



# Topic Guide 5: Socio-cultural Influences

**GCSE (9-1) Physical Education**

**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education (1PE0)**

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# Topic Guide: GCSE Physical Education 2016 – Socio-cultural Influences

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## Introduction

This topic guide gives an overview of the specification topic: Socio-cultural Influences. The guide is designed to give support by detailing content changes in relation to this topic and to give further clarity over the required breadth and depth that needs to be covered. The guide signposts possible resources to aid preparation and delivery and also gives some teaching ideas to assist with planning and delivery.

## Content and content changes

### Component 2, Topic 3: Socio-cultural Influences

Subject content	What learners need to learn
<p>In this topic, learners will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society, through the following content.</p>	
<p><b>3.1</b> <b>Engagement patterns of different social groups in physical activity and sport</b></p>	<p><b>3.1.1</b> Participation rates in physical activity and sports, and the impact on participation rates considering the following personal factors: gender; age; socio-economic group; ethnicity; disability</p>
	<p><b>3.1.2</b> Interpretation and analysis of graphical representation of data associated with trends in participation rates</p>
<p><b>3.2</b> <b>Commercialisation of physical activity and sport</b></p>	<p><b>3.2.1</b> The relationship between commercialisation, the media and physical activity and sport</p>
	<p><b>3.2.2</b> The advantages and disadvantages of commercialisation and the media for: the sponsor; the sport; the player/performer; the spectator</p>
	<p><b>3.2.3</b> Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport</p>
<p><b>3.3</b> <b>Ethical and socio-cultural issues in physical activity and sport</b></p>	<p><b>3.3.1</b> The different types of sporting behaviour: sportsmanship; gamesmanship; and the reasons for, and consequences of, deviance at elite level</p>
	<p><b>3.3.2</b> Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport</p>

This complete topic is new for 2016. A requirement of all GCSE PE specifications is the inclusion of socio-cultural influences so that learners have the opportunity to develop their knowledge and understanding of the two-way impact of sport on society and society on sport. This area of the specification meets these requirements by focusing on three subject areas: engagement patterns, commercialisation and ethical and socio-cultural issues. Each subject area gives an introduction to this area of socio-cultural issues, forming a foundation for future development as learners progress through their education.

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All specification topics have the same Assessment Objectives. This means any topic within Component 1 and Component 2 could be used to assess the learner's:

- knowledge and understanding of factors underpinning performance
- ability to apply their knowledge and understanding of factors underpinning performance
- ability to analyse and evaluate factors underpinning performance.

In this topic, learners will develop knowledge and understanding of the effect of society on sport and sport on society through the following content.

## Socio-cultural Influences: engagement patterns

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<b>3.1</b> <b>Engagement patterns of different social groups in physical activity and sport</b>	<b>3.1.1</b> Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender; age; socio-economic group; ethnicity; disability
	<b>3.1.2</b> Interpretation and analysis of graphical representation of data associated with trends in participation rates

Learners will be expected to **know and understand**:

- the general trend in participation rates – are activity levels stable year on year, increasing or decreasing over time? Emphasis here is on general participation trends, exact numbers or estimates of numbers participating will not be required
- if there are general differences in participation rates based on **personal factors**. For example, does one group participate more than any other?
- the main reasons for possible differences in participation rates (linked to personal factors)
- that data is collected to report on trends
- how to present data (charts, tables and graphs)
- that there are different kinds of data (qualitative and quantitative).

Learners will be expected to **apply** their knowledge.

Through, for example:

- discussion of the impact of personal factors on participation based on a given scenario
- provision of examples of impact of personal factors on participation
- explanation of the impact on participation rates through use of supplied data.

Learners will be expected to **analyse and evaluate** trends in participation rates and personal factors impacting to contribute to the trends. An analysis could be through the use of data charts, tables and/or graphs, requiring interpretation and analysis of presented data, recognising trends and anomalies in and between data sets.

## **Socio-cultural Influences: engagement patterns of different social groups – activity ideas**

This topic may contain new concepts for your learners; therefore, delivery through a mixture of theoretical and practical research may support learner understanding. Due to the discursive nature of the topics in this area of the specification, there is also opportunity for discussion-based lessons for learners to explore ideas and gain from others points of view.

### **Participation rates considering personal factors – activity 1**

To introduce the topic and check understanding, learners could work in pairs independently thinking about the following questions. This will allow the gradual introduction of some key terms, for example socio-economic, trends and personal factors.

<b>Question</b>	<b>Answer</b>
How often do I participate in sport each week?	
Who else in my family participates in sport?	
Do all my family participate in the same amount of sport?	
Does all my family participate in the same sport(s)?	
Who participates more, men or women?	
Is this true for all physical activities?	
What age group are most likely to participate in sport?	
What does socio-economic group mean?	
Would someone's socio-economic group make a difference to the amount, or type of activity they do?	
Why might disability affect participation rates?	
What is a trend?	
Which sports and activities are the most popular?	
List your top 5 sports and decide: <ul style="list-style-type: none"> <li>• Whether participation has gone up or down in the last 5 years for each of these sports.</li> </ul>	
<ul style="list-style-type: none"> <li>• Whether these sports are equally participated in considering the different personal factors</li> </ul>	

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- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Which groups of people participate in these sports?</li></ul> |  |
|---|--|

### Looking at data – activity 2

Once complete, learners should discuss their thoughts either in small groups or in the class and then follow this up with some research into actual data regarding participation.

Learners should undertake research using currently available data to look at the different participation rates and trends. A comparison between the learners' expectations and the data could be discussed, were they the same?

A good source of data is the Sport England website, or national governing body websites.

Based on this data, learners could:

- produce bar charts to show the different levels of participation based on personal factors, for example:
  - males/females
  - 16-25 year olds/older adults
  - the most popular activities.
- discuss:
  - the potential reasons for these differences
  - how to address imbalances in participation.

### Other discussion topics – activity 3

According to the Active People Survey 7, Quarter 2 (April 2012-April 2013):

'1.7 million disabled people played sport once a week, an increase of 353,100 compared with 2005/06'.

- What influences could account for this change?

According to:

[http://www.sportengland.org/media/875700/1x30\\_overall\\_factsheet\\_aps9q2v2.pdf](http://www.sportengland.org/media/875700/1x30_overall_factsheet_aps9q2v2.pdf), the rate of participation amongst people aged 16 years and over is greater amongst people from higher socio-economic groups than those from lower socio-economic groups.

- What reasons might account for this?

## Activity 4

Using current available data, similar to the example below, ask learners to analyse the data. Initially, learners should simply identify where there has been an increase or decrease in participation overall, and then they should do a closer examination to see if there is a trend across several years, or if there is any unusual data for one year and so on. Data tables could be simplified by reducing the size of the numbers, or rounding up so they are clearer, or of course by deleting some of the information and using either percentages or the raw number, for example, 3.2 million swimmers.

Learners could be asked to simplify data tables as this will help them to start to look at, and understand, the numbers they are viewing.

After some analysis there could be discussion on the potential reasons for the increase or decline in popularity of sports; this could also be re-visited later in relation to media and commercialisation.



Active People Survey 7 Quarter 2  
April 2012-April 2013

**Table 1: Once a week participation in funded sports**

1 x 30 sport indicator: Sport England NGB 09-13 Funded sports	APS1 (Oct 2005- Oct 2006)		APS2 (Oct 2007- Oct 2008)		APS6Q2 (Apr 2011 - Apr 2012)		APS7Q2 (Apr 2012 - Apr 2013)		
	%	n	%	n	%	n	%	n	Statistically significant change from APS 1
Swimming	8.04%	3,273,800	7.83%	3,244,300	6.56%	2,824,800	6.65%	2,892,200	
Athletics	3.33%	1,353,800	3.89%	1,612,100	4.63%	1,994,200	4.50%	1,958,000	
Football	4.97%	2,021,700	5.18%	2,144,700	5.10%	2,198,300	4.46%	1,939,700	
Cycling	4.02%	1,634,800	4.26%	1,767,100	4.49%	1,934,800	4.29%	1,866,100	
Golf1	2.18%	889,100	2.29%	948,300	2.11%	908,000	1.78%	772,800	
Badminton	1.27%	516,700	1.29%	535,700	1.25%	538,800	1.15%	499,000	

**Source:**

[http://archive.sportengland.org/research/active\\_people\\_survey/active\\_people\\_survey\\_7.aspx](http://archive.sportengland.org/research/active_people_survey/active_people_survey_7.aspx) (August 2015)

## **Activity 5**

A series of cards like the ones below could be created. These cards use information from Sport England on sports participation and ethnicity in England based on people aged 16 years and over from non-white ethnic minority communities, who were interviewed in their homes during the period June 1998 to March 2000.

The cards could be distributed to learners to work individually or in pairs. Learners should interpret the information and produce a visual representation of the data and a summary paragraph to explain their finding about participation rates. The question for each card remains the same:

**What are the overall levels of participation in sport by ethnic minorities and how do these compare with the population as a whole?**

For ethnic minority groups, overall the participation rate in sport is 40% compared with a national average of 46%. The overall participation rate for male ethnic minorities is 49% compared with a national average for men of 54%. For female ethnic minorities it is 32% compared with a national average for all women of 39%.

Black African men (60%) and Black Other men (80%) have higher participation rates than the national average for all men (54%) while Indian (47%), Black Caribbean (45%), Bangladeshi (46%) and Pakistani (42%) men had participation rates below the national average for all men.

On average Black Caribbean (39%), Indian (39%) and, in particular, Pakistani (31%) and Bangladeshi (30%) populations have rates of participation in sport below those of the national average (46%). Only the Black Other group (60%) has participation rates higher than found in the population as a whole.

National participation rates for women (39%) were matched or exceeded by women who identified as Black Other (45%), Other (41%) and Chinese (39%) ethnic groups while women who classified themselves as Black Caribbean (34%), Black African (34%), Indian (31%), and Bangladeshi (19%) had participation rates below the national average for all women.

The gap between men's and women's participation in sport is greater amongst some ethnic minority groups than it is in the population as a whole. The inequality gap between men and women nationally is 15 percentage points whereas for the Black Other ethnic group it is 35 points (although overall this is a relatively high participant group), for Bangladeshis it is 27 points, Black Africans 26 points, and Pakistanis 20 points.

As an extension to this task, learners could find data on one of the other personal factors, and produce information on the data they find.

## Socio-cultural Influences: commercialisation

<b>3.2 Commercialisation of physical activity and sport</b>	<b>3.2.1</b> The relationship between commercialisation, the media and physical activity and sport
	<b>3.2.2</b> The advantages and disadvantages of commercialisation and the media for: the sponsor; the sport; the player/performer; the spectator
	<b>3.2.3</b> Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport

Learners will be expected to **know and understand**:

- the relationship between commercialisation, the media and physical activity and sport, is often described as the 'golden triangle'. Each side of the triangle benefits from the other sides in some way; therefore, each side is dependent on the other sides in some way, normally either financially or for promotion
- the advantages and disadvantages of commercialisation and the media for:
  - the sponsor
  - the sport
  - the player/performer
  - the spectator.
- that data is collected to report on trends
- how to present data (charts, tables and graphs)
- that there are different kinds of data (qualitative and quantitative).

Learners will be expected to **apply** their knowledge.

Through, for example:

- assessment of the positives and negatives of receiving sponsorship and how these may change depending on the nature of the sponsor or the person being sponsored, e.g. a brewery for an O35's team compared to a U16's team, or a manufacturer of an unhealthy product (e.g. fast food) for a junior team.
- provision of examples of impact of sponsorship
- explanation of the relationship between the media, commercialisation and sport.

Learners will be expected to **analyse and evaluate** trends in commercialisation of physical activity and sport. An analysis could be through the use of data charts, tables and/or graphs, requiring interpretation and analysis of presented data, recognising trends and anomalies in and between data sets.

## **Socio-cultural Influences: commercialism and the media – activity idea**

Learners will normally engage with this topic area as it is within their normal range of experience. Many will have access to sports media packages, will have role models they follow in the media and possibly even play for teams that receive sponsorship. Learner experiences can be used to increase the interest in the topic, making it very relevant to them. As with the previous section, there should be plenty of opportunity for discussion.

### **Advantages and disadvantages of commercialism and the media – activity 6**

Questions to consider before completing the table.

- What are the main forms of media you use?
- What is the purpose of media?
- How much time is dedicated to sport on the TV?
- What sports do you see on the TV
- Who plays those sports?
- What time are major sporting events shown live on TV?
- What recent rule changes have there been in your sport – why were they initiated?
- What difference has a recent rule change made to your game?
- Why would sports want media coverage?
- If a sport had unlimited funding what could it do with the money? How would this help:
  - performers
  - spectators?

	<b>Advantage</b>	<b>Disadvantage</b>
Sponsor	1.	1.
	2.	2.
Sport	1.	1.
	2.	2.
Player	1.	1.
	2.	2.
Spectator	1.	1.
	2.	2.

Extension activity – do the advantages and disadvantages change if the sport changes?  
Rather than considering football, why not think about netball?

Professional team web sites may offer ticket information on size of live audiences. This data is often presented in table form and reduced versions could be given to learners to analyse, looking at most popular teams, and trends in audience size and so on.

## Socio-cultural Influences: Ethics

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<b>3.3 Ethical and socio-cultural issues in physical activity and sport</b>	<b>3.3.1</b> The different types of sporting behaviour: sportsmanship; gamesmanship; and the reasons for, and consequences of, deviance at elite level
	<b>3.3.2</b> Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport

Learners will be expected to **know and understand**:

- what it means if someone demonstrates:
  - sportsmanship
  - gamesmanship.
- why sports performers might exhibit:
  - deviance.
- what can happen to a sports performer who is found guilty of deviant behaviour.

Learners will be expected to **apply** their knowledge.

Through, for example:

- provision of examples of deviant behaviour
- application of knowledge to given scenarios to identify gamesmanship, sportsmanship or deviant behaviour
- discussion of the relationship between athlete behaviour and level of competition.

Learners will be expected to **analyse and evaluate** trends in ethical and socio-cultural issues in physical activity and sport. For example, learners might need to analyse a graph showing numbers of sports performers caught taking performance-enhancing drugs in a major championship, or the number of red and yellow cards across a tournament, using the data to evaluate whether sanctions were effective in the tournament/major event.

## Socio-cultural influences: ethics – activity idea

### Activity 7

Learners will all have anecdotal evidence of sports performers behaving badly. This topic could be introduced by discussing some of these examples, trying to establish why they happened and what happened as a result.

Learners could research these and report back to the group, trying to establish:

- what the deviant behaviour was
- why the sports performer carried out this behaviour
- what the consequences were of their actions.

Alternatively, well-known examples from a range of sports could be used as case studies, for example:

- Lance Armstrong (cycling) and charges of doping
- Mike Tyson (boxing) or Luis Suarez (football) and charges of biting
- Angel Matos (Taekwondo) – attacking referee after disqualification.

Learners, as a group could list all the elite sports performers they can think of, placing them in one of two categories –

#### Most likely to display:

Sportsmanship	Gamesmanship

Alternative research could be a match analysis, possibly focusing on one identified player from each column, collecting evidence of their behaviour – identifying examples of both behaviours – and presenting findings as a table or chart.

## **Developing statements in written responses**

To ensure learners acquire the ability to use their knowledge and understanding to develop any response to match the demands of the question, they should practice this skill. This skill can be developed in the classroom by giving a series of statements that need justifying. This idea can be applied to any theoretical topic in the specification. For example, learners could be given the following statements and asked to expand on them to develop the initial point being made.

- Personal factors such as age can impact on your level of participation....
- It is important that sportsmanship is still encouraged in sport today....
- Increased income for a sports club is an advantage of sponsorship....
- There are disadvantages of commercialisation for the spectator....

## Sample assessment questions

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Most questions will demand a range of skills from the response, for example, question 11 spans knowledge, application and evaluation; all skills are required to gain maximum marks. The questions below will also span skills with the exception of question 8a and 9a, which only require knowledge.

### Assessment of knowledge:

8 During a football match, a footballer may display gamesmanship or sportsmanship.

(a) Describe the difference between gamesmanship and sportsmanship. (2)

.....  
.....

9 In 2013-14 it was reported that ‘58% of adults do not play sport’.

Two factors that can influence participation rates are socio-economic group and ethnicity.

(a) State **two** other personal factors that can influence participation rates. (2)

.....  
.....

10 According to research, some sports have higher participation rates than others.

Explain **two** ways in which the media can help to increase participation in sport. (4)

.....  
.....

**Assessment of ability to apply knowledge:**

(b) Assess the importance of elite performers demonstrating sportsmanship in high-profile sports, such as football. (3)

.....  
.....

(b) Explain **two** reasons why an individual’s socio-economic group could influence their participation in sport. (4)

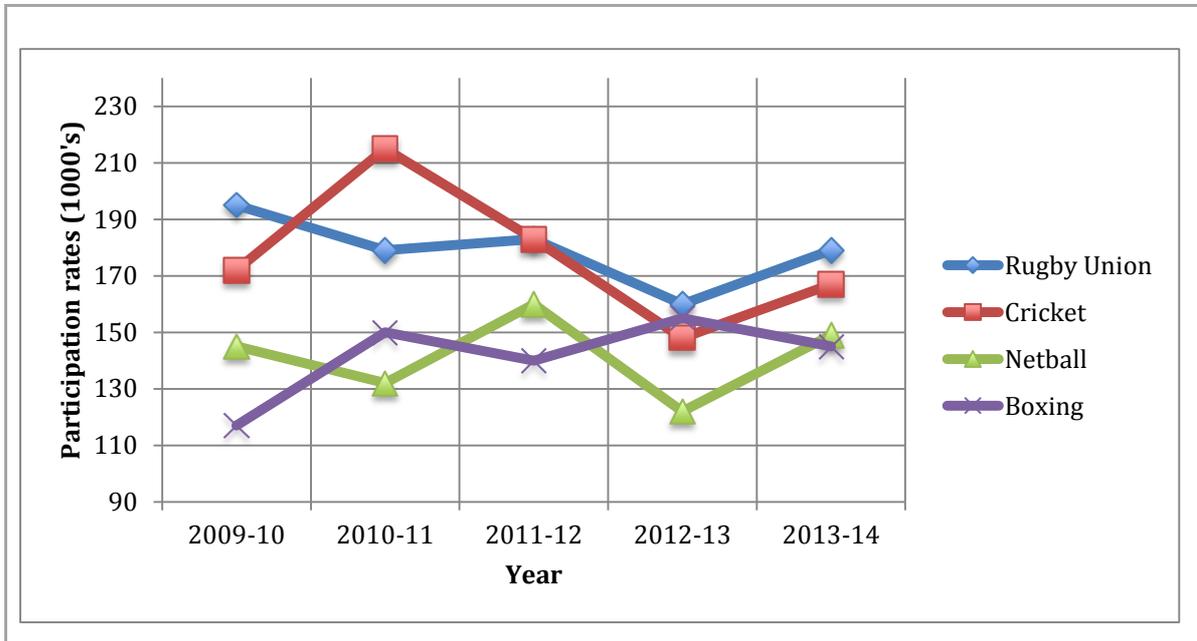
.....  
.....

11 Assess the positive and negative impact on an under-16 school rugby team accepting sponsorship from a company that produces alcohol. (6)

.....  
.....

**Assessment of ability to analyse and evaluate:**

Figure 1 shows participation rates in four sports between 2009 and 2014.



**Figure 1**

(Source: adapted from Sport England Active People Survey 8)

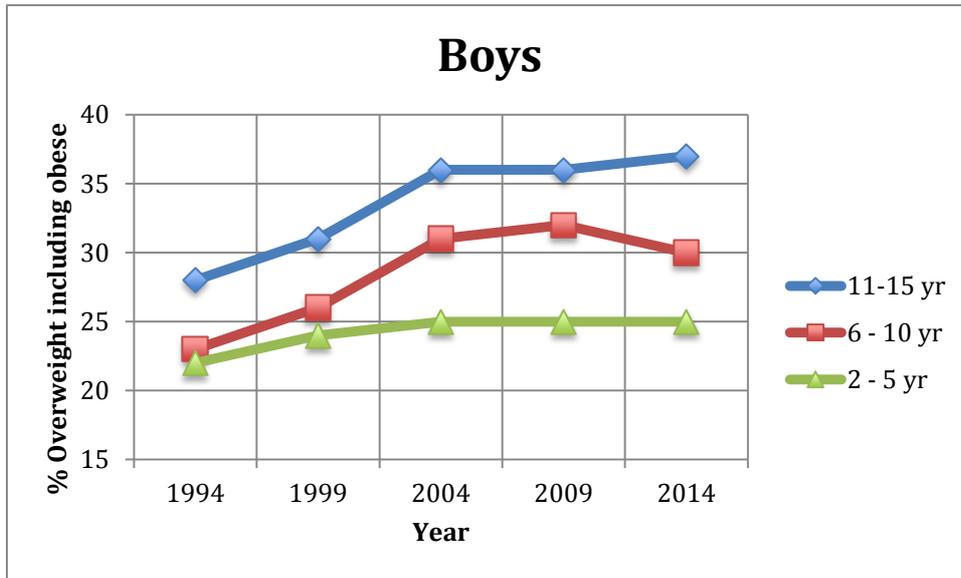
(e) Using **Figure 1**, identify the sport with the highest participation rate in 2013-14.

(1)

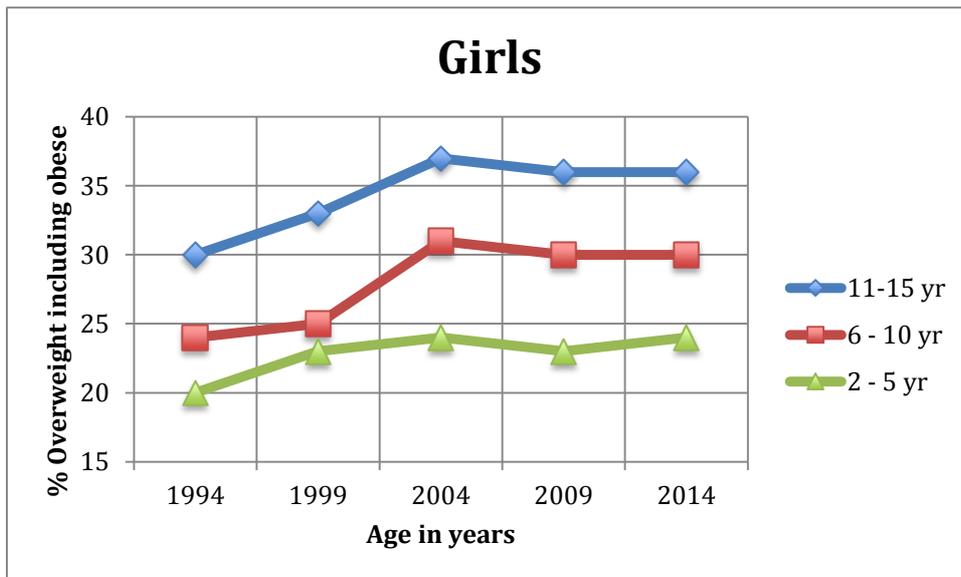
<b>A</b>	Boxing	[ ]
<b>B</b>	Cricket	[ ]
<b>C</b>	Netball	[ ]
<b>D</b>	Rugby Union	[ ]

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**3** Figures 2a and 2b show childhood obesity trends for boys and girls from 1994 to 2014.



**Figure 2a**



**Figure 2b**

(a) Analyse the data in Figures 2a and 2b to determine the changing patterns in obesity levels from 1994 to 2014 based on:

- age
- gender.

(4)

.....

.....

## Extended answer responses

In the new specification there will be two extended answer questions at the end of each paper. These questions will be marked out of 9 marks. The increase in the available number of marks should allow a better differentiation between learners, and give more opportunity to reward learners for the skills they demonstrate.

Each extended answer question will be used to assess the learner's ability to:

- demonstrate knowledge and understanding (AO1)
- apply their knowledge and understanding (AO2)
- analyse and evaluate relevant knowledge and understanding (AO3).

Each of these Assessment Objectives will be credited with a maximum of three of the nine available marks. This means that a learner who is very knowledgeable about a topic but unable to apply their knowledge could still gain 3 marks for their knowledge. If they were able to apply this knowledge the number of marks gained could increase to 6 marks. If they are able to form a judgement based on the knowledge presented they will be able to access the final 3 marks for these questions.

In this sample question, learners are asked to evaluate whether commercialisation is good for sport.

A learner that knows what commercialisation is and can describe this concept, for example, selling a product for profit and then using some of this profit to pay others to advertise their product so more people saw it and wanted to buy it, could gain 3 marks (AO1).

Compare this to the learner who is able to link commercialisation to the question context, thereby applying their knowledge (AO2). For example, they might make reference to sport being a good vehicle to help promote a product – as sport has many role models, others will purchase the merchandise they are advertising. Reference could also be made to the advantages this extra money could bring, or the disadvantages. This learner could score up to 6 marks.

Finally, a learner that is able to analyse and evaluate would gain access to the last set of 3 marks. For example, by making a judgement, based on their previous arguments, as to whether commercialisation was good for sport, i.e. weighing up the benefits (increased income to spend on facilities, better players, better training facilities and so on) against the cost of media intrusion, possible changes to rules of sport and so on (AO3).

## Resources

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**Sport and ethnicity:**

<http://www.sportengland.org/media/111827/sports-participation-and-ethnicity-in-england-headline-findings.pdf>

(Please note: this link may not work in some browsers e.g. Safari)

**Sport England Active peoples survey:**

<http://www.sportengland.org/research/who-plays-sport/>

**Barb.co.uk** – licensed use free of charge for learners, contains data on viewing figures

[www.barb.co.uk](http://www.barb.co.uk)

**Sporting Intelligence** – popularity of football teams and live viewing figures

[www.sportingintelligence.com](http://www.sportingintelligence.com)

**CBC Sports network**

[www.cbc.ca/sports/top-10-athletes-behaving-badly-1.703110](http://www.cbc.ca/sports/top-10-athletes-behaving-badly-1.703110)

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ALWAYS LEARNING

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