

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
<b>1.1 User groups</b>	
<b>1.1.1 Different user groups who participate in sport:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gender</li> <li><input type="checkbox"/> People from different ethnic groups</li> <li><input type="checkbox"/> Retired people/people over 60</li> <li><input type="checkbox"/> Families with children</li> <li><input type="checkbox"/> Carers</li> <li><input type="checkbox"/> People with family commitments</li> <li><input type="checkbox"/> Young children</li> <li><input type="checkbox"/> Teenagers</li> <li><input type="checkbox"/> People with disabilities</li> <li><input type="checkbox"/> Parents (singles or couples)</li> <li><input type="checkbox"/> People who work</li> <li><input type="checkbox"/> Unemployed/economically disadvantaged people</li> </ul>	To include: <ul style="list-style-type: none"> <li>• 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"> <li>○ Gender - sometimes different genders have different needs, goals and requirements for sport</li> <li>○ Carers - adults or children, caring for relatives, elderly, parents or siblings</li> <li>○ Young children - from birth to the end of primary school</li> <li>○ Teenagers - compulsory secondary school age</li> <li>○ People with disabilities - an awareness of a range of disabilities should be included, not just physical disabilities or wheelchair users</li> </ul> </li> </ul>
<b>1.2 Possible barriers</b>	
<b>1.2.1 Possible barriers which affect participation in sport:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Employment and unemployment</li> <li><input type="checkbox"/> Family commitments</li> <li><input type="checkbox"/> Lack of disposable income</li> <li><input type="checkbox"/> Lack of transport</li> <li><input type="checkbox"/> Lack of positive sporting role models</li> <li><input type="checkbox"/> Lack of positive family role models or family support</li> <li><input type="checkbox"/> Lack of appropriate activity provision</li> <li><input type="checkbox"/> Lack of awareness of appropriate activity provision</li> <li><input type="checkbox"/> The lack of equal coverage in media in terms of gender and ethnicity by the media</li> </ul>	To include: <ul style="list-style-type: none"> <li>• An appreciation that not everyone in society has an unlimited choice of when and where they might participate in physical activity and sport</li> <li>• The barriers impacting user group participation (1.1). This may include:               <ul style="list-style-type: none"> <li>○ Lack of awareness of appropriate activity provision –not knowing the local area or the activity provision available</li> <li>○ 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</li> </ul> </li> </ul>
<b>1.3.1 Possible solutions to the barriers which affect participation in sport:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provision of:               <ul style="list-style-type: none"> <li>▪ Appropriate programmes</li> <li>▪ Sessions</li> <li>▪ Activities</li> <li>▪ Times for the different user groups</li> </ul> </li> <li><input type="checkbox"/> Promotion strategies:               <ul style="list-style-type: none"> <li>▪ The use of targeted promotion</li> <li>▪ Role models</li> <li>▪ Initiatives</li> </ul> </li> <li><input type="checkbox"/> Increased and appropriate transport availability</li> <li><input type="checkbox"/> Availability of appropriate user group facilities and equipment</li> <li><input type="checkbox"/> Improved access to facilities for all user groups</li> <li><input type="checkbox"/> Appropriate pricing for all user groups</li> </ul>	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"> <li>• Promotion strategies - range of promotional activities, for example advertisements, initiatives and incentives, such as taster sessions</li> <li>• Transport availability - use examples to show how having transport available affects participation for different user groups</li> <li>• 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</li> <li>• Appropriate pricing - concessions, taster sessions, free or reduced-price equipment</li> </ul>

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

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### 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
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### 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

### 2.2.1 Olympic and Paralympic:

- The Creed
- The Symbol
- The Olympic and Paralympic values:
  - The Olympic values of Excellence, Friendship and Respect
  - The Paralympic values of Courage, Determination, Inspiration and Equality

To include:

- 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:
  - 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:
  - 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



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

### **5.2.1 Positive:**

- ☐ Enhanced performance
- ☐ Lower risk of injury
- ☐ Quicker recovery from injury
- ☐ More accurate decisions
- ☐ Technical analysis

### **5.2.2 Negative:**

- ☐ Unequal access to the same quality of technology
- ☐ Increased cost of technological advances
- ☐ Availability and affordability of technology
- ☐ Potential reduction in the flow of the game through introduction of officiating technology
- ☐ Officials' decisions influenced by technology, which does not always apply the best interpretation of the rules

### **5.2.3 Positive and negative effects of technology on the spectator experience**

To include:

- Suitability of technology
- Named examples linked to sporting activities, with their positive and negative effects