

Contemporary issues in sport exam:

Topics include:

Issues which affect participation in sport

The role of sport in promoting values

The implications of hosting a major sporting event for a city or country

The role National Governing Bodies (NGBs) play in the development of their sport

The use of technology in sport.

Topic Area 1: Issues which affect participation in sport	
Teaching content	Breadth and depth
1.1 User groups	
1.1.1 Different user groups who participate in sport: <ul style="list-style-type: none"> <input type="checkbox"/> Gender <input type="checkbox"/> People from different ethnic groups <input type="checkbox"/> Retired people/people over 60 <input type="checkbox"/> Families with children <input type="checkbox"/> Carers <input type="checkbox"/> People with family commitments <input type="checkbox"/> Young children <input type="checkbox"/> Teenagers <input type="checkbox"/> People with disabilities <input type="checkbox"/> Parents (singles or couples) <input type="checkbox"/> People who work <input type="checkbox"/> Unemployed/economically disadvantaged people 	To include: <ul style="list-style-type: none"> • Know the user groups that participate in the physical activity or sport. The user group categories are as follows in this qualification: <ul style="list-style-type: none"> ○ Gender - sometimes different genders have different needs, goals and requirements for sport ○ Carers - adults or children, caring for relatives, elderly, parents or siblings ○ Young children - from birth to the end of primary school ○ Teenagers - compulsory secondary school age ○ People with disabilities - an awareness of a range of disabilities should be included, not just physical disabilities or wheelchair users
1.2 Possible barriers	
1.2.1 Possible barriers which affect participation in sport: <ul style="list-style-type: none"> <input type="checkbox"/> Employment and unemployment <input type="checkbox"/> Family commitments <input type="checkbox"/> Lack of disposable income <input type="checkbox"/> Lack of transport <input type="checkbox"/> Lack of positive sporting role models <input type="checkbox"/> Lack of positive family role models or family support <input type="checkbox"/> Lack of appropriate activity provision <input type="checkbox"/> Lack of awareness of appropriate activity provision <input type="checkbox"/> The lack of equal coverage in media in terms of gender and ethnicity by the media 	To include: <ul style="list-style-type: none"> • An appreciation that not everyone in society has an unlimited choice of when and where they might participate in physical activity and sport • The barriers impacting user group participation (1.1). This may include: <ul style="list-style-type: none"> ○ Lack of awareness of appropriate activity provision –not knowing the local area or the activity provision available ○ Negative portrayal by the media - for example stereotypical gender or ethnicity images, the volume of specific sports coverage/reporting and the gender/ethnicity imbalance in sport munditrv mav adversely affect both
1.3.1 Possible solutions to the barriers which affect participation in sport: <ul style="list-style-type: none"> <input type="checkbox"/> Provision of: <ul style="list-style-type: none"> ▪ Appropriate programmes ▪ Sessions ▪ Activities ▪ Times for the different user groups <input type="checkbox"/> Promotion strategies: <ul style="list-style-type: none"> ▪ The use of targeted promotion ▪ Role models ▪ Initiatives <input type="checkbox"/> Increased and appropriate transport availability <input type="checkbox"/> Availability of appropriate user group facilities and equipment <input type="checkbox"/> Improved access to facilities for all user groups <input type="checkbox"/> Appropriate pricing for all user groups 	To include consideration of increased sport participation due to barrier solutions, providing specific examples, solutions and their impact as illustrated below: <ul style="list-style-type: none"> • Promotion strategies - range of promotional activities, for example advertisements, initiatives and incentives, such as taster sessions • Transport availability - use examples to show how having transport available affects participation for different user groups • Access to facilities and equipment - for specific facility/equipment needs, such as hoists for less able swimming pool users, hearing loops for deaf users or braille signage for partially sighted users • Appropriate pricing - concessions, taster sessions, free or reduced-price equipment

1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK

1.4.1 Positive and negative impacts on the popularity of sport in the UK includes:

- The number of people participating
- The provision of facilities
- Environment/climate activity influences
- Live spectator opportunities
- The amount and range of media coverage
- The high-level success of both individuals and teams
- The number and range of positive role models available in a sport
- Social acceptability

To include applied examples of positive and negative factors, illustrating how those factors impact the popularity of the sport, for example:

- Number of people participating - importance of being able to cite specific examples, with statistics and trends of popular and less popular sports
- Provision of facilities - in relation to locality or types of sports activities available for both watching and participating in sporting activities
- Environmental or climatic conditions - Reference could be made to activities requiring specific environmental conditions, for example skiing requiring, cold, snowy, mountainous terrain or sailing requiring access to coastal areas or large bodies of water
- Range of media coverage for example, live, catch up sport views, how coverage changes for different sports
- High level sporting success and role models - appropriate sporting examples of performers whose success has increased the popularity for their sport
- Social acceptability of a sport – illustrations of sports where cruelty or violence is in evidence might be used to support this idea

2.1.1 Values which can be promoted through sport:

- Team spirit- refers to the support given to fellow team/squad members and being able to work together to reach a collective goal
- Fair play - where performers adhere to the rules and do not cheat whilst performing
- Citizenship - relates to how people create community links and community spirit by getting involved in local sports clubs and teams
- Tolerance AND Respect - one sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures
- Inclusion - refers to the fact that in order that all social groups can participate in sport, there should be equal opportunities for all social groups in society to play sport
- National pride - support for your national team/ squad in a sport creates national pride by uniting the whole population in their support of for the team/sport
- Excellence - can be evident in sport at all levels when performers strive to be the very best that they can in their activity and work with maximum effort

To include:

- Awareness of how the values can be seen in sport
- Examples of each value in a sporting context

<p>2.2.1 Olympic and Paralympic:</p> <ul style="list-style-type: none"> □ The Creed □ The Symbol □ The Olympic and Paralympic values: <ul style="list-style-type: none"> ▪ The Olympic values of Excellence, Friendship and Respect ▪ The Paralympic values of Courage, Determination, Inspiration and Equality 	<p>To include:</p> <ul style="list-style-type: none"> • Know the Creed - "The most important thing is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered, but to have fought well". Pierre De Coubertin • Know the that the five interlocking rings represent the closeness between the five continents • Know the that the five interlocking rings represent the closeness between the five continents • Students must know the Olympic values: <ul style="list-style-type: none"> ○ Excellence - Excellence means doing the best we can, on the field of play or in our professional life. The important thing is not winning, but taking part, making progress and enjoying the healthy combination of body, will and mind ○ Respect - This includes respect for yourself and your body, for other people, for rules and regulations, for sport and for the environment ○ Friendship - Friendship is at the heart of the Olympic Movement. It encourages us to see sport as an instrument for mutual understanding between individuals, and between people all over the world • Students must know the Paralympic values: <ul style="list-style-type: none"> ○ Courage - Paralympic athletes, through their performances, showcase to the world what can be achieved when testing your body to its absolute limits ○ Determination – Paralympic athletes have a unique strength of character that combines mental toughness, physical ability, and outstanding agility to produce sporting performances that regularly redefine the boundaries of possibility ○ Inspiration – Paralympic athletes maximise their abilities, empowering and exciting others to be active and participate in sport ○ Equality - Paralympic athletes celebrate diversity and show that difference is a strength. As pioneers for inclusion, they challenge stereotypes, transform attitudes and break down social barriers and discrimination towards persons with disabilities
<p>2.3 Sporting values initiative and campaigns</p>	
<p>2.3.1 Other initiatives, campaigns and events which promote sporting values:</p> <ul style="list-style-type: none"> □ Local □ Regional □ National 	<p>To include:</p> <ul style="list-style-type: none"> • An awareness and examples of current initiatives, campaigns and events which are likely to promote the sporting values identified in (2.1)

2.4 The importance of etiquette AND sporting behaviour

Teaching content	Breadth and depth
<p>2.4.1 The importance of etiquette AND sporting behaviour of performers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The reasons for observing etiquette and sporting behaviour <input type="checkbox"/> Sportsmanship <input type="checkbox"/> Examples from sport 	<p>To include applied examples from sport, which consider the reasons for:</p> <ul style="list-style-type: none"> • Observing etiquette and sporting behaviour - refers to factors such as fairness, the safety of fellow participants or the reinforcement of positive sporting values <ul style="list-style-type: none"> ○ Factors such as an awareness of when there is a requirement to be quiet/silent, the appropriateness of comments • Sportsmanship - playing within the letter and the spirit of sport should be reinforced when participating; rather than the use of gamesmanship, where performers bend the rules • Spectators - have a responsibility to each other and the players to view the action in a manner that does not jeopardise fellow spectators or players
<p>2.4.2 The importance of etiquette AND sporting behaviour of spectators:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate behaviour when spectating <input type="checkbox"/> Safety 	

2.5 The use of Performance Enhancing Drugs (PEDs) in sport

<p>2.5.1 The reasons why sports performers use PEDs</p> <p>2.5.2 The reasons why performers should not use PEDs</p> <p>2.5.3 The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> WADA's Whereabouts Rule <input type="checkbox"/> WADA testing methods 	<p>To include:</p> <ul style="list-style-type: none"> • Applied examples of the detrimental effects of using PEDs • Sanctions such as bans, and fines, are applied in a range of lengths and costs to deter the use of PEDs • Educational strategies to discourage the use of PEDs, usually campaigns are led by role models, peers and family
<p>2.5.4 Sanctions to prevent the use of PEDs</p> <p>2.5.5 Educational strategies to prevent the use of PEDs</p> <p>2.5.6 Impact of the use of PEDs on the sport</p>	

3.1 The features of a major sporting event

<p>3.1.1 The types and scheduling of major sporting events:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regular <input type="checkbox"/> 'One-Off' <input type="checkbox"/> Regular and recurring <p>3.1.2 The nature of the participants and spectators</p>	<p>To include:</p> <ul style="list-style-type: none"> • The importance of the different types of event • Applied examples of these • Comparing and contrasting between them and the different types of sporting activities they include <p>For example:</p> <ul style="list-style-type: none"> • Regular events - the UEFA Champions' League Final, held in a different city each year but could return after a few years • 'One-Off' events - the Olympic/Paralympic games, held in a host city once in a generation • Regular and recurring events - such as a Formula One Event or Wimbledon are held each year at the same venue/city • Nature of participants and spectators - the event is usually international: involving participants and spectators from two or more countries
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3.2 Positive and negative pre-event aspects of hosting a major sporting event

3.2 Positive and negative pre-event aspects of hosting a major sporting event

3.2.1 Positive and negative pre-event aspects of hosting a major sporting event:

- Bidding for the event
- Infrastructure and transport systems development
- Financial/commercial investment/support
- The potential for increased employment
- Local/national objections to the bidding process

To include comparing and contrasting of positive and negative pre-event aspects of hosting a major sporting event, specific examples for:

- Bidding - should include justifications relating to both the positive and negative aspects of bidding for a major sporting event
- Financial/commercial investment - the impact of the social and economic attractiveness of a host city/country in securing investment
- Local/National Social objections - how money is used for bidding for an event, instead of being spent on perceived greater social needs and the impacts

3.3 Potential positive and negative aspects of hosting a major sporting event

3.3.1 During the event:

- Positive aspects/benefits include:
 - Improved social infrastructure
 - Improved national morale/social cohesion
 - Increase in national status
 - Greater national interest in sport
 - Increased media coverage of the sport(s)
 - A potential increase in direct and indirect tourism
 - An increase in short-term employment during the event
- Negative aspects/drawbacks include:
 - An increase in transport, litter and noise
 - The potential for an increase in terrorism and crime
 - Poor performance by home nation/team and the impact on national pride/morale
 - Perceived relegation/lack of investment in regional areas not involved in the national event
 - Negative media coverage of perceived deficiencies in the organisation or infrastructure/facilities

To include applied examples of the benefits and drawbacks relating to hosting a major sporting event, both during and longer term post- event

3.3.2 Immediate and longer term post-event:

- Positive aspects/benefits include:
 - A legacy of improved/new sporting facilities
 - An increase in the sports' participation
 - An increase in the profile of sports involved
 - A legacy of improved transport and social infrastructure
 - Raising of the city/nation's international profile/status
 - An increase in future financial investment
- Negative aspects/drawbacks include:
 - The event might have costed more to host than the revenue generated
 - Sports facilities unused after the event
 - A loss in national reputation/status if the event was badly organised, the host nation's participants performed badly, or scandals emerged

4.1 National Governing Bodies (NGBs)

4.1.1 What NGBs do for their sport:

- Promote participation
- Develop the sport's coaching and officiating infrastructure
- Organise tournaments and competitions
- Amend the existing rules and apply disciplinary procedures for rule breaking
- Ensure safety within their sport
- Provide support, insurance and technical guidance to members
- Develop policies and initiatives
- Lobby for funding

To include functions of the roles of any named NGB with sporting examples relating to:

- Participation - could be promoted through schemes, media coverage and equal opportunities. Students should be able to give named and current examples of such measures
- Coaching and officiating - Students should be able to identify and illustrate coaching and officiating qualifications that are available and the levels structure that they operate within
- Tournaments/competitions - examples of current tournaments/competitions organised by NGBs
- Rules and disciplinary procedures - an awareness of recent/current rule changes and an awareness of disciplinary measures implemented by the NGB for rule infringement
- Policies and Funding - an awareness of how an NGB develops its policies and initiatives and generates its funding

Topic Area 5: The use of technology in sport

Teaching content	Breadth and depth
5.1 The role of technology in sport	
<p>5.1.1 To enhance performance</p> <p>5.1.2 To increase the safety of participants</p> <p>5.1.3 To increase fair play and increase the accuracy of officiating</p> <p>5.1.4 To enhance spectatorship</p>	<p>To include:</p> <ul style="list-style-type: none"> • Enhanced performance - an awareness of and be able to give examples of a range of methods, equipment and clothing to enhance performance in named sporting activities • Increased safety - technology that enhances the safety of participants for named sporting activities • Increased fair play/accuracy - technology such as video refereeing can support officials in making decisions and enhance fair play. Students should be able to give examples for named sporting activities • Enhanced spectatorship - use of screens in stadia in order to allow spectators to view appeals made by players

5.2 Positive and negative effects of the use of technology in sport

<p>5.2.1 Positive:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enhanced performance <input type="checkbox"/> Lower risk of injury <input type="checkbox"/> Quicker recovery from injury <input type="checkbox"/> More accurate decisions <input type="checkbox"/> Technical analysis <p>5.2.2 Negative:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unequal access to the same quality of technology <input type="checkbox"/> Increased cost of technological advances <input type="checkbox"/> Availability and affordability of technology <input type="checkbox"/> Potential reduction in the flow of the game through introduction of officiating technology <input type="checkbox"/> Officials' decisions influenced by technology, which does not always apply the best interpretation of the rules <p>5.2.3 Positive and negative effects of technology on the spectator experience</p>	<p>To include:</p> <ul style="list-style-type: none"> • Suitability of technology • Named examples linked to sporting activities, with their positive and negative effects
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