

Cambridge **TECHNICALS LEVEL 3**

SPORT AND PHYSICAL ACTIVITY



Unit 20

Sport and exercise sociology

T/507/4471

Guided learning hours: 60

Version 3 - revised September 2016

***changes indicated by black line**

LEVEL 3

UNIT 20: Sport and exercise sociology

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Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Sociology is the study of humans in society, their values, relationships, beliefs and interactions. It also focuses on institutions and people that dictate how we act and behave. Sport has a huge influence on the lives of millions of people, from activities in which they participate, channels they watch on the television to how they interact with other people.

This unit aims to apply the principles of sociology to sport to explain how sport is shaped by society and how, in turn, it impacts our behaviour and relationships. You will learn different sociological theories and how they apply to sport before looking at the influences and impacts that sport and society can have on each other and the role the media has to play in it all.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Be able to apply sociological theories to sport	<p>1.1 Sociological theories, i.e.</p> <ul style="list-style-type: none"> • functionalism (e.g. social norms, social order, institutions, values, social stability) • conflict (e.g. class bias, social inequality, economic power, manipulation of society) • feminism (e.g. gender inequality, gender ideology, femininity/masculinity, representation, gendered activities) <p>1.2 Application of theories to sport, i.e.</p> <ul style="list-style-type: none"> • strengths (the ideology), i.e. <ul style="list-style-type: none"> ○ functionalism (e.g. sport is an institution, sport benefits/contributes to society, source of inspiration, teaches social values/norms) ○ conflict (e.g. sport organised and sponsored by wealthy to distract members of society with little power/economic status from problems, sport used to increase wealth and influence of powerful) ○ feminism (e.g. sport produces gendered ideas about sexuality and objectifies the female body, manipulates women, devalues female participation, reproduces male power and dominance) • weaknesses (what the ideology fails to consider), i.e. <ul style="list-style-type: none"> ○ functionalism (e.g. increased opportunities to participate and be a spectator could decrease society's production) ○ conflict (e.g. amateur sport and exercise (non-profit) allow creativity and wellbeing) ○ feminism (e.g. opportunities for women, create role models, create a balance of equality, reduce prejudice)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Understand how the media can influence society and sport</p>	<p>2.1 Types of media and how they cover sport, i.e.</p> <ul style="list-style-type: none"> • television, i.e. <ul style="list-style-type: none"> ○ terrestrial (e.g. sports/events still on free-to-air TV) ○ satellite (e.g. sports/events covered on subscription-based sports channels) ○ pay-per-view (e.g. on demand viewing of individual events) • written press (e.g. newspapers, magazines, books, fanzines) • radio (e.g. dedicated sports radio stations (e.g. talkSPORT), national/local radio, internet radio stations) • internet, i.e. <ul style="list-style-type: none"> ○ social media (e.g. Twitter, Facebook, Instagram, YouTube), fan sites ○ live streaming • interactive (e.g. smart TVs), smart devices (apps, mobile access) <p>2.2 The influence of the media on sport and society, i.e.</p> <ul style="list-style-type: none"> • status (e.g. create celebrities, role models and villains) • division (e.g. gender, class, politics) • participation (e.g. increase interest, opportunities through awareness) • promotion (e.g. clubs/sports can promote themselves more through different media) • spectatorship (e.g. decreased numbers at games, more interaction at venues) • exposure (e.g. increased access to athletes, increased scrutiny) • commercialisation (e.g. more product/money driven) • globalisation (e.g. removing national/international barriers for spectators and performers) • education (e.g. developing a better understanding of sports through media coverage/analysis) <p>loss of traditional sporting values (e.g. scheduling changes to suit media coverage, the pressure competitors feel under to win works against sportsmanship)</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Understand issues in society that affect sport</p>	<p>3.1 Sociological issues, i.e.</p> <ul style="list-style-type: none"> • gender issues, i.e. <ul style="list-style-type: none"> ○ inequality (e.g. funding, media representation, prize money, sponsorship) ○ sexism (e.g. opportunities in sport (officiating, executive positions), stereotypes, gender roles) ○ homophobia (e.g. pressures, impact, discrimination, abuse) • deviance, i.e. <ul style="list-style-type: none"> ○ etiquette, gamesmanship and sportsmanship (e.g. diving, harassing referees) ○ doping (e.g. blood doping, performance enhancing drugs) ○ violence (e.g. players, spectators hooliganism, towards players) ○ corruption (e.g. betting, match fixing, bribery) • socioeconomic issues, i.e. <ul style="list-style-type: none"> ○ opportunities (e.g. time, work/family commitments) ○ access (e.g. facilities, coaching, equipment, knowledge, transport) ○ financial (e.g. cost of sessions/kit/equipment, cost of watching sport live or through TV subscription) ○ privilege (e.g. memberships, costs) ○ stereotypes (e.g. polo for upper class, darts for lower class) • racial/cultural issues, i.e. <ul style="list-style-type: none"> ○ abuse ○ opportunities ○ stereotyping ○ stacking • political issues, i.e. <ul style="list-style-type: none"> ○ use of sport to tackle social problems (e.g. obesity/public health) ○ exploitation of sport to promote other interests (e.g. government support for hosting events) • legal issues, i.e. <ul style="list-style-type: none"> ○ sport (and society) more litigious ○ growth of sports law ○ legislative institutions in sport (e.g. Court of Arbitration for Sport) <p>3.2 Strategies to overcome sociological issues in sport, i.e.</p> <ul style="list-style-type: none"> • governing body (e.g. campaigns, targets, punishments (e.g. against racism)) • Government - central (e.g. funding, increased opportunities/resources) and local (e.g. councils offering discounted rates at facilities, increased local promotion/awareness)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
4. Know how sport and exercise can impact on society	<p>4.1 Impacts, both positive and negative, i.e.</p> <ul style="list-style-type: none"> • role models (e.g. charity (e.g. David Beckham), poor/unacceptable behaviour or violent conduct (e.g. Luis Suarez), criminal behaviour (e.g. Oscar Pistorius), disability (e.g. Dame Tanni Grey-Thomson), sexuality (e.g. Tom Daley), arrogance (e.g. Floyd Mayweather)) • health (e.g. reduces burden and cost to NHS, increases workforce productivity, increases absenteeism due to injury, body image) • economic (e.g. increased tourism for London 2012 and Rugby World Cup 2015 against cost of hosting the events) • education (e.g. decreases absenteeism, engaging learners, creates social divides in school/college) • raises awareness of issues (e.g. Football League partnership with Prostate Cancer UK, This Girl Can campaign) • Government (e.g. corruption in FIFA, 'selling point' for political parties) • race/culture (e.g. encourages diversity, public punishment for racial abuse, highlights issues (e.g. few Asians in British football)) • community (e.g. global, national, local, cohesion, divide, 'feel good factor' during events, low mood after defeats)

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to apply sociological theories to sport	P1: Describe recognised sociological theories	M1: Analyse a sociological theory applied to sport and justify the strengths and weaknesses of its ideology	
	P2*: Apply sociological theories to sport, giving examples that support each theory		
2. Understand how the media can influence society and sport	P3*: Explain how different media types influence society and sport		D1 Analyse the relationship between sport and society and how this is influenced by the media
3. Understand issues in society that affect sport	P4*: Describe issues from society that influence sport	M2: Explain how a sociological issue has affected a specific sport	
	P5*: Evaluate strategies that are being used to combat sociological issues in sport		
4. Know how sport and exercise can impact on society	*P6: Describe positive and negative impacts that sport and exercise can have on society		

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1 Be able to apply sociological theories to sport

Learners must describe and apply each of the sociological theories outlined in the Teaching Content. For M1, learners only need to analyse one theory. For this LO, learners may benefit from drawing on learning from Unit 11, Physical activity for specific groups.

LO2 Understand how the media can influence society and sport

Learners should cover each of the types of media identified in the Teaching Content in their explanation and use specific sporting examples. For this LO, learners will benefit from drawing on learning from mandatory Unit 3, Sports organisation and development – LO2 Understand sports development. Learners may also draw on learning from Unit 11, Physical activity for specific groups.

LO3 Understand issues in society that affect sport

Learners must use specific sporting and sociological examples (including M2). For this LO, learners will benefit from drawing on learning from mandatory Unit 3, Sports organisation and development – LO1 Understand how sport in the UK is organised

LO4 Know how sport and exercise can impact on society

Learners must use specific sporting and sociological examples (including D1). For this LO, learners will benefit from drawing on learning from mandatory Unit 1, Body systems and the effects of physical activity – LO1-LO5. Learners may also draw on learning from Unit 19, Sport and exercise psychology.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Learners could undertake work experience or job shadowing with a local newspaper or radio station to observe how they report on sport/sociological issues.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Local newspapers, local radio stations, police forces, sports clubs or councils could provide case studies on the impact of sport on society and society on sport.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Local newspapers, local radio stations, police forces, sports clubs or councils could provide guest lecturers.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	

To find out more
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Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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