

CHAPTER 12 – 3: THE ROLE OF SCHOOLS AND NATIONAL GOVERNING BODIES IN CREATING OPPORTUNITIES FOR INCREASING PARTICIPATION

Text between pages 144 and 159, answers to questions on page 159 of the text book.

1) What were the main components of the 1902 Model Course? 3 marks

Answer

- Military or Army style drill.
- Direct teaching method.
- Taught by NCOs.
- Involves marching.
- Compulsory for boys and girls.
- Exercises with dumb bells and staves simulating weapon.

2) What were the major changes which reflected post-Second World War attitudes to movement in physical education lessons in schools? 5 marks

Answer

- Children made central – from the idealism of winning the war.
- Lessons were intended to use the **discovery method**, with a desire to encourage independent thinking.
- There was **innovative apparatus** which had to be learned from commando tactics and training, or the result of the rebuilding programme after the bomb destruction.
- There were no more formal tables, with a desire for individual freedom.
- Learning is **fun** or play, developed from mother's primary influence during the war.
- Skilfulness and skill central, from a desire to develop sporting links.
- Lots of child inspired games, as a result of a war which rated decision-making, and experiences in prisoner-of-war camps.
- Significance of fresh air, developed from limited travel during the war, reflecting freedom, what we fought for or the experiences of evacuees.
- Awareness of individual differences which was learnt from rehabilitation of those injured during the war.
- Partner and group developments, developed from lessons learnt about sharing and caring. The expression of a new post-war world.
- Swimming and dance were central experiences, giving children lots of choices which the war years had not allowed.

3) Describe the basic organisational framework of sport in the UK. 4 marks

Answer

- Mixed administrative pattern of state, private and voluntary status. The decentralised structure.
- Raising the Game, 1995.
- UKSI (UK Sports Institute) to provide Britain's best sportsmen and women with their needs.
- Home Country Sports Institutes for Home Countries with same roles.
- Sport England accountable to Parliament, with nine regional offices.
- Governing Bodies responsible for individual sports.
- English Institute of Sport, responsible for network of regional institutes.
- Network of centres of excellence or '**hubs**', some at universities. For example, 'hubs' are based at Bath and Loughborough Universities.
- The hubs contain expertise for elite performers who are on the World Class Programme.
- Projects, such as **Sports Mark** to promote school sport.
- **Sports coach UK** with coaching programmes in different sports.
- CCPR (Central Council for Physical Recreation) remains as a pressure group to promote sport.

- 4) Young people often fail to continue with sport once they have left full-time education. Explain the reasons why this might happen. 3 marks

Answer

- Once a person starts work, he or she has less free time.
- And the commitment to work may involve work in the evenings or at weekends.
- **Other interests** might compete for time – boyfriends or girlfriends, clubbing, peer pressure.
- It now **costs** money for use of facilities.
- People can choose not to take part, whereas it used to be compulsory at school.
- Maybe people did not like sport in school.
- Some areas have very poor links between school and local clubs.

- 5) Explain the advantages of offering activities such as tennis and basketball as part of a physical education programme in year 11 in school. 4 marks

Answer

- Both sports are popular outside school.
- Suitable for both sexes.
- Based on skill and technique not strength.
- Most schools have sports halls or tennis courts with easily adapted equipment.
- Alternative to major games (hockey, soccer, rugby or netball).
- Can play at recreational level.
- Can learn sportsmanship and co-operation in both sports.

- 6) Identify the theory behind the sports development pyramid and explain the intentions behind each section. 6 marks

Answer

- A policy with the intention of having a place for all would have participants recognising the different levels they might achieve.
- This becomes a pyramid because fewer competitors can reach the highest level.
- The bottom level is called the **foundation level**.
- It involves low ability performers to learn basic skills or knowledge and understanding, and is often delivered as part of school PE programmes.
- The 2nd level is called the **participation level**.
- It involves the individual participating in an increased number of recreational or leisure options, and awareness of health-related fitness (often promoted in extra-curricular sport).
- The 3rd level is for high performance athletes and is called the **performance**.
- This involves specialist coaching and development at club, regional or national levels.
- The top of the pyramid, **excellence level**, involves performers reaching national standards with public recognition.

- 7) Discuss the changing attitude to sport in the elite 19th century Public Schools and its effect on the emergence of amateur sport in the UK. 5 marks

Answer

- **Phase one** was the initial stage of boys bringing in mob activities.
- These activities were pursued in the boys' free time.
- They were often cruel and violent and included mob games, fighting and blood sports.
- **Phase two** marked attempts by teachers to make the games socially acceptable.
- They allowed periods of time to play and fixed rules and they produced a sports calendar.
- Major games specific to the school emerged, rowing developed, cross country was encouraged and fighting was stopped and boxing begun.
- **Phase three** was full athleticism, when a tradition was built up in the school with facilities and timetabling.
- Based on Muscular Christianity which had a code of honour and sportsmanship and social control.
- Written rules and diverse programme. Interschool games established supported by active old students.
- Emergence of games in Girls' High Schools and Old Girls' organisations.

8) Discuss how current sport initiatives can encourage participation at all levels.

6 marks

Answer

- **Whole sport plans** are the contracts between the Sports Councils and the National Governing Bodies (NGBs) which explain how the NGB will expand participation for U16s. The details are to be decided by the NGB.
- **Funding** (from Government and Lottery) will be allocated by NGBs to initiatives locally.
- Within the new **Youth Sports Strategy**, **School Games Organisers** (SGOs) are appointed within schools (teachers) who are tasked to organise and improve sports competitions within a school (intra-school competitions) and between schools (inter-school competitions). The aim is to increase sporting participation in a competitive environment for school age people.
- The **Youth Sport Trust** plans to increase participation using **three** strands:
 - **Sporting start**: Aims to provide primary school children with a foundation in physical activity to prepare them for later life.
 - **Sporting chance**: Aims to provide innovative and exciting ways to engage and inspire all young people, regardless of their age or ability, so they have the chance to take part in high quality physical education and school sport and enjoy being active.
 - **Sporting best**: a dedicated strand of work for secondary PE and school sport. It aims to engage with teaching and school sport professionals, young leaders, coaches, volunteers and National Governing Bodies of Sport to deliver programmes.
- **Sportivate**: is a Sport England, London2012 and Lottery funded initiative and aimed at 14-25 year-olds. Lottery / Government funding, due to its success, of £10m per year has been invested allowing the programme to run until March 2017.
 - **Sportivate** extended its age group so that 11-13 year-olds can also take part.
 - This London2012 legacy project gives young people the chance to discover a sport that they love.
 - **Sportivate** includes free or subsidised coaching in order to show young people the fun, enjoyment and sociability of sport.
 - During the six-to-eight weeks those taking part can work towards an event or personal challenge.
 - when the free or low-cost coaching has finished they will be supported to continue playing sport.
 - **Sportivate** is inclusive and targets those who have a disability and people from black and minority ethnic groups.

9) UK Sport is responsible for managing and distributing a sporting programme. How do the UK Sports Institutes co-ordinate elite sport development within the UK?

4 marks

Answer

There are many possible answers to this question. We have highlighted some key points.

- UK Sport is responsible for managing and distributing **public investment** and funds (raised by the National Lottery).
- UK Sport supports the development and maintenance of facilities and elite athletes.
- UK Sport devolves its regional responsibilities into **Home Country Sports Councils**.
- For example English Institute of Sport (EIS) has nine multi-sport high performance centres called '**hubs**'.
- Hubs provide World class support services, such as an **Athlete Medical Scheme** supporting elite performers.
- Elite performers are encouraged to live and train at these hubs. For example, UK elite cyclists live and train at Sport City, Manchester.
- Governing Bodies (within the UK Sports Institutes) organise **coaching conferences** supporting the UK's top coaches with latest cutting edge information, organise national competitions and pick teams for international competitions.

10) Outline the way in which the Sportivate initiative helps communities to achieve the new youth sporting strategy.

8 marks

Answer

- Sportivate is a **Sport England**, London2012 and Lottery funded initiative aimed at **14-25 year-olds**.
- **Lottery / Government funding** of £10m per year has been invested allowing the programme to run until March 2017.
- Sportivate extended its age group so that **11-13 year-olds** can also take part.
- This **London2012 legacy project** gives young people the chance to **discover a sport** that they love.
- Sportivate offers access to **free and subsidised coaching** in a variety of sports and activities.
- In order to give young people a taste of just how **fun, enjoyable and social** sport can be.
- Each coaching course will last six-to-eight weeks.
- Those taking part can work towards an **event or personal challenge**.
- When the free or low-cost coaching has finished they will be supported to **continue** playing sport.
- Sportivate is inclusive and targets a variety of young people including those who have a **disability** and people from black and minority **ethnic groups**.