



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

CURRENT ISSUES IN SPORT

H/502/5721

LEVEL 3 UNIT 3

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



CURRENT ISSUES IN SPORT

H/502/5721

LEVEL 3

AIM OF THE UNIT

Sport dominates many people's lives, in terms of employment, spectating and participating. This unit will allow learners the opportunity to obtain an insight into the influences of how sport has evolved from an uncodified and often violent beginning to a multi-million pound worldwide industry. Learners will also consider a range of media influences and contemporary issues which shape how we view and participate in sport.

PURPOSE OF THE UNIT

Sport plays a huge part in the lives of millions of people, whether we are supporting our favourite team, watching our favourite sport or gaining full or part time employment from it. Everyone at some time has been involved in sport from an early age. Around the UK there are the inevitable daily discussions and debates around sporting issues. There are specialist mediums set up for just this purpose. This unit analyses the growth and development in sport, from an often brutal and violent beginning, to the civilising processes of the Victorians and Muscular Christianity, to the multi technological developments seen in today's sporting arenas. Learners can appreciate their favourite sports and how it has developed from often humble beginnings with no rules or structure to a complex global multi million pound industry.

The relationship between the mass media and modern sport is also investigated, which looks in particular at how TV and newspapers influence and shape sport today. The growth of satellite sports channels, 3D TV coverage, and football club

owned channels, Talk sport radio station, specialist sports magazines and the huge amount of coverage given to sports in our daily newspapers.

Deviance within sport also provides huge topical debate and here we will be examining the wider implications of cheating and violence within sport. Plus, the investigation of how various organisations, including the Government, use sport as a catalyst to address social issues in the UK such as anti-social behaviour, disadvantaged groups, obesity and health, gender issues and racism.

This unit will also examine the various factors which either influence or hinder sports participation. Determinants such as ethnicity, gender and socio-economic groupings are also identified as barriers to sports participation.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know how sport has developed in the UK	P1 describe the development and organisation of a selected sport in the UK		
2 Know how media and technology influence modern sport	P2 describe the influence of the media on a selected sport in the UK	M1 give examples of the influence that the media has had on a selected sport	D1 identify opportunities to improve modern sport through the use of technology and media
	P3 describe the effect that technology has on a selected sport	M2 give examples of the effect that technology has had on a selected sport	
3 Know how contemporary issues affect sport	P4 describe the effects of four contemporary issues on a selected sport	M3 give examples of sports which have been affected by contemporary issues	D2 summarise potential future ways in which contemporary issues will affect modern sport
4 Understand the cultural influences and barriers that affect participation in sports activities	P5 explain the barriers to sports participation		
	P6 explain three cultural influences on sports participation		
	P7 describe three strategies or initiatives which relate to sports participation		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know how sport has developed in the UK

Historical development of British sport: (e.g. from early pre-industrial sports, to modern sport, (Thomas Arnold, Muscular Christianity, industrialisation, the Victorians, rational recreation and the codification and civilising of sport). The influence of industry and better transport and communication aiding and spreading sports development.)

Organisations: (e.g. National Governing Bodies (e.g. British Olympic Association (BOA)), Sport England, Sport Scotland, Sports Council for Wales, the Sports Council for Northern Ireland, UK Sport, Department for Media and Sport (DCMS), Sports Coach UK, British Sports Trust, English Institute of Sport (EIS), Youth Sports Trust), Central Council for Physical Recreation (CCPR).)

LO2 Know how media and technology influence modern sport

The influence of the mass media on sport: (e.g., newspapers, books, magazines, radio, internet, mobile communications, Twitter, TV, satellite and cable, third officials, replays, rule changes, video technology)

Technology: (e.g. clothing and equipment development, sports facilities and stadium development, video and computer games, ethics and reliance on technology, performance analysis, drug testing, optimising performance, officiating)

LO3 Know how contemporary issues affect sport

Gender issues: (e.g. re-defining masculinity, re-defining femininity, institutional sexism, homophobia, portrayal of gender issues by the media)

Culture and sport: (e.g. religion, racism, stacking, stereotyping, blocked opportunities, self-fulfilling prophecy, initiatives to address racism in sport)

Deviance in sport: (e.g. drug taking, diving in football, violence in sports and initiatives to combat these issues (e.g. 100%ME, the RESPECT campaign, Clubmark or charter standard status).)

LO4 Understand the cultural influences and barriers that affect participation in sports activities

Socio-economic factors: (e.g. time, money, access, location, transport)

Barriers to participation: (e.g. ethnicity, age, well being, medical issues, lifestyle)

Sports development: (e.g. targeted sports)

Sporting initiatives: (e.g. Sportsmark, TASS, Inclusive Fitness Initiative, School Games, Places, People Play strategy)

DELIVERY GUIDANCE

LO1 Tutors can outline the various types of pre-industrial sports and the influence that the Public School's had on sport, particularly Thomas Arnold and Muscular Christianity and rational recreation. Victorian influence on sport and the development of better transport and communication links helped to spread sport throughout the UK. The development of newly formed National Governing Bodies can also be discussed and their links in the civilising and codifying of sports. An excellent DVD History of Football – The Beautiful Game, highlights this perfectly. The organisation of UK sport can be complicated to the learner with many organisations appearing to be overlapping at times. It is essential that tutors can emphasise the structure and functions of governing bodies and national organisations involved in the development of sport. Learners then have a choice of which selected sport to describe in terms of development and organisation. Although, ideally, a learner should be able and be encouraged to follow their chosen selected sport, tutors might at times have to advise learners in terms of adequate information and research.

LO2 Media and technology continues to push the boundaries of sport and it is important that tutors can embrace the continuing changes, 3D TV coverage, as an example. The learners need to know how the media influences sport in terms of the benefits that it brings and consequently the benefits that sport can bring to the media. Types of media coverage can easily be analysed by surveying newspapers in terms of sport coverage and why football dominates the headlines and coverage to the detriment of other sports. This can also be emphasised by looking at TV coverage of football, particularly on satellite channels in relation to other sports. Tutors can discuss why footballers and even WAG's help to sell newspapers and magazines and the insatiable appetite that the public and media seem to have on football stories. The growth of sporting computer gaming can be discussed. Clothing and equipment advances can be linked to the ethics and reliance on technology in sport. Learners, by selecting a specific sport, can focus on the influence of the media and technology that has helped highlight that sport. There will be a tendency for most learners to select football, as there is much information and topical debate. However tutors should try to encourage other sports as well, as there is often just as much evidence.

LO3 Tutors can fully explore the many different types of contemporary issues within sports. Gender issues can be underpinned by gender socialisation and then the notion

of re-defining masculinity/ femininity and institutional sexism, tutors can look at homophobia in sport and why gay sportsmen find it difficult to 'come out'. A good DVD is Million Dollar Baby, looking at the male attitude towards a female boxer. Culture and sport is often very heavily American sport bias, in terms of examples of stacking, especially examples from American football, baseball and basketball. An excellent DVD which encapsulates all this is Remember the Titans. However tutors can look at British sport and look at how many black football managers there are and the blocked opportunities in certain white middle class sports. Deviance in sport can be very topical in terms of cheating in sport, particularly diving in football. If tutors discuss the current issues of drug misuse in sport, they can historically look at older cases, but they should emphasise to learners that current examples of drug taking should be used in their selected sport. By producing a selected case study, learners can look at gender issues, cheating, drugs, and violence all within the same sport and then how that sports NGB is addressing the situation if any.

LO4 To present ideas on how cultural influences and barriers that affect participation to sport, learners could visit a leisure or sports centre or interview a sports development team on how they try and encourage participation. Learners could then design their own leisure centre or local sports development initiative justifying which activities or sports they are targeting/running and why? Who is their target market and why? What are their various strategies to attract different types of customers or participants. The strategies will be linked to government or NGB sporting initiatives.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid.

Criteria	Assignment title	Scenario	Assessment
P1	Development and Organisation of Sport in the UK.	A holistic case study on a selected sport from its historical evolution, to how it's organised and explaining how the media, technology and contemporary issues have affected its development.	An illustrated report, case study or timeline that describes the historical and organisational development on a selected sport.
P2, P3, M1, M2, D1	Media and Technology.		A scrapbook or mood board which explains the influence that media and technology has had on the selected sport.
P4, M3, D2	Contemporary Issues in Sport.		A presentation on four contemporary issues on the selected sport.
P5, P6, P7	Influences and Barriers .	The learner researches either a local area or national barriers which inhibit sports participation and then they develop strategies or initiatives to increase participation, either locally or nationally.	A written report or guidance leaflets that explain the barriers to sports participation and list initiatives or strategies aimed at combating the issues.

RESOURCES

Sport England:
www.sportengland.org/funding/active_women/barriers_to_participation.aspx

Sport and Development:
www.sportanddev.org/

Sports Coach UK:
www.sportscoachuk.org/site-tools/about-us/who-we-work/national-governing-bodies

Olympics – The International Olympic Committee:
www.olympic.org/ioc

Bioethics Education Project:
www.beep.ac.uk/content/665.0.html

Commission for a sustainable London:
www.cslondon.org/sustainable-games/sustainable-legacy/

Political, Social and Economic aspects of the Olympic Games:
<http://olympics.pthimon.co.uk/londonadv.htm>

Rugby Network:
www.rugbynetwork.net/main/s101/st65567.htm

World Anti-Doping Agency:
www.wada-ama.org/

England Athletics:
www.englandathletics.org/

English Federation of Disability Sport:
www.efds.co.uk

Department for Culture, Media and Sport:
www.culture.gov.uk

Sport Scotland:
www.sportscotland.org.uk

Sport Wales:
www.sportwales.org.uk

Sport Northern Ireland:
www.sportni.net

Skills and Techniques:
www.slideshare.net/PEEDC/skills-and-techniques

Talk Football – Football Tactics:
www.talkfootball.co.uk/guides/football_tactics.html

Sports Training Adviser:
www.sports-training-adviser.com

Teach PE:
www.teachpe.com/netball/index.php#shooting

Mastersport:
www.mastersport.co.uk/soccerskills.htm

Badminton Information:
www.badminton-information.com/rules-of-badminton.html

BBC Sport – Basketball:
http://news.bbc.co.uk/sport1/hi/other_sports/basketball/4282648.stm

Sports Coach UK:
www.sportscoachuk.org/site-tools/about-us/who-we-work/national-governing-bodies

Athlete Assessments:
www.athleteassessments.com/articles/improve_athlete_decision_making_skills.html

Sports Officials UK:
www.sportsofficialsuk.com/resources/general/mentalpreparation.htm

Coachwise 1st4sport:
www.1st4sport.com

English Federation of Disability Sport:
www.efds.co.uk

Sports Leaders UK:
www.sportsleaders.org

Youth Sport Trust:
www.youthsporttrust.org

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 8: Sport as a Business

Unit 9: Exercise for Specific Groups

Unit 16: Analysis of Sports Performance

Unit 17: Talent Identification and Development in Sport

Unit 20: Technical and Tactical Skills in Sport

Unit 21: The Athlete's Lifestyle

Unit 24: Sports Development



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk