

# CNAT SPORTS STUDIES

Unit R051 Contemporary issues in  
sport - EXAM



**The Mosslands School**  
A TECHNOLOGY COLLEGE



## PURPOSE OF THE UNIT

It is often said that sport is a reflection of society and, as such, many of the broad issues which affect society are also prevalent in sport. For the same reasons, sport can also be a force for good at local, national and international levels, because of its ability to bring people together.

By completing this unit, learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

Learning Outcome — The learner will:
LO1 Understand the issues which affect participation in sport
LO2 Know about the role of sport in promoting values
LO3 Understand the importance of hosting major sporting events
LO4 Know about the role of national governing bodies in sport

*LO1 – Issues which effect participation in sports*



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**Suggested content****Suggested activities****Activity duration**

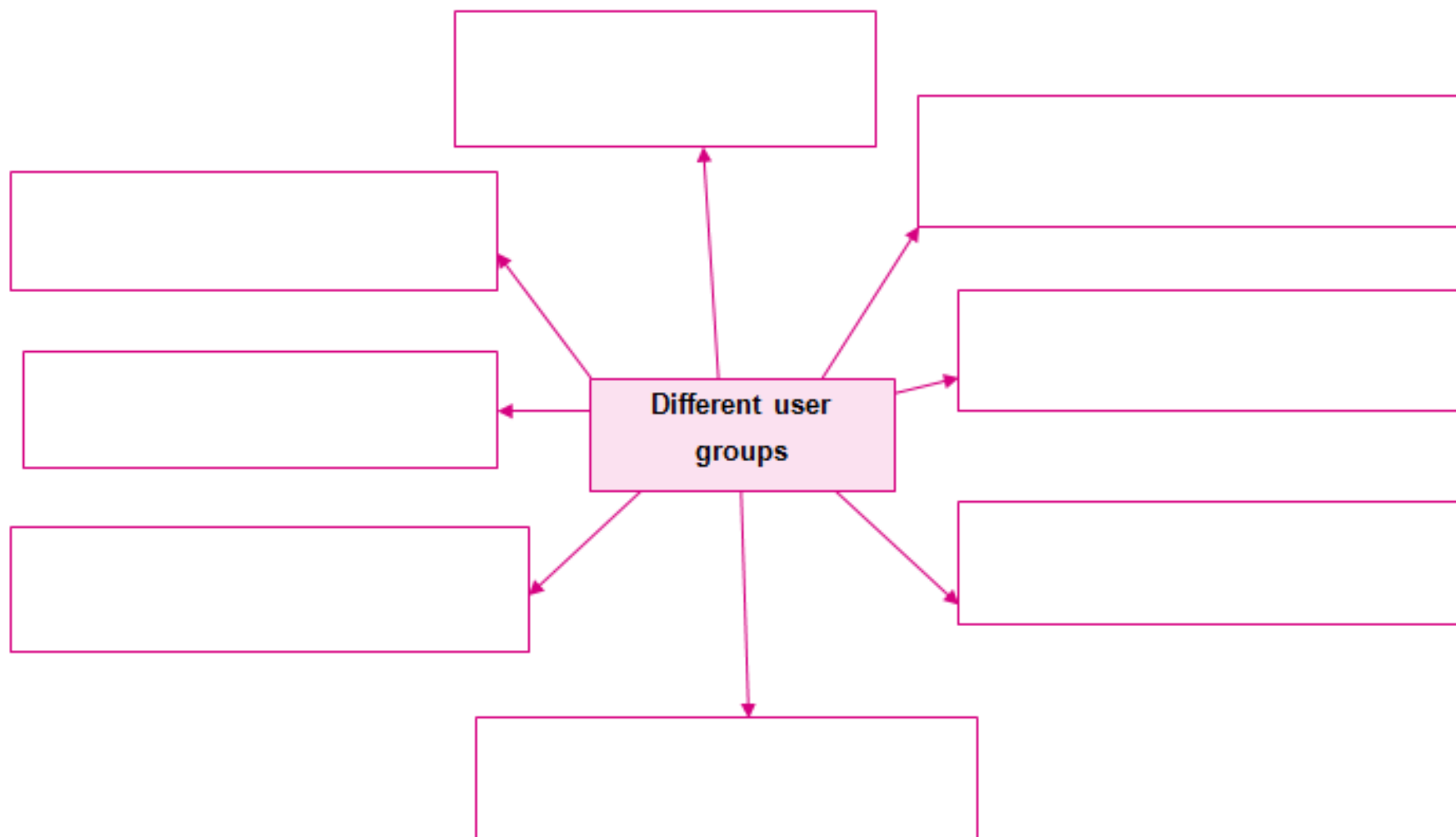
1 Identifying user groups

Learners could work in pairs or small groups to mind map the different 'user groups' who may participate in sport. Feedback to the wider group so that a comprehensive list can be compiled. Learners can record their thoughts on Lesson Element Issues which affect participation in sport.

15 minutes

## Task 1

Learners can work in pairs or small groups to mind map the different user groups who might take part in sport and physical activity.





## Different user groups in sport

### Learning Outcome 1: Understand the issues which affect participation in sport

Learners must be taught:

- the different user groups who may participate in sport, i.e.
  - ethnic minorities
  - retired people/people over 50
  - families with young children
  - single parents
  - children
  - teenagers
  - disabled
  - unemployed/economically disadvantaged
  - working singles and couples





# THE BIG RECRUIT FA'S PLAN TO INCREASE ASIAN NUMBERS IN FOOTBALL

TARGET FIGURES IN THE FA REPORT  
TO MEET OVER THE FOUR-YEAR PERIOD OF THE PLAN



**50,000**

coaching spaces for  
young Asian players



**2,000**

male or female players (Asian)  
go on to have trials/receive  
higher level coaching



**100**

new role models.  
These will be players who  
have emerged through the  
FA's plan who go on to  
play/succeed at higher levels  
and are used as role models  
within Asian communities



**200**

new Asian talent  
ID/Recruitment  
Officers



UK ASIAN POPULATION  
(PREDOMINANTLY  
SOUTH ASIANS)



**0.3%**

PROFESSIONAL  
FOOTBALLERS  
OF ASIAN ORIGIN

**ADIL  
NABI**  
WEST BROM

Turned professional in  
March 2011

**NEIL  
TAYLOR**  
SWANSEA CITY

Turned professional in  
July 2007

**DANNY  
BATTH**  
WOLVES

Turned professional in  
May 2009

## BRITISH SOUTH ASIAN PROFESSIONAL FOOTBALLERS 2014-15 SEASON

PREMIER LEAGUE		AGE
NEIL TAYLOR	SWANSEA CITY	26
ADIL NABI	WEST BROM	21
SAMIR NABI	WEST BROM	17
EASA SULIMAN	ASTON VILLA	16

CHAMPIONSHIP		
DANNY BATTH	WOLVES	24

LEAGUE ONE		
OTIS KHAN	SHEFFIELD UTD	19
MALVIND BENNING	WALSALL	21

LEAGUE TWO		
JOSH SHAMA	OXFORD UTD	20
KASHIF SIDDIQI	NORTHAMPTON	29

**£941m**

The amount  
earned by the  
Premier League  
from Asian  
broadcasters for  
live TV rights  
(2013-16)

FA'S TARGETS TO BE REACHED  
BY THE END OF THE 2017-18 SEASON

**4** Zesh Rehman was the first British Asian to play in all four divisions of professional football in England

**4%** Current amount of professional coaches and referees who are black or Asian

**3** Rehman, Michael Chopra and Neil Taylor are the only three players of British Asian descent to have played in the Premier League

**10%** The FA's target of BAME (Black, Asian and Minority Ethnic) FA registered referees

## Task – User groups

You must fill out the chart below and design a competition or sport event to engage all these types of people. Research on the internet things that already run and then deliver yours to the rest of your group



User group	3 challenges they may face that means they cant play sport	What event can you run for 20 people in your school
Ethnic minorities	1 2 3	
Over 50's	1 2 3	
Busy families (single parents)	1 2 3	
Disabled	1 2 3	



User group	3 challenges they may face that means they cant play sport	What event can you run for 20 people in your school
	1 2 3	
	1 2 3	
	1 2 3	

Find and describe three sporting initiatives that have happened in the UK below:

1

2

3



# Videos

- Where are all the Asians playing football ?– news report
- <https://www.youtube.com/watch?v=JQTchH3n2fg>
- No Running! Football As You've Never Seen It Before - Walking Football
- <https://www.youtube.com/watch?v=xkhC4Wu9BBI>
- Homeless World Cup - Finding a Home In Football
- <https://www.youtube.com/watch?v=l58i7AHbdxg>
- Judo: The Inside Track - Denny Roberts, Paralympic Pathway Officer
- <https://www.youtube.com/watch?v=1UBWvAOBRRc>
- Gang to Gloves - Amateur boxer Richard Riakporhe Interview
- <https://www.youtube.com/watch?v=Lio0MdXXkjlw>

# Barriers to taking part in sport

2 Barriers to participation

The teacher could give each learner (or pair/small group) a 'participant card', which lists the subject's name, date of birth, gender, family circumstances and some basic lifestyle information. The learner(s) could suggest what they think might stop or make it difficult for their participant to take part in sport or physical activity. Learners could select or be given other cards and asked to repeat the activity so that they build a picture of potential barriers to participation for a range of different users. Participant cards can be found on Lesson Element Issues which affect participation in sport.

1 hour



## Task 2

You will be given one of the Participant Cards below. For the person described on your card, write down what might be the barriers to participation that he/she will have to overcome or work around in order to take part in sport or physical activity.

Once you have done this for one card you will be given a different card and asked to repeat the process.

Participant 1		Participant 2	
Participant's name:		Participant's name:	
Potential barriers to participation:		Potential barriers to participation:	
Participant 3		Participant 4	
Participant's name:		Participant's name:	
Potential barriers to participation:		Potential barriers to participation:	



# Reducing barriers in sport

3 Reducing the barriers to participation	For the barriers to participation that have been highlighted, learners can make suggestions as to how these barriers might be reduced or removed. Learners should be reminded that in the real world there is not unlimited funding available – so any suggestions they make should be realistic and have the potential to work in the real world. Learners can record their thoughts on Lesson Element Issues which affect participation in sport.	45 minutes
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## Content to cover – barriers to participation

- the possible barriers which affect participation in sport (with reference to the different user groups), i.e.
  - employment/time (e.g. not much free time available)
  - work restrictions and family commitments (e.g. women still seen as bringing up the family and not being involved in sport)
  - disposable income (e.g. cannot afford cost of participation)
  - accessibility of facilities/equipment (e.g. transport not available, no disabled access)
  - lack of role models (e.g. few ethnic role models, few female role models)
  - provision of activities (e.g. limited activities on offer which do not meet the requirements of the prospective participant)
  - awareness of activity provision (e.g. what is currently available)
  - portrayal of gender issues by the media (e.g. mainly male sports shown on TV, mainly male presenters of sport programmes)
- Task – come up with your own survey on survey monkey to ask students and staff about barriers they face and present the figures in graphs.



 SurveyMonkey®



# Content to cover – solutions to barriers

- the solutions to barriers which affect participation in sport, i.e.
  - provision, i.e.
    - programming sessions for use by different user groups (e.g. sessions for wheelchair sports)
    - providing appropriate activity options for the demands of specific user groups (e.g. different age groups want different options)
    - planning of times to suit different user groups (e.g. for parents with young children, mid-morning after the school run)
  - promotion, i.e.
    - targeted promotion (e.g. by advertising in appropriate places to increase visibility to different user groups)
    - using role models to encourage participation among different user groups
    - initiatives aimed at promoting participation and inclusion (e.g. free swimming for under-16s and over-60s)
  - access, i.e.
    - access to facilities (e.g. provision of transport in rural areas, ramps for wheelchair access to buildings)
    - access to equipment (e.g. a hoist for swimming pool access)
    - sensible pricing/concessions (e.g. reduction of charges for unemployed people or young children)
- Task – design an advert (poster, video, meme) to promote an event
  - design a video to inspire teenagers to do sport based on role models (army/boxers)
  - <https://www.youtube.com/watch?v=jsP0W7-tEOc> - this girl Can promotional video
  - <https://www.youtube.com/watch?v=locLkk3aYlk> - Yes I can paralympic video
  - Design a role model poster for your favourite athlete and why they are a good role model – Connor McGregor on next slide



Nothing good ever comes from worrying or sitting there feeling sorry for yourself... Keep positive and keep pushing on and things will turn good.

— *Conor McGregor* —

AZ QUOTES

"There's no talent here,  
this is hard work.  
This is an obsession.  
Talent does not exist,  
we are all equals as human beings.  
You could be anyone if you  
put in the time.  
You will reach the top,  
and that's that.  
I am not talented,  
I am obsessed."

— *Conor McGregor*







<https://www.youtube.com/watch?v=iEr5H4E4r3I>

Macklemore – the power of practice



## Reducing Barriers in sport - Task

Athlete	How can they reduce their barriers to participation?
	
	
	
	

# Barriers to sport past paper

3

Answer **all** the questions.

- 1 Raheem and Malika are a married couple. They moved from Pakistan to the UK six months ago. Both would like to be able to play sport more regularly.

(a) Identify **two** barriers which could affect Raheem and Malika's participation in sport.

1 .....  
..... [1]

2 .....  
..... [1]

(b) Suggest **two** strategies to overcome these barriers.

1 .....  
..... [1]

2 .....  
..... [1]

# Barriers to sport past paper

- 2 Regular participation in golf can help retired people maintain physical fitness. The majority of golf participants over the age of 50 are currently men.

(a) Describe **two** potential barriers that might prevent women over 50 from participating in golf.

1 .....  
..... [1]

2 .....  
..... [1]

(b) Explain **two** ways that women over 50 could be encouraged to participate in golf.

1 .....  
..... [1]

2 .....  
..... [1]

#### 4 Reducing the barriers to participation – case study

Learners could contact a local sports centre, facility or club and interview (face to face or remotely) them to ask what measures they have in place to encourage maximum participation by user groups and/or to reduce the effect of the highlighted barriers to participation. Learners could focus on one specific user group or could find out about the access issues and solutions for all user groups.

Various





## Task – Promoting sport events

Suggested content	Suggested activities	Suggested timings	Possible relevance to
5 Sports promotion	<p>Learners could investigate the different ways in which sport is promoted. Over a set time (eg a weekend or one week) learners could note down every time they see or hear sport/physical activity being promoted. They should record where it was promoted, what was being promoted and any other interesting facts (was a famous sports person on the advert for example?) Learners can record their findings and then analyse them to see:</p> <ul style="list-style-type: none"> <li>Was there one particular place that they saw the most sports promotion?</li> <li>Did the methods of promotion follow a trend?</li> <li>What do they think was the most effective promotion that they saw? Why?</li> <li>Were there any promotions that they felt were not as successful as they might have been? Why?</li> <li>What would their 'golden rules' be regarding promoting sport and physical activity?</li> </ul> <p>Learners could be given a specific sport/activity and target user group and asked to devise a promotional campaign for it – how would they promote it? Where? When? With whom?</p>	Various	R054 LOs 1-5



# Task – Sporting initiatives

Sporting initiatives	Learners could be given a local or national sporting initiative and asked to research it before presenting their findings to a wider audience. Local representatives from sports development or similar could be invited into school to talk to learners about their role in encouraging participation and about local sporting initiatives that are taking place.	Various
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@TranmereFITC

Look at Tranmere in the community twitter feed at all they are doing on the Wirral

<https://www.youtube.com/watch?v=T7f7aNci-pc>

Tranmere in community

Arrange a visit to solar campus to see their work

## Why are sports popular? – content to cover

- the factors which can impact upon the popularity of sport in the UK, i.e.
  - participation (e.g. football has wide-spread mass participation due to strong infrastructure being in place)
  - provision (e.g. tennis lacks easily accessible courts impacting on base level participation)
  - environment/climate (e.g. regular involvement in snow sports as participant or spectator either requires frequent trips abroad or the use of artificial slopes as most parts of UK do not have appropriate terrain/ weather)
  - spectatorship (e.g. live professional rugby matches readily accessible)
  - media coverage (e.g. BBC1 has sole coverage of Wimbledon, therefore, avid tennis fans will watch this, The Ashes not on free to air TV)
  - success for both teams and individuals (e.g. Sir Chris Hoy's success at the Olympics has increased participation in cycling)
  - role models (e.g. lack of role models for particular groups in particular sports, such as British Asian footballers)
  - acceptability (e.g. boxing still has vocal opposition who feel that the aim of the sport is to 'hurt the opponent' and that it is, therefore, not appropriate, especially for younger people, opposition to horse racing due to perceived animal cruelty by use of whip)



Cool Runnings – Trailer

<https://www.youtube.com/watch?v=wLlmymHRNZg>

Truth behind cool Runnings

[https://www.youtube.com/watch?v=ZLQkCemE\\_Xs](https://www.youtube.com/watch?v=ZLQkCemE_Xs)

What makes sports popular?

Fill out the chart:

Factor effecting popularity	Example from spec	Think of a different example
Participation		
Provision		
Climate/environment		
Spectatorship		
Media coverage		
Previous success		
Role models		
Acceptability		



- current trends in the popularity of different sports in the UK (e.g. studies and statistics in recent years have suggested that recreational walking, fishing/angling, cycling and swimming are the most popular sports in the UK in terms of numbers participating)
- growth of new/emerging sports and activities in the UK (e.g. Ultimate Frisbee now increasing in popularity very quickly in UK).

Task 1 – Research on the internet stats on most popular sports and present in a graph

Task 2 – Research on the internet the top 10 fastest growing sports in the UK and the world. Present as a graph if possible



## Padel power: Will the world's fastest-growing sport take off in the UK?



Fernando Belasteguín of Argentina hits a backhand playing in the Madrid Padel Pro Tour in Madrid CREDIT: GETTY





Essay question on role models



# Role models mark scheme (2015)

Question	Answer	Marks
15.	<p>Levels of response.</p> <p>0= nil response or response worthy of credit.</p> <p><b>MB1 (1-3 marks)</b> The response shows a limited understanding of the importance of role models in promoting and developing sport. Candidates provide simple descriptions using some relevant examples. No attempt is made at explanation and there may be some irrelevant material in the answer.</p> <p>Sentences have limited coherence and structure. Errors in grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>MB 2 (4-6 marks)</b> The response shows a good understanding of the importance of role models in promoting and developing sport. Candidates make some valid points and there is an attempt at explanation of these roles using a wide range of examples.</p> <p>Sentences for the most part are relevant and coherent. There are occasional errors in grammar, punctuation and spelling.</p> <p><b>MB 3 (7-8 marks)</b> The response shows a detailed understanding of the importance of role models in promoting and developing sport. Candidates make many points, many of which are well developed and related to an extensive range of examples.</p>	

R051

Mark Scheme

Question	Answer	Marks
	<p>The answer is well structured and uses appropriate terminology. There are few if any errors in grammar, punctuation and spelling.</p> <p><b>Indicative content:</b></p> <p><b>Role models are important to;</b></p> <p>Promoting participation/increase participation</p> <ul style="list-style-type: none"> <li>• High profile sports performers motivate others to participate</li> <li>• Make the sport look exciting</li> <li>• Raise awareness of the sport/increase social acceptability.</li> </ul> <p>Increasing the popularity of the sport;</p> <ul style="list-style-type: none"> <li>• Popularity of sport is affected</li> <li>• Popularity of sport is increased</li> <li>• Reputation of sport is improved</li> <li>• Spectatorship is increased</li> </ul> <p>Encouraging excellence;</p> <ul style="list-style-type: none"> <li>• Inspiring others</li> <li>• Raising standards</li> <li>• Raising aspirations</li> <li>• Encourages work ethic</li> <li>• Reputation of sport is improved.</li> </ul> <p>Promoting positive values;</p> <ul style="list-style-type: none"> <li>• Encourages fairness</li> <li>• Encourages sportsmanship</li> <li>• Encourages tolerance/respect</li> <li>• Encourages effective teamwork</li> <li>• Encourages a healthy lifestyle</li> </ul>	

# Popularity of sports past paper

4 Explain how the following factors might impact on the popularity of tennis.

(a) Media coverage .....

.....  
.....  
..... [2]

(b) Social acceptability .....

.....  
.....  
..... [2]

(c) Success of professional tennis players .....

.....  
.....  
..... [2]

- 5 Futsal is a version of football, played mainly indoors between teams of five players. A smaller, less bouncy ball is used than in association football. Games are in two 30-minute halves.

Give **three** reasons why Futsal might be growing in popularity in the UK.

Reason 1 .....  
..... [1]

Reason 2 .....  
..... [1]

Reason 3 .....  
..... [1]

LO2 – *know about the role of sport in promoting values*



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# Content to cover

## Learning Outcome 2: Know about the role of sport in promoting values

Learners must be taught about:

- values which can be promoted through sport, i.e.
  - team spirit (e.g. learning how to work together and support others by playing as part of a team)
  - fair play (e.g. learning the importance of adhering to rules and being fair to others through playing sport)
  - citizenship (e.g. get involved in your local community through sport)
  - tolerance and respect (e.g. developing understanding of different countries and cultures through sport)
  - inclusion (e.g. initiatives to get under-represented social groups involved in sport)
  - national pride (e.g. supporters and performers unite behind country in international events)
  - excellence (e.g. striving to be the best that you can in your favourite sport)
- the Olympic and Paralympic movement, i.e.
  - the creed, i.e. *"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
  - the symbol, i.e. five interlocking rings represent the union of the five continents
  - the Olympic and Paralympic values, i.e. Respect, Excellence, Friendship, Courage, Determination, Inspiration and Equality



## Unit R051 – Contemporary issues in sport

### The role of sport in promoting values

These tasks will help you to understand the role of sport in promoting values, the values of the Olympics and Paralympics and will also give you a chance to investigate some initiatives which promote values through sport.

#### Task 1

Before you start to think in detail about 'values' it may be useful for everyone to agree a definition of the word. Define 'value' in your own words and record your definition below:

My definition of the word 'value' \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

You can share your definitions with the whole group and one definition that everyone is agreed on can be devised and recorded below:

Group agreed definition of the word 'value': \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Task 2

Now that you understand the word 'value' you can start to think about the values that sport might promote. Working in pairs or small groups list the values below, you can then explain how sport might promote these values and why they are important in everyday life.

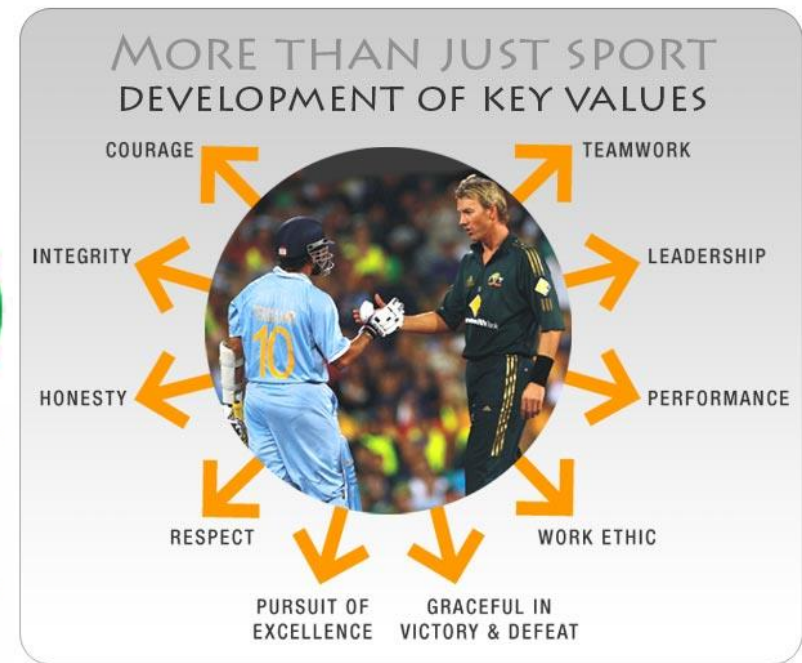
[illegible]

# Values in sport



## RUGBY'S VALUES

<b>integrity</b>	<b>INTEGRITY</b> Integrity is central to the fabric of the Game and is generated through honesty and fair play.
<b>respect</b>	<b>RESPECT</b> Respect for team mates, opponents, match officials and those involved in the Game is paramount.
<b>solidarity</b>	<b>SOLIDARITY</b> Rugby provides a unifying spirit that leads to lifelong friendships, camaraderie, teamwork and loyalty which transcends cultural, geographic, political and religious differences.
<b>passion</b>	<b>PASSION</b> Rugby people have a passionate enthusiasm for the Game. Rugby generates excitement, emotional attachment and a sense of belonging to the global Rugby Family.
<b>discipline</b>	<b>DISCIPLINE</b> Discipline is an integral part of the Game both on and off the field and is reflected through adherence to the Laws, the Regulations and Rugby's core Values.



Task: produce an assembly with photos and videos to promote the importance of sport in developing people



### Task 3

The Olympics and Paralympics have seven values which embody the spirit of the games. These values are listed below, can you unscramble the letters to reveal the correct words.

The Values	Write the word, correctly spelled, in the boxes below
CTREPSE	
LECXELNECE	
SPIFEDNHRI	
OCUREGA	
NDOEITTEARNMI	
NIOPINSIRTA	
LTIQUEYA	

#### Task 4

Now that you know the seven Olympic and Paralympic values you can explain how the games encourages these values amongst the participants and/or wider public. Record your thoughts below.

The Values	How the Olympics and Paralympics encourage these values



<https://www.youtube.com/watch?v=f-RNRgQ0NP8>

Living the olympic values

<https://www.youtube.com/watch?v=PFZrkGQ09zc>

Olympic values for London 2012

# Task- Olympic values



## 2 The Olympic and Paralympic creed

Learners could be given 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" and must create a poster, picture or similar which includes the creed and other appropriate images and words in order to reflect the Olympic and Paralympic messages.

- <https://www.youtube.com/watch?v=2Wd2tFzxjuU> – The olympic creed
- <https://www.youtube.com/watch?v=1REQm6TIBR0> – The refugee olympic team in Rio 2016

<https://www.youtube.com/watch?v=iOIMnCSJjmc> – The ten greatest moments from Rio 2016



### 3 Olympic and Paralympic values

Learners could be given the Olympic and Paralympic values as anagrams and they must first 'unjumble' them to discover the seven values (respect, excellence, friendship, courage, determination, inspiration and equality). Then learners must explain how the Olympics and Paralympics encourages these values. Learners could also find an example from the Olympics and/or Paralympics where a competitor has displayed one (or more) of these values. This can be shared with the rest of the group and a display of each value word, along with a definition and pictures or photos of the person/incident which embodies this value could be created and displayed. Learners can use Task 3 on Lesson Element The role of sport in promoting values to record their thoughts.



# Sporting initiatives that promote values in sport

Suggested content	Suggested activities
4 Sporting initiatives which promote values through sport	<p>Learners could research and find for themselves (or be given by the teacher) initiatives and/or events which promote values through sport. Each learner/pair can research their specific initiative/event and present their findings to the rest of the group. Initiatives may include:</p> <ul style="list-style-type: none"><li>• FIFA's Football for Hope campaign</li><li>• ECB's Chance to Shine Programme</li><li>• Sport Relief</li><li>• Premier League's Creating Chances initiative</li><li>• Sky Sports Living for Sport</li><li>• Youth Sport Trust's Lead Your Generation</li><li>• Matalan Sporting Promise</li><li>• Sainsbury's School Games</li></ul> <p>Many different initiatives can be found on the Youth Sport Trust's website:</p> <p><a href="http://www.youthsporttrust.org/how-we-can-help/programmes.aspx">http://www.youthsporttrust.org/how-we-can-help/programmes.aspx</a></p>

# Content to cover

## Learning Outcome 2: Know about the role of sport in promoting values

Learners must be taught about:

- values which can be promoted through sport, i.e.
  - team spirit (e.g. learning how to work together and support others by playing as part of a team)
  - fair play (e.g. learning the importance of adhering to rules and being fair to others through playing sport)
  - citizenship (e.g. get involved in your local community through sport)
  - tolerance and respect (e.g. developing understanding of different countries and cultures through sport)
  - inclusion (e.g. initiatives to get under-represented social groups involved in sport)
  - national pride (e.g. supporters and performers unite behind country in international events)
  - excellence (e.g. striving to be the best that you can in your favourite sport)
- the Olympic and Paralympic movement, i.e.
  - the creed, i.e. *"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
  - the symbol, i.e. five interlocking rings represent the union of the five continents
  - the Olympic and Paralympic values, i.e. Respect, Excellence, Friendship, Courage, Determination, Inspiration and Equality
- other initiatives and events which promote values through sport (e.g. FIFA's 'Football for Hope' campaign, ECB's 'Chance to Shine' programme, Sport Relief, Premier League's 'Creating Chances' initiative, £10m Sport England scheme to increase participation in sport by women)
- the importance of etiquette and sporting behaviour of both performers and spectators, i.e.
  - reasons for observing etiquette and sporting behaviour (e.g. fairness, promoting values, safety of participants etc)
  - sportsmanship (e.g. football giving the ball to the opposition when they have kicked it out when an injury occurs to your team)
  - gamesmanship (e.g. time wasting)
  - spectator etiquette (e.g. quiet during rallies at Wimbledon, quiet during play in snooker, quiet during the playing of national anthems)

Initiative	What does it do and how?	What values does it promote?
FIFA football for hope		
ECB chance to shine		
Sport relief		
Premier league creating chances		
Youth sports trust lead your generation		
Sainsbury's school games		

Initiatives and values past paper

6 The ‘Kick It Out’ campaign is an anti racism initiative from the Football Association (F.A.) aimed at football players and spectators.

(a) Name **one** value which is promoted through this F.A. initiative.

.....  
..... [1]

(b) Identify **one** other sports initiative and a value it promotes.

Initiative .....  
..... [1]

Value ..... [1]

7 Using an example for each, describe **two** values associated with the Paralympic movement.

Value .....  
Example .....  
..... [2]

Value .....  
Example .....  
..... [2]

11 Suggest **two** ways a sports club could spend funding from a governing body to overcome a barrier to participation.

Barrier ..... [1]

Initiative/strategy .....  
.....  
.....  
..... [2]

# Cheating and etiquette in sport

## 5 Etiquette and sporting behaviour

Learners could define gamesmanship and sportsmanship to ensure that they understand what both terms mean. Learners could debate the two different approaches to participating in sport. The teacher could split the class into two groups and allocate one group argues for gamesmanship and the other against it. Groups could be given time to research their topic - the following websites may be useful: <http://michaelledwards89.wordpress.com/2013/01/28/gamesmanship-vs-sportsmanship/>

<http://www.lawinsport.com/blog/lewis-silkin-sports-law-blog/item/gamesmanship-v-sportsmanship-goodbye-etiquette-hello-victory>

If the teacher wants more information about holding a debate then this website has some useful information: [http://news.bbc.co.uk/cbbcnews/hi/find\\_out/guides/misc/how\\_to\\_hold\\_a\\_debate/newsid\\_1796000/1796245.stm](http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/misc/how_to_hold_a_debate/newsid_1796000/1796245.stm)





<p>Gamesmanship (what is it and three examples)</p>	<p>Sportsmanship (what is it and three examples)</p>
<p><a href="https://www.youtube.com/watch?v=xOZ8VZi6mQs">https://www.youtube.com/watch?v=xOZ8VZi6mQs</a></p>	<p><a href="https://www.youtube.com/watch?v=LoSFdylNkBY">https://www.youtube.com/watch?v=LoSFdylNkBY</a></p>

# Etiquette past paper

- -

- 9 Using **two** different examples, explain the importance of etiquette and positive sporting behaviour by professional sportsmen and women.

.....

.....

.....

.....

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.....

.....

..... [4]

# Cheating in sport – Group task

## 6 Cheating in sport

Learners could suggest the different ways that performers could cheat in sport. Collate a whole group list that includes examples such as:

- Use of steroids/banned substances
- Diving (in football)
- Epo (blood doping)
- Gene doping
- Match fixing

In pairs learners could focus on one particular method of cheating and research information such as:

- Famous examples
- How it works
- Who has been caught
- When was it first used
- What punishments have been imposed

Learners could present their findings to their peers.

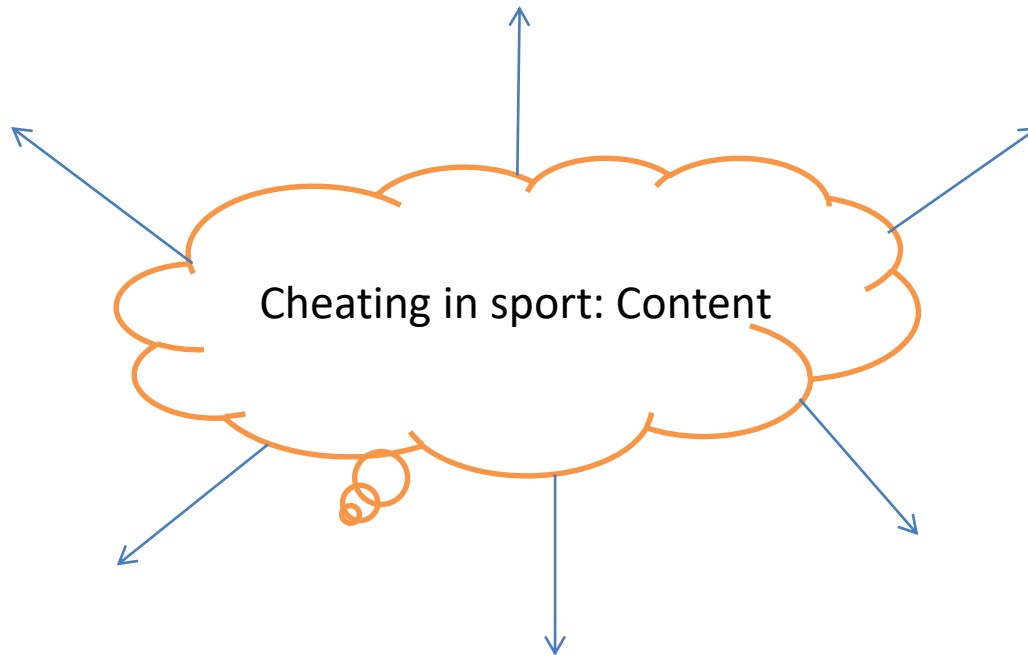
A useful place to start might be the A-Z of cheating that can be found on this website:

<http://www.theguardian.com/sport/2009/oct/18/cheating-in-sport>

- <https://www.youtube.com/watch?v=PgRBxsW26vY>
- Lance Armstrong documentary



# Cheating in sport...



Draw a bubble diagram in your exercise book. Annotate your diagram using the questions below:

What reasons do athletes use to cheat?

What are the current initiatives to stop cheating in sport?

Impact of sporting reputation from cheating

Ethical issues

# Cheating content to cover:

- sports initiatives to break down barriers (e.g. Kick Racism Out of Football)
- the use of performance-enhancing drugs in sport, i.e.
  - reasons why they are used (e.g. pressure to succeed as an individual, pressure to succeed as a nation)
  - reasons against use (e.g. long term ill health, consequences when found guilty, unfair advantage)
  - World Anti-Doping Agency (WADA), i.e.
    - whereabouts rule
    - testing methods, i.e. blood sample collection, urine sample collection, hair sample collection, nail sample collection
  - current initiatives (e.g. sanctions)
  - drug offences by elite performers (e.g. Dwain Chambers, David Millar)
  - impact of drug taking on the reputation of sport (e.g. mistrust of results/events such as Tour de France as a result of so many scandals)
  - ethical issues related to drug taking (e.g. should there be a distinction between use of performance enhancing drugs and recreational drugs?)



## Three Russian athletes banned after Beijing retesting

« [Prev](#) | [Next »](#) | [Comments \(0\)](#)



*Beijing Olympics relay silver medallist  
Anastasiya Kapachinskaya banned for four years  
for doping*

The Beijing Olympics relay silver medallist Anastasiya Kapachinskaya and two other Russian athletes were banned for four years on Wednesday for doping.

Kapachinskaya, Inga Abitova and Denis Alekseyev, were caught out for using the prohibited substance turinabol when their samples from the 2008 Games were retested.

The bans were announced by the All-Russian Athletics Federation (RusAF).

Kapachinskaya, who also tested positive for stanozolol, was part of the women's 4X400m relay team that came second in Beijing.

Her retested sample from the 2011 World Athletics Championships in Daegu also came back positive.

Abitova took sixth in the women's 10,000m in China while Alekseyev picked up bronze in the men's 4x400m relay bronze that year.

"These three runners have voluntarily admitted doping code violations," RusAF anti-doping coordinator Yelena Ikonnikova told AFP.

"Their avowals of guilt, which we received from the international athletics federation (IAAF) have been

### Task

Find 3 news items about drugs cheats. What was their drug and their punishment?

MEN ELASTIC  
Casual Flat Shoes

46% OFF



\$33.89

Newchic



## Drugs in sport

[illegible]

# Drugs in sport past paper

6

8 Blood testing is used in sport to identify drug offences during and after competitions.

(a) Give an example of an illegal drug that might improve performance in sport.

..... [1]

(b) Describe **two** methods of detecting the use of performance enhancing drugs in sport other than blood testing.

.....  
.....  
.....  
..... [2]

(c) Give **two** examples of how the reputation of sport has been damaged by drug use.

Example 1 .....  
.....

Example 2 .....  
.....

[2]

LO<sub>3</sub> – understand the importance of hosting major sporting events



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# Content to cover

## Learning Outcome 3: Understand the importance of hosting major sporting events

Learners must be taught:

- the features of major sporting events, i.e.
  - regularity/scheduling, i.e.
    - 'one-off' (e.g. hosting the Olympic and Paralympic Games will only happen in any given country/city once in a generation)
    - regular (e.g. UEFA Champions League final is an annual event which a city could host more than once in a relatively short period of time but it is shared around as a rule)
  - regular and recurring (e.g. hosting a Formula 1 Grand Prix would be annual and is normally contracted for a period of years to the host country/city)
  - international element, i.e. involves competitors, and therefore supporters/interest, from more than one country (e.g. the Olympic and Paralympic Games; FIFA World Cup; Rugby Union Heineken Cup)
  - level of investment, i.e.
    - required
    - which may be attracted
  - potential 'legacy', i.e.
    - sporting
    - social
    - economic

- the potential benefits and drawbacks of cities/countries hosting major sporting events, i.e.
  - benefits, i.e.
    - investment in developing/improving transport system
    - increased direct and indirect tourism
    - commercial benefits (e.g. money from sponsors, external investment which would not otherwise have been attracted)
    - participation may increase in some sports
    - infrastructure/social facilities built can be used by people who live in the area where the events have been held
    - sports facilities will be improved or new facilities built
    - raise the status of the country/'shop window effect'
    - morale of the country is raised
  - drawbacks, i.e.
    - bidding to host can be expensive and you may not be awarded the event
    - event can cost hosts more than it raises in revenue
    - facilities can end up not being used after the event if not planned properly
    - can have negative impact on the status of the country if event runs poorly/is disorganised
    - while hosting the event will help to promote one area of sport, others may suffer as a consequence
    - can cause divisions in the country if the specific area which hosted (e.g. one city) is perceived to have been the only beneficiary
- the links between potential benefits and drawbacks and legacy, i.e.
  - many of the benefits and drawbacks are relevant to more than one of the legacy areas (sporting, social, economic) (e.g. sports facilities could have both sporting and social legacy).

# The positive and negative impact of global games...



Countries from all over the world bid to host global games events from the Olympics to the football world cup.

Can you think of reasons:

- a) Why they would want to host a global sporting event? (positives)
- b) What might be a draw back of hosting a global sporting event? (Negatives)





# Case study: Barcelona (1992), Rio De Janeiro (2016)



## Case study 1: Barcelona 1992

Tourism: Pre Olympics 300,000 per year.  
Post Olympics 9,000,000 per year

Venue/Facilities: Olympic stadium still in operation, used for athletics championships as recently as 2017. Diving arena not in use. Olympic village turned into housing.

Sporting opportunities: Increase from pre Olympic figures.

City development: Beach and docks formed, key areas development and maintained.



- 1) Was there a lasting legacy in Barcelona?
- 2) Why do you think this?
- 3) The Olympics are attributed with a positive effect on tourism. Why do you think this is? And why is tourism a positive for the city of Barcelona?

# Case study: Barcelona (1992), Rio De Janerio (2016)



## Case study 1: Rio de Janeiro 2016

**Tourism:** Reached target of 500,000 before the games, no impact to tourism figures after the games.

**Venue/Facilities:** Stadium and sporting venues (19) are being unused and in some cases left for ruin. Olympic village has been shut down as luxury flats go unsold. Local parks that were in operation during games have since been shut down.

**Sporting opportunities:** Decrease from pre Olympic figures due to lack of facilities

**City development:** Facilities left to ruin, transport links remain but are largely unused. All major developments are not maintained.



- 1) Why do you think this has happened in Rio?
- 2) After seeing both case studies, which sort of country would you advise to bid to host a global event in the future?

# The controversy of the Qatar World cup for 2022

- <https://www.youtube.com/watch?v=TJYXgMigfpo>



[https://youtu.be/snPAbh\\_M22M](https://youtu.be/snPAbh_M22M) - Eng

<https://youtu.be/vaaJ6AfE0Jc> - Qatar

# Importance of hosting sporting events

## Task 1

Working individually, in pairs or small groups, list all of the major sporting events that you can think of and feedback to the wider group to create a comprehensive list.

Record your answers in the table below, along with what you know about each of the events listed.



For each of the events you have listed, write down in the boxes below what you know about them. Do you know:

- Where it happens
- When it takes place
- How often it is held
- What sport/s are involved
- Which countries are involved
- How participants qualify
- What the prize is/prizes are
- Any other information

Name of event:	Name of event:

Name of event:	Name of event:
Name of event:	Name of event:

Suggested content	Suggested activities	Activity duration
1 Major sporting events	<p>Working individually, in pairs or small groups, learners could list all of the major sporting events that they can think of. Feedback to the wider group to create a comprehensive list. Ask learners what they know about each of the sporting events listed – do they know:</p> <ul style="list-style-type: none"> <li>• Where it happens</li> <li>• When it takes place</li> <li>• How often it is held</li> <li>• What sport/s are involved</li> <li>• Which countries are involved</li> <li>• How participants qualify</li> <li>• What the prize is/prizes are</li> <li>• Any other information</li> </ul> <p>Learners can write the events down and what they know about them on Lesson Element The role of sport in promoting values.</p>	45 minutes



- <https://www.youtube.com/watch?v=3hfvFkaA-5g>
- Prize money at Wimbledon (post brexit)

## London 2012 legacy task

- Watch the three videos and fill out this page:
- Ted Talk on London 2012 legacy

<https://www.youtube.com/watch?v=VcTXr6XMtVY>

London 2012 legacy news report

[https://www.youtube.com/watch?v=M\\_91fKs9yEA](https://www.youtube.com/watch?v=M_91fKs9yEA)

London 2012 legacy

<https://www.youtube.com/watch?v=t85PUIJWH4w>



- level of investment, i.e.
  - required
  - which may be attracted
- potential 'legacy', i.e.
  - sporting
  - social
  - economic

Sporting legacy	Social Legacy	Economic legacy



# Hosting sports events past paper

- 12 Identify whether the following long term benefits of hosting a major sports event leave an **economic** or **sporting legacy**. Tick the relevant column to indicate your answer.

Benefit	Economic	Sporting
Income for local businesses		
'Shop window' effect for the country		
New sports facilities that can be used by the local population after the event		
Increase in participation in some sports		
Development of community sport		
Increase in tourist spending		

# Hosting sports events past paper

8

13 Give four possible disadvantages for a **country** of hosting the Olympic Games.

.....

..... [1]

.....

..... [1]

.....

..... [1]

.....

..... [1]

## Task 2

Hosting a major sporting event brings with it many benefits.

Create a list of the possible benefits of hosting a major sporting event and record them in the table below. Then suggest why or how each element highlighted may be of benefit.

Potential benefit of hosting a major sporting event	Reason how or why this aspect may be of benefit

## Benefits of hosting sporting events



### Task 3

Hosting a major sporting event can have its drawbacks.

Create a list of the potential drawbacks of hosting a major sporting event and record them in the table below. Suggest why or how each element highlighted may cause concerns.

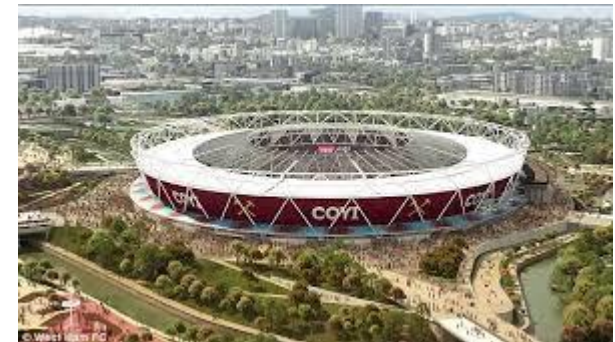
Potential benefit of hosting a major sporting event	Reason how or why this aspect may be of benefit

### Drawbacks of hosting sporting events



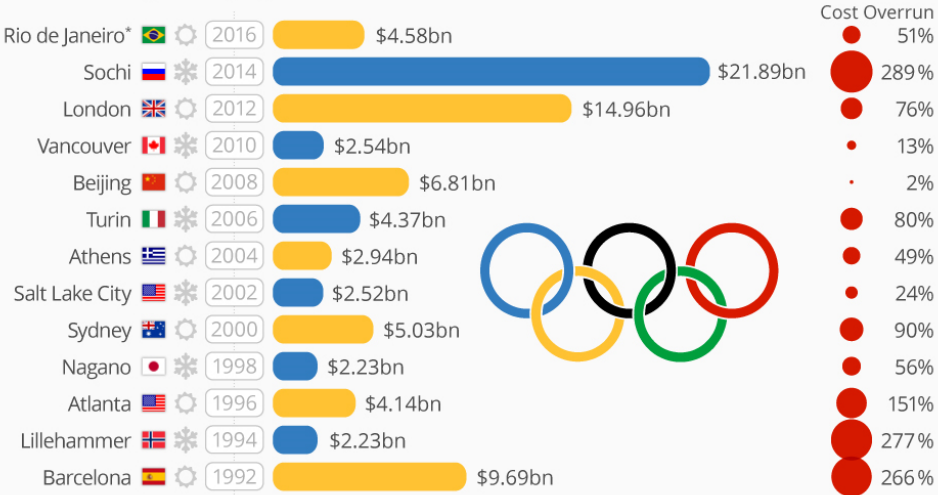


## Benefits and drawbacks answers



# The Massive Costs Behind The Olympic Games

Cost of hosting the Olympic Games since 1992 (billion U.S. dollars)

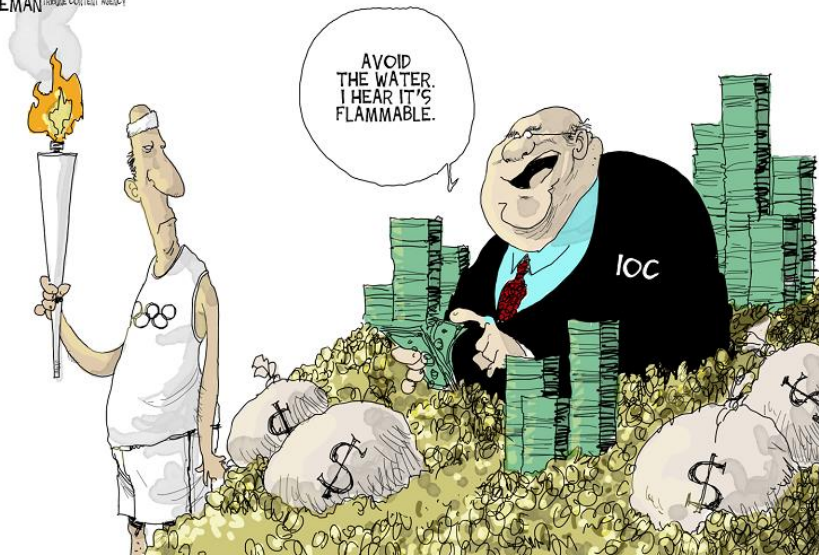


\* As of January 29, 2016 - survey did not take into account infrastructure such as airports, road & rail networks, etc.  
Source: The Oxford Olympics Study 2016: Cost and Cost Overrun at the Games

Forbes statista



SHENEMAN





## Benefits and drawbacks answers

- the potential benefits and drawbacks of cities/countries hosting major sporting events, i.e.
  - benefits, i.e.
    - investment in developing/improving transport system
    - increased direct and indirect tourism
    - commercial benefits (e.g. money from sponsors, external investment which would not otherwise have been attracted)
    - participation may increase in some sports
    - infrastructure/social facilities built can be used by people who live in the area where the events have been held
    - sports facilities will be improved or new facilities built
    - raise the status of the country/'shop window effect'
    - morale of the country is raised
  - drawbacks, i.e.
    - bidding to host can be expensive and you may not be awarded the event
    - event can cost hosts more than it raises in revenue
    - facilities can end up not being used after the event if not planned properly
    - can have negative impact on the status of the country if event runs poorly/is disorganised
    - while hosting the event will help to promote one area of sport, others may suffer as a consequence
    - can cause divisions in the country if the specific area which hosted (e.g. one city) is perceived to have been the only beneficiary

# LO4 – The role of national governing bodies in sport



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Starter: Name these



ENGLAND



Starter: Name these



## LO4 – Governing bodies content to cover



### Learning Outcome 4: Know about the role of national governing bodies in sport

Learners must be taught:

- what national governing bodies in sport do, i.e.
  - promotion, i.e.
    - promoting participation (e.g. equal opportunities policies)
    - increasing the popularity of the sport (e.g. schemes for schools)
    - exposure in the media (e.g. press releases, public relations)
  - development, i.e.
    - elite training and development (e.g. national performance squads and national teams in many sports)
    - coaching awards (e.g. England Netball UK Coaching Certificate coaching awards from Level 1 upwards)
    - training of officials (e.g. the Rugby Football Union has a young officials award which can be used as a starting point to becoming an official)
  - Infrastructure, i.e.
    - competitions and tournaments (e.g. England Basketball organise national competitions for over 500 teams from senior to under-13 level)
    - rule-making and disciplinary procedures (e.g. the Football Association has a disciplinary procedure for any individual or team connected with the sport)
    - providing a national directive and vision
    - providing guidelines, support and insurance to members
    - assist with facility developments
  - policies and initiatives, i.e.
    - anti-doping policies (e.g. the England and Wales Cricket Board has an anti-doping policy and has a list of all substances which are permitted and those that are banned)
    - promoting etiquette and fair play (e.g. The Football Association's 'Respect' campaign)
    - community programmes (e.g. Amateur Swimming Association's 'Swimfit')
    - information and guidance on safeguarding
  - funding, i.e.
    - lobby for, and receive, funding
    - distribution of funds, i.e.
      - grants
      - government, non-government
      - membership
      - subscriptions/match fees
      - lottery funding
      - income from media/ sponsorship/advertising
      - private investment and donations
      - merchandising
      - admission charges
      - fund raising events
    - provide members with advice about funding
  - support, i.e.
    - providing technical advice (e.g. England Hockey provide information about playing surfaces)
    - providing location and contact details for local clubs, how to get started in the sport etc.



#### Learning Outcome 4: Know about the role of national governing bodies in sport

Learners must be taught:

- what national governing bodies in sport do, i.e.
  - promotion, i.e.
    - promoting participation (e.g. equal opportunities policies)
    - increasing the popularity of the sport (e.g. schemes for schools)
    - exposure in the media (e.g. press releases, public relations)
  - development, i.e.
    - elite training and development (e.g. national performance squads and national teams in many sports)
    - coaching awards (e.g. England Netball UK Coaching Certificate coaching awards from Level 1 upwards)
    - training of officials (e.g. the Rugby Football Union has a young officials award which can be used as a starting point to becoming an official)



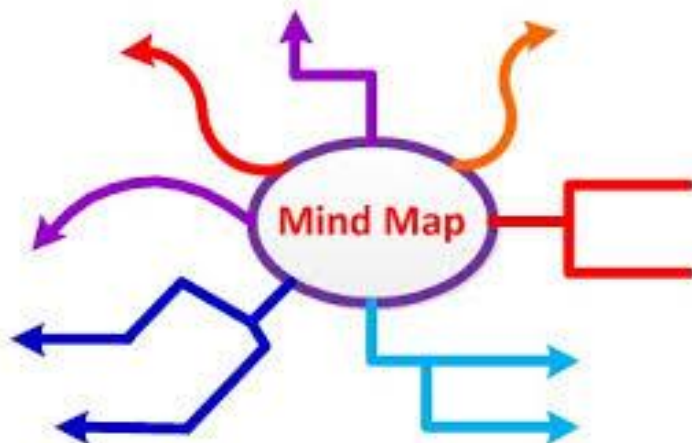
## 2 What do NGBs do?

Learners could mind map the various jobs that NGBs do and the responsibilities that they have. Ask learners to list their thoughts and then compile a whole group list. The teacher can add any other aspects of an NGB's work that learners have not considered. Lists should include aspects such as:

- Promotion
- Development
- Infrastructure
- Policies and initiatives
- Funding
- Support

Learners can record their list on Lesson Element The role of national governing bodies in sport.

1 hour





## Task: research the work of ECB

How do they Promote participation?	What schemes do they have to promote cricket?
How do they get more media exposure?	How do they develop elite cricketers?
What coaching awards can you do (when, where, how much?)	What training can you do to become an umpire? (when, where, how much?)

## Unit R051 – Contemporary issues in sport

### The role of national governing bodies in sport

These tasks will help you to understand the role that National governing bodies (NGBs) of sport play in the development, promotion and infrastructure of sport.

#### Task 1

NGBs of sport have a range of different responsibilities and are involved in a whole host of different aspects of their sports.

List below the different jobs that NGBs do and the responsibilities that they have. You can share your thoughts with the whole group so that a comprehensive list can be collated.

NGBs of sport:

**Task 2**

Select an NGB of your choice (or your teacher may allocate one to you).

By using the NGB's website and any other relevant sources, find out how the NGB promotes and supports participation in the sport. You can record your findings in the table below.



Sport and name of national governing body:	
For each of the categories listed below, explain how your NGB...	
Encourages new participants:	
Supports existing participants:	



Publicises the sport:



Ensures equal opportunities for all:

- <http://www.thefa.com/>
- The FA website

Promotes etiquette and fair play:



### Task 3

Select (or you may be allocated) a different national governing body to the one that you focussed on for Task 2.

For your new sport, research how the NGB supports the development of the sport and the infrastructure that is in place to support performers from grass roots to elite level.

Record your findings in the table below.

Sport and name of national governing body:	
For each of the categories listed below, find out how your NGB...	
Supports the development of the sport at grass roots level:	
Develops pathways from grass roots to elite levels:	



- <https://www.lta.org.uk/>
- The LTA website



Supports elite performers:

Provides coaching awards, award schemes and work in schools:

Trains officials:

Supports competitions and tournaments:





- funding, i.e.
  - lobby for, and receive, funding
  - distribution of funds, i.e.
    - grants
    - government, non-government
    - membership
    - subscriptions/match fees
    - lottery funding
    - income from media/ sponsorship/advertising
    - private investment and donations
    - merchandising
    - admission charges
    - fund raising events
- provide members with advice about funding

## Funding

[illegible]



You are trying to get some funding for Mosslands to build a 4G astro turf on Wallacre field.

You have to find out how much one coats and then come up with 5 different funding streams to help pay for it over 10 years.....

Present your findings in a powerpoint to Mr Whitely...

## Funding task



## Development of sport with NGB's

- development, i.e.
  - elite training and development (e.g. national performance squads and national teams in many sports)
  - coaching awards (e.g. England Netball UK Coaching Certificate coaching awards from Level 1 upwards)
  - training of officials (e.g. the Rugby Football Union has a young officials award which can be used as a starting point to becoming an official)

- Visit <https://www.englandnetball.co.uk/>

Fill in how they are developing netball for:



Elite training	Coaching awards	Training officials

# The role of a sport development officer

- Female football development officer in Guernsey:

<https://www.youtube.com/watch?v=Pt5ajDWtGCc>



Suggested content	Suggested activities	Suggested timings	Possible relevance to
4 Development and infrastructure	<p>The teacher could ask learners to select a different NGB (or could allocate to ensure a cross section) to focus on. Ask learners to use the NGB's website and any other sources (local officers for example) to find out about the NGBs:</p> <ul style="list-style-type: none"><li>• Support of participants at grass roots level</li><li>• Development pathway from grass roots to elite performance</li><li>• Support of elite performers</li><li>• Coaching awards, award schemes and work in schools</li><li>• Training of officials</li><li>• Competitions and tournaments</li></ul> <p>Learners can record their findings on Lesson Element The role of national governing bodies in sport and create a presentation, poster, webpage or similar to share their findings with others.</p>	45 minutes	

# Past paper spending money - 2016

- 10 Name **two** sources of funding available to a governing body to distribute to clubs and sports performers.

.....

.....

[2]

- 11 Suggest **two** ways a sports club could spend funding from a governing body to overcome a barrier to participation.

Barrier ..... [1]

Initiative/strategy .....

.....

.....

..... [2]

# Past paper on NGBs - 2016

- 14 Describe **one** policy of a national sports governing body and explain its impact on that sport.

.....

.....

.....

..... [3]



#### Learning Outcome 4: Know about the role of national governing bodies in sport

Learnners must be taught:

- what national governing bodies in sport do, i.e.
  - promotion, i.e.
    - promoting participation (e.g. equal opportunities policies)
    - increasing the popularity of the sport (e.g. schemes for schools)
    - exposure in the media (e.g. press releases, public relations)
  - development, i.e.
    - elite training and development (e.g. national performance squads and national teams in many sports)
    - coaching awards (e.g. England Netball UK Coaching Certificate coaching awards from Level 1 upwards)
    - training of officials (e.g. the Rugby Football Union has a young officials award which can be used as a starting point to becoming an official)
  - infrastructure, i.e.
    - competitions and tournaments (e.g. England Basketball organise national competitions for over 500 teams from senior to under-13 level)
    - rule-making and disciplinary procedures (e.g. the Football Association has a disciplinary procedure for any individual or team connected with the sport)
    - providing a national directive and vision
    - providing guidelines, support and insurance to members
    - assist with facility developments
  - policies and initiatives, i.e.
    - anti-doping policies (e.g. the England and Wales Cricket Board has an anti-doping policy and has a list of all substances which are permitted and those that are banned)
    - promoting etiquette and fair play (e.g. The Football Association's 'Respect' campaign)
    - community programmes (e.g. Amateur Swimming Association's 'Swimfit')
    - information and guidance on safeguarding
  - funding, i.e.
    - lobby for, and receive, funding
    - distribution of funds, i.e.
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      - government, non-government
      - membership
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      - lottery funding
      - income from media/ sponsorship/advertising
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      - merchandising
      - admission charges
      - fund raising events
    - provide members with advice about funding
  - support, i.e.
    - providing technical advice (e.g. England Hockey provide information about playing surfaces)
    - providing location and contact details for local clubs, how to get started in the sport etc.

#### Learning Outcome 4: Know about the role of national governing bodies in sport

Learnners must be taught:

- what national governing bodies in sport do, i.e.
  - promotion, i.e.
    - promoting participation (e.g. equal opportunities policies)
    - increasing the popularity of the sport (e.g. schemes for schools)
    - exposure in the media (e.g. press releases, public relations)
  - development, i.e.
    - elite training and development (e.g. national performance squads and national teams in many sports)
    - coaching awards (e.g. England Netball UK Coaching Certificate coaching awards from Level 1 upwards)
    - training of officials (e.g. the Rugby Football Union has a young officials award which can be used as a starting point to becoming an official)