



GCE MARKING SCHEME

**PHYSICAL EDUCATION
AS/Advanced**

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCE PHYSICAL EDUCATION. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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PE2
MARK SCHEME
SUMMER 2015

Q.1 (a) Briefly describe the different stages of a warm up that should be undertaken prior to competition. [3]

- A. Pulse raising, use of large muscle groups, increasing body temperature
- B. Mobility/dynamic movements/arm swinging twisting etc.
- C. Stretching - Static/dynamic/passive/PNF
- D. Skills practice/drills related to activity
- E. Sport/game/Event specific actions scenarios e.g. team practice/run through

3 x 1 marks

(b) Explain the physiological benefits of a warm up prior to sporting performance. [3]

- A. Increased muscle temperature
- B. Which increases elasticity of fibres (greater range of movement)
- C. Speed of nerve impulses helping speed of contraction of muscles (faster contractions)
- D. Increased H.R, stroke volume and cardiac output. (More O₂ Carrying capacity)
- E. Dilation of blood vessels to increase blood flow. (More O₂ Carrying capacity)
- F. Increased co-ordination
- G. Increased reaction times

1 mark - Basic answer with some understanding of the benefits of the warm up with limited use of technical language e.g. Muscles get warmer and can be stretched which can prevent injury

2 marks - good understanding of warm up with some use of technical language. There is a focus on aspect e.g. muscle temp increase

3 marks - Very good understanding of warm up with use of technical language throughout. More than one point is covered e.g. muscle temperature and blood flow.

3 x 1 or 1 x 2 amp

(c) Explain how you have applied the principles of training to develop one component of fitness, within your sporting activity. [4]

- Specificity
- Progress/overload
- Tedium/variance

1-2 marks - The candidate identifies at least one component of fitness and subsequent method/s of training relevant to their activity. There is an understanding of the principles of training with reference to intensity/duration

3 - 4 marks - The candidates identifies at least one relevant component of fitness and subsequent method/s of training relevant to their activity. There is very good understanding of the principles of training with reference to intensity/duration and progression from session to session etc. There is specific information provided on sets, reps, % of max etc.

Q.2 (a) Explain how aerobic training improves the performer's ability to transport Oxygen to the working muscles. [3]

- A. Cardiac hypertrophy allowing increased S.V. and max C.O.
- B. In
- C. More blood volume/haemoglobin/red blood cells;
- D. Increased oxygen/CO₂ exchanged by lungs;
- E. Increased oxygen/CO₂ exchanged by muscles;
- F. Increased capillarisation

3 x 1 or 2 x 1 amp

(b) Describe how a high level of aerobic fitness improves recovery after intense exercise. [3]

- A. Speeds up the repayment of oxygen debt
- B. Speeds up resynthesis of CP
- C. Removes lactic acid at a faster rate
- D. Lactic acid gets converted to ATP at a faster rate (Cori cycle)
- E. Re-saturates myoglobin stores at a faster rate
- F. Faster repayment of oxygen deficit

3 x 1 or 2 x 1 amp

(c) Apart from exercise, explain how other individual lifestyle choices could affect their sporting performance. [4]

Can be answered from either a positive or negative perspective

Fitness affected by:

Smoking -

- A. Carbon monoxide reduces lung oxygen transport capacity
- B. Smoking destroys alveoli, the tiny air sacs, making lungs less elastic and less able to absorb oxygen
- C. Potentially increases heart rate and blood pressure and lowers VO₂ max
- D. Slower recovery after exercise

Diet -

- E. Overweight/obese leading to mobility issues
- F. Increased energy expenditure
- G. Increased HR
- H. Reach anaerobic threshold faster
- I. Body temperature control

Alcohol/Drugs -

- J. Damages heart and liver
- K. Affects concentration
- L. Individuals can be lethargic the day after consumption
- M. Link to obesity
- N. Psychological issues

Can gain marks through a combination of all 3 lifestyles choices or a focus on 2. Either 2 x 2 (from 2 lifestyles choices).

Max of 3 marks for 1 lifestyle choice

Q.3 (a) Explain the variation in food fuel usage that occurs during a Multi Stage Fitness Test. [5]

Reasons for variation in fuel usage

- A. The body will use the most efficient source of fuel
- B. Fats need 15% more oxygen to be metabolised than carbohydrate
- C. Initially during low intensity running predominantly fats will be burned
- D. Carbohydrate/glycogen/glucose provides energy at a quicker rate
- E. As intensity increases then the greater portion of carbohydrate will be used
- F. At anaerobic threshold there will be a reliance almost totally on carbohydrate/glycogen/glucose
- G. During the anaerobic stage then will be almost total reliance on carbohydrate/glycogen/glucose as the source of energy
- H. As intensity increases still further then greater amounts of CP stores will also be used

5 x 1 marks

(b) What nutritional advice could be given to an individual following a weight control programme? Use examples where appropriate [5]

General

Avoid over consumption of any food group
Eat at regular intervals
Aim to achieve either a neutral/negative energy balance

Fats

Saturated fats contain greatest calories
Linked to LDL cholesterol
Unsaturated fats broken down faster and contain fewer calories

Protein

Often contain saturated fats e.g. Dairy products/red meat
Eat low fat sources of protein e.g. chicken and fish

Carbohydrate

Simple/high glycaemic foods are often high in calories
Complex carbohydrate can be high in calories
Foods with a high glycaemic index produce a rapid raise in blood sugar levels
Low GI goods release energy far slower. E.g. fruit and veg
Low GI foods leave you feeling 'full' over a longer period

1 - 2 marks - The candidate demonstrates some knowledge and understanding of correct nutrition but tends to use more basic terminology. Some uses of examples are provided

3 - 4 marks - The candidate demonstrates good knowledge and understanding of correct nutrition and uses more advanced terminology. Good use of examples

5 marks - The candidate demonstrates very good knowledge and understanding of correct nutrition and uses advance terminology throughout. Very good use of examples

Q.4 (a) Explain how transfer of skills can affect an individual's sporting performance [4]

- A. Positive transfer - helps the learning of a new skill
- B. Negative - hinders learning of new skill;
- C. Bilateral - skill transferred from one side to another/limb to limb;
- D. Zero - no transfer;
- E. Proactive - learned skill has an effect on future skill;
- F. Retroactive - learned skill has an effect on past skill.

Either 4 x 1 or 2 x 2 amp

(b) Using examples, explain how feedback varies at the different stages of learning. [6]

A. Identifies stages - cognitive, associative and autonomous;

Cognitive stage

- B. Extrinsic/coach or teacher provides this feedback
- C. Knowledge of Results/KR;
- D. General/simple/basic/positive feedback provided
- E. Immediate feedback beneficial
- F. Terminal feedback provided
- G. Receives intrinsic/kinaesthetic feedback but cannot use it

Associative phase will have a combination of the feedback provided at both the cognitive and autonomous stages of learning. As the sportsperson improves then they will understand and process more complex feedback.

Autonomous stage

- I. Individual receives/understands Intrinsic/kinaesthetic feedback
- J. Individual can correct their own mistakes;
- K. Greater understanding of knowledge of performance/KP;
- L. Feedback is often - specific/detailed/critical/negative
- M. Feedback provided by a coach/teacher is often Concurrent/continuous.

1 - 2 marks - The candidate has an understanding of the feedback and provides appropriate forms of feedback for at the stages. There is a basic use of technical language. There is limited use of examples of appropriate to the stage of learning.

3 -4 marks - The candidate demonstrates good knowledge and understanding and there is an apparent link to appropriate forms of feedback relevant to the stage of learning. There is good of technical language and use of examples to support answer

5 -6 marks - The candidate demonstrates very good knowledge and understanding and there is a clear link to appropriate forms of feedback relevant to the stage of learning. The candidate uses detailed technical language throughout and always reinforces the use of feedback using appropriate examples.

Q.5 Explain how a teacher/coach could use the information in the diagram to help improve a team's sporting performance. [10]

Personality

- Personality can impact on all psychological factors
- Extrovert/introvert the potential effect on performance
- Leadership qualities, reaction to different coaching styles.
- NACXH/NAF

Attitudes

- Formation of attitudes - previous experience, significant others etc
- Variations in attitude in different situations
- The components of attitudes - Triadic model (cognitive, affective and behavioural)
- Changing attitudes e.g. persuasion etc.

Motivation

- Motives for the students involvement in exercise and sport
- Intrinsic and extrinsic motivation
- Achievement motivation
- Link to self-esteem - Understanding of how Self Esteem can affect learning e.g. progress not made because of fear of failure or unwilling to try new practices
- Link motivation to goal setting - Understand the importance of goal setting for development of sporting performance.

Group Dynamics

- Cohesion, factors that affect cohesion and what can be done to help it.
- Motivational factors within the group
- Social loafing and how it can be overcome.

Coaching/leading

- How coaching/leadership has influenced their development
- Understand the skills necessary to be an effective leader e.g. effective communication with players
- Different leadership styles e.g. Autocratic/authoritarian, democratic and laissez-faire
- The strategies that can be used to improve an individual's self-esteem. e.g. Avoid humiliation or comparison with others in group and always be positive
- Task orientated/people orientated.

Level 1	1 - 4	The candidate demonstrates some knowledge and understanding of the unit. A few relevant points are listed and there is a possible tendency to focus heavily on one discipline or treat them in a superficial way. Ideas are expressed in a simplistic but clear manner. Errors in grammar, punctuation and spelling are noticeable and intrusive.
Level 2	5 - 7	The candidate demonstrates good knowledge and understanding of the unit and is able to use some specialist vocabulary related to the psychological principles and how they can aid improving their own performance. Ideas are expressed in a clear, logical manner, with limited integrated knowledge of the psychological factors. Errors in grammar, punctuation and spelling occur but do not suggest weakness in these areas.
Level 3	8 - 10	The candidate demonstrates very good knowledge and critical understanding of all disciplines (using the factors provided in the diagram and their own knowledge). He/she explains in detail, using specialist terms with facility, how the integrated disciplines enhance and improve their own performance. Complex ideas are expressed with clarity. There are few, if any errors in SPG.

PE4

MARK SCHEME

SUMMER 2015

Q.1 The ability to maintain emotional control despite distractions is seen as a vital ingredient for success in modern day sport.

(a) Using specific examples, explain the difference between trait and state anxiety. [3]

- **Trait anxiety** is a personality trait. It is part of an individual's make up and is, consequently, thought to be enduring. Individuals who are said to be high in trait anxiety tend to be anxious in all situations. (1)
- **State anxiety** is a temporary emotional state that is a response to a situation seen as threatening. It can change with circumstances, for example over the duration of a game. It is made up of two components: cognitive state anxiety (feelings of nervousness and worry) and somatic state anxiety (awareness of arousal within the body). (1)
- Sporting examples used to illustrate trait and state anxiety (1).

(b) Using Drive Theory, explain the relationship between arousal levels and performance where there is an audience present. [4]

- **Drive theory** states that the presence of others (an audience) increases arousal. This increased arousal (drive) will then bring out the performer's dominant response (the way they are most likely to perform the skill). (1)
- For simple or well-learned skills (autonomous performers), the dominant response will be the correct response and so the increased arousal will help the performance of the skill.
- For complex skills performers in the cognitive (beginners) phase of learning, the dominant response that comes from the increased arousal will tend to be incorrect (i.e. the poorer performance). (2 + 1)

(c) Using examples from sport, explain the positive and negative effects of stress on performance. [3]

- **Eustress** literally means 'good stress' (Hans Selye). It is a form of stress that is healthy and elicits positive emotions such as increased motivation and effort and a sense of fulfilment. It can lead to enhanced levels of performance. (1)
- **Distress** is a pattern of negative physiological states and psychological responses occurring in situations where people perceive threats to their well-being that they are unable to meet (Lazarus & Folkman, 1984). This form of stress causes anxiety and worry and will usually impair performance. (1)
- Sporting examples to illustrate the positive and negative effects of stress on performance (2).

Q.2 (a) Explain how different exercises adherence strategies might be used to help encourage young people to lead healthy, active lifestyles. [4]

- Exercise adherence research raises questions about what factors make individuals stick to particular programmes and what factors cause people to stop participating, either from a health or sport-specific perspective (determinants of behaviour).
- There are clear links here with individual's levels of motivation (both intrinsic and extrinsic) and their attitudes towards the activity in question.

Possible exercise adherence strategies to be discussed:

- **Social Support** e.g. training with peers, attending fitness classes, support and encouragement from family, friends (positive reinforcement) and teachers.
- **Promoting enjoyment** e.g. varied training programmes (tedium avoidance) gym classes such as Zumba, music whilst exercising, balanced extra-curricular programme for all, HRE programmes within schools.
- **Use of rewards** e.g. extrinsic forms of motivation such as free gifts from gyms, certificates for attendance/most improved pupil, financial incentives from family, praise from others.
- **Increase of self-efficacy** e.g. through the use of peer role models, setting realistic and appropriate goals (SMARTER approach), strategies to increase self-esteem (links with body image), fitness testing to measure and monitor progress.
- **Behavioural analysis** e.g. examining the barriers to participating in regular exercise (lack of money, lack of time) and planning how to overcome these.
- **Education** e.g. instruction on the importance of leading an active healthy lifestyle, use of appropriate role models.
- **Cognitive strategies** ('building an active mind set') e.g. positive self-talk, replacing negative thoughts with positive ones (links with attribution theory), stress management techniques and avoidance of the so-called 'all-or-nothing' phenomenon (where individual 'forgets that engaging in some PA is better than doing nothing at all and develops negative self).
- **Practical strategies** e.g. training at lunchtime/on the way home from school.

[1 + 1 + 1 + 1 or 2 + 1 + 1 but at least three strategies must be referenced]

Q.2 (b) Explain how the main sources of self-efficacy might impact on an individual's participation in physical activity. [6]

- Self-efficacy is the perception of one's ability to perform a particular task successfully and is seen as a situation-specific form of self-confidence.
- Research has established links between self-efficacy and activity choice, motivation levels and persistence within sport.
- Four main sources of self-efficacy (Bandura) – all can be linked with activity choice, motivation and persistence.
 1. *Past performance* i.e. success increases self-efficacy whereas failure reduces it. Low self-efficacy is linked with reduced motivation (esp. for novice). Performers with high self-efficacy are able to tolerate failure more. It is, therefore, important for coaches to ensure that success initially by reducing the level of difficulty of the task.
 2. *Vicarious conditioning* i.e. watching others perform and be successful – linked with observational learning (DARMMM). Athletes in the cognitive phase of learning can experience success through models. The vicarious experience of success may provide a solid foundation for future success in the real situation.
 3. *Verbal persuasion* e.g. providing praise and encouragement (positive reinforcement). Importance of significant others. Not a particularly powerful factor in raising self-efficacy.
 4. *Arousal and its interpretation* e.g. positive perceptions of arousal are linked with higher level of confidence. Linked with readiness for learning (Thorndike's Laws).

[6]

LEVELS TO BE ADDED

Q.3 Discuss the increasing role that technology plays in helping coaches **analyse** all aspects of sporting performance. Use specific examples to illustrate your points. [10]

- Performance analysis aims to help capture, analyse and evaluate key components relating to performance and provide concise feedback to inform future practice.
- It is clear that the foundations for training and competing can no longer be based on simple subjective views of how well athletes perform or on traditional methods passed from one generation of coach to another (Carling, Reilly and Williams, 2009). Sport, especially at the elite level, has embraced technology for performance analysis.

Limitations of coach observations

- It is very difficult, if not impossible, for coaches to observe and remember all the key events occurring within a training session or match using just their powers of observation.
- There are significant problems with coaches retaining and recalling information they have observed during games. Studies suggest that coaches can only recall between 30-50% of the key performance factors they had witnessed within a game due to the way in which our memory works.
- Storage and retrieval of information – coach observations do not provide a permanent record for athletes to refer back to.
- Subjectivity in a performance heightened situation may lead to the coach making the wrong decision.
- These are all areas where technology can play an important role.

Role and uses of technology in performance analysis in sport

- Modern technology makes it possible for coaches to gather, analyse and integrate information and resources more effectively in order to improve training, decision-making and collaboration (Katz, 2001).
- Technology in elite sport has enabled individuals and teams to make small changes in their performance to elicit improved results (the 'aggregation of marginal gains' concept) – Dave Brailsford).
- New and improved methods based on 'state of the art' computer technology and robotic automation for measuring and analysing performance are constantly being developed and marketed (Carling, Rillely and Williams, 2009).
- The main factors of performance that may be monitored or analysed when seeking to refine performance can be grouped under the following headings: **physical factors, technical factors, tactical factors and behavioural (psychological) factors.**
- The focus of analysis and technology employed depends very much on the sporting activity and the level of the performer with different sporting activities placing a different emphasis on these components.

- Technology used to analysis **physical** (physiological) factors might include: laboratory fitness testing, blood, urine and gas analysis, telemetry recording and GPS systems (wireless technology).
- **Technical aspects** of performance can be analysed using digital video analysis (link with biomechanics); analysis of opposition (strength and weaknesses/KPIs); plethora of statistical analysis methods employed.
- **Tactical aspects** can also be analysed using digital video software alongside GPS systems. Many software companies have developed computerized products such as Prozone to help match analysis – speed of analysis affects depth of analysis.
- **Psychological** aspects can be analysed using online questionnaires; digital video analysis of behavioural factors; goal setting (KPIs).

Note: This is a question about the use of technology for performance analysis purposes within sport and not merely a question about the use of technology in sport. This is a clear distinction.

Level 1 (1-4 marks)	Candidate discusses different performance analysis techniques albeit at a basic level with some examples offered. Some explanation as to why technology is used for analysis is offered. Limited technical language employed.
Level 2 (5-7 marks)	Candidate shows good understanding of a variety of performance analysis techniques and links these with key performance indicators. Technological approaches are discussed in detailed with good use of technical terminology. Good explanation of the reasoning for increasing use of technology offered.
Level 3 (8-10 marks)	Candidate demonstrates an excellent understanding of performance analysis techniques and may also discuss their limitations. A wide range of examples are offered to amplify points. There is excellent use of technical language and the candidates makes explicit reference to why technology is being used increasingly to analyse performance at an elite level.

SECTION B

The following levels should be applied to both questions.

LEVEL	MARK BAND	DESCRIPTOR
Level 1	1-5	<p>Candidate makes few, if any relevant points with no real application. There may be an attempt to draw conclusions but the understanding of connections between different areas of subject content is limited or not demonstrated.</p> <p>Information is poorly organised. There is a limited use of specialist terminology/vocabulary and frequent errors in spelling, punctuation and grammar.</p>
Level 2	6-10	<p>Candidate makes some valid points using relevant principles, concepts and theories. There may be some application with valid conclusions drawn. Some ability to make connections between different parts of the subject content is demonstrated.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is good use of specialist terms/vocabulary with some errors in spelling, punctuation and grammar but these are not intrusive.</p>
Level 3	11-15	<p>Candidate shows good knowledge and understanding of relevant principles, concepts and theories. There is good application and analysis with sound logical conclusions drawn. The ability to make connections between different parts of the subject content is demonstrated on several occasions.</p> <p>Information is very well organised and argument is expressed clearly and coherently. There is good use of specialist terms/vocabulary and spelling, punctuation and grammar are generally accurate.</p>
Level 4	16-20	<p>Candidate demonstrates excellent knowledge, understanding, analysis and evaluation using relevant principles, concepts and theories. The ability to synthesise and make connections between different parts of the subject content is fully demonstrated throughout the answer.</p> <p>Information is very well organised and the form and style of communication is highly appropriate. There is very good use of specialist terms/vocabulary with few, if any, errors in spelling, punctuation and grammar.</p>

SECTION B

Answer **one** question.

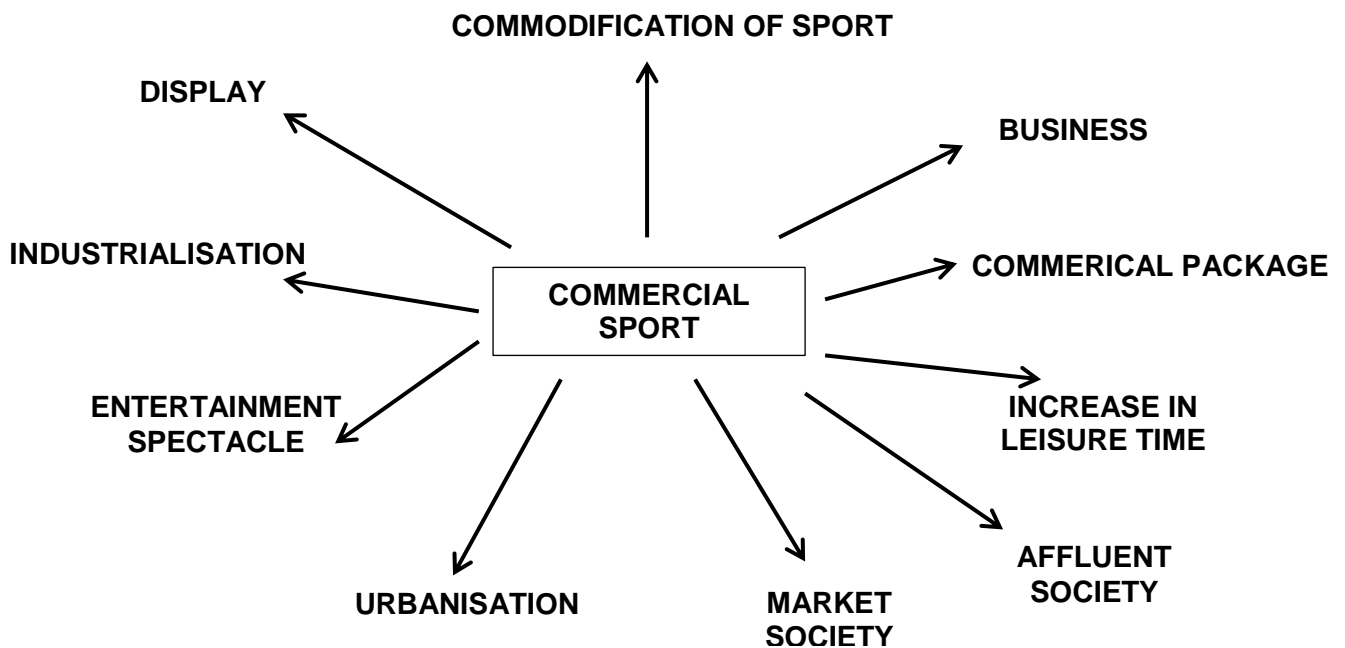
Q.4 “When you shake hands with the devil you have to pay the price. Television is God at the moment.” (Alex Ferguson, 2011).

To what extent do you agree with the statement about the power the media has to influence and shape sport. [20]

The question is synoptic and is designed to test understanding of the connections between different elements of the subject. Undoubtedly candidates will respond according to their own experiences, so, therefore they could agree or disagree with the premise posed by the question.

The following is indicative of the material that might be included in the answer.

- The commercialisation of sport refers to the process of sport becoming subject to the market forces of commerce.
- Sport has become a commodity (something that can be bought and sold) – links with the concept of the ‘Americanisation’ of sport.
- Sport has perhaps been altered to become more of a ‘spectacle’ due to this captive audience demand. Sport is now in the domain of ‘market economy’, commercial packages and entertainment. Concept of ‘Americanization’ – sport as a spectacle and big business.
- Link with the Golden Triangle (Sport-Media-Sponsorship).



The power of the Media to influence and shape sport

- Powerful and direct influence on the values and morals of a society because it reaches such a large percentage of the population.
- The media has three main purposes: to **inform** (provision of information about events and people), to **educate** (and interpret events) and to **entertain**.
- Notion of a symbiotic relationship between sports and television – who controls who?
- The ‘hype’ that accompanies many of today’s major sporting events is often media generated – boosting sales and audience figures – a catalyst for the myriad of business ventures and industries for whom sport is a lucrative source of income.
- Breadth of coverage – TV can now offer a breadth of coverage that maximises potential audience figures as well as providing a range of activities which potential sponsors can identify with.
- Power of the businesses such as Rupert Murdoch’s News International, Mark McCormack’s International Marketing Group, Ted Turner’s Time Warner, Nike and the Kirsh Group (Thompson, Wiggins and James, 2008).
- Gender issues/stereotyping issues/ethnic issues e.g. sexploitation.
- Bidding wars for ‘exclusive rights’ to show high profile events (Sky v BT Sport debates).
- Role models in sport: positive and negative influences.
- Sports and their rules have been tampered with to make sport more dynamic and exciting for the media and is, therefore, more lucrative – greater audiences and its implications. For example, back pass rule in football, no offside in hockey, rally scoring in badminton and introduction of Twenty20 Cricket (coloured clothing, atmosphere, music, big hits, inventive shots).
- Many sports have found their timetables altered to suit peak viewing times, e.g. day-night cricket, summer season for Rugby League, scheduling of the Olympic 100m final for ‘prime time’ television.
- Television as the dominant force in determining fixture schedule e.g. Monday Night Football, move away from the traditional Saturday afternoon of sport.
- Creation of media-friendly sports competitions.
- New market/channels: New technology has promoted a new wave of sporting broadcasts e.g. channels on Sky dedicated to ‘minor’ sports – ‘Gravity X’ – surfing, snowboarding, roller skating, skateboarding, BMX and club-specific channels such as Man UTV
- Television can influence levels of participation. Positive and negative.
- Creation of ‘passiveness’; may encourage passive spectators and, therefore, in fact reduce participation levels and create a nation of ‘armchair fans’, especially considering the increasing price of tickets.
- Focus on trivial/dramatic/educational/emotive/violent: – nationalistic views/club allegiances/bias reporting – may lead to hooliganism.
- Is the Internet becoming more powerful than television?
- Links with deviance – has television led to more deviance due to increased money within sport or is deviant behaviour simply more visible?
- Impact of technology on all aspects of sport.

Relevant, up-to-date sporting examples must be used to illustrate and amplify points.

Q.5 Sport can be used as a mechanism to break down barriers and increase opportunities for disadvantaged groups.

Discuss this statement.

[20]

The question is synoptic and is designed to test understanding of the connections between different elements of the subject. Undoubtedly candidates will respond according to their own experiences, so, therefore they could agree or disagree with the premise posed by the question.

The following is indicative of the material that might be included in the answer.

(a) **Introduction**

- Society is stratified. Divisions are based on a number of factors including economic and social determinants, such as age, social class, race and gender. Dominant groups in society can exercise power and control over minority groups – an extreme example being the former system of apartheid in South Africa.
- Discrimination occurs when opportunities available to the dominant group are not available to all social groups (Thompson, Wiggins-James and James, 2008).
- Sport has been defined by sociologists as a microcosm of society. Sport reflects society. As there is discrimination within society, inevitably this discrimination has also been manifested at all levels within sport.
- Sport allows people to participate at different levels of skill and ability – from the recreational through the representative to the elite. Different levels of the Sports Development pyramid or pathways through the Sports Development continuum.
- Sport has often been seen as an avenue for social mobility. The 'glass ceiling' effect has been less evident in the sporting world than within other avenues of life such as business.
- Candidates should introduce the issue of access and the key terms relating to participation constraints, namely opportunity, provision and esteem.
- What **opportunities** are there to participate in sport and physical activities – choice of activity – time to play – money to play – suitable standard – acceptable company.
- What **provision** is there? – varied types – reasonable cost – sufficient space – equipment – social amenities – degree of privacy.
- Is there enough esteem? – self-others – status – expectations – respect – self-fulfilling.

It is likely that candidates will discuss issues relating to gender, race and ethnicity, social class and disability

Q.5 (a) Gender and participation

- Sport has usually meant sport for men. Historically, sport was a male phenomenon and so the rules and administration are essentially male.
- Britain is still essentially a patriarchal society in which men dominate economic and political power. Indeed, sport has been defined as "an institution created by and for men" (Messner and Sabo, 1990). Sport visibly reproduces the ideology of male supremacy.
- The issue of gender inequality is not simply a sport issue rather it is a case of social inequality which also is manifested in sport.
- Gender bias is rooted in the values of the Victorian tradition. The idea that women were the 'weaker sex' limited their opportunities. Most sports include forms of aggression and domination, masculine traits. There is still a notion of female-appropriate sports, emphasising grace, agility and aesthetic performance although attitudes are gradually changing. For example, football has now overtaken netball as the most popular female team game in the United Kingdom.
- However, there are still some barriers that need to be overcome.
- Muslim women's participation has been limited for a number of reasons including the religious restraints of 'purdah' (the Islamic term used to describe the covering of the body from head-to-toe) and showering in public.
- Leadership positions have traditionally been male preserves and there have been limited opportunities for women in management, coaching or administration (especially in male sports). The glass ceiling effect is felt to operate.

Race, ethnicity and participation

- The terms race and ethnicity are often used interchangeably but a distinction should be made.
- Coakley (1998) defines ethnicity as 'the cultural heritage of a particular group' (such as language, religion, interests and family structure) and not merely biological features. Race, on the other hand, tends to refer to shared biological features with skin colour being the most obvious. This is why race tends still to be used by the media when discussing such issues.
- Some scientists have attempted to explain differences in participation and performance between races by highlighting physical differences. This may also be linked to the idea of the 'race logic' – that black people are physically superior but mentally inferior to white people.
- This racial folklore has helped frame participation in certain sports – the concept of the **self-fulfilling prophecy**. The media has also helped to perpetuate these differences.
- Socio-cultural and socio-economic factors (such as culture, custom, education and role models) can be seen as being far more important determinants of participation than simply biological factors. Cashmore (1982) notes that sportsmen are not born, they are made through social processes.
- Sport has always been seen as an avenue of social mobility. Traditionally, black families linked in working class areas of Britain and participated in sports that required minimal equipment and facilities (rags to riches concept).

- Q.5** (a)
- African-Caribbeans have been very successful in British sport especially in athletics, boxing, rugby and football. Success has led to many role models being created and barriers being broken down.
 - Asian participation in sport is much lower than for other minority groups especially for women. There is an under-representation in a vast majority of sports except hockey, cricket and badminton.
 - Stereotyping has clearly played a part here. Asians are often perceived as weak and fragile, lacking in stamina and poorly coordinated. There is also the perception that they are constrained by their religious beliefs and parental attitudes to sport. It is argued that this negative stereotyping has the opposite effect to that seen with African-Caribbeans, namely Asians are channelled away from sport within African-Caribbeans are pushed into it.
 - Attitudes are changing slowly but there is still a distinct under-representation in professional sport especially football. This may also be due to the racism and violence that has been prevalent in football in recent years although campaigns such as Kick It Out have done much to challenge stereotypical views.

Social class and participation

- Sports is open to everyone. Is this a naïve view?
- Perception that sport transcends issues of money, power and social inequalities (Coakley, 2003). Is this the case?
- Issue of social stratification with society.
- Social class is a term used 'to identify specific groups of people through economic considerations that emphasise groups' differences based on wealth, income and status.' (Craig and Beedie, 2008).
- Research suggests that the higher a person's social class, the more likely they are to be involved in sport and the more influence (and power) they are likely to have over the form that sport(s) take and the way(s) sport develops.
- Link between social class, social mobility, education and levels of exercise.
- Link between participation in sports and social class e.g. polo and equestrian for upper classes and football and boxing as working class pursuits.
- Differences between sports offered at independent schools and state schools and link with success. Over-representation of GB medal winners at Olympics from independent schools. Some 37 per cent of those with medals at the London games attended fee-paying schools, even though the sector educates just seven per cent of the population nationally.

Q.5 (a) Disability and participation

- Definitions of disability
- Issues affecting opportunity, provision and esteem include: negative past experiences (i.e. at school), lack of information, lack of suitable clubs, lack of disability friendly-facilities, transport problems, lack of confidence and motivation, lack of role models.
- Sport used as a vehicle for breaking down barriers and social advancement.
- Success of the London 2012 Paralympic Games – creation of role models for and raised profile of disability sport. Notion of the parallel games.



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