GCE MARKING SCHEME

PHYSICAL EDUCATION
AS/Advanced

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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.

GCE PHYSICAL EDUCATION - PE2

SUMMER 2013

Q.1 (a) Using the above model as a guide, describe three types of sensory input used in your sporting activity. Give specific examples. [3]

- Visual/sight/seeing
- Auditory/hearing/sound
- Touch
- Kinesthetic/proprioceptive awareness

3 x 1 with example

(b) Explain how selective attention is used when taking part in a sporting activity. [3]

- Responsible for selecting relevant information
- Ignoring irrelevant information
- Speeds up decision-making/reaction time/response time
- Can prevent information overload
- Link to L.T.M./S.T.M or recognise/compare to previous situations

Either 2 x 1 or 1 +amp (supporting answer with relevant example)

(c) Describe the strategies a coach could use to improve a sportsperson's selective attention. [4]

- Focus attention to one aspect of performance/highlight cues/ reinforcement
- Increase intensity of the stimulus e.g. such as brighter ball/specific, manual guidance/feedback
- Motivate/arouse the performer/enjoyment
- Refer to past experiences
- Transfer of skill from one situation to another/e.g. training $\rightarrow$ game
- Highlight irrelevant stimulus/pressure e.g. crowd
- Make stimulus meaningful or unique

0 mark for general explanation of feedback/guidance etc., without specific information
4 x 1 or 2 x 2 (amp-supporting answer with relevant example)

Q.2 (a) Describe the procedures that should be followed to ensure reliability when testing aerobic fitness. [3]

Answers can vary depending on test.
Definition of reliability.

- All measurements/distances are the same e.g. 20m for MSFT
- Accuracy of recording equipment e.g. watches/CD etc.
- Same environmental conditions/distance/time of day/clothing etc.
- Use the same tester
- Same warm up
- Protocol same e.g. miss beep 2/3 times
- Repeated 3 times either best/average result

3 x 1 marks

(b) Explain how you would apply knowledge of exercise intensity when developing aerobic fitness. [3]

Ref. to Max. Heart Rate 220 minus Age.

- Description of continuous/fartlek/high duration interval training (1 mark)
- Basic understanding of the use of intensity e.g. run faster (1 mark)
- If specific figures or % are provided e.g. 80% of max to 85% of max (1 mark)/work around anaerobic threshold
- Exercise intensity increased from e.g. 70-75% max. heart rate
- Lower intensities have less of a training effect
- New research e.g. working anaerobically can increase aerobic fitness

(c) Identify two physiological adaptations that could occur after a prolonged period of aerobic training and explain how these adaptions could benefit sporting performance. [4]

Aerobic – The candidate must identify the adaptation and explain how it improves aerobic fitness

- Increased alveoli/capillarisation in lungs
- Hypertrophy of respiratory muscles
- Hypertrophy of cardiac muscle
- Improved vasomotor control
- Increased red blood cells
- Increased capillarisation at muscles
- Increased myoglobin content
- Increased number of mitochondira
- More efficient use of aerobic sources of fuel

Aerobic Benefits include improved efficiency in:-

Oxygen uptake, Transport of oxygen to cells, Increases stroke volume Increase max cardiac output. These lead to:

- Improved VO_2 Max exp.
- Longer to reach anaerobic threshold
- Maintain anaerobic energy stores for longer (CP/Glycogen)
- Faster recovery time (replenishment of CB stores
- Faster removal of lactic acid
- Faster re-saturation of myoglobin stores
- Joints/ligaments etc.

2+2

Q.3 (a) Explain how knowledge of the energy systems can be used to develop a training programme for a sporting activity. Provide appropriate examples. **[3]**

These are the 3 Energy Systems

- ATP-PC Systems or Alactic System
- Anaerobic Glycolysis or Lactic Acid System uses carbohydrates (glucose) stored in the muscles as Glycogen. Because no oxygen is required to resynthesise ATP, energy is produced quickly. Also because no oxygen is used in the process lactic acid is produced as an end product.
- Aerobic System – This system uses carbohydrates (glucose/glycogen) and fats to replenish ATP. Because oxygen is required for the process, energy production takes a little longer but can continue for a much longer duration. Because of the presence of oxygen, no lactic acid is produced.

Practical Application/explanation
The energy systems are all working at the same time (Energy Continuum). However, the predominant Energy System used to re-supply ATP depends on 3 things:-

- **INTENSITY** of exercise
- Creatine phosphate = Maximum intensity 95-100%
- Anaerobic Glycolysis - High intensity 80-95%
- Aerobic = Low to medium intensity exercise up to 80%
- **DURATION** of exercise
- Linked to intensity e.g. if the exercise is max intensity e.g. 100% then there is only enough CP for 10-12 seconds or
- High intensity and lasts over 2 minutes then both CP and Muscle Glycogen will become depleted and need repaying.
- Intensity of exercise will drop as the aerobic system becomes more dominant.
- **FITNESS LEVEL** of the performer. Individual levels of both aerobic and anaerobic fitness will impact on the predominant energy system being used.
- A higher level of **aerobic fitness** = longer to reach the Anaerobic threshold
- This is beneficial because when a performer begins to work anaerobically there is only a limited supply of energy available (PC and muscle glycogen – up to 2 minutes max).
- If the exercise continues to increase then the performer will run out of anaerobic energy and return to using aerobic
- The greater the anaerobic fitness the longer the performer can work in an anaerobic zone. In practice, all these factors work together to determine which are the predominant energy systems being used during the activity.
- **RECOVERY AFTER EXERCISE** – Understanding of alactic (CP replenishment) and lactacid recovery (removal of lactic acid and replenishment of glycogen)
- Candidates can also include nutrition and methods to speed up recovery (cool down, ice baths etc0 within the answer.

* Use of examples will include:
Sprinting being linked to max intensity and use of CP system.
Activities of medium intensity (60-75% of max.) being linked to aerobic system etc.

1-2 marks Candidate demonstrates a basic knowledge of the energy systems. They are correctly named but there is limited explanation of intensity/duration etc., limited use of examples.

3-4 marks Candidate demonstrates good knowledge and understanding of the energy systems where there is a more detailed understanding of the effect of intensity/duration etc Appropriate examples are included for the energy systems.

5 marks Very good knowledge and understanding of the interaction of the energy systems, with a clear understanding of intensity/duration etc. Appropriate examples of training throughout.

NOTE – The candidate does not have to include fitness level and recovery to access full marks.

(b) After high intensity exercise, explain how correct nutrition and an active cool down can speed up the recovery process. (5)

Nutrition

- Protein for growth and repair of muscles
- Eating a high carbohydrate meal within 30 mins post exercise, the optimum time for the body to take up carbohydrate
- High/medium Glycaemic Index (fast releasing energy carbohydrate in order to immediately begin to restore glycogen
- Low Glycaemic Index (Carbohydrate that release energy at a slower rate e.g. fruit, wholemeal bread, wholemeal pasta and rice) continues to restore glycogen over a longer period of time (the metabolism remains elevated after exercise)
- Hydration after exercise e.g 1 litre for every KG of body weight lost.

Cool Down

- By cooling down and exercising at a low intensity (jogging etc) then more oxygen is getting taken in to the muscles (repay oxygen dept quicker)
- Prevent blood pooling
- This means creatine phosphate stores will replenish at a faster rate
- Faster removal of lactic acid and turn it back into energy
- Re-saturate the myoglobin stores
- Reduce body temperature at a gradual rate

1-2 marks Candidate demonstrates a basic knowledge of nutrition and cool down and the impact on recovery. There is some correct use of terminology but there is limited explanation.

3-4 marks Candidate demonstrates good knowledge and understanding of nutrition and cool down and the impact on recovery. There are greater amounts of correct terminology used

5 marks Very good knowledge and understanding of nutrition and cool down and their impact on recovery. Correct terminology used throughout.

Q.4 (a) Explain the term 'task cohesion' and why it is important within a successful team. [4]

Explanation of Task Cohesion

- Task cohesion – the ability of the group to achieve a common goal (or similar) + amplification

1 mark

- Players need to be able to interact effectively e.g. effective communications within group/work within units etc.
- Helps in the understanding of their own role and others
- Poor task cohesion can breakdown in team processes e.g. not following game plan or individuals playing for themselves
- Good task cohesion can help social cohesion/create motivation/a bond/play for each other
- Social cohesion – the ability of the group to relate well to get along socially
- Social cohesion is not vital for achieving a common goal
- Task cohesion is more important than social cohesion.

4 x 1 or 2 x 2 (amp)

(b) Explain the role attitudes play in developing a sportsperson's performance and describe the strategies that could be used to improve the mind-set of a sportsperson with a negative attitude. [6]

Triadic Model of Attitudes

Element	**Example** Max 1 mark for each **applied element**
a. 1 – Cognitive	– belief e.g. training is good for you + progress made
b. 2 – Affective	– likes and dislikes e.g. enjoying training
c. 3 – Behavioural	– participating or not
d. General response	– to a positive or negative attitude plus clear application

Max 3 marks if role of attitudes are not explained fully. Cognitive, Affective and Behavioural do not have to be identified to allow 3 marks.

Strategies that can be used

- **Persuasive communication** (change the mindset attitude of the sportsperson) –
  This works best when a coach/teacher /or significant other is perceived as an expert/trustworthy/commands respect/positive role model.
  The message they give when attempting to change an attitude is clear, unambiguous, balanced between emotion and logic etc.
  Positive reinforcement, praise, tangible rewards etc.
  Enjoyment

- **Cognitive Dissonance** - A mismatch in the cognitive/affective/ behavioural elements will cause a dissonance (imbalance) in the mind of the person being persuaded due to the introduction of new information affecting the cognitive (belief) of affective (emotional) component. The only way to reduce this imbalance is to change their behaviour. A coach could change behaviour by re-creating the dissonance and changing the negative belief. E.g. if person doesn't like doing a type of physical activity even though it is good for them – dissonance. could change type of activity to make it more enjoyable.

Q.5 Despite a variety of local and national schemes, obesity in the UK continues to rise. Discuss the potential effects that lifestyle choices have on individual levels of obesity. [10]

Diet

- Benefits of a balanced diet.
- Controlling calorie intake/high GI/saturated fat.
- Energy balance.
- Understanding the importance of reducing fats and the problems associated with a high fat diet.
- Can increase the ratio of High Density Lipoproteins of that of Low Density Lipoproteins which reduces the overall effect of:
    - reducing cholesterol
    - short term problems - weight control and energy balance
    - psychological benefits
    - social benefits.

Long term problems - obesity, atherosclerosis, angina, C.H.D., stroke, diabetes etc.

Exercise

- Exercise can help burn off many of the calories that have been consumed in a meal.
- Exercise can increase the ratio of High Density Lipoproteins to that of Low Density Lipoproteins.
- Reducing cholesterol.
- This can help achieve a negative energy balance if an individual is attempting to lose weight.
- Maintain the elasticity of arteries and arterioles therefore reducing the risk of hypertension.
- Other aerobic/anaerobic adaptations.
- Raise the basal metabolic rate.
- Increasing the efficiency of the respiratory system.
- Counteracts the deterioration of bones and joints.
- Psychological benefits.
- Social benefits.

Other areas - The essay should predominantly focus on nutrition and exercise although if smoking, alcohol, drugs, or stress (over eating/anorexia) and explicitly linked to obesity or other diseases then marks can be awarded. Socio-economic factors can also have a great impact on lifestyle choices.

Level 1	1-4 marks	The candidate demonstrates some knowledge and understanding of the effects of diet and exercise on obesity and associated diseases. Some relevant examples are provided but are made in isolation. 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 marks	The candidate demonstrates good knowledge and understanding of the effects of diet and exercise on obesity and associated diseases. They are able to use some specialist vocabulary and are able to link factors together that prevent obesity/associated diseases. *E.G. Lower calorie intake through nutrition as well as increased exercise will help achieve a negative energy balance.* Ideas are expressed in a clear, logical manner. Errors in grammar, punctuation and spelling occur but do not suggest weaknesses in these areas.
Level 3	8-10 marks	The candidate demonstrates very good knowledge and critical understanding of the link between diet/exercise and nutrition. They explain in detail, using specialist terms and examples of how both diet and exercise enhance health, reduce the impact of obesity and other associated diseases. Complex ideas are expressed with clarity. There are few, if any errors in SPG.

PHYSICAL EDUCATION – PE4

SUMMER 2013

SECTION A

Q.1 Many contemporary lifestyle choices have led to an increase in diseases such as hypertension, coronary heart disease, diabetes and osteoporosis.

(a) Explain why an obese individual is more likely to suffer from such diseases? [3]

- High levels of fat in the diet (especially those containing low density lipoproteins) can lead to an increase of cholesterol.
- Fatty deposits and plaque are laid down in the arteries (atheroma). Thickening and hardening of the artery walls follows (atherosclerosis). This leads to a narrowing of the diameter of the lumen.
- Blood clots (thrombosis) may also contribute to further narrowing or complete blockage of the artery.
- Hardened arteries lose their elasticity (and hence their ability to vasodilate and vasoconstrict). This leads to high blood pressure (hypertension – over 160/100mmHG.
- Coronary heart disease is caused by a narrowing of the coronary arteries which in turn may lead to angina pectoris or myocardial infarction (heart attack).
- A blockage of an artery leading to the brain can lead to a stroke.
- Increased weight can lead to joint problems.
- Obesity (in particular, abdominal or belly fat) is often associated with increased risk of insulin resistance syndrome and type 2 diabetes. This is because the body's cells have a diminished ability to respond to the action of the insulin hormone. To compensate for the insulin resistance, the pancreas secretes more insulin (hyperinsulinemia). Over time people with insulin resistance can develop high sugars or diabetes as the high insulin levels can no longer compensate for elevated sugars. There is also a link between insulin resistance syndrome and hypertension.

(b) Explain how regular exercise could help reduce the incidence of any of the diseases referred to above. [3]

In order to access **full** marks, candidates must make specific links between exercise, physiological adaptations caused by exercise and make link to diseases.

TYPE OF EXERCISE → ADAPTATIONS (BENEFITS) → LINK WITH DISEASES

e.g. **Regular aerobic training** → maintains elasticity of arteries and prevents them from hardening → reduces the risk of atherosclerosis and subsequent **hypertension** (high blood pressure).

Benefits associated with aerobic forms of exercise (e.g. continuous training)	Benefits associated with anaerobic forms of exercise (e.g. weight training)
Reduces the risk of cardiovascular disease due to adaptations caused to cardiovascular system (e.g. bradycardia, increased stroke volume, cardiac hypertrophy)	Strengthens bones (increased bone density), tendons and ligaments – reduces risk of joint problems in later life.
Maintains the elasticity of arteries and prevents them from hardening. This reduces the risk of atherosclerosis and hypertension.	Raises basal metabolic rate by up to 15% (also applies to aerobic forms of exercise). This can help weight loss and reduce risk of CHD.
Reduces the level of fatty acid deposits and increase the proportion of HDLs to that of LDLs. This reduces the chance of fatty acids accumulating in the lumen – possible hypertension.	Development of lean muscle mass (through forms of weight training) can increase the calorie expenditure both during activity and at rest.
Increases calorific expenditure (energy balance equation) – weight loss will help ease joint problems caused by obesity.	
Increased blood glucose breakdown will result – exercise decreased the changes of developing diabetes (type II or adult onset).	
Exercise will lead to a decreased resting blood pressure – reduce the chance of developing hypertension.	

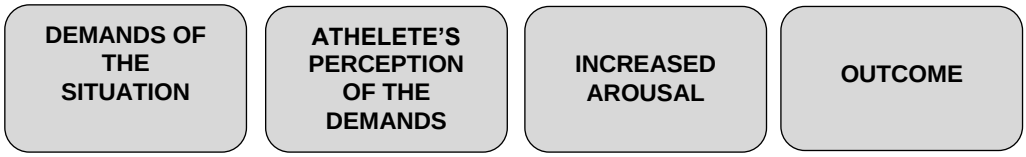
Adaptations must be specifically linked with diseases in order for the maximum marks to be awarded. No links with disease – maximum 2 marks.

(c) Explain how some media representations of body image might affect a young person's self-esteem. [4]

- Body image is a combination of the picture than an individual has of their own body, how others see us and the values that society links to body shape and size.
  It is personal to each one of us and, subsequently, has links with self-confidence and esteem.
- The constructionist view of the body allows us to understand the links between body image and self-esteem and the importance of the media. Hence, how we see ourselves is culturally constructed. Often, fatness equals ugliness whilst thinness equals attractiveness.
- Self-esteem ('how worthy or valuable a person consider himself or herself') is often very closely linked to self-image and self-contempt.
- Images of the body are used to sell products and often a particular body shape is linked to a product (including those that have no relationship to sport).
- Women's (in more recent times, men's) struggle to live up to media images can lead to dissatisfaction with their own body and may result in eating disorders such as anorexia and bulimia.
- Many individuals adjust their lifestyle in order to improve their body image (and their self-esteem). Such changes include training for appearance or weight control purposes, dieting and 'protective changes' (such as the use of make up or clothes that mask body shape). Increases in cosmetic surgery.

(2+2 for development)

Q.2 (a) The diagram below shows a basic model of the stress process.



Explain, using the model and specific examples, how increased levels of arousal might lead to both improved and reduced levels of performance.

- Performers are said to be under stress when the expectations of them (demands) are high but individuals will respond in different ways.
- If the performer perceives the demands of the situation as positive (challenging), then increased arousal will manifest itself, increased motivation and energy (eustress). This will lead to enhanced performance.
- If the performer perceives the demands of the situation as negative (threatening), this will lead to increased anxiety and negative thoughts (distress). This will lead to impaired performance.

(2+2 (improvement and reduction in performance) – no examples max. 2)

Specific reference to the model must be made in the response – no reference max. 2

(b) Discuss, with reference to appropriate theories, how the presence of an audience might influence sporting performance. [6]

- Social facilitation is the notion that the presence of others (an 'audience') will affect performance. Some people will perform better when other people are watching, others will find their performance impaired – the so-called 'audience effect'.
- **Theories** (max. 2 marks). Zajonc (1965) – drive theory of social facilitation. Presence of others creates arousal $\rightarrow$ drive. Candidates might discuss the Inverted U theory, Evaluation Apprehension theory (Cottrell) or Distraction-Conflict theory (Baron) and/or the concept of homefield advantage and credit should be given for this.
- Some candidates may make links with attribution theory, achievement motivation and theories relating to arousal/anxiety but they must refer back to links with social facilitation.
- **Positive effects of audience** (max. 2 marks). Increased drive leads to **improved** performance when skill has been mastered (the 'dominant response') or is relatively simple. Extroverts tend to perform better in the presence of an audience.
- **Negative effect of audience** (max. 2 marks). Increased drive might lead to **impaired** performance if the skill is difficult/complex or performer is a beginner. Introverts tend to perform worse in the presence of an audience. Anxiety may be linked to evaluation apprehension (the idea of being judged).
- Specific examples must be used for full marks to be awarded.

(2+2+2 or 3+3)

Q.3 Coaches collect a wide variety of performance analysis data on their athletes in order to assess their performance, both within the outside competition.

Compare and contrast performance analysis approaches used for team sports with those used from individual activities such as athletics, gymnastics and swimming.

Use specific examples to illustrate your answer. [10]

- There are a range of qualitative and quantitative approaches to performance analysis and the method employed must be selected to match the particular sport (notion of specificity) and level of the performer. Candidates should make this explicit – application is key.
- Performance may be split into four key components – physical, technical, tactical and psychological/behavioural. Different sporting activities place emphasis on these components.
- Analysis methods include biomechanics, notational match analysis, testing, questionnaires and video analysis. Matching to key performance indicators is vital.
- Many of the methods employed at the elite level involve technology – this is evitable given the age that we live in.

Similarities (compare)	Differences (contrast)
Physical (i) Physical fitness is a vital part of all sports. (ii) Data from PA used to design specific training programmes for individuals and teams. (iii) Fitness tests (both field and laboratory) are used as a mechanism to judge an athlete's progress in relation to their goals.	(i) In sports such as swimming and athletics, fitness testing is used more extensively to assess performance (and indeed potential). (ii) Flair, vision, decision making ability and special awareness are all characteristics of team sports that are very difficult to quantify using PA. (iii) More subjective judgements (coach feedback) are used in team sports.
Technical (i) The quality and efficiency of movement (technique) is important in all sports. (ii) Biomechanics may be used to help avoid injury due to poor technique. (iii) Video analysis (including freeze frame, slow motion) used in all sports. Importance of objective data and a permanent record. (iv) Increasing use of new technology (such as iPads) to give coach 'real time' information during performance.	(i) It might be argued that athletes and swimming require a greater focus on the technical aspects as the margins of victory are so small. (ii) Hence, biomechanics is used extensively in athletics and swimming to hone technique. The principles of physics are applied to improve execution of skill. (iii) Skills testing is not used in either athletics or swimming but might be employed to analyse particular individuals within a team setting.

Similarities (compare)	Differences (contrast)
Tactical (i) Methods used to analyse tactics are similar (such as notational and video analysis).	(i) Tactical analysis is very important in games where decision making is central. This is less of a feature in athletics and swimming. (ii) Team sport coaches make extensive use of notational match analysis to look at patterns of play, errors and work/rest intervals. (iii) Software companies have developed computerised products such as Prozone to help match analysis – these are used extensively in team sports especially in the highest levels.
Psychological/behavioural (i) Observing behaviour and assessing why performers perform in a certain way is important in all sports. (ii) Similar areas such as arousal, anxiety, confidence and self-esteem might be analysed and comparable tools (such as self report questionnaires) would be used.	(i) Easier to observe behaviour in athletics and swimming (individual v team). (ii) It might be argued that analysing behaviour is more important in athletics and swimming as any intervention is likely to have a greater impact – diluted by the team effect.

SECTION B

The following levels should be applied to both questions.

LEVEL	MARK BAND	DESCRIPTOR
Level 1	1-5	Candidate makes few, if any relevant points with no real application. There may be an attempt to draw conclusions but understanding of connections between different areas of subject content is limited or not demonstrated. Information is poorly organised. There is limited use of specialist terminology/vocabulary and frequent errors in spelling, punctuation and grammar.
Level 2	6-10	Candidate makes some valid points using relevant principles, concepts and theories. There may be some application with valid conclusions drawn. Some ability make connections between different parts of the subject content is demonstrated. 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.
Level 3	11-15	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. 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.
Level 4	16-20	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. 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.

Q.4 Sport is a reflection of society and, consequently, magnifies issues of social inequality.

Discuss this statement with particular reference to gender, race and disability and evaluate steps that have been taken to overcome such inequalities. [20]

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

Introduction

- Sport often described as a microcosm of society: it reflects in miniature all facts of society (Thompson *et al.,* 2008) and may magnify issues as sport is played out in front of a global television audience.
- 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.
- Discrimination occurs when opportunities available to the dominant group are not available to all social groups – can be linked to the concept of **social mobility** (Thompson, Wiggins-James and James, 2008).
- 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 – accessible – reasonable cost – sufficient space – equipment – social amenities – degree of privacy.
- Is there enough **esteem**? – self-others – status – expectations – respect – self-fulfilling.
- Concepts of **prejudice** and **discrimination** should be considered. Discrimination occurs when prejudice is acted upon. It can be overt (such as restricting membership to golf clubs) or covert (relating to an individual's deep seated beliefs).

Gender

- Sport traditionally viewed as a male preserve (Holt, 1989).
- Sport has usually meant sport for men. There is a long history of discrimination against women with less access to equal opportunities open to them. Historically, sport was a make 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 remains mainly a masculine world at all levels. Men play and watch more than women. Men dominate sport bureaucracies. Sport visibly reproduces the ideology of male supremacy.
- Sex can be seen as the biological differences between men and women, whilst gender is described with cultural and social attributes, which lead to the notions of masculinity and femininity.

- Women's role in society is often seen as conforming to a set image, that of femininity and linked with stereotypical roles as housewife and mother. Therefore, the amount and type of sport pursued must adhere to this trait.
- 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. There is an accepted assumption that women have inferior abilities and physical weaknesses. The idea that women are the 'weaker sex' has 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.
- Women who took part in traditional male-dominated sports such as football and rugby were in the past were often see as being unfeminine and sometimes had their sexuality questioned.
- In the modern world, social attitudes towards female participation in sport are being broken down slowly.
- Still issues to address including: lack of role models; restricted opportunities in certain sports; trivialisation of women's sport, e.g. how they look (pretty, sexy) rather than their sporting achievements; certain religious restrictions; lack of crèche facilities; lower pay and prize money; poor self-image and poor media coverage.

Race

- 'Race' refers to the physical characteristics of an individual. 'Racism' is a set of beliefs and ideas based on the assumption that races have distinctive cultural characteristics determined by heredity factors, and that this endows some races with intrinsic superiority (Thompson, Wiggins-James and James, 2008).
- Issues of stereotyping, myths and labelling – leading to children from ethnic minority groups being pushed into particular sports. Notion of the self-fulfilling prophecy and channelling.
- Issues of centrality (Grusky, 1963) and the concept of racial stacking. Examples from American sports are particularly illuminating (white players tend to dominate the central, decision-making positions – quarterback in American Football and catcher in baseball).
- Link with lack of opportunities in coaching and management – introduction of the Rooney Rule into American Football.

Disability

- The term 'disability' is used when impairment adversely affects performance. It covers people with physical, social and mental impairment (Thompson et al., (2008)).
- Barriers to participation include safety concerns (is sport too dangerous?), stereotyping/social attitudes, lack of specialist knowledge/coaching, reduced access to facilities and lack of media coverage and role models.

Steps to overcome inequalities (reducing discrimination in sport)

- Campaigns (such as 'Kick It Out', 'Show Racism and Red Card', 'Nike Girls in Sport', 'Changing the Game for Girls' and 'Every Body Active') and education programmes in schools and communities.
- Increased media coverage and creation of role models (for example, Oscar Pistorius and Ellie Simmonds in relation to disability sport).
- Development of Equality and Equity Policies and dissemination of examples of best practice through National Governing Bodies.
- Inclusion of disabled athletes in the Olympic Games (London 2012).
- Tougher penalties and punishment (e.g. Luis Suarez – eight match ban and fine).
- Encouraging more minority groups to take on coaching and managerial roles (Rooney Rule in American Football).
- New technology has allowed more disabled athletes to compete especially at the elite level.
- New technology has allowed more disabled athletes to compete especially at the elite level.
- Implementation of Discrimination Acts.

Q.5 It might be argued that some sports stars, such as David Beckham, Tiger Woods and Usain Bolt, have become celebrities in their own right.

Discuss the influence such individuals have on young people and on the commercialisation and globalisation of sport. [20]

Sport stars as role models

- Sport has a direct influence on the values and morals of a society because it reaches such a large percentage of the population. Subsequently, major sport stars will have a significant influence on individuals especially the young (the 'hero' effect).
- Links with social learning theory (Bandura), vicarious conditioning and the importance of significant others.
- Sports stars are often held in high esteem by society (and young people) and can influence behaviour – positive (encourage participation, replicate performance) v negative (increased deviance in youth sport, off the field behaviour). Is this fair to expect sports stars to be role models?
- Sports stars as seen as cultural icons. Links with advertising (the idea of human billboards) and the fashion industry. Examples should be used to illustrate points.

Commercialisation of sport

- Sport has become highly commercialised and evolved from being a form of entertainment into a business due, in no small part, to the influence of the media. Market forces – supply and demand. 'Americanisation' of sports.
- Sport is increasingly seen as a commodity (something that can be bought and sold). Business have realised the importance of sport (and its stars) promoting their products around the globe – links with media coverage/exclusive rights.
- Consequently, sports stars have become marketing tools for big businesses. Brand awareness; product promotion; merchandising; image rights. Many sport stars earn more from endorsements (often non-sport related products) than from their salaries, e.g. Tiger Woods, David Beckham.
- Negative aspects of increased commercialisation on individuals include: changing in players attitudes (no longer playing for the 'love of the game'); increased deviance ('win at all costs' mentality; match fixing (recent Pakistan cricket scandal) and doping.
- Social differentiation issues may also be discussed: issues of centrality/racial stacking with basketball and American football; importance of role models to ethnic minorities.

Globalisation of sport

- Globalisation is defined as the way in which companies, ideas and even lifestyles are spreading around the globe. One of the most important effects of globalisation is makes it easier for products (including sport) to be produced in one place and then exported somewhere else to be sold and seen. In this way, barriers are broken down.
- Globalisation links with increased worldwide globalisation – role of the media.
- Sport is seen as a common language in which people around the world can communicate. Hence, it is rife for globalisation.

- Specific examples might include:

  (i) Globalisation of sports brands. For example, the Nike swoosh is a logo that is universal. Products are manufactured outside of the US (sweatshops?) and marketed worldwide. Product endorsement by leading sports stars has a huge impact on global sales.

  (ii) Global sports stars – David Beckham's impact of the Asia and American market in terms of merchandising. Michael Jordan's influence in the 1990s (golden triangle of Jordan, NBA and Nike) – total estimated impact (through gate receipts, TV rights, sponsorships) was estimated to be over $10 billion. Importance of the Bosman ruling.

  (iii) Sports clubs as global brands (e.g. Manchester United, Real Madrid).

  (iv) Globalisation of sports – for example, NFL and NBA games are now played in the UK whilst there has been some talk of a 39th Premiership game. Impact of sending NBA players to the 1992 Olympic Games.

  (v) Owners and entrepreneurs, e.g. Malcolm Glazier (Manchester United and Tampa Bay Buccaneers) and John Henry (Liverpool and Boston Red Sox).

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