues or sponsorship., the power shift from the governing bodies to the media and the concept of the 'golden triangle'. The golden triangle is a simple diagram that the UK adopted from the USA showing the relationship between all three areas; sports, sponsorship and media. The 'triangle' represents one part of the commercial process within sport.

Learners need to understand why sports stars are global stars. The Americanisation of sport, its advantages and disadvantages and its importance in creating sport as 'entertainment'. The concept and reasons for competitive sports fixtures and events being played on other continents. For example, NFL, NBA, and Tour de France. A useful resource on the sponsorship triangle can be found at:

- <https://www.youtube.com/watch?v=n1i8GzkcFMM>

5.4 Ethics and deviance in sport

Topic 5.4.1

Learners need a knowledge and understanding of ethics and deviance in sport as well as the pressures on sports performers and spectators to behave in a deviant way. They must be able to support this with contemporary examples of athletes who have been deviant and have a knowledge and understanding about why.

Topic 5.4.2

Learners need an understanding about how an increase in commercialisation has influenced both sportsmanship and gamesmanship. The increasing pressure to be successful gives rise to increased performer deviancy. This can be seen through the increased use of prohibited substances and the rise in deviant performer behaviour which runs counter to the spirit of honest and open competition. Students should be aware of examples of gamesmanship such as 'coning officials' or committing a professional foul. Candidates should be aware of why gamesmanship has grown and the counter movement to re-establish the spirit of sportsmanship. The latter can be seen through the ongoing work of the Olympic movement, NGB campaigns and examples of law changes. This topic area can be taught alongside topic 5.4.3.

Topic 5.4.3

Learners need to understand deviance in sport, including the use of performance enhancing drugs (early conception of drug use up to the modern day), blood doping and transfusions, diuretics and pain relief, simulation, bribery, 'bungs', match fixing, betting syndicates and any other contemporary forms of deviance. However, learners do not need to learn every example, just be able to discuss issues and support with contemporary examples.

When using contemporary examples, they need to include current examples. The specification does not include specific examples and questions will be written to allow learners to show what they know. For example, 'using an example that you have studied discuss...'.

The following resources will be useful:

- <https://www.youtube.com/watch?v=LQ6dwD2S9yI> 100%Me campaign
- <https://www.youtube.com/watch?v=jR9CUGBVH-Q> Secrets of the Dead – deviance in former east Germany)
- https://www.youtube.com/watch?v=VnnZw_mBr2s A pod cast on ethics in sports
- https://www.youtube.com/watch?v=ezejtROsPfo&list=PLzh4kOin3WAq1tChGwvRfUU_Hxx84Ae74&index=4 Contract to Compete – the concepts of sportsmanship and gamesmanship
- https://www.youtube.com/watch?v=DG3GkWhNVbg&index=6&list=PLzh4kOin3WAq1tChGwvRfUU_Hxx84Ae74 Deviancy

Topic 5.4.4

Learners will need to look at different responses of national and international governing bodies, governments and the law to combat deviance in sport, including the utilisation of technology. The following resource deals with the law and sport:

- https://www.youtube.com/watch?v=S0ZQqTJouJo&index=11&list=PLzh4kOin3WAq1tChGwvRfUU_Hxx84Ae74

Topic 5.4.5

Learners need to understand the reasons for the establishment of the World Anti-Doping Agency (WADA) and its effectiveness in combating drug use. Learners need to be able to discuss and debate this topic. In particular the debate as to the effectiveness of current anti-doping measures and the possibility of 'open competition' with no restriction on using performance enhancing drugs.

- <https://www.wada-ama.org/> The following resources may help here:
- https://www.youtube.com/watch?v=FF2yiXdVouU&list=PLzh4kOin3WAq1tChGwvRfUU_Hxx84Ae74&index=12 The Drug Debate
- <https://www.youtube.com/watch?v=ECLeMhW98ic> (Wada)

5.5 The relationship between sport and the media

Topic 5.5.1

Learners need a knowledge and understanding of the historical and contemporary relationship between sport and the media. The development of media coverage from print to televised events and its role in sport, as well as the reasons for the growth of live media/social media coverage and its implications for performers, supporters and the sport. Learners should consider the two-way relationship between sport and the media, investigate differences in media coverage, how the media influences public opinion and how sport and the media can effects the each other in both a positive and a negative way.

Topic 5.5.2

They need to understand the impact of technology on the viewing experience, the advantages and disadvantages of the development of technology eg.VAR, specific sports media packages and the growth of 'pay-per-view'. The following are useful resources for this topic:

- <https://www.youtube.com/watch?v=IVqHsMP-GTM> Media Coverage and Female Athletes
- https://www.youtube.com/watch?v=ZaallEANc0I&index=10&list=PLzh4kOin3WAq1tChGwvRfUU_Hxx84Ae74 Wider Technology in Sport
- https://www.youtube.com/watch?v=R_1ZZya1-rk The Media Hype machine

5.6 Development routes from talent identification through to elite performance

Topics 5.6.1 and 5.6.2

Learners need knowledge and understanding of development routes from talent identification through to elite performance. Learners will need to be able to discuss how talent is identified and developed in both the UK and Australia currently useful websites to access this information are the <https://www.uksport.gov.uk/our-work/talent-id> and

www.ausport.gov.au – currently under AIS and pathways this website has good information about how the Australian's do this. For the UK the best websites to access information are www.uksport.gov.uk, www.teamgb.com, and www.sportengland.org. This section includes whatever system is employed by that country at the time. Currently, for example, learners would need to be able to discuss the elements of the 'World Class programme' (UK) and the 'Winning Edge Strategy' and FTEM (Australia). This would need to go back to grassroots of how athletes are identified and then the support put in place for them to get to elite such as funding and education (for example Australia's Personal Excellence programme). However, use of these websites to keep up to date with what these two countries are doing is important as the system may have changed or been amended by the time this document is read. Following an elite athlete from each country on Twitter could be a way of learning more about this for learners. They also

need to be able to explain the former East German system.

The following are also useful resources:

- <https://www.youtube.com/watch?v=LfUvchfrcS0> Understanding Talent
- <https://www.youtube.com/watch?v=DeZbrXHa8Qk&index=4&list=PLznfk5AysBhIPN7H8FqZmZLhu412Ay0PA>
- https://www.youtube.com/watch?v=FcGjsBu3oPY&list=PLzh4kOin3WAq1tChGwvRfUU_Hxx84Ae74
- World Class Performance Programme
- <https://www.youtube.com/watch?v=cMM4y4C3iXk>
- UK Sport 2016 Campaign Talent Identification
- LTAD
- <https://www.youtube.com/watch?v=uRozgRvLu7E>
- Australia Tennis Draft
- <https://www.youtube.com/watch?v=BR67h9aczYI>
- Australia Tennis Draft

5.7 Participation and health of the nation

Topic 5.7.1

The impact of wearable technology on participation is also in the specification. Again, what athletes wear will change.

- <http://www.theguardian.com/technology/2015/aug/09/wearable-technology-sports-athletes-personal-lives> This article gives some discussion about wearable technology. Learners will need to be able to discuss the technology and how it affects performance including advantages and disadvantages. Learners will need to look at current examples of wearable technology and how they can influence performance.

Topic 5.7.2

Learners need to understand the concept of mass participation and initiatives/programmes to promote community participation in the UK. The Sport England website is useful for this.

- www.sportengland.org
- The following resource is the 'This girl can' video <https://www.youtube.com/watch?v=jsP0W7-tEOc>

Topic 5.7.3

Participation trends in the UK in the 21st century is a requirement of the specification. The Sport England website is a useful resource for this as it includes the national picture and the active people survey results, which show the participation trends in different groups. Question 9 in the AS Sample Assessment Materials paper is a good illustration of the sort of questions that may be used with this. Being able to interpret the information and link it to other areas of the course is important. Being able to discuss the trends and why they may happen is crucial knowledge for learners.

- www.sportengland.org Other useful resources include:
- <https://www.youtube.com/watch?v=5cKCTUHIsE0> Participation in sport
- <https://www.youtube.com/user/SportEnglandFilm> Sport England Investment
- <https://www.youtube.com/watch?v=hKISJ1FVgkg> Use Our School
- https://www.youtube.com/watch?v=jA8uYvj_i8Y Public Health
- <https://www.youtube.com/watch?v=H19WX9oP95Q> Health Facts

Detailed content changes

The major differences between 2008 and 2016 come in the level of detail required in the topic. Theory is now worth 70 per cent so there is an increased content detail. Much of the content was in the specification in 2008 but now contains some more explicit content, which should make it easier to know exactly what to teach rather than a more generic topic heading.



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5.1 The factors leading to the emergence and development of modern-day sport

In 2008 Knowledge and understanding of factors leading to the emergence and development of modern-day sport was in Unit 1: Opportunities and Pathways. The historical and social context was taught in 2008 as part of Unit 1. Mob activities was taught under festivals of sport and popular recreation would have been taught as part of this, though that wording was not in specification before. The view taken by the landowners, aristocracy, church and peasants on recreational activities would have been taught but is now explicit that learners must know the reasoning behind the view. The effect of the Industrial Revolution on British society was a specific topic in 2008, however, the phrasing of which specific parts learners need to know has changed. The content will be the same as taught before. There is a need to teach the impact specifically on recreational activities which is the part centres may not have focussed on before. The socio-cultural factors that influenced the rationalisation of sport were also in 2008 Unit 1. The roles of public schools and the Oxbridge melting pot are as they were in 2008. Centres will have taught the role played by Thomas Arnold and the limited role of the Clarendon Commission, but they were not specifically mentioned in the specification before, which they are now. The emergence of competing for corporations rather than geographically-based teams is a new addition to this specification. Equality and diversity of disability and gender with specific reference to the Parasport movement and improved opportunities for women in global sport is phrased differently to the 2008 specification. These would have been looked at under target groups and lifelong involvement in 2008. Learners also used to include this in their national study in 2008.

5.2 Globalisation of sport

21st century globalisation of sport and Olympic case study were all in 2008 Unit 1. Everything in this section would have been taught under these headings in 2008, but now there are more specifics of exactly what needs to be taught which makes it simpler. Learners should be aware of the current trends in the globalisation of sport; for example sports fixtures moving to different countries, the continuation of labour migration and performers adopting new nationalities, increased commercialisation and changing media formats.

5.3 Commercialisation of sport

Everything in this section would have been taught in 2008 under Unit 1 and 21st century. The 2008 specification had headings of commercialisation, advertising and endorsement. The words commodities and merchandising are new to the specification and learners will need to understand these terms.

Media influence and spectatorism were already in Unit 1 in 2008. The events of the 1976 Olympics and their impact on the 1984 games in Los Angeles were included in 2008 although only 1976 and 1984 were specific dates to include before. There is a need to now include detail from the two Olympics before to give more context to the later events. The blueprint for the commercialisation of future sport created by Peter Ueberroth at the 1984 Games would have been taught in 2008 but Ueberroth was not specifically named before, however, in teaching the 'Hamburger Games', which was mentioned, centres would have included this. The media and the Americanisation of sport were all taught under 21st century in Unit 1 in 2008, but again there is slightly more detail in the 2016 specification to support centres with specific examples of what to include.

5.4 Ethics and deviance in sport

Knowledge and understanding of ethics and deviance in sport was a topic in 2008 Unit 1 entitled Deviance in sport. There is now more detail to support centres in what to teach specifically. This unit now links up the pressures on sports performers and spectators to behave in a deviant way and links together the topics of commercialisation and gamesmanship specifically to this topic. This creates the need for centres to teach the two so that they are interlinked. Performance enhancing drugs are not new and were in Unit 1 in 2008. This specification now includes early conception of drug use up to the modern day as there has never been a need to look at the history of drug taking before. The inclusion of the word contemporary in the specification creates the need for centres and learners to keep up to date as forms of deviance will change over the life of the specification. The World Anti-Doping Agency was included in 2008 but in 2008 it was its role that was taught. Now there is a need to have opinions on WADA's effectiveness and to know the history about why it was established.

5.5 The relationship between sport and the media

Sport and the media fell under Unit 1 in 2008. There is now a need to include both an overview of the historical and contemporary relationship between sport and the media. The impact of technology on the viewing experience is a new addition to the specification and will change as technology changes over the life of the specification. The relationship is two way; sport can influence media and significantly the media can influence sport. There are advantages and disadvantages of this relationship and students should be aware examples of the positive and negative aspects of this relationship. Examples could be to look at the gender coverage, role models, creating opinion and media tactics.

5.6 Development routes from talent identification through to elite performance

In 2008 centres will have taught the UK, East Germany and Australian systems of talent identification and development in Unit 3. However, centres will have taught this from a historical perspective. This specification highlights the need to also be contemporary and to look at what the UK and Australia are doing now (not East Germany because it does not exist anymore). Centres will need to keep up to speed with what these two countries are doing in terms of progression from young to elite.

5.7 Participation and health of the nation

In Unit 1 in the 2008 specification learners would have learnt about barriers to participation and the benefits of mass participation. However, the new knowledge required in 2016 is the impact of wearable technology on participation. Concepts of mass participation and initiatives/programmes to promote community participation in the UK were included in 2008. This also requires a need for centres to keep up to date with what initiatives are current. Participation trends in the UK in the 21st century is also a new topic area.

Delivery approaches including ideas for practical delivery

Topic	Ideas for delivery
The relationship between sport and the media	<ul style="list-style-type: none"> Create your own mini film clip explaining how media has changed over time.
Development routes from talent identification through to elite performance	<ul style="list-style-type: none"> Research on UK sport, Team GB, Sport England, AU government and the AIS websites to discover how talent is identified and developed currently
Participation and the health of the nation	<ul style="list-style-type: none"> Research task on current initiatives that promote participation. Looking at tables and graphs of participation statistics and linking together knowledge about what the statistics show and why, using theory to support the comments and observations made.
Commercialisation of sport	<ul style="list-style-type: none"> Learners finding their own examples of advertising, sponsorship and endorsement, to share with the class, covering which athletes/teams use which and why. Showing clips of American sports and

	<p>learners commentating over it the key elements of Americanisation visible.</p> <ul style="list-style-type: none"> • Learners researching the four Olympics and what happened to lead to commercialisation.
Ethics and deviance in sport	<ul style="list-style-type: none"> • Create a timeline on drug use past to present including key examples of people caught. • Research into different types of drugs and deviance. Link together with what causes them to do it. • Class debate about the effectiveness of WADA. • Classroom court where an athlete is 'on trial'.
The factors leading to the emergence and development of modern day sport	<ul style="list-style-type: none"> • Using YouTube clips of different types of games to illustrate the changes, for example Tom Brown's school days and Shrovetide football. • Card sort historical events and try to get into order. • Create a detailed timeline of changes for the classroom wall that can regularly be annotated or added to with postcards.

Quantitative skills guidance

There are some topics in this section that lend themselves to quantitative skill. For example, the health of the nation, commenting on graphs or tables of participation trends and looking at statistics of different topics within this, such as the number of people caught taking drugs, and being able to then apply knowledge to these statistics. Teach these topics by showing learners tables or graphs of statistics to support the points made where possible. Learners can try to find statistics, graphs or tables as part of their own learning at home. They should then practice being able to comment on them.

Sample questions

Regular testing of learners on the key terms in the glossary that are part of the specification is important (see Appendix 7, page 88). When practising questions ensure that tutors and learners are using the command words in the specification and that learners understand the requirements of each command word. Please see the Sample Assessment Materials for examples of questions on this topic area. In the A level SAMS all these questions are in section B of the Psychological and Social Principles paper (Questions 7, 8 and 9). In the AS SAMS all these questions are in section B of the Psychological and Social Principles paper (Questions 6, 7 and 8). To ensure understanding, questions could be given to learners starting:

- The Industrial Revolution...
- The World Anti-Doping Agency...
- Talent Identification...
- Commercialisation in sport...
 - The development of modern-day sport... When writing their own questions, they should use the taxonomy in the appendix of the specification.

Resources and references

Useful textbooks

- Beashel, P. and Taylor, J. (1999) *Advanced studies in Physical Education and Sport*, Cheltenham: Nelson Thornes.
- Davis, R., et al. (2000) *Physical Education and the Study of Sport*, St. Louis, MO: Mosby
- Honeybourne, J., Hill, M. and Moors, H. (2004) *Advanced Physical Education and Sport for A Level (Third Edition)*, Cheltenham: Nelson Thornes.

Useful websites

Thomas Arnold and the Clarendon Commission:

- <https://books.google.co.uk/books>

Equity and diversity of disability and gender:

- www.paralympic.org/paralympic-games
- www.womeninsport.org/

Olympics and other sporting competitions:

- www.european-athletics.org/www.thecgf.com/
- www.olympic.org/

Commercialisation:

- www.rugbyfootballhistory.com/Schism.html

Commercialisation events of 1968, 1972 and 1976 and impact on 1984 Olympics:

- www.bgcvc.org/Websites/bgcvc/Images/20thAnniversary.pdf
- www.history.com/topics/olympic-games
- www.modern-olympic.blogspot.co.uk/2009/10/commercialization.html

Deviance in sport:

- www.sportsanddrugs.procon.org/view.timeline.php?timelineID=000017
- www.wada-ama.org

Talent identification:

- In Australia: www.ausport.gov.au
- In UK: www.uksport.gov.uk, www.teamgb.com, www.sportengland.org
- In East Germany: <https://books.google.co.uk/books>

Wearable technology:

- www.theguardian.com/technology/2015/aug/09/wearabletechnology-sports-athletes-personal-lives

Participation trends:

- www.sportengland.org

Generic:

- www.bbc.co.uk/sport
- www.pecentral.org
- www.sportsaid.org.uk