

**CAMBRIDGE
NATIONAL**

LEVEL 1/LEVEL 2

SPORT STUDIES

SECOND EDITION

J829

Ross Howitt & Mike Murray

A textbook endorsed by

OCR
Oxford Cambridge and RSA

CN
Cambridge
Nationals

Boost

HODDER
EDUCATION
LEARN MORE

Contents

Introduction	iv
How to use this book	v
R184 Contemporary issues in sport	1
Topic Area 1: Issues which affect participation in sport	3
Topic Area 2: The role of sport in promoting values	22
Topic Area 3: The implications of hosting a major sporting event for a city or county	34
Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport	43
Topic Area 5: The use of technology in sport	52
R185 Performance and leadership in sports activities	63
Topic Area 1: Key components of performance	64
Topic Area 2: Applying practice methods to support improvement in a sporting activity	78
Topic Area 3: Organising and planning a sports activity session	85
Topic Area 4: Delivering a sports activity session	105
Topic Area 5: Reviewing your own performance in planning and delivery of a sports activity session	113
R186 Sport and the media	120
Topic Area 1: The different sources of media that cover sport	121
Topic Area 2: Positive effects of the media in sport	132
Topic Area 3: Negative effects of the media in sport	144
R187 Increasing awareness of outdoor and adventurous activities	157
Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK	159
Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities	172
Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity	183
Topic Area 4: Evaluate participation in an outdoor and adventurous activity	193
Glossary	199
Index	206
Acknowledgements	210

Introduction

Undertaking Sport Studies involves studying various aspects of sport, including how contemporary issues affect sport and how modern society influences sport. Sport exists at different levels for different people, so you will study factors that may influence people's participation and how elite sports participation is organised. You will look at how sport can influence people's behaviour and encourage certain values from its participants. You will also investigate how society is becoming shaped by technology and how technology is heavily involved in modern sport.

Taking part in sport is an important aspect of this subject. You are expected to participate in two sporting activities and be involved as a leader in one sporting activity. All sports performers want to improve and as part of your studies, you are expected to identify key areas in your performances and highlight those methods that can be used to improve your performances. As a leader, you are expected to organise and deliver a safe sporting activity suitable for the group you are supervising, and then evaluate the effectiveness of that activity session.

You have a choice of areas to study. You can look into the different forms of media that comment on sport and how the media can have a positive relationship with sport. You will look at how the media can also have negative implications for a sport and performers.

Alternatively, you can investigate the range of outdoor and adventurous activities available both locally and nationally. You will be expected to plan to participate in one activity. To do this, you will have to investigate the types of

safety and specialist equipment and clothing that are used in different activities, including the way that technology has influenced recent developments. You will need to plan for any potential emergencies and demonstrate suitable skills for the planned activity. You will also need to evaluate the planned activity and explain the benefits of participation.

Mandatory and optional units

You must complete **three** units:

- One mandatory externally assessed unit
- One mandatory non-examined assessed (NEA) unit
- One optional non-examined assessed (NEA) unit, from a choice of two.

The two **mandatory** units are:

- R184: Contemporary issues in sport (externally assessed by an OCR-set exam worth 40 per cent of your overall mark).
- R185: Performance and leadership in sports activities (non-externally assessed (NEA) through an OCR-set assignment worth 40 per cent of your overall mark).

The two **optional** units, from which you choose one, are:

- R186: Sport and the media (NEA – assessed through an OCR-set assignment worth 20 per cent of your overall mark).
- R187: Increasing awareness of outdoor and adventurous activities (NEA – assessed through an OCR-set assignment worth 20 per cent of your overall mark).

How to use this book

This textbook contains all four units for Cambridge National Level 1/2 in Sport Studies.

These are:

- Unit R184 Contemporary issues in sport
- Unit R185 Performance and leadership in sports activities
- Unit R186 Sport and the media
- Unit R187 Increasing awareness of outdoor and adventurous activities

Each unit is then divided into topic areas from the specification. Each unit opener will help you to understand what is covered in the unit, the list of topic areas covered, and what you will be assessed on, fully matched to the requirements of the specification. All of the learning content for each learning outcome is covered in the book.

Key features of the book

Topic areas

The topic areas are clearly stated so you know exactly what is covered.

How will I be assessed?

Assessment methods are clearly listed and fully mapped to the specification.

Getting started

Short activities to introduce you to the topic.

Key terms

Definitions to help you understand important terms.

Case study

See how concepts can be applied to real-life scenarios.

Activities

Short tasks to help you understand an idea or assessment criteria. These include group and research tasks.

Test your knowledge

Questions and quick tasks to test your knowledge and understanding of each learning outcome. Answers are provided online at: hoddereducation.co.uk/cambridge-nationals-2022/answers

Research

Links and suggestions for further research into the subject.

Synoptic links

Links to relevant details in other parts of the book so you can see how topics link together.

Read about it

Includes references to websites and other sources for further reading and research.

Practice questions

This feature appears in Unit R184 where you will be assessed by an exam. Mark schemes and example answers are provided online at: hoddereducation.co.uk/cambridge-nationals-2022/answers

Assignment practice

This feature appears in units R185, R186 and R187 and will help you prepare for your non-examined assessments with model assignments.



Unit R184

Contemporary issues in sport

About this unit

There are many contemporary issues that affect different sports. In this unit, you will explore topical and contemporary issues and learn about a range of examples from different sporting contexts.

First, you will learn about issues which affect participation for a range of user groups before looking at the role sport plays in promoting positive values. You will then explore the pros and cons of being the host of a major sporting event and the role that National Governing Bodies (NGBs) play in promoting their sport. Finally, you will learn about the impact that technology has on sports performance.

Topic areas

In this chapter, you will learn about:

- 1 Issues which affect participation in sport (TA1)
- 2 The role of sport in promoting values (TA2)
- 3 The implications of hosting a major sporting event for a city or county (TA3)
- 4 The role National Governing Bodies (NGBs) play in the development of their sport (TA4)
- 5 The use of technology in sport (TA5).

How will I be assessed?

Unit R184 is a mandatory examined unit. Your teacher may enter you for the exam in January and/or June. This unit must be taken as the terminal assessment at the end of your course of study. There will be 48 guided-learning hours and you will be assessed through a one-hour and 15-minute written exam, which is set and marked by OCR. It has three sections:

- Section A has 30 marks and is made up of multiple-choice questions and a number of short- to medium-response questions.
- Section B has 28 marks.
- Section C has 12 marks.
- Sections B and C have context-based questions, short- to medium-response questions, extended-response analysis and evaluation questions.

The exam is out of 70 marks in total and is worth 40 per cent of your overall mark. During the external assessment, you will be expected to demonstrate your knowledge and understanding of this unit through answering questions that require the skills of analysis and evaluation in particular contexts. As you study this unit, you will need to make comprehensive notes and use the internet as a resource. Copies of past paper exams and mark schemes will be beneficial to your studying.

For **Topic Area 1**, you need to:

- know the user groups that participate in the physical activity or sport
- know and understand the possible barriers which affect participation in sport
- know and understand possible solutions to the barriers which affect participation in sport

- know and understand the factors which can positively and negatively impact upon the popularity of sport in the UK
- know and understand the growth of emerging/new sports in the UK.



For **Topic Area 2**, you need to:

- know and understand sport values
- know the Olympic and Paralympic movement
- know and understand sporting values initiatives and campaigns
- know and understand the importance of etiquette and sporting behaviour
- know and understand the use of performance enhancing drugs (PEDs) in sport.

For **Topic Area 3**, you need to:

- know and understand the features of a major sporting event
- know and understand the positive and negative pre-event aspects of hosting a major sporting event
- know and understand potential positive and negative aspects of hosting a major sporting event.

For **Topic Area 4**, you need to:

- know and understand National Governing Bodies (NGBs).

For **Topic Area 5**, you need to:

- know and understand the role of technology in sport
- know and understand the positive and negative effects of the use of technology in sport.

Topic Area 1 Issues which affect participation in sport

Sporting **participation** is very popular but there are many different issues and barriers that affect whether certain groups of people can take part.

Getting started

In small groups, discuss the following points:

- What sporting activities do you regularly take part in?
- What are the main things you gain from taking part in these activities, for example, friendship?
- What initially caused or inspired you to take up your choice of sports?
- State any sports you would like to play but have been unable to.
- Suggest reasons why you have not managed to take part in those sports.



1.1 User groups

A wide range of people take part in the physical activity of sport. However, specific groups of people face **barriers** or factors that can make participation in sporting activities particularly difficult.

1.1.1 Different user groups who participate in sport

Those facing particular barriers to their participation are categorised into the following different **user groups**.

The circumstances of an individual may result in them belonging to more than one user group, for example, a teenager who cares for a family member (user groups: teenager and carer). Therefore, questions in the examination may refer to examples of a person who belongs to more than one group.

Gender

According to the World Health Organization (2021), **gender** refers to the characteristics of males and females, boys and girls that are socially constructed. It can be argued that gender interacts with the term sex, but sex is different. Sex refers to biological and **physiological characteristics** such as hormones and reproductive organs. Sex is different from **gender identity**. Gender identity refers to a person's deeply felt, internal and individual experience of gender, which may or may not correspond to their physiology or designated sex at birth.

Different genders can have different needs, goals and requirements to allow them to take part in the physical activity of sport. Subsequently, different genders can face different barriers to participation. These include:

- **Stereotyping**: Some sports can be stereotyped in terms of whom the sport is for and who should play it. This may lead some genders to feel that the sport is not appropriate for them.

Key terms

Participation Taking part and being involved in a sporting activity.

Barriers Factors that may make participation particularly difficult.

User groups A specific group of people with similar characteristics.

Gender Characteristics of males and females, boys and girls that are socially constructed.

Physiological characteristics Physical features that form part of the human body.

Gender identity A person's deeply felt, internal and individual experience of gender, which may or may not correspond to their physiology or designated sex at birth.

Stereotyping A widely held but simple and sometimes unjust viewpoint or idea about a particular type of person.

- **Gender imbalance** (in **punditry**): Where one gender is treated differently from another, for example, **media** coverage may favour the version of a sport played by a certain gender. But equally, the pundits providing analysis may not inspire others to participate in a sport as they can be predominantly of one gender.
- Lack of **role models**: Linked to a lack of media coverage, positive role models for a gender group may not receive the same amount of coverage so do not inspire members of their gender to take part.
- **Sexist attitudes**: Sexist attitudes against a particular gender can make performers feel uncomfortable about taking part.
- Imbalance in funding: Certain genders may face an imbalance in funding whereby their gender group receives less funding for coaches, clubs and competitions than other genders.



Figure 1.1 Different genders can face different barriers to participation

People from different ethnic groups

Ethnicity refers to the state of belonging to a group of people who identify with each other based on culture, language, traditions, ancestry, heritage, customs or religion. As there are so many different ethnicities, there can be different barriers to participation within certain ethnic groups.

Different ethnicities can face many specific barriers to participation. These include:

- Lack of **awareness** or information: Ethnic groups might not know what sports activities are available for them, for example, at their local leisure centre.
- Cultural norms and lack of **provision**: This may mean there is interest in sports which are not offered in the local area.
- Lack of role models: There may be few positive role models from the same ethnic group to inspire others to take part.
- Lack of coaches from that ethnic group: Without coaches to inspire and teach younger children from an ethnic group, members of that group may decide not to attend.
- Fear of discrimination/racism: Potential discrimination/racism from people at clubs or facilities may prove to be a barrier to participation.
- Language barriers: If English is a second language it might prove more difficult to read adverts and rules written in English, or understand coaches who do not speak the participant's first language.
- Stereotypes: Stereotypical images may portray certain ethnicities in a manner, which does not encourage participation.
- Lack of media coverage/punditry: Certain ethnicities may not receive as much media coverage as others and the pundits covering events may not come from those ethnic groups.

Key terms

Gender imbalance

Disparity between males and females in the population.

Punditry Experts who provide information and analysis about sporting performance.

Media TV, radio, newspaper, **internet**, social media.

Internet Global system of interconnected computer networks.

Role model A person whose behaviour, for example, or success can provide inspiration to others.

Sexist attitudes Thoughts and feelings that one sex is superior to another.

Ethnicity The state of belonging to a group of people who identify with each other based on culture, language, traditions, ancestry, heritage, customs or religion.

- Religious beliefs: Different religious beliefs or customs may prohibit competition or activity on certain days, for example, there may be certain dress codes which are not compatible with the typical sportswear used.

Retired people/people over 60

Retirement is an option to stop performing regular work. Although you can retire at any age, most **retired** people receive the state pension. The government is planning to increase the state pension age from 66 to 67 between 2026 and 2028.

People of retirement age or those over the age of 60 may face potential barriers to participation. These include:

- Lack of confidence: It may be a long time since the person has participated in physical activity so they may lack confidence to restart or to try a new sports activity.
- Lack of fitness: They may lack the fitness required to get started or to perform basic physical activities or skills.
- Increased likelihood of illness: Due to previous illness or injury, older people may be more prone to injury.
- Limited access to transport: There may be a lack of public transport available to get to a facility. Some retired people rely on bus routes to travel.
- Cannot afford the cost of participation: Some older people only have a basic pension and very little **disposable income**.
- Discrimination from others: They may be perceived by others as being too old to join in or participate or may feel they are being judged so decide not to attend.
- Family commitments: Due to caring commitments, such as looking after grandchildren or a spouse, older people may lack spare time to take part in sport.
- Lack of **self-esteem**/low confidence: Some older people do not have self-belief to take part – a belief that 'those days are gone'.

Families with children

Families with children face certain barriers to participation, largely due to the time pressures involved in raising a young family. The barriers that can prevent them from taking part in physical activity include:

- Family commitments: Looking after children can be very time consuming and there is little time left for leisure pursuits.
- Childcare costs: Money often has to be prioritised to childcare ahead of any leisure activity costs.
- Limited childcare: If there is no crèche at the sports centre it can be difficult for parents to find suitable childcare to allow them to take part in activities and exercise.



Figure 1.2 People from different ethnic groups may face different barriers to participation in sport



Figure 1.3 Retired people often have to take public transport to travel to suitable facilities for physical activity

Key terms

Awareness How aware or knowledgeable a particular user group is about something.

Provision Refers to what is provided. Is the activity available at all?

Retired No longer doing regular paid work.

Disposable income Money that can be spent on whatever the person chooses after essential bills and commitments have been paid.

Self-esteem A person's feeling of self-worth.

- Transport issues: Partner may need the car (if a one-car family) and public transport may be awkward or difficult with children.
- Lack of time: Work and family commitments may be prioritised over sports activities and exercise.
- Appeal of alternative leisure activities: It may be more appealing, for example, to attend parent-and-child groups or to meet with other families than it is to exercise.
- Partner may wish to exercise: It can be difficult to find time for both parents to exercise. One partner may be able to exercise more than the other due to time constraints.

Key barriers to participation for families with children can be remembered by the acronym FACT:

- Family commitments.
- Appeal of alternative leisure pursuits.
- Childcare costs leaving limited disposable income.
- Transport issues.



Figure 1.4 Families with children often face barriers to participation such as a lack of time

Carers

Carers can be adults or children who care for relatives, elderly people, parents, siblings or dependent others. This can be a very time-consuming responsibility. Some of the key barriers to participation that carers face include:

- Commitments: The commitment to care for a relative is likely to be a priority so opportunities to take part in sport may be limited.

Key term

Carer An adult or child who has the responsibility to care for relatives, elderly people, parents, siblings or dependent others.

- Lack of time: Caring for relatives, elderly people, parents or siblings can be very time consuming and leave little time for leisure pursuits.
- Lack of disposable income: Carers may need to give up work to care for their family member so may not have the disposable income to take part in sport.
- Lack of appropriate activity options: Carers may only have certain times in the day that they can exercise so the options available may be limited.

People with family commitments

Commitments to family members can vary from person to person. However, people with such commitments can face barriers to their participation. These include:

- Childcare costs of **dependants**: This often means that money has to be prioritised to childcare ahead of any leisure activity costs.
- No crèche or childcare at the sports centre: Nowhere for the child to go while their parents are exercising.
- Transport issues: The use of any transport the family has may need to be prioritised for other commitments, such as children's sports clubs.
- Lack of time: Time is prioritised to the family commitments.
- Lack of disposable income: Any disposable income may need to be spent on other family members rather than on the person him/herself.



Figure 1.5 Caring for elderly relatives can be a very time-consuming responsibility

Key term

Dependants The people in a household who depend on the person or people who earn money and provide basic needs, for example, food.



Figure 1.6 Commitments to family members and their leisure time can reduce the likelihood of some parents being able to take part in sport themselves

Young children

Young children (0–11 years old) face many barriers to participation. These include:

- Lack of role models: Important sporting role models for children are often family members, and if there aren't any role models in the family, then the child might not be encouraged to, for instance, join a local club or league.
- Lack of awareness: Children may not know that clubs or activities are available.
- Lack of money/disposable income: A child will not have a job or obvious source of income and so is likely to be reliant on parental contribution.
- Lack of **access** to facilities/transport: Children may not be allowed to travel on their own so are reliant on being transported.
- Lack of appropriate activity options: There may be a lack of interesting, suitable, child-friendly activities for young children to take part in.
- Negative attitude towards participation: Some children would rather do something else that is deemed 'cooler', more adventurous or they simply 'can't be bothered' to do physical exercise.
- Distractions: Children may get distracted watching television or using laptops and mobile phones.
- School/homework commitments: The child may prioritise schoolwork/homework ahead of leisure pursuits.

Teenagers

Teenagers (12–18 years old) face many barriers which can prevent them from participating, some which are similar to younger children. Other barriers are specific to this age group. These include:

- Lack of role models to inspire the user group: Very few sporting teenagers are seen as positive role models.
- Lack of awareness that suitable activities for teenagers exist: Few teenagers involved in sport receive media coverage.
- Lack of money/disposable income: Teenagers may not be able to afford entry, equipment or membership to take part in more appealing sports. Disposable income may be spent on other interests.
- Lack of access to facilities/transport: Cannot drive yet.
- Lack of appropriate activity options: The activities available may not interest them or be inspiring.
- Negative attitude towards participation: Would rather do something else that is deemed 'cooler', more adventurous or they simply 'can't be bothered'.
- Poor body image: At this age, many children do not want to wear or be seen in sports clothing.

Key terms

Young children Children of any age from birth to the end of primary school (0–11 years old).

Access How easy it is to enter into that activity. Is it possible to take part?

Teenagers Children of secondary school age (12–18 years old).

- Peer pressure to undertake alternative, more sedentary activities: For example, socialising, gaming or attending the cinema. Teenagers may prioritise other social events over sporting activities.
- School/homework commitments: A teenager may prioritise schoolwork towards exams or assessments rather than commit the time required to take part in sports activities.



Figure 1.7 Schoolwork can be prioritised over exercise by some children and teenagers

People with disabilities

People with disabilities have a physical or mental condition that can affect their ability to carry out movement, use different senses or undertake everyday activities. There is a range of classifications of disability, each of which face barriers to participation. This range includes:

- visual impairment
- deafness or being hard of hearing
- mental health conditions
- intellectual disability
- disability due to an acquired brain injury
- autism spectrum disorder
- physical disability.

People with disabilities can face many barriers to participation. These include:

- Lack of access to (specialist) facilities: Specialist facilities may not be available locally.
- Lack of access to (specialist) equipment: Specialist equipment may not be available at their local leisure centre or sports complex.
- Lack of transport: Specialist transport may be needed, for example, for wheelchair users to enable them to get to the sports facility.

Key term

People with disabilities A person who has a physical or mental condition that affects their ability to carry out movement, use their senses or undertake everyday activities.

- Few role models: There is a lack of media coverage showing elite para-athletes.
- Expense of equipment/participation charges: Specialist equipment may come with high charges.
- No suitable programmed sessions: No provision for disabled activities; lack of suitable adaptations; no suitable clubs; no information available.
- Lack of mobility/not physically able to do the sport: The level of disability makes participation more difficult.
- Discrimination/views of others: Some may feel that disabled sport is not a priority.
- Lack of specialist staff: Specialists with knowledge of disability are needed to supervise or coach specialist clubs or activities.
- Lack of confidence/lack of self-esteem: People with disabilities may believe that they cannot take part.



Figure 1.8 Different disabilities sometimes face the barrier of needing specialist equipment to take part in physical activity

Parents (singles or couples)

Parents of children must allocate appropriate amounts of their time to ensuring their children are cared for. A single parent is classed as any adult who is bringing up a child or children on their own. In 2021, nearly one quarter of all families in the UK were single-parent families.

Parents (singles or couples) face similar barriers to the user group 'people with children' but single parents do not have a partner to help them out. Some of the barriers they face include:

- Childcare costs: Often money has to be prioritised for childcare ahead of any leisure activity costs.

- Parenting commitments: A single parent may lack time to participate in sports activities, as looking after children can be very time consuming.
- Limited childcare: It may be hard to have the child looked after while the parent is exercising if there is no crèche or childcare at the sports centre. This is particularly difficult for single parents.
- Transport issues: The single parent may not have access to a car or the income to use public transport.
- Lack of time: Time has to be prioritised for work and/or family commitments.
- Appeal of alternative leisure activities: For example, attending parent and child groups or meeting with other young families.
- Lack of role models: There are few single-parent role models who make elite level in sport.

People who work

Most adults have a job and work for a living. They face the pressures and demands of the world of work and often struggle to find time to take part in physical activity. People who work face many barriers to participation, which include:

- Commitment to work: Working people may prioritise work commitments over leisure commitments.
- Lack of time: Mainly due to work and other 'essential needs', for example, seeing family.
- Fatigue/tiredness: Due to excessive work hours.
- Unsuitable timing of activities: Some sporting activities cannot be attended as they are only available during work hours.
- Lack of provision: Provision local to work or home may be limited or at unsuitable times.
- Transport issues: May work in the city and be unable to travel easily to facilities.
- Appeal of alternative leisure activities: For example, work events, corporate socialising.

Unemployed/economically disadvantaged people

The unemployed are people with no employment, whereas **economically disadvantaged** people simply do not have enough income to meet basic needs and therefore qualify for state-organised benefits. Therefore, you can be both employed or unemployed and economically disadvantaged.

Unemployed or economically disadvantaged people face many barriers to participation. These include:

- Lack of disposable income: Low income due to unemployed or economically disadvantaged status may mean an individual is not able to afford membership/entrance fees to take part in sport.



Figure 1.9 Working life can get in the way of leisure time, making participation in activities difficult to fit in

Key term

Economically disadvantaged Someone who does not have enough income to meet basic needs and qualifies for state-organised benefits.

- Lack of transport: An unemployed or economically disadvantaged person may not have a car or money to pay for transport to facilities.
- Other priorities for use of leisure time: For example, time to find a suitable job or source of income.
- Cost of equipment: Many sports require specialist equipment, which comes at a cost.
- Lack of awareness: Unemployed or economically disadvantaged people may be unaware of activities or opportunities that are subsidised, cheap or free.

Test your knowledge



The specification names 12 different user groups. How many can you name?



Figure 1.10 Unemployed people may prioritise their time to find a job rather than participating in physical activity

1.2 Possible barriers

General or specific barriers can prevent or hinder a person's potential to participate in sport.

1.2.1 Possible barriers which affect participation in sport

Not everyone in society has an **equal opportunity** to access sporting provision. Many of the possible barriers to participation are common to all user groups. These include:

- Employment and unemployment: Employed people may struggle to find time to take part in physical activity whereas unemployed people may not have the income to support participation in sport.
- Family or other commitments: Possible lack of time, as prior or necessary commitments may mean that time for physical activity is limited.
- Lack of disposable income: Some people might not be able to afford to join a sports activity. For instance, you normally need to be a member of a golf club in order to play golf. Membership can

Key term

Equal opportunity The concept that everyone, irrespective of their age, race, gender, identity and background is accepted and able to participate.

cost hundreds or thousands of pounds per year, which means some groups of people cannot play this sport.

- Lack of transport or access: Access refers to being able to get to or into a facility. Therefore, if a particular group finds it difficult to access sports facilities, it may prove difficult for them to take part in physical activity.
- Lack of positive family role models or family support: Role models are well-known people who others aspire to be like. If a particular group has few or no sporting role models, they will not be inspired to try to emulate these people. Equally, family support is extremely important. If family do not support participation, they are unlikely to help with aspects like transport and purchase of kit and equipment, and this may prevent an individual participating at all.
- Lack of appropriate activity provision: Provision refers to what is provided. If sporting activity is not provided for a particular group, they cannot take part.
- Lack of awareness of appropriate activity provision: Awareness refers to how aware or knowledgeable a particular group is about something. If a particular group has little or no awareness of what is available, then they will not know where or when they can take part.
- Lack of equal coverage in the media in terms of gender and ethnicity: Sometimes stereotyping of particular groups may demotivate them or lower their self-esteem. The portrayal of gender issues in the sports media may accentuate stereotypes, for instance, that some sports are for males or masculine in nature.

Synoptic links



This topic links to Unit R186 Sport and the media, Topic Area 2, Positive effects of the media in sport.

Activity



Discuss the unique barriers that single parents face which may prevent them from participating in sporting activities.

1.3 Possible barrier solutions

As the barriers faced by the various user groups are very similar, the barrier solutions can be solutions for many of the user groups.

1.3.1 Possible solutions to the barriers which affect participation in sport

Some of the common solutions that could be put into action in an attempt to eradicate the barriers for the different user groups include:

- Provision of appropriate programmes for user groups to attend.
- Provision of specific sessions for user groups to attend.
- Provision of suitable activities for user groups to attend.
- Provision of sessions at appropriate times that suit the user group/s.
- The use of **targeted promotions** to attract user groups.
- The use of role models to inspire members of a user group.
- The launch and **promotion** of targeted initiatives to inspire user groups.
- Increased availability and appropriateness of transport for user groups to use.
- Improved access to facilities for user groups.
- Appropriate pricing for user groups.

Key terms

Targeted promotion A form of advertising that is directed towards a specific audience or user group.

Promotion Involves any type of marketing used to persuade a targeted audience.

Details of specific strategies to eradicate barriers to participation of different user groups are shown in Table 1.1 below.

Key term

Inclusion Allowing everyone to be included in a team, competition or structure.

Table 1.1 Solutions to the barriers which affect participation in sport

User groups	Targeted promotion	Role models	Access	Provision	Cost	Other solutions
Gender	Targeted campaigns, e.g. to attract women	Promotion of positive role models, e.g. females playing traditionally male sports Include pundits from all genders	Female- or male-only sessions	Provision of specific clubs targeted at certain genders Programmes/ activities and times to suit the gender	Subsidised costs to participate, e.g. reduced fees for female-only sessions	No tolerance towards sexism Acceptance that all genders can play all sports
People from minority ethnic groups	Targeted campaigns, e.g. to attract a specific ethnic group	Promote role models of certain ethnicities Inclusion of ethnically diverse pundits	Subsidised transport links	Programmes/ activities and times which provide sports that appeal to a diverse range of ethnicities	Free or subsidised sessions for minority ethnic groups	Encourage integration among different cultures/ ethnicities
Retired people/people over 60	Targeted campaigns, e.g. walking football	Promote elderly role models	Arrange sessions during the day when public transport is more readily available	Programmes/ activities and times to suit people over 60, e.g. walking football, seniors-only sessions	Subsidised rates for the over 60s	Gym sessions for a certain age only Positive representation of this age group in promotions Suitable times to suit retired people
Families with children	Targeted campaigns to encourage families to take part	Promote role models who balance family commitments with sporting commitments	Availability of free/affordable crèches in leisure centres Provide (cheap) transport	Programmes/ activities and times that suit families, including the provision of parent-toddler sessions	Subsidised cost of activities and equipment/ free kids/ family discount	Provide a soft play provision
Carers	Targeted campaigns to attract carers	Promote role models who balance caring and sporting performance	Possibility to exercise at home or access to subsidised clubs	Programmes/ activities and times to suit carers	Subsidised entrance fees	Online participation or support network to free up time
People with family commitments	Better promotion of available activities	Promote role models who balance raising a child with sports commitments	Availability of crèche in leisure centre Provide (cheap) transport	Programmes/ activities and times that suit families, including the provision of parent-toddler sessions	Subsidised cost/free kids/family discount	Free public facilities for parents and children, e.g. 'trim trail' in the park
Young children	Targeted promotion of available activities for children	Promote positive role models for children	Reduce restrictions on when children can attend	Children-only clubs	Free/cost-effective sessions for children	After-school and holiday sports activity clubs →

1.3 Possible barrier solutions

User groups	Targeted promotion	Role models	Access	Provision	Cost	Other solutions
Teenagers	Better promotion of available activities for teenagers Offer free taster sessions Produce targeted marketing via social media	Promote positive role models for teenagers	Subsidised or free transport to leisure facilities	Programming of times to suit teenagers Competitive and non-competitive provision	Free/ concessionary prices for teenagers	Incentives or rewards for sustained involvement, e.g. through apps Opportunities to participate out of school hours
People with disabilities	Promotion of disabled-only events Media coverage of disabled sport	Promote role models and pundits with disabilities	Wheelchair access, disabled parking bays	Provision of transport for disabled users Separate sessions, e.g. wheelchair basketball Ensure provision of specialist equipment, e.g. ball with bell inside More specialist coaches	Subsidised sessions, subsidised specialist equipment	Signs written in braille
Parents (singles or couples)/ People who work	Better promotion of available activities outside of working hours	Promote positive role models	Workplace gymnasiums Access to work-based running clubs	Provision of singles 'clubs' Twilight (out of work time) sessions	Subsidised membership through work or medical schemes	Medical cover with health and fitness incentives
Unemployed/ economically disadvantaged	Targeted promotion of available/ subsidised activities	Promote positive role models for economically disadvantaged people	Provide subsidised transport/link up with local transport	Offer schemes/ activities specifically aimed at the unemployed	Offer free/ reduced cost activities Offer free/ discounted equipment	Link activities to 'job club'

Research



Sport England aims to make sport and physical activity a normal part of life for everyone in England. Look at the Sport England website (www.sportengland.org) and read about some of the campaigns they currently have running.

Which user groups are being specifically targeted in these campaigns?

Activity



Exam questions may include a scenario that involves more than one user group, for example, a retired person who is disabled. Can you think of any other scenarios whereby the person would be in more than one user group?

Test your knowledge



- 1 Choose **two** different user groups. For each group, state **three** barriers to participation that the group may face.
- 2 Suggest a solution to each of the barriers stated in your answer to Q1.



Level 1/Level 2 Cambridge National in Sport Studies (J829): Boost

Boost gives PE departments and teachers the tools to create outstanding lessons that ensure whole-class progression using a range of classroom-ready PowerPoints, printable worksheets and more.

- **Carefully constructed course planners:** Completely editable they can be adapted to ensure they fit for departments.
- **Classroom-ready PowerPoints:** Designed to be used in lesson, with content and activities interspersed at appropriate points.
- **Track and monitor progress:** Interactive knowledge tests with instant feedback to identify gaps in knowledge and understanding.
- **Printable worksheets:** Providing activities to be worked on in class or at home as homework or remote learning.

Level 1/Level 2 Cambridge National in Sport Studies (J829): Boost eBook

Boost eBooks are interactive, accessible and flexible. They use the latest research and technology to provide the very best experience for students and teachers.

- **Personalise.** Easily navigate the eBook with search, zoom and an image gallery. Make it your own with notes, bookmarks and highlights.
- **Revise.** Select key facts and definitions in the text and save them as flash cards for revision.
- **Listen.** Use text-to-speech to make the content more accessible to students and to improve comprehension and pronunciation.
- **Switch.** Seamlessly move between the printed view for front-of-class teaching and the interactive view for independent study.
- **Download.** Access the eBook offline on any device – in school, at home or on the move – with the Boost eBooks app (available on Android and iOS).

To subscribe or register for a free trial, visit
www.hoddereducation.co.uk/sport-studies-boost



CAMBRIDGE
NATIONAL

LEVEL 1/LEVEL 2

ABOUT THE AUTHORS

Ross Howitt is a leading PE specialist, educational consultant, author and teacher trainer. He has been involved with major examination bodies and has written hundreds of magazine articles, textbooks and resources. Ross has worked with Premier League teams and varying sport stars, as well as in the corporate world to facilitate effective leadership and institutional improvement.

Mike Murray is a former Chief Examiner for a major examining board. He is a former Head of Department at a large sixth form college and has written several best-selling PE and Sport textbooks and digital resources.

SPORT STUDIES

SECOND EDITION

J829

Trust highly experienced teachers and authors Ross Howitt and Mike Murray to guide you through the latest Cambridge National in Sport Studies. This OCR-endorsed resource will strengthen your understanding of the content and boost the skills required to tackle the assessments with confidence.

Brought to you by the No. 1 Sport textbook publisher, this Student Textbook is:

- **Comprehensive** – gain in-depth knowledge of the examined units with clear explanations of every concept and topic, plus improve your understanding of the non-examined units with easy-to-follow chapters.
- **Accessible, reliable and trusted** – structured to match the specification and provide you with the information you need to build knowledge, understanding and skills.
- **Designed to support you** – boost your confidence when tackling the internal and external assessments with plenty of activities to test and consolidate knowledge.
- **Your go-to guide** – expert authors have carefully designed tasks and activities to build your skillset in order to aid progression and questions to assess understanding.

 **Boost**

This series includes an eBook and digital teaching and learning support.

Visit hoddereducation.co.uk/boost to find out more.

HODDER EDUCATION

t: 01235 827827

e: education@hachette.co.uk

w: hoddereducation.co.uk

Schools have a **Licence to Copy**
one chapter or 5% for teaching



Copyright
Licensing Agency

ISBN 978-1-3983-5030-4



9 781398 350304

