



GCE MARKING SCHEME

**PHYSICAL EDUCATION
AS/Advanced**

SUMMER 2010

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2010 examination in GCE PHYSICAL EDUCATION. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

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PE2

Q.1 (a) (i) Define power and describe a recognised testing protocol that measures an individual's power. [3]

- Power - Work done per unit of time/combination of speed and strength

Tests with a full protocol could be:

- Vertical/sergeant jump
- Standing broad jump
- 10sec/30sec Wingate
- Magaria stair test
- Power clean or snatch
- Other weight training tests if explained

1 mark defining power

1 mark for correct power test

1 mark for explanation of the test

(ii) Describe an appropriate method of training for power and explain how you could apply the principles of training to develop that power. [3]

- Plyometrics/S.A.Q. (speed/agility)
- Weight training
- Any exercise with speed and a form of resistance

1 mark for appropriate method.

- Specificity
- Progression (examples of how either F.I.T gradually increase)
- Overload (examples of F.I.T)

2x1 mark for applying principles.

(b) Explain how long-term physiological adaptations of power training could help develop sporting performance. Use specific examples. [4]

- Muscular hypertrophy
- Increase CP stores
- Increase glycogen stores
- Increased tolerance to lactic acid
- Improved synchronisation of motor unit activation
- Reduced autogenic inhibition
- Greater recruitment of type IIb fibres

All the above develop performance, e.g.

- Increased speed of muscular contraction (speed)
- Increased force production
- Work anaerobically for longer
- Recover quicker
- Improve co-ordination

1 mark for adaptation

1 mark for how performance developed

1 mark for specific example

+1 for amplification and quality of answer

Q.2 (a) (i) Using Figure 1 to help you, identify what is happening to the sportspersons performance at A, and explain possible reasons for this occurrence. [3]

- Plateau is occurring - Levelling off.

1 mark for identifying plateau

- Lack of motivation of performer
- Practices have become repetitive and boring
- Physical/mental fatigue
- Performer has achieved goals
- Feels goals are unachievable
- Lack of rewards
- Performer not receiving the correct information to improve
- Injury
- Potential (ability)

2x1 mark for possible reasons

(ii) Describe different strategies a coach or teacher may use to help a performer overcome what is occurring at A. [3]

- Regular rest
- New and stimulating rewards
- Praise and encouragement from teacher or coach
- Selective attention improved: concentrating on relevant cues
- Improved fitness levels to reduce the impact of fatigue
- Set realistic goals
- Use of mental rehearsal
- Enjoyment/fun in tasks
- Vary practices, venues
- Change coach or club
- Make performer aware of the plateau effect
- Reinforcement
- Verbal persuasion
- Feedback
- Guidance

3x1 marks for appropriate strategies

(b) Using Figure 2, explain the concepts of reaction time and response time. [4]

- Reaction time - time from the presentation of a stimulus to the start of the movement
- Occur from the sound of the gun to the initial movement (or equivalent)
- Response time - the time between the first presentation of the stimulus to the completion of the movement (reaction time plus movement time)
- The time from the gun going off to the athlete in full running motion (or equivalent)
- Simple, choice reaction time
- Anticipation
- Selective attentions
- PRP

- Q.3 (a) How can knowledge of the Glycaemic index be beneficial when:**
(i) Developing a nutrition programme for a sports person
(ii) Developing a nutrition programme for weight loss [5]

- (i) Developing a nutritional programme for a sports person:**
- Foods with a high glycaemic index produce a rapid rise in blood sugar levels which is sometimes detrimental to performance
 - Low GI foods release energy far slower
 - Low GI foods consumed 2-3hrs before exercise may help improve endurance and recovery because of their slow and gradual release of energy
 - It is more beneficial to consume high GI foods during prolonged exercise since this produces immediate energy
 - Post-exercise, it is better to consume moderate to high GI foods in order to replenish glycogen stores

Max 3 x 1

- (ii) Developing a nutrition programme for weight loss.**
- High glycaemic foods are often high in calories
 - Foods with a high glycaemic index produce a rapid rise in blood sugar levels
 - Low GI foods release energy far slower
 - Low GI foods leave you feeling 'full' over a longer period

Max 3 x 1

N.B. Max. of 5 marks for (i) and (ii) together.

- (b) Dehydration can become a problem during prolonged physical activity in hot conditions.**
Explain the physiological effects of dehydration. Suggest strategies that can be used to maintain hydration. [5]

Water loss can cause the following problems:

- Decreased plasma volume, consequent circulatory problems
- Reduced stroke volume
- Increased heart rate
- Reduced blood pressure
- Impairment of muscle function
- Reduction in heat loss from the skin (temperature control)
- Reduction in the supply of energy substrates
- Reduction of the transport of enzymes
- Impairment in the removal of waste products
- Electrolytes
- Less O₂

Max 3 for effects of dehydration.

Hydration strategies:

- Consume 1-2Ltr of water prior to exercise (time-based)
- Between 100-150ml of fluid every 15 minutes prior to and during exercise
- The above values double in hot conditions
- 1.5Ltr of fluid for every KG of fluid lost after exercise (consume 150% lost fluid to re-hydrate)
- Hypotonic sports drinks (hydration only)
- Isotonic drink (hydration and fuel)
- Maintain hydrated before onset of thirst.

Max 3 marks for hydration strategies (just stating 'to drink' is not enough: there must be some reference to time or volume)

N.B. Max. of 5 marks in total.

Q.4 (a) How can regular exercise reduce the potential risk of obesity and other associated diseases? [6]

- 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 which reduces levels of bad cholesterol.
- This can help achieve a negative energy balance if an individual is attempting to lose weight.
- Raise the basal metabolic rate.
- Maintains a higher than usual metabolic rate up to 5 hours after exercise
- Help control blood glucose/insulin levels reducing change of diabetes
- Maintain bone density and reduces risk of osteoporosis
- Physiological adaptation - 3 marks with examples.

6x1 marks or 3x2 for amplification of point if type of exercise is given (e.g. aerobic exercise, flexibility, etc) and how it reduces the possibility of obesity and other associated diseases.

(b) Explain how various local and national and local authority schemes are being used in schools and the wider communities to improve the health of the population. [4]

Schemes will vary between Wales and England as well as local initiatives.

Schemes include:

- Dragon Sport
- 5x60
- PESS
- Active England
- Girls First
- Various Olympic-based schemes
- Healthy Food at Schools
- Jamie Oliver's Healthy School Meals

2 x marks an explanation of its aims, etc.

Max of 3 marks for any initiative, if explained in detail, who it targets, etc, and how it aims to improve the health status of the population.

To access full marks they must discuss two schemes.

Q.5 Psychological preparation is a key element in developing sporting performance. Discuss this statement. [10]

Individual factors include:

- Personality, e.g. theories, types, profiling
- Attitudes
- Motivation
- Goal setting
- Aggression/assertion
- Self-efficacy
- Mental rehearsal/imagery
- Anxiety control/arousal/stress

Social factors include:

- Social; learning - learn from others
- Group dynamics/cohesion
- Leadership
- Styles/methods of learning
- Social facilitation (crowd)

Maximum of 3 marks for any of the above points if there is amplification and relevant examples used.

Levels of Response

Level 1	1-4	The candidate demonstrates some knowledge and understanding of the unit. There is little or no application of knowledge. 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.
Level 2	5-7	The candidate demonstrates good knowledge and understanding of the unit and is able to use some specialist vocabulary and relate theories to improvement in performance (application of knowledge). Ideas are expressed in a clear, logical manner.
Level 3	8-10	The candidate demonstrates very good knowledge and critical understanding of all disciplines. He/she explains in detail, using specialist terms. They integrate disciplines to show how they monitor and enhance their own performance (very good application of knowledge). Complex ideas are expressed with clarity.

PE4

SECTION A

Q.1 "There are a number of physical, tactical, technical and psychological factors that underpin an individual's performance in sport."

(a) What are the limitations of solely using coach observations whilst analysing sporting performance? [4]

Level 1 1-2 Candidate lists some of the limitations of using coach feedback.

Level 2 3-4 Candidate explains the limitations of using coach feedback in order to help refine sporting performance.

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

- It is very difficult, if not impossible, for coaches to observe and remember all the key events occurring within a training session or match using just their powers of observation. This is why using performance analysis as a discipline within sport is developing at a considerable pace.
- Problems with retaining and recalling information that coaches have observed during games. Studies suggest that coaches can only recall between 30-50% of the key performance factors they had witnessed within a game due to the way in which our memory works.
- Coaches may form biased views of their athletes, which in turn may mean that incorrect guidance is given on how to improve performance.
- During a game, coaches will only be able to observe small sections of what is actually going on. Views may be obstructed or the coach's position may not allow them to see the full field of play. This is where other performance analysis methods such as video and notational analysis have proved extremely beneficial.
- Subjectivity in a performance heightened situation may lead to the coach making the wrong decision.
- The emotional nature of the competitive situation may mean that performers are unable to take information on board or coaches may not be able to clearly articulate their views.

- (b) **Discuss the various strategies, apart from coach observation, that might be employed to help analyse and refine the tactical and behavioural aspects of an individual's performance.** [6]

Level 1	1-2	Candidate identifies at least one recognised analysis technique and may attempt to explain how it is linked to performance.
Level 2	3-4	Candidate applies different analysis techniques linking them to refining performance.
Level 3	5-6	Candidate analyses different analysis techniques and applies them effectively to show how they can help to refine performance.

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

The main factors of performance that may be monitored or analysed when seeking to refine performance can be grouped under the following headings: physical factors, technical factors, tactical factors and behavioural (psychological) factors.

The focus of analysis depends very much on the sporting activity and the level of the performer with different sporting activities placing a different emphasis on these components.

Tactical factors: These are important in many sports, especially games. Outcome significant as well as execution. Good tactical play is about decision-making.

The main ways of monitoring and analysing tactical factors within performance are:

- *Notational analysis:* Using symbols etc. to record information about performance – statistical – patterns of play – technical errors and achievements – work/rest intervals. Match analysis only provides raw data but it can help in making more informed decisions about performance. Comparing performances between teams, team members and within individuals is often more accurate if ratios are used, such as shots taken to shots scored and passes made to passes completed.
- *Video analysis:* Provides objective information and can enhance performance analysis. Permanent, immediate, technological aids (freezing, slow motion).

Some candidates may discuss computerised systems of performance analysis, such as ProZone, that are being used increasingly by professional clubs including the England Rugby Union team, Manchester United and Arsenal. They plot players' movements every 1/10th of a second and can give information about patterns of play and other tactical indicators.

Behavioural factors: Observing behaviour and assessing why performers behave in a certain way is crucial in sport.

The main ways of monitoring and analysing behavioural (psychological) factors within performance are:

- *Questionnaires:* Provides information from performers on issues and feelings about performance. The most common are self report questionnaires (athletes complete the questionnaire themselves) using the Likert scale. Examples of these include the Competitive State Anxiety Inventory-2 (CSAI-2) and the Sport Competition Anxiety Test (SCAT).
- *Video analysis:* As above but focus would be on the individual rather than the team or game (such as Playercam). This would allow coach and performer to analyse behaviour post-game in particular situations.
- *Notational analysis:* Possible but difficult to use without other forms of performance analysis data. For example, you could look at numbers of fouls committed, booking/sending-offs in football if you were trying to observe the levels of aggression of a player but you also need knowledge of the actual situations. In this case, statistics alone will not tell you anything.

Q.2 (a) Discuss the relationship between arousal and anxiety and explain how they can affect performance in a sporting activity. [6]

Level 1	1-2	Candidate identifies one or two relevant points.
Level 2	3-4	Candidate explains the relationship between arousal and anxiety and how they affect performance.
Level 3	5-6	As above but depth of explanation and application at a higher level – complex ideas discussed with clarity.

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

Arousal – 'a state of alertness and anticipation that prepares the body for action: it involves psychological activity (such as increased heart rate) and cognitive activity (such as increase in attention)'.

Anxiety – 'a form of fear or apprehension that is created by awareness of this arousal: it is a negative emotional state caused because a situation is seen as threatening'.

- There is considerable overlap between the terms and some candidates may also mention the link with stress, which is sometimes seen as a way to describe the relationship between arousal and anxiety.
- Arousal is neutral. Different performers will need different levels of arousal in order to perform at their optimum level. However, too much arousal can be detrimental to performance.

- A number of theories have been proposed in order to explain the relationship between arousal and performance: drive theory (Hull), inverted-U theory (Yerkes-Dodson) and catastrophe theory (Fazey and Hardy).
- Arousal can affect sporting performance in different ways according to the types of skill being carried out (Oxendine, 1970). For example, low levels of arousal are required for a golf put, whereas high levels of arousal are required for a tackle in rugby.
- There is also a relationship between arousal, levels of expertise (e.g. beginner or expert) and performance. Someone who is just learning a skill (links with Fitts and Posner's phases of learning) will only need low levels of arousal, whereas an elite performer will need far higher levels of arousal to reach optimal performance.
- Types of anxiety: trait anxiety (part of an individual's make up; enduring; related to personality type) and state anxiety (temporary emotional state that is a response to a situation seen as threatening – made up of two components: cognitive state anxiety and somatic state anxiety).
- Optimal performance offers when somatic state anxiety is at moderate levels. However, the lower the level of cognitive state anxiety, the better the performance. High levels of cognitive state anxiety have been seen down to have a major detrimental effect of performance.
- Cognitive state anxiety includes fear of failure, difficulties in attention and concentration, faulty decision making and worries about performance.
- High levels of somatic state anxiety manifest themselves in muscle tension and poor co-ordination in performers (notion of the athlete 'freezing in the blocks').
- Hanin (1980) explains the relationship between arousal and anxiety and proposes that each sportsman will have a zone of optimal functioning (ZOF). He argues that it is the job of the coach to find an athlete's zone of optimal functioning and ensure that anxiety levels are controlled so they fall within the zone at the appropriate time.
- Anxiety that occurs in a sports-specific setting is referred to as competitive anxiety.
- Some candidates may link anxiety with the concept of self-confidence.

(b) **Using specific examples, explain the difference between somatic and cognitive stress reduction techniques.** [4]

- Techniques for reducing anxiety and optimising arousal can be grouped together under the heading 'stress management' techniques.
- There are two main categories of stress management techniques: somatic techniques and cognitive techniques.
- Candidates should explain techniques in detail.
- **Somatic techniques** relate to the body and their purpose is to reduce the physiological responses associated with arousal.
- Somatic techniques include:

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 leads to less blood being pumped to extremities) or electromyograms (to give athlete information about levels of muscle tension).

Breathing – as arousal levels increase, so does breathing rate. Breathing control can therefore be used as a method of reducing arousal and muscle tension.

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:

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.

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.*

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).

Cognitive re-labelling – athletes can 'label' their arousal in different ways. An athlete who labels arousal before a game as apprehension (negative – anxiety) can 're-label' it as excitement, which may cause a change in emotion and have a positive effect on performance.

Q.3 "Currently, two thirds of adults and a third of children are either overweight or obese in the United Kingdom. This figure is predicted to rise to almost nine in ten adults and two-thirds of children by 2050."

(The Guardian, Monday 4 August 2008)

Discuss the factors that have contributed to this rise in recent years and explain the role that physical education and school sport play in combating these problems in young people.

Level 1	1-4	Candidate identifies reasons for the rise in obesity in recent years and makes some attempt to explain the role of PE in combating this.
Level 2	5-7	Candidate applies knowledge and explains the link between low levels of physical fitness, increased sedentary lifestyles and current problems relating to the 'health of the nation'. They link the positive benefits of exercise with the role of PE and sport in schools.
Level 3	8-10	In addition to level 2, the candidate fully engages in the debate and discusses recent initiatives that have been introduced into schools to help combat this growing problem. There may be some discussion of the 'Sport for All' v. 'Elite Performance' debate surrounding school sport.

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

- Health concerns affecting people of all ages centre largely on physical fitness, obesity and cardiac problems.
- The main way of preventing these problems is an increased level of exercise.
- From a health perspective, increasing exercise will bring associated health benefits and may enhance fitness.
- Health: "The complete state of physical, mental and social well-being and not merely the absence of disease or infirmity".
- Exercise: "A planned, structured physical activity that enhances aspects of physical, mental and social health and fitness as well as well-being."
- Fitness: "The ability to cope with the demands of your environment and/or lifestyle".
- Research shows that moderate levels of physical activity have beneficial effects on health and such benefits may occur as a result of physical activity levels that are well below the intensity necessary for fitness change.
- In Wales only 55% of boys and 39% of girls are active for the recommended one hour on five or more days per week. This recommendation halves the prospects of developing chronic disease.
- Exercise is paramount for health – only 6% of heart attacks are due to obesity, 37% are due to physical inactivity.

Factors that have contributed to this rise in obesity in recent years include:

- Lifestyles are becoming far more sedentary.
- This change in lifestyle causes health problems: mainly obesity and obesity linked diseases – diabetes, heart disease, cancer, bone disease.
- The immediate causes of poor health are over-consumption of energy rich foods accompanied by too little exercise.
- Junk food – there is an awareness that it is bad for one, but the demand is still there and there is little control on safeguards on marketing unhealthy goods and drinks to children.

Role of Physical Education and School Sport in combating obesity:

- Promotion of Health-Related Exercise in Schools.
- National Curriculum – aims and ethos of physical education. Lifelong involvement in physical activity.
- **In Wales:**
 - Welsh Assembly target of 90% of pupils achieving sixty minutes of physical activity five times a week by 2020.
 - PSS project; 5x60 scheme; Dragon Sports (Primary Schools); free swimming.
- **In England:**
 - PESSCL Strategy (England) – Government investment of £978 million between 2004-2008 in order to meet target of 85% of children aged between 5-16 taking part in at least two hours of high quality PE and School Sport within and outside of the curriculum by 2008.
 - PESSCL Strategy has a number of strands that help to increase participation including the introduction of Sports College, School Sport Partnership (including SS Co roles), Step into Sports (a scheme aimed at increasing leadership opportunities for young people), sporting playgrounds and club links. Research suggests that the target for 2008 was surpassed (86% achieved).

Some candidates may also discuss wider whole-school solutions such as ban on vending machines and focus on healthy school meal choices (as a result of changes in government policy (September 2006) and the work of Jamie Oliver) and more cross-curricular work to help educate young people.

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 to make connections between different parts of the subject content is demonstrated.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is good use of specialist terms/vocabulary with some errors in spelling, punctuation and grammar but these are not intrusive.</p>
Level 3	11-15	<p>Candidate shows good knowledge and understanding of relevant principles, concepts and theories. There is good application and analysis with sound logical conclusions drawn. The ability to make connections between different parts of the subject content is demonstrated on several occasions.</p> <p>Information is very well organised and argument is expressed clearly and coherently. There is good use of specialist terms/vocabulary and spelling, punctuation and grammar are generally accurate.</p>
Level 4	16-20	<p>Candidate demonstrates excellent knowledge, understanding, analysis and evaluation using relevant principles, concepts and theories. The ability to synthesise and make connections between different parts of the subject content is fully demonstrated throughout the answer.</p> <p>Information is very well organised and the form and style of communication is highly appropriate. There is very good use of specialist terms/vocabulary with few, if any, errors in spelling, punctuation and grammar.</p>

SECTION B

Answer **one** question.

Q.4 "There are a variety of barriers affecting equal access for all in sport at all levels." Discuss this statement with particular reference to gender and race.

[20]

The question is synoptic and is designed to test understanding of the connections between different elements of the subject.

Undoubtedly candidates will respond according to their own experiences, so, therefore they could agree or disagree with the premise posed by the question.

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

Introduction

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

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 male phenomenon and so the rules and administration are essentially male.
- Britain is still essentially a patriarchal society in which men dominate economic and political power. Indeed, sport has been defined as "*an institution created by and for men*" (Messner and Sabo, 1990).
- Sport 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 within 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 often seen as being unfeminine and sometimes had their sexuality questioned.
- Gradual acceptance of women in sport – elite female marathon runners, such as Paula Radcliffe, now running faster than the majority of the male athletes and there has been increased involvement in football and rugby, which has been positively portrayed in the media.
- Women's football is the fastest growing sport in this country and is one of the most popular sports in the USA, after the success of their soccer team in the last World Cup. Indeed, football has now overtaken netball as the most popular female team game in the United Kingdom.
- 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.

Q.5 'Consumerism, market forces and the media are now controlling sport'. Discuss this statement. [20]

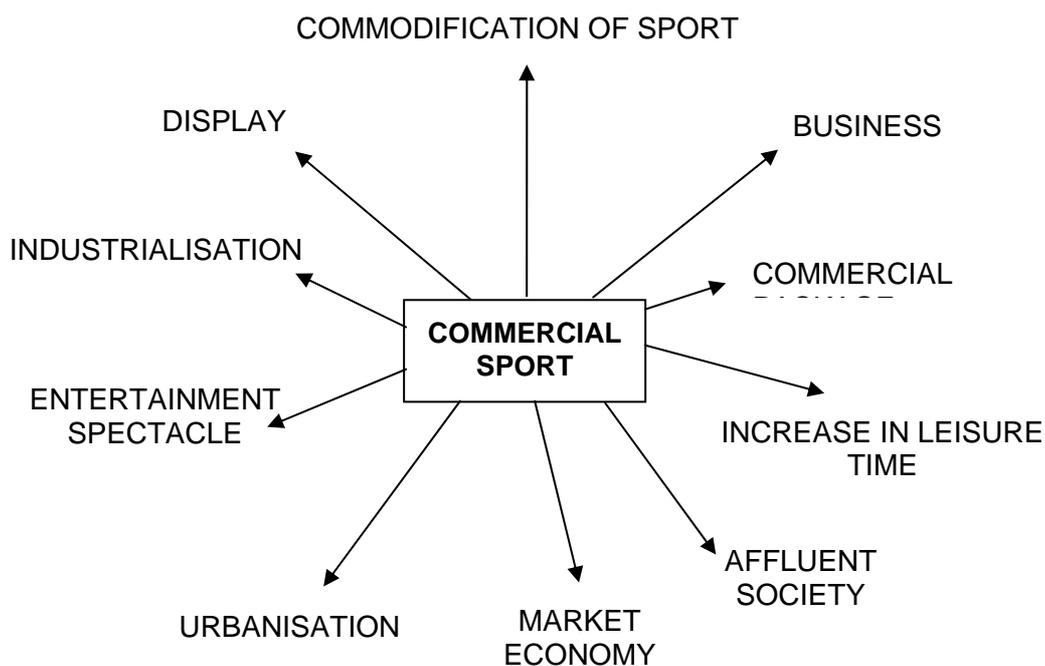
The statement is synoptic and is designed to test understanding of the connections between different elements of the subject.

Undoubtedly candidates will respond according to their own experiences, so, therefore they could agree or disagree with the premise posed by the question.

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

Consumerism and market forces as controlling factors in sport

- Sport has perhaps been altered to become more of a 'spectacle' due to this captive audience demand. Sport is now in the domain of 'market economy', commercial packages and big business.
- Profit potential in sport is huge. Sport is now seen as a commodity that can be bought and sold.
- There are a number of factors that have led to this, some of which are outlined in the diagram below:



- Sport-related economic activity netted in the region of £13.5 billion in 2006, which is approximately 2 per cent of the United Kingdom's gross domestic product.
- One in every five new jobs created is in the sport and leisure industry. Additionally, the London 2012 Olympic games will create 12,000 permanent jobs and is hoped to generate at least an extra two million visitors to the UK who will spend in the region of £5 billion in the leisure market (Wigglesworth, 2007).

- Given the huge sums of money now involved in sport and the potential profits to be made, it is hardly surprising that it has attracted the interest of entrepreneurs and business owners worldwide. Examples include Rupert Murdoch (Sky Sports), Kerry Packer ('cricketing circus' in the 1970s) and Silvio Berlusconi.
- More recently, Premiership football has become the market leader, growing at a rate that 'all other businesses would die for' (Deloitte and Touche, 1999). There are now many multimillionaire owners of Premiership football clubs such as Roman Abramovich (Chelsea), the Glaziers (Manchester United), Randy Lerner (Aston Villa), Tom Hicks and George Gillette (Liverpool) and significantly, Abu Dhabi United Group (Manchester City).
- The influx of money from these owners and money from Sky TV has led to the rich clubs becoming richer and lower league clubs struggling to survive. Wigglesworth (2009) notes that the Premier League clubs have a combined income greater than all the seventy-two Football League Clubs, who are, individually and collectively, massively in debt.
- Consequently, there has been a significant increase in top players' wages, who have also reaped the rewards of increased media coverage and the power of television. Players now command huge salaries, sponsorship deals and sell their 'image rights' to the highest bidder (e.g. David Beckham, Frank Lampard).
- Conversely, the current credit crisis has led to some teams failing to attract a sponsor (e.g. West Bromwich Albion) or keep their sponsor (e.g. XL Travel and West Ham United) and has forced Honda out of Formula 1 racing.
- Brand awareness: sports clothing brands such as Nike and Adidas contribute approximately £1 billion to the sports industry in the United Kingdom and have significant influence over young people (e.g. the fashion and sports industry are almost merging together).
- Products promotion; merchandising; future developments.

The Media as a controlling factor in sport

- Powerful and direct influence on the values and morals of a society because it reaches such a large percentage of the population.
- The 'hype' that accompanies many of today's major sporting events is often media generated – boosting sales and audience figures – a catalyst for the myriad of business ventures and industries for whom sport is a lucrative source of income.
- Breadth of coverage – TV can now offer a breadth of coverage that maximises potential audience figures as well as providing a range of activities which potential sponsors can identify with.
- Gender issues / stereotyping issues / ethnic issues e.g. sexploitation.
- Sports as an art form: modern technology – player cam, split screens, replays, slow motion.

- Role models in sport: positive and negative influences.
- Sports and their rules have been tampered with to make sport more dynamic and exciting for the media and is therefore more lucrative – greater audiences and its implications. For example, back pass rule in football, no offside in hockey, rally scoring in badminton and introduction of Twenty20 Cricket (coloured clothing, atmosphere, music, big hits, inventive shots).
- Many sports have found their timetables altered to suite peak viewing times, e.g. day-night cricket, summer season for Rugby League.
- New markets/channels: New technology has promoted a new wave of sporting broadcasts, e.g. channels on Sky dedicated to 'minor' sports – 'Gravity X' – surfing, snowboarding, roller skating, skateboarding, BMX and club-specific channels such as Man UTV.
- Creation of 'passiveness': May encourage passive spectators and, therefore, in fact reduce participation levels and create a nation of 'armchair fans', especially considering the increasing price of tickets.
- Focus on trivial/dramatic/educational/emotive/violent – nationalistic views / club allegiances / bias reporting – may lead to hooliganism.



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