



GCE MARKING SCHEME

PHYSICAL EDUCATION AS/Advanced

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 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.

PE2

Q.1 (a) Identify three health screening procedures that could be carried out prior to a sedentary individual undertaking a structured exercise programme. [3]

- PAR-Q questionnaire
- Monitoring resting heart rate
- Measurement of blood pressure
- Cholesterol or % body fat testing
- BMI measurement
- Sub-maximal fitness testing
- E.C.G
- Blood testing (if specific reason is provided)
- M.R.I. Scanning
- Urine check (if specified)

3 x 1 marks

(b) Explain how a diet high in saturated fats could potentially lead to life threatening illnesses.

- Increased calorific intake, can lead to obesity –
- Increased levels of LDL can lead to an atheroma – this in turn develops into atherosclerosis
- Hardening of arteries – arteriosclerosis – in coronary arteries leads to angina
- Hypertension/increased blood pressure
- Complete blockage coronary arteries can cause MI
- Blockage of cerebral arteries can cause stroke

1 mark for a basic understanding between the link between saturated fat and cholesterol (LDL), with basic understanding of athero/arteriosclerosis

2 marks if there is development of the above point linked to blockages or hardening of arteries further linked to high blood pressure, angina

3 marks if the candidate makes the link of complete blockages to the life threatening illness of heart attack or stroke

(c) Identify two physiological adaptations to the cardiovascular system as a result of exercise and explain how each could benefit the health of an individual. [4]

- **Cardiac hypertrophy** – increase stroke volume – reduce resting heart rate, reduction of strain placed on the heart. Work aerobically for longer, less fatigue
- **Increased alveoli/capillarisation/strength of respiratory muscles** – increased gaseous exchange – reduced strain of respiratory system and heart by reducing resting heart rate, work aerobically for longer, carry out everyday tasks easier
- **Increased elasticity of arteries/arterioles** – increased vasomotor control – reduced risk of blood pressure/arteriosclerosis etc

2 x 2 marks. Many health benefits can be applied e.g. **less fatigue**.

If the candidate provides more than 1 health benefit for each adaptation then 2 marks can be awarded.

Q.2 (a) Place a sporting activity on the following energy continuum and using specific examples, justify its placement. [3]

*No marks for placement of the activity on the continuum.

- ATP-Pc system linked to maximum or close to maximum intensity – up to approximately 10 second duration
- Anaerobic glycolysis/lactic acid system approximately 85%-97% of maximum. With duration up to approximately 90 seconds.
- Aerobic system linked to medium to low intensity activity with long duration.

*The examples must reflect the intensity and duration of the activity e.g. sprinting linked to ATP-PC system.

- 1 mark provides a basic understanding of aerobic and anaerobic, there is a basic link to intensity and/or duration of the activity but it is not explicit. Some use of relevant examples
- 2 marks shows greater understanding of when each of the energy systems are used demonstrating some understanding of intensity and duration with relevant examples
- 3 marks specific information is provided on each energy system, explicit link to intensity/duration of exercise, with a specific examples that reflects the intensity/duration of the activity

(b) What is the alactic component of oxygen debt and explain why a coach/athlete would benefit from having knowledge of this type of oxygen debt when developing a training programme? [3]

- Alactic oxygen debt is restoration/replenishment of CP stores
- Having knowledge of timings for replenishment of the stores is beneficial; e.g. approximately 50% recovered after 15 seconds (figures will vary depending on text book)
- This can help the coach understand the length of recovery time that is necessary between sets and reps
- Appropriate sporting example e.g. 3-4 minutes recovery between sets when weight training for strength and power.

1 x 1 mark, what is alactic oxygen debt

2 x 1 marks

Maximum of 2 marks if there is no reference to 'what is Alactic oxygen debt'

(c) During prolonged, continuous exercise there can be a severe deterioration in sporting performance. Explain possible reasons for this occurrence.[4]

- Greater reliance on fats for fuel
- Glycogen stores become depleted
- As glycogen stores deplete further there is no primer for fat metabolism
- Proteins act as a source of fuel
- CP stores depleted
- Dehydration
- Body uses liver glycogen to increase blood glucose
- Lack of CV fitness
- Working around anaerobic threshold
- Increased production of lactic acid
- Altitude
- Air temperature (link to dehydration, heat stroke)
- Boredom/tedium
- Poor technique/linked to fatigue/injury

* Each point must be explained max. of 1 mark for list.

4 x 1 or

(2 x 2 mark) for amp

Q.3 (a) Explain why adherence to testing protocols is essential to ensure consistency when monitoring physical fitness. [5]

Reliability of results

- Gained through control of variables

Examples of how to standardise testing protocols

- Accurate measurements e.g. 20m in MSFT
- Accuracy of timing/measuring systems used
- Same environmental conditions
- Use of same testers
- Correct scheduling of tests to avoid fatigue wherever possible

Why it is important to adhere to protocols

- Far greater accuracy of test results
- Allows accurate comparison to previous results
- Increased confidence when comparing/interpreting results to normative tables/other athlete scores/elite scores etc
- Safety of the performer
- Set goals/motivation of performer
- Tester error can lead to de-motivation

Validity of results

- Results measure what they are supposed to
- Results relevant to the specific sport

1-2 marks the candidate has a basic understanding of the standardisation testing protocols with some reference to measurements/distance etc, there is also reference as to why it is important to adhere to such protocols.

3-4 marks the candidate demonstrates a good understanding of the standardisation of testing protocols with good reference to measurement and distances. Also there is a clear understanding of why it is important to adhere to such protocols.

5 marks the candidate has a very good understanding of the standardisation testing protocols and why it is vital to adhere to them. Clear, relevant examples are used throughout. The candidate may also include detailed information regarding the standardisation of testing protocols with a clear understanding of measurements/distances etc.

(b) Explain how you have applied the principles of training to develop the main components of fitness, within your sporting activity. [5]

- Specificity
- Progression/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 candidate identifies at least one component of fitness and subsequent methods of training relevant to their activity. There is a good understanding of the principles of training with reference to intensity/duration and progression from session to session etc. A greater amount of specific information provided on sets, reps, % of max etc.

5 marks the candidate identifies more than one component of fitness and subsequent methods of training relevant to their activity. There is a very good understanding of the principles of training. There is a clear link to intensity/duration and progression with specific information on % of max, reps and recovery etc.

Q.4 (a) During practice for sport, discuss two strategies that could be used to improve the long-term memory. [4]

- Rehearse and repeat the movement action that is being taught
- Reinforce key aspects of the performance e.g. grip in tennis
- Link or associate information to previous experience within the same or other sports. E.g. throwing a rounders/cricket ball and throwing a javelin
- Only include specific relevant information. This can help prevent information overload
- Make stimulus more intense and recognisable e.g. coach highlights when an aspect of performance occurs e.g. calling now when they want a long jumper to carry out a leg shoot prior to landing
- Group or chunk of information together
- Use imagery

2 x 2 for a strategy supplemented with a specific sporting activity

- (b) **Explain why knowledge of the stages of learning is beneficial when a teacher or coach is providing guidance to a young sportsperson. Provide examples where appropriate.** [6]

Characteristics of a performer in the cognitive stage of learning

- Not always understanding new information
- Difficulty in processing large amount of information
- Difficulty deciding what to pay attention to
- Errors are made which performer is unable to correct

Cognitive phase, guidance is characterised by

- Manual in nature to get performer used to the kinaesthesia of the movement
- Verbal repetition in terms of reinforcing on key points
- Verbal identification of key cues
- Constant visual demonstration of tasks essential
- Modelling of good practice key to performers understanding
- Coach may be more motivational/pep talks/verbal persuasion
- Removal of critical comments/shouting from coach/equiv e.g.
- Punishment is not applicable because it weakens response

Associative stage of learning of learning characteristics will have many aspects that have progressed/developed from the cognitive phase but are not developed enough to be classified as autonomous. The type of guidance provided by a teacher or coach will reflect this.

Characteristics of a performer in the autonomous stage of learning

- Performs complex skills with ease/correct technique/confidence
- Has plenty of time/efficient/consistent
- Can pick up early signals/use of selective attention – good reaction time
- Can concentrate on other aspects other than technique i.e. tactics
- Can detect and correct errors
- Few errors in performance
- Use of intrinsic feedback

Autonomous phase guidance characterised by

- Verbal guidance concentrates on style and form and finer points
- Subtle technical cues are often given
- Visual guidance through video analysis
- Visual guidance through biomechanical analysis
- Far more emphasis on tactics

1-2 marks the candidate has an understanding of the stages of learning and provide appropriate forms of guidance for at least two of the stages. There are few examples of guidance appropriate to the stage of learning.

3-4 marks the candidate has a good understanding of the characteristics within the stages of learning. Good knowledge and understanding is apparent with a link to appropriate forms of guidance relevant to the stage of learning. There is good use of examples of guidance appropriate to the stage of learning.

5-6 marks the candidate has a very good understanding of the characteristics within the stages of learning. Very good knowledge and understanding is apparent with a link to appropriate forms of guidance relevant to the stage of learning. The candidate always reinforces the guidance used by providing appropriate examples.

Q.5 Using the information in the diagram as a guide, discuss how psychological factors could influence your 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
- NACH/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 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 other in group and always be positive.

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 some integrated knowledge of the psychological factors. Errors in grammar, punctuation and spelling occur but do not suggest weakness in these areas.

Levels 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

SECTION A

- Q.1** (a) Explain what you understand by the term **exercise adherence** and discuss its links with both intrinsic and extrinsic motivation. **[4]**

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

- Exercise adherence is defined as 'behaving according to a training programme or plan'. We tend to think of it as the 'stickability' factor in sport and it is generally used to in the context of exercise programmes.
- Exercise adherence research raises questions about what factors make athletes stick to particular programmes and what factors cause people to stop participating, either from a health or sport-specific perspective.
- There are clear links here with athlete's levels of motivation (both intrinsic and extrinsic) and their attitudes towards the activity in question. There may also be links with the concept of achievement motivation (NAch and NaF)
- There are numerous definitions of motivation including Silva and Weinberg's (1984) 'the intensity and direction of behaviour' and Hill's (2001) 'the desire to engage and persist in sport, often despite disappointments, sacrifice and encouragement'. There is clear resonance here with the concept of exercise adherence.
- Intrinsic motivation is viewed coming from within and involves feelings of satisfaction and fulfilment that are derived from achieving goals (Deci, 1985).
- Extrinsic motivation involves the use of tangible rewards (such as trophies or medals) and/or punishment from outside forces.
- Whilst forms of extrinsic motivation may be useful in helping individual adhere to exercise programmes in the short term, it is important that individuals develop a sense of self satisfaction and fulfilment if they are to stick with programmes for extended periods of time.
- **Marking allocation: [1+3] or [2+2]**
An individual's Body Mass Index (BMI) is often used as an indicator of health.

(b) Explain the concept of Body Mass Index and discuss the disadvantages of solely using this measurement as an indicator of health. [3]

- A person's body mass index (BMI) is calculated by taking their weight in kilos and dividing by the square of their height in metres (units are kg/m²). It helps to identify if people are underweight, overweight or obese.
- Underweight is seen as below 18.5, overweight as between 25.0 and 29.9 whilst a individual is categorised as obese if their BMI is over 30.

Disadvantages of solely using BMI

- It does not differentiate between muscle and fat. Muscle is heavier by volume than fat and so many people in good health (including top sports performers) would be classed as obese if solely using the BMI system. Hence, measurement of body composition (such as skinfold callipers) are much better for measuring level of fat.
- Health is defined as '*a complete state of physical, mental and social well being and not merely the absence of disease or infirmity*'. Any BMI measurement will only give an indication of someone's physical health – other factors are not considered.
- **Marking allocation: [1+1+1 (amplification of either points)].**

(c) What procedures should be carried out prior to an individual taking part in a structured exercise programme for weight loss? [3]

- Completion of a Physical Activity Readiness Questionnaire (PAR-Q).
- Appropriate health screening procedures – for example blood pressure and cholesterol monitoring.
- Use of Fitness Testing (for health-related components of fitness).
- Full induction in use of weight training and cardio equipment may be appropriate.
- Setting of performance goals (using the SMARTER or SCCAMP approaches) rather than outcome goals.
- **Marking allocation: [1+1+1 or 1+2 (with detailed amplification)].**

Q.2 Biomechanics is a specialist field within performance analysis in which the principles of physics are applied to help enhance sporting performance.

- (a) Identify **two** of Newton's Laws of Motion and explain how these could be applied to improve performance in a sporting activity of your choice. **[4]**

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

- Newton's First Law states that '*a body will remain at rest or at a constant velocity in a straight line unless acted upon by an external force*'. It means that any object that is not accelerating has no net force acting on it – the forces cancel out. This can be applied to any athlete is stationary or maintaining a constant speed in a fixed direction. For example, a 100m sprinter in the middle phase of the race (constant velocity) or in the blocks (stationary).
- Newton's Second Law states that '*the acceleration of a body is proportional to the force causing it, and the acceleration takes place in the direction that the force acts*'. The equation used is Force = mass x acceleration. The most common example used is a sprinter accelerating from his/her blocks.
- Newton's Third Law states that '*for every action, there is an equal and opposite reaction*'. This means that whenever an object exerts a force on another, then it experiences an equal force exerted back on it in the opposite direction. **Reaction forces** have many applications within sport including the sprint start, jumping and kicking a ball.
- Candidates will use a range of examples and credit should be given for these. It is impossible to cover all sports within the mark scheme.

(b) Reducing drag is especially important in both cycling and swimming.

Discuss the factors that influence drag in sport and examine strategies that are employed to minimise its effects. [6]

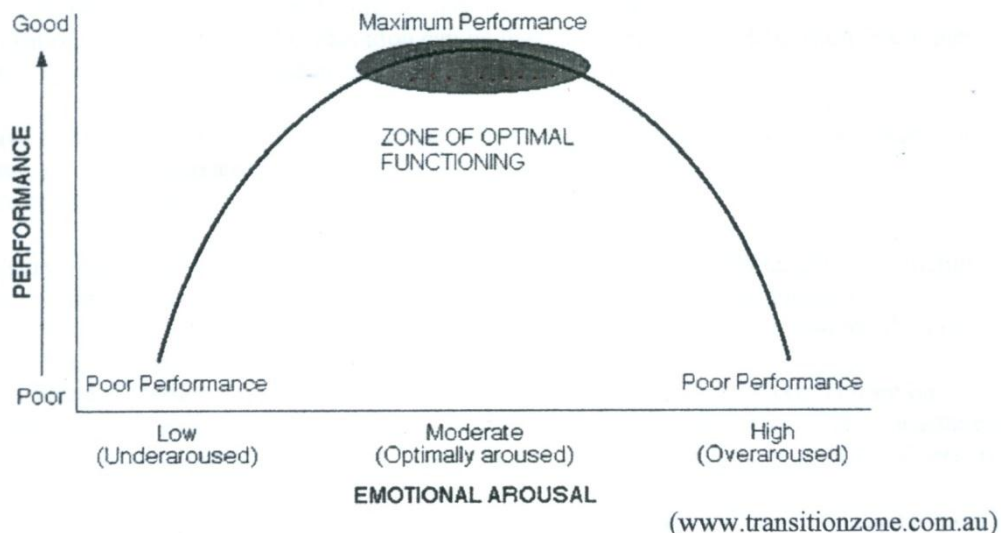
- Fluid friction and air resistance are the two forces acting against moving objects that slow down. They do this because they act in the opposite direction to the movement. The faster an object moves, the more resistance it will encounter.
- In both swimming and cycling, we refer to this resistance as **drag**.
- Drag is affected by the shape of the object and the way in which water (in the case of swimming) and air (in the case of cycling) flows past it. Examples should be provided.
- **Streamlining** is an effective way of reducing drag and aiding a smoother flow of air past an object. This smooth flow involves fluid/air flowing in layers known as laminar flow.
- In cycling, streamlining can be achieved in a number of ways. Cyclists adopt a low crouch position (using drop handlebars to reduce their frontal cross-section area) and often wear tight fitting 'skinsuits'. Advances in bike design such as oval-shaped frame tubes and disc wheels have helped reduce drag. Additionally, helmets have been designed to have a more aerodynamic shape.
- In swimming, an efficient technique will lead to more streamlined shape in the water. For example, an effective flutter kick will help raise the legs in the water and reduce the frontal cross section. Other strategies employed by swimmers include shaving (to reduce frictional drag), the use of swim caps and more recently, the use of specially designed fully body suits known as 'fastskins'. The most popular version, the Speedo LZR, compresses the body into a more aerodynamic shape and claims to reduce skin friction drag by as much as 24 percent.
- Diagrams may be beneficial in helping to explain this response.

Q.3 Athletes often speak about being 'in the zone' prior to, and during performance.

Discuss the concept of being 'in the zone' and explain the strategies that can be used to help achieve and maintain this psychological state. **[10]**

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

- A 'zone' is a mental state in which athletes believe they can perform at their peak levels – many athletes talk about getting 'into the zone'. It involves a heightened state of focus that enables them to concentrate on the task at hand without distractions – links with composure. Some athletes also talk about a sensation of losing themselves in the moment with the abandonment of feelings of fear and worry.
- Yuri Hanin (1980; 1986) analyses the relationship between arousal, anxiety, emotion and athletic performance. He suggests that every athlete has their own preferred level of anxiety and that an individual's performance will suffer if their anxiety goes below or above their preferred level.



- Hanin proposed that every athlete has a zone of optimal functioning (ZOF), which is the pre-state competitive state anxiety level, plus or minus four points (Woods, 1998). This can be measured using the Sport Competition Anxiety Test (Martens, 1977) which is a self-report questionnaire.
- Successful athletes will be able to control their anxiety levels in order to stay within their zone of optimal functioning. Coaches also have an important role in aiding their athletes to ensure that anxiety levels fall within the zone at the correct time.
- There are many factors that might affect optimal arousal including personality, type of skill, levels of expertise, self-confidence and self-efficacy.
- Social facilitation may be a factor affecting an athlete's levels of arousal and anxiety.
- In order to be 'in the zone' it is suggested that athletes require some somatic anxiety (at a moderate level) but that cognitive anxiety can adversely affect performance.
- Research suggests that athletes competing in team sports have a lower ZOF than athletes competing in individual sports (Randle & Weinberg, 1997).
- Critics of Hanin's ZOF theory point to the fact that he does not differentiate between cognitive and somatic anxiety.

Techniques used prior to and during the game:

- There is considerable overlap here with stress management techniques. Athletes will use such techniques to get themselves 'in the zone' (often referred to as psyching up) and to maintain their optimal state during the game, no matter what the situation is.
- The maintenance of an optimal level of arousal is central to optimal performance - links with arousal theories.
- There are two main categories of stress management techniques: somatic techniques and cognitive techniques.
- **Somatic techniques** relate to the body and their purpose is to reduce the physiological associated with anxiety.
- Somatic techniques include:
 - (a) Biofeedback – the use of physiological measuring equipment to help teach athletes how to control physiological responses – e.g. slowing down heartbeat. Some examples include finger thermometers (as high arousal and anxiety leads to less blood being pumped to extremities) or electromyograms (to give athlete information about levels of muscle tension).
 - (b) Breathing – as arousal levels increase, so does breathing rate. Breathing control can therefore be used as a method of reducing anxiety and muscle tension.
 - (c) Relaxation – different types of relaxation can be used to decrease muscle tension. Examples include progressive muscle relaxation (PMR) and meditation.
- **Cognitive techniques** relate to thinking and they emphasise the role of the thought processes in managing arousal and anxiety.
- Cognitive techniques include:
 - (a) Imagery – athlete imagines circumstances of feeling relaxed. Normally used in conjunction with relaxation techniques (see above). Imagery can also be used to run through performance before the start of the event. When it is used in this way, we tend to talk about mental rehearsal or mental practice.
 - (b) Goal setting – enables athlete to focus away from sources of anxiety and concentrate on something that is achievable. Goals should be performance-orientated not outcome-orientated and measurable. *There is no need for candidates to discuss the setting of SMARTER targets in detail.*
 - (c) Self-talk – can be used to help athletes take a positive slant on arousal or can be used to put threatening situations in a different light (e.g. 'What is the worst that can happen?' scenario).
 - (d) Cognitive relabeling – athletes can 'label' their arousal in different ways. An athlete who labels arousal before a game as apprehension (negative – anxiety) can 'relabel' it as excitement, which may cause a change in emotion and have a positive effect on performance.

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 understanding of connections between different areas of subject content is limited or not demonstrated.</p> <p>Information is poorly organised. There is 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 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** In recent years, sport has become over commercialised and consequently, levels of deviance, both on and off the field, have significantly increased. **[20]**

Discuss this statement using examples to illustrate your points.

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.
- The rise of professionalism led, unsurprisingly, to a rise in commercialisation. As sports began to attract paying spectators, players wanted a share of the profits made from gate receipts.
- In recent years, sports and commerce have become so interlinked that it is difficult to separate the two. Gate receipt money in some sports is now almost insignificant in relation to income generated from 'exclusive rights' television deals, merchandising and sponsorship.
- Evidence that sport has become increasingly commercialised include the proliferation of entrepreneurs buying sports teams as a business investment; the hyper inflation of footballers wages (for example, Wayne Rooney's £200,000 per week deal at Manchester United) and the associated problems of 'image rights' the power of the transfer market (Christiano Ronaldo's transfer to Real Madrid at £80,000,000); the co modification of sports brands (such as Nike and Adidas); the importance of television revenues (and associated pay-per-view and sport-specific satellite channels); increased prize money (especially in boxing and golf) and the importance of sponsorship and advertising deals.
- Sport has become a commodity (something that can be bought and sold) and its players are an integral part of this package – links with the concept of the 'Americanisation' of sport.
- Some argue that sport has become overly commercialised – the rewards for winning have become so significant that a 'win at all costs' mentality has permeated into the bloodstream of sport. The concept of sportsmanship has been eroded and replaced by increased gamesmanship, deviant and even violent behaviour as athletes (and teams/sports authorities) seek to gain the vast rewards associated with success.
- Deviance (from the Latin *de*, from, and *via*, way) refers to behaviour that is seen to deviate from the norm within society.
- Examples may be used to illustrate the rise of such deviant behaviour e.g. violent play, drug taking, gamesmanship such as diving in football and sledging in cricket. Examples of off field deviant behaviour might include bribery (for example, the Pakistan cricket scandal), illegal payments (so called 'bungs') and corruption relating to the World Cup and Olympic bidding process.
- Whilst deviance has been a common feature in some sports (such as athletics and cycling) for many years, no sport appears to be 'safe' – with the 'Bloodgate' scandal in rugby being a good illustration of this.
- Sportsmanship and fair play are still an important part of sport. Players who demonstrate good sportsmanship not only abide by the written rules of the game but also follow the unwritten ones such as walking before the umpire's decision in cricket or passing the ball back to the attacking team after an injury. It is naïve to assume that such behaviour should still be part of modern professional sport given the vast sums of money available for success? Examples to illustrate this counter argument should be included.
- In some instances such as East Germany in the 1970's deviant practices such as drug taking were part of an state-sponsored system (known as State Plan 14:25) and linked to the promotion of a political ideology. Success was used for propaganda purposes rather than for financial gain.
- It may be the case that deviance in sport is not increasing, it is just the case that the sports authorities are getting better at catching the cheats (e.g. important of World Anti-Doping Agency (WADA) and new drug testing technology) or that there is more media coverage of issues relating to deviance in sport.

- Q.5** Stereotyping has had a major impact on participation and leadership opportunities within sport. **[20]**

Discuss this statement with reference to race, ethnicity and gender.

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

- With any disadvantaged minority, there are three main constraints to their access to participation: **opportunity** (to participate fully in all sports, excel at them, develop careers in them), **provision** (of equal facilities, financial aid, coaching and representative opportunities) **and esteem** (seen through an acceptance of equal opportunity/status, comparable media coverage/recognition and financial reward).
- Sport reflects the society in which it takes place and in many societies, groups are divided by socio-cultural variables that may lead to discrimination.

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 *aninstitution 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 constraints 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 determinant 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 lived in working class areas of Britain and participated in sports that required minimal equipment and facilities (rags to riches concept).
- African-Caribbean’s 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-Caribbean’s, namely Asians are channelled away from sport while African-Caribbean’s 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.

Race, ethnicity and leadership

- **Centrality** (Grusky, 1963) is defined as 'how close a member is to the centre of the group's interaction, how frequently that member to a greater or lesser range with other teammates, and the degree to which other team members must co-ordinate tasks and other activities with other members'.
- Research suggests that an athlete who plays in a central position on the playing field (such as the point guard in basketball, the catcher in baseball or the quarterback in American football) is likely to benefit from greater leadership responsibilities and opportunities.
- Links with the work of Chelladurai and Carron (1977) – **task dependence and propinquity**.
- Higher task dependence is associated with greater interaction with other players. For example, the catcher in baseball calls all the plays whereas a player fielding in the outfield has low task dependence, they have little influence over other players.
- Propinquity refers to observability and visibility on the playing field. For example, the point guard in basketball is the ball handler, calls the plays and is often perceived by many as the key player in the team. The quarterback occupies the most visible position in an American football team – often idolised by fans for throwing the match winning pass.
- **Racial stacking** refers to the disproportionate placement (or over-representation) of blacks or minorities into positions of low centrality (Cox, 2007). This is often linked with stereotypical view of black players. White players are often seen as the decision makers (and so placed in the central positions) whilst black sportspeople are seen as having certain physical advantages that allow them to excel in positions requiring strength, speed and power but limited decision making abilities.
- Attitudes have changed in recent years and there is evidence to suggest that racial discrimination with basketball has decreased significantly.
- Lack of opportunities to play in these central positions leads to a lack of opportunity to display leadership skills. Consequently, there is an under representation of black people as coaches or in managerial positions.



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