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## 5.2 Module 2563: Contemporary Studies in Physical Education



C3.1a, C3.1b, C3.2, C3.3

WO3.1

### 5.2.1 Introduction

Contemporary Studies is a core AS module which builds on knowledge gained in Key Stage 4 and which requires an application of the experience of physical performance by individual candidates. This requires links being made with knowledge and understanding of physical education as a field of study in its own right and of its role in society. It encompasses the three dimensions of Physical Education: as an intrinsically valuable physical experience; a multi-disciplinary field of study and as a vehicle for the promotion of desired patterns of behaviour. It is directly concerned with philosophical and sociological investigation, and while it is a reflection of present day institutional physical education and sport within the social setting of the United Kingdom, there are opportunities to reflect upon historical causation and global perspectives. Candidates study major issues such as excellence in sport as well as sub-cultural issues such as 'women and sport', and 'deviance in sport', with particular reference to their own experiences of physical performance. They also gain an awareness and appreciation of the environment through the study of Outdoor Education and Outdoor Recreation.

The analysis moves from candidate awareness of the skills and activity/experience of personal performance, through to the values which arise from this experiential and educational learning situation, and enacted in practical situations. The outcome should enhance the knowledge and understanding of the contemporary scene and demonstrate a developmental learning process by individual candidates. This application should consist of a synthesis of theory and practice as reflected in the aims and objectives of the specification, together with exemplars to illustrate links between physical performance and theoretical study. This module is a sound basis for further study in A2 Module 2565: Historical Studies in Physical Education (Option A1) and/or Comparative Studies in Physical Education (Option A2).

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### 5.2.2 Unit Assessment

Candidate knowledge and understanding of Module 2563 is assessed in Unit 2563, where a candidate answers two compulsory questions (2 x 21 + 3 marks for quality of written communication). Candidates may be required to respond to and interpret visual material, including photographs and diagrams.

### 5.2.3 Candidate's Learning Experience

Candidates should gain knowledge and understanding as a result of involvement in, and reflection on practical experiences. The tables in Section 5.2.5 provide examples of possible learning experiences.

Throughout Module 2563 candidates should use the information to help improve their own practical performance and that of others.

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### 5.2.4 Module Content

#### Defining the Field of Study

Categories of Physical Performance including play, physical recreation, sport and physical education with the associated sub-categories of outdoor recreation and outdoor education. Recognition of the broader concept of leisure and an awareness of the continuum from mass participation to sporting excellence.

#### 5.2.4.1 Physical Education in Schools

##### (i) Concepts

##### Towards a Concept of Play

- Characteristics of play: freedom and time, space and spontaneity, enjoyment orientation, intrinsic values, and non-serious non-productive assumptions. Child at play increasing mastery over reality. Adult at play: escape from reality, stress release. Indirect educative values: physical, social, cognitive, moral, emotional and environmental learning.

##### Physical and Outdoor Education

- Definitions and characteristics: knowledge and values; physical values of health and motor skill; preparation for active leisure; personal values of self-realisation and socialisation; qualitative influence on lifestyle.
- Dimensions of physical activity in school, set P.E. curriculum; extra-curricular sport and recreational opportunities.
- Outdoor and adventurous education as a part of physical education. Definitions and characteristics of the outdoor and adventurous experience, including risk and safety.

**(ii) Issue Analysis**

**Sport in Schools**

- A review of two current initiatives and strategies in school sport: TOPSPORT (Dragon Sport) in the primary sector and Specialist Sports Colleges in the secondary sector. To include the work of the Youth Sports Trust and Sports Development Officers. Advantages and disadvantages of these initiatives.

**5.2.4.2 Sport in Society**

**(i) Concepts**

**Physical and Outdoor Recreation**

- Interpreting physical recreation in a leisure and cultural framework. Analysis of characteristics and their links with play using the candidate's experience of physical recreation.
- Concepts associated with outdoor recreation: appreciation of the natural environment; adventure, risk and safety for the individual and respect for the countryside.

**Towards a Concept of Sport**

- Candidates interpretations of sport and sporting attitudes from their own experiences. Definitions and characteristics of sport including such values as prowess, endeavour and fair play in the context of amateurism and professionalism.
- Defining the twin concepts of Sport for All and elite sport using the Performance Pyramid as an effective framework.

**Role of the Coach**

- An analysis of the various relationships between the coach and the performer (for example, as motivator, disciplinarian, friend, publicity agent etc), with particular reference to the roles of instructor, trainer and educator.

**(ii) Sport and Culture**

**Present Day Local/Ethnic, National and Global Sport**

- Ethnic Sports: Characteristics of traditional sports and festivals in Britain eg. festival, local, traditional, isolated, social with reasons for their survival eg. Tourism and retention of ethnic identity. Examples are the Lakeland and Highland Games or any traditional local festival.
- The transition from Tribal to Emergent status in the context of sport.

Tribal societies: including natural, functional, ritual, ceremonial, survival and community characteristics. Analysis of effects of pre-colonialism, colonialism and post colonialism on the life and physical activities of tribal cultures such as the Samoans.

The positive and negative effects of colonialism (eg schools) on Emergent societies, including nation building, integration, health and social control, disproportionate funding, with initial focus on a specific sport, developing into a broader programme of sponsored sport leading to increased integration. The significance of initial elitism, role models, appeasement and international recognition. Examples from such countries as Kenya.

- Characteristics of sport and commercialism as epitomised in the 'American Dream'; and sport and politics, as epitomised in the notion of a 'Shop Window'.

### **(iii) Issue Analysis**

#### **Policy, Provision and Administration of Sport and the Pursuit of Excellence**

- Function of UK Sport and home country organisations (for example Sport England) in the pursuit of excellence. The role and effectiveness of National Governing Bodies and supportive agencies (for example Sports Coach UK); professionalised coaching policies and their level of enactment.
- Problems associated with elitism and discrimination: disproportionate and inadequate funding; financial aid and the National Lottery; work of Sport Aid; analysis of policy and new initiatives and their enactment, including The United Kingdom Sports Institute (UKSI) and devolved National Institutes of Sport; sponsorship for promising young performers; funding for capital projects; improvement in coaching policies.
- Performance, professionalism and business; links with mass media and sponsorship; financial support at voluntary, private and public levels.
- Ethics and high level sport: amateur and professional attitudes; win-ethic analysis; violence among players and spectators; international pressures and modern Olympism; corruption in high level sport; performance enhancing drugs and random testing. In each case, identify, analyse and theoretically resolve the issue.

#### **Sport and Mass Participation**

- Functions of UK Sport and work of home country organisations in increasing participation, for example, the More People, More Places, More medals initiative and the Sport For All campaigns of the former Sports Council. Socio-economic and other factors limiting implementation (for example, school, friends, family, funding, stereotyping, age, gender etc); opportunity, provision and esteem. The work of special interest groups such as Women's Sports Foundation and Disability Sport England. Sport For All provision in a mixed economy.
- The role of the media: informing, educating, entertaining and advertising, with examples of each.

#### **Physical Education, Sport and Sub-Cultures**

Initial candidate experience and interpretation of discrimination at different levels. Social class and wealth discrimination, gender, ethnic minorities, disability and the treatment of the young and elderly through an analysis of opportunity, provision and esteem.

### 5.2.5 Module 2563 - Examples of Learning Experiences

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

**Required Knowledge:** An understanding of the issue of 'sport and the pursuit of excellence' in the UK

Theoretical learning experience	Practical learning experience
Identify the meaning(s) of the term 'excellence'.  <i>(acquire)</i>	As a result of experience in a variety of physical performance activities, recognise that excellence can be interpreted in more than one way.  <i>(acquire)</i>
Identify constraints regarding the pursuit of excellence.  <i>(acquire, apply)</i>	Identify the national governing body of each physical performance activity and examine its policy for promoting excellence.  <i>(acquire, apply)</i>
Critically evaluate current provision for elite sports performers in the UK.  <i>(acquire, apply, evaluate)</i>	Reflect upon personal practical experiences in school/college and identify opportunities and constraints that might effect the potential for achieving excellence.  <i>(acquire, apply, evaluate)</i>
Hypothesize with regard to whether increased sporting excellence in the UK could have aesthetic, moral, social and/or health outcomes.  <i>(acquire, apply, evaluate, appreciate)</i>	With reference to personal practical experiences, discuss the extent to which aesthetic, moral, social and/or health values have been experienced.  <i>(acquire, apply, evaluate, appreciate)</i>

**Required Knowledge:** An understanding and appreciation of the various roles that may be adopted and/or required by Physical Education teachers and sports coaches

Theoretical learning experience	Practical learning experience
Identify the various roles of the Physical Education teacher and the sports coach.  <i>(acquire)</i>	During an individual activity lesson, for example, swimming, recognise the various roles adopted by the teacher.  <i>(acquire)</i>
Explain two different roles, for example, scientist and student, which the coach might need to adopt in order to be effective.  <i>(acquire, apply)</i>	Analyse and appraise a swimming lesson to identify why specific roles may have been adopted by the teacher.  <i>(acquire, apply)</i>
Justify the need for a variety of roles to be adopted by an effective teacher/coach.  <i>(acquire, apply, evaluate)</i>	By using knowledge gained from personal practical experience, compare the variety and balance of roles adopted by the Physical Education teacher: (a) during lesson time (b) coaching representative teams  <i>(acquire, apply, evaluate)</i>
In role-play as a teacher, justify your refusal to accept gamesmanship from your pupils.  <i>(acquire, apply, evaluate, appreciate)</i>	Compare the variety and balance of roles adopted by the coach in each situation.  <i>(acquire, apply, evaluate, appreciate)</i>

**Required Knowledge:** An understanding of the concept of sport, and an appreciation of its similarities to and differences from other related concepts

Theoretical learning experience	Practical learning experience
Using appropriate video stimuli, identify and record the characteristics of sport and investigate the level of organisation in sporting activities. <i>(acquire)</i>	Arising from the performance of a game, identify characteristics of sport, for example, competition, rules, team play. <i>(acquire)</i>
Establish how many sporting characteristics exist in a selected range of physical activities. <i>(acquire, apply)</i>	Identify 'sporting' elements within practical lessons, for example, competition, skill, commitment. <i>(acquire, apply)</i>
Observe, compare and analyse a range of physical activities and justify their position in a rank order, based on evidence of sporting characteristics. <i>(acquire, apply, evaluate)</i>	Perform and appraise physical performance activities and justify the extent to which each may be classed as sporting in nature. <i>(acquire, apply, evaluate, appreciate)</i>
Discuss the main values associated with the sporting experience. <i>(acquire, apply, evaluate, appreciate)</i>	Reflect upon physical performance experiences as a vehicle for the promotion of various sets of values, for example, physical, emotional, social. <i>(acquire, apply, evaluate, appreciate)</i>