

5.4.5 Module 2565: Option A2 - Comparative Studies in Physical Education and Sport



C3.1b, C3.3

PS3.2

5.4.5.1 Introduction

Comparative Study is an approach which involves the analysis of knowledge and understanding of physical education as a field of study and its application to 'intelligent' performance on a global scale. The intention is to build on the Contemporary Studies module in AS (Module 2563), where various types of culture are studied to establish relationships between physical education and culture in different societies.

This global perspective, whilst providing information about other countries and their levels of development, has the primary function of leading to a better understanding of our own society. It is, however, important to be aware that though many of the aspects of this field of study have international commonality, each society has its own unique combination of cultural influences, which makes cultural borrowing a hazardous pursuit.

While using global studies to become better informed about the possible development of our own system, an awareness develops that the three dimensions identified in the rationale (see pages 1 and 2) can be fully explored in terms of the experiential significance of physical performance in these countries; the varied ways in which physical education is used as a vehicle at educational and societal levels in other societies; and the extent to which academic credibility is given to the field of study through their sports academies and educational institutions.

The three countries reviewed in more detail are France, because it is a fellow member of the European Community; Australia, with the shared heritage that it has with the United Kingdom and the United States, because of its very considerable political and economic influence on the world stage. The study of physical education in a specific social setting, develops into an analysis of similarities and differences between each of the other countries and our own, followed by an analysis of specific problem areas, leading to involvement in producing a policy and programme for the future. This concerns the improvement of our own institutionalised physical education, sport in its broadest sense, and establishing a global perspective on the balance between recreation and conservation in our natural environment.

This leads to increased understanding of the many contemporary issues in this field of study in the United Kingdom, and also increases the sensitivity with which the needs of other societies are recognised. Application consists of a synthesis of theory and practice, stimulating numerous learning experiences and developing candidates as self-directed learners, as identified in the aims and objectives of this specification.

5.4.5.2 Candidate's Learning Experience

Candidates gain knowledge and understanding as a result of involvement in, and a reflection on, practical experiences. These experiences are recorded during the A2 half of the Advanced GCE course, building an even greater awareness of the interaction between the theory and practice of Physical Education explored in the AS. This process could also help the candidate to prepare for the synoptic assessment in Unit 2566 (Section B) and in Unit 2567. The tables in Section 5.4.5.5 provide examples of possible learning experiences.

5.4.5.3 Unit Assessment

Candidate's knowledge and understanding of Module 2565 Option A2 is assessed in Unit 2565, Section A, where a candidate who has chosen this option, answers one compulsory question. (21 marks). The question is structured into a series of short sub-questions. Candidates may be required to respond to and interpret visual material including photographs and diagrams.

5.4.5.4 Option Content

North America with Particular Reference to the USA

Cultural Background of the USA

- Societal analysis including historical factors for example, ethnic and European games; environmental factors, including demographic and topographic variables; socio-economic influences; institutional frameworks, for example, education; ideologies and counter cultures. Candidates should be aware of the ethnic games which reached America via colonialism; the small size of the UK compared with the USA, which results in huge climatic and topographical variables in the US which do not exist in the UK; and the considerable differences in the ideology and pluralistic culture which are not matched in the UK.

Physical Education in Schools

- Provision and attitudes; co-education and Title IX; extra-curricular sport and sport in high schools. Candidates should be aware that there are many similarities in the US with our primary school Physical Education, but the extra-curricular sport in the UK has a very much lower profile than in the USA.

Ethnic Sport and the Evolution of New Games

- From baggatoway to lacrosse; cultural adaptation of older games, American football, baseball, ice hockey; invention of new games, basketball and volleyball. Candidates should be able to discuss the introduction of cricket and polo from the UK which has remained exclusive, and the evolution of baseball from rounders and gridiron from British rugby football, via the ivy league colleges.

Mass Participation in Sport

- Private clubs and community recreation; the role of the media and the status of sport. Candidates should analyse why, unlike the UK, there is no tradition of private sports clubs in the US, with the exception of golf. Opportunity, provision and esteem, particularly among sub-cultures in the US.

Sport and the Pursuit of Excellence

- Sport as an institution; game occurrence and organised sport; professionalism and commercialism; preparation of amateur performers and the transition to the professional ranks; pluralism and stacking in an unequal society. Candidates should have a view on why only professional soccer in the UK is approaching the level of commercialism of all US professional games; the UK is less obviously pluralistic and stacking in sport is almost a thing of the past in Britain.

Outdoor Recreation and Outdoor Education

- The natural environment: outdoor recreation organisation and provision; national parks; backpacking and the wilderness; range of summer camps for children; outward bound trust and adventure experiences. Candidates should be aware that the small size of the UK results in the UK having no true wilderness areas and only small national parks. The UK and the USA do have outward bound schools in common, reflecting the shared values of the two countries.

The European Community with Particular Reference to France

Cultural Background of France

- Societal analysis including historical perspectives and educational developments; Ideologies linked with French nationalism, intellectualism, militarism and naturalism; Centralised policies and provincial counter culture and the recent policy of devolution. Candidates should be able to explain the differences which exist between the UK and France, particularly regarding the experience of war time invasion; climatic and scenic variables; the demographic differences in size and population; and nationalist variables.

Physical Education in Schools

- Attitudes towards Physical Education and the fixed specification; sports sections and assessment in schools; joint use of community provision; school sport and UNSS; primary sports school. Candidates should understand the focus of school sport on community provision compared with the UK.

Ethnic Sports and Cultural Links

- Basque rural sports, bullfighting and pelota, Breton wrestling, boules as the French street game. Candidates should be encouraged to identify similarities in the context of rural 'strongman sports' and wrestling in some of the traditional games of the UK, but recognise the aversion many British have to bullfighting.

Mass Participation (Sport for All)

- Centralised and devolved programmes and facilities; high state funding of joint use provision; Ministry for Youth and Sport: administration of the four types of federation (Olympic, non-Olympic, multi-sports and school & university); the rise of 'new' sports like golf and tennis reflecting affluence and international influence. Candidates should understand that Sport for All is an international campaign and that France has much the same problems as the UK encouraging citizens that physical activity is a desirable and healthy leisure experience.

Sport and the Pursuit of Excellence

- Policies and funding for Olympic sports; professionalism, Tour de France and football (rugby league and soccer); Amateur sport and nationalism; provision and special facilities, the change of ENSEP (traditional educational national centre for sport at Joinville, Paris) to INSEP (national 'academy' for sport and Physical Education in Paris); Font Romeu (National high altitude centre). Candidates should be able to comment on the suggestion that France has already made giant strides forward and is well ahead of the UK in producing elite performers as reflected in their recent Olympic and World Championships successes in 1996 and 1999 respectively.

Outdoor Recreation and Outdoor Education

- Le plein air: national parks and French scenery; rural simplicity; holiday patterns and tourism; colonies (centres) de vacance (camps for deprived children); outdoor pursuits, sailing, canoeing, climbing, skiing, etc. Transplantee classes (vert, mer and neige) as subsidised outdoor education experiences for all french children on an educational basis. Candidates should discuss the suggestion that the UK is way behind the French in this area, largely because of limits to funding, arising from an inadequate policy and poorer natural facilities.

Australasia with Particular Reference to Australia

Cultural Background of Australia

- Tribal origins: Aboriginal, Melanesian and Polynesian cultures. Colonial historical perspectives and educational developments. Demography and population distribution; ideologies and pluralism (Anglo-Saxon-Celt dominance). Federal and State policies and the regional emphasis of certain games, for example, Rugby in N.S.W. and Queensland and Aussie Rules in Victoria. Candidates should be aware of the colonial implications of Australia being dominated by the emigration from the British Isles until the 1950s, and of the major differences in size and population.

Physical Education in Schools and Colleges

- The Australian Sports Commission and the introduction of Aussie Sports; S.E.P.E.P. (national sport education and physical education project) and P.A.S.E. (specific physical and sport education in Victoria); significance of fair play; selection policy through testing; assessment in physical education. Candidates should be aware of how much of the Australian approach in schools is under review in the UK.

Ethnic Sports and New Games

- Aboriginal sports and pastimes: survival activities, for example, bows and arrows, hide and seek, land diving, ritual dances;
- The development of Aussie Rules as a new game.

Candidates should be made aware of the struggle for Aboriginal human rights which has been successively achieved by the working classes and ethnic minorities in the UK.

Mass Participation in Sport

- State policies and programmes; popularity of colonial games and attempts to defuse ethnic soccer. The development of the Active Sport policy and the renewal of focus on the infrastructure for mass sport and the need for this in an affluent society. Candidates must assess the view that both the UK and Australia are aware of the need to continue the effort to encourage more people to recognise the value of health related activities and lifetime sport.

Sport and the Pursuit of Excellence

- Traditions of swimming and athletics; cricket, Aussie Rules and rugby league as professional games; rugby union and 'amateurism' in the Southern Hemisphere; influence of the ethnic groups on performance, particularly the Polynesians; sport and gender; ASC (Australian Sports Commission), AIS (Australian Institute of Sport) (Canberra and devolved sports institutes/academies; VIS (Victorian State Institute for Sport) also devolved; development of youth sports programmes. Candidates should be encouraged to be aware of problems we might meet copying the Australian system; of the need to address aboriginal problems; and of the urbanisation and media impact of sport in Australia.

Outdoor Recreation

- National and Regional Parks and their highly regulated organisation; outward bound, outdoor adventure and the outback; frontier experiences and coastal scenery. The significant role of outdoor education given the placement of the majority of the population within reach of the coast and hill country. Candidates should recognise the scope of wilderness in Australia compared with the UK and that our situation is one of pollution by saturation rather than risk through isolation.

Cross-Cultural Issues in Physical Education and Sport

Comparison of Similarities and Differences

- This will normally be between the UK and either Australia, France or the United States, on a thematic basis under headings already identified in the area analysis.

Physical Education in Schools

- Variations in the administration and status of sport in schools; policies involving specialist sports schools.

Ethnic Sports and Pastimes

- A comparison between British ethnic sports and those already identified in the other three countries; the impact of colonialism on the early development of certain sports in some of these countries.

Mass Participation (Sport for All)

- Comparisons of policies and enactment: levels of discrimination against minorities, opportunity, provision and esteem; funding mass sport, state and commercial sponsorship; lotteries, advertising and the media.

Sport and the Pursuit of Excellence

- A comparison of elitist and personal achievement ethics; win-ethic variables; status and funding of high level sport; policies to achieve excellence in sport; professionalism and behaviour.

Outdoor Recreation and Outdoor Education

- A comparison of the demography and natural scenery; adventure education and outward bound; national parks and the wilderness concept; outdoor education and children's camp school systems. Candidates are directed towards understanding these similarities and differences as they directly concern their own lives and future developments in the UK.

Cultural Factors Influencing these Four Different Countries

- Candidates should be able to analyse the place of these comparisons in the context of the different cultural settings, and be able to explain why these variables exist in historical, environmental, political, economic and social terms.

Reformative Conclusions

- Policy decisions have to be made to take Physical Education and Sport into the 21st century and care must be taken with this process, bearing in mind that cultural traditions tend to resist change. This process should be discussed as it concerns candidates themselves and the problems this country might face when adopting and adapting systems from other countries. Where possible, the candidates should be encouraged to collect and present specific elements from the other three countries which might be useful, but always in the context of whether the new items are likely to be culturally acceptable.

5.4.5.5 Module 2565: Option A2 - Examples of Learning Experience

The following tables highlight a progressive approach to the development of knowledge, understanding and application of the option content by the candidate.

Required Knowledge: The study of sport in Australia and links with the UK.

Theoretical learning Experience	Practical Learning Experience
Describe the Sport Education and Physical Education Project (SEPEP) in Australian schools. <i>(acquire)</i>	Describe your curriculum and extra-curriculum commitment in your assessed practical activity. <i>(acquire)</i>
How is the infra-structure of Australian sport at State level organised? <i>(acquire, apply)</i>	How might your assessed practical activity be linked with your local community? <i>(acquire, apply)</i>
Compare the status of women in sport in Australia with women's sport in the United Kingdom. <i>(acquire, apply, evaluate)</i>	Compare the opportunities for the other sex with your own in the context of your assessed practical activity. <i>(acquire, apply, evaluate)</i>
Explain why Australian professional teams are much more successful than their British counterparts. <i>(acquire, apply, evaluate, appreciate)</i>	Explain the limitations you have faced in your attempt to achieve excellence in your assessed practical activity. <i>(acquire, apply, evaluate, appreciate)</i>

Required Knowledge: The study of sport in the United States linking it with the UK.

Theoretical learning Experience	Practical Learning Experience
Describe Title IX legislation in American schools and colleges. <i>(acquire)</i>	What funding problems have you met in the pursuit of your practical performance activity? <i>(acquire)</i>
What reasons are given for American schools focusing on testing and measuring? <i>(acquire, apply)</i>	How have you physically prepared for your assessed practical activity? <i>(acquire, apply)</i>
Compare extra-mural sport in the U.S.A. with extra-curricular sport in the U.K. <i>(acquire, apply, evaluate)</i>	Appraise your competitive schedule for the current year in your practical performance activity. <i>(acquire, apply, evaluate)</i>
Discuss the role of the coach in American senior high schools. <i>(acquire, apply, evaluate, appreciate)</i>	Discuss the extent to which your prowess in your practical performance activity has influenced by the limited availability of professional coaches. <i>(acquire, apply, evaluate, appreciate)</i>

APPROVED - PHYSICAL EDUCATION - APPROVED

Required Knowledge: The study of French Physical Education linking it with the UK.

Theoretical learning Experience	Practical Learning Experience
Describe the function of the Union National Scolaire Sportive (UNSS). <i>(acquire)</i>	Describe the links between your school and schools sports bodies in your practical performance activity. <i>(acquire)</i>
Explain the status of physical education in French schools given the comment 'every Frenchman is born a soldier'. <i>(acquire, apply)</i>	Explain how you have progressed from a participant to a performer in your assessed practical activity. <i>(acquire, apply)</i>
Compare the multi-sport provision in France with our elite single sport facilities. <i>(acquire, apply, evaluate)</i>	Appraise the value of joint club and school links in the context of your practical performance activity. <i>(acquire, apply, evaluate)</i>
Discuss the tarnished status of the Tour de France <i>(acquire, apply, evaluate, appreciate)</i>	Discuss the issue of drug abuse in your practical performance activity. <i>(acquire, apply, evaluate, appreciate)</i>