

Factors affecting participation of sport:

* Social class
* Law and order
* Gender
* Education and literacy
* Availability of time
* Availability of money
* Availability of transport

Characteristics:

**L**ocal  
 **U**ndefined rules  
 **C**lass based  
 **C**ruel/violent   
 **R**ural  
 **O**ccasional  
 **W**aging/gambling  
 **N**atural/simple

**“Lucky Crown”**



**UPPER CLASS:**

**Social class** 🡪 hereditary land owners 🡪 **cock fighting**, gambling 🡪 sports included **real tennis** and **fox hunting**

**Gender** 🡪 women 🡪 seen as weaker sex   
🡪 men 🡪 cock fighting, real tennis and fox hunting

**Law and Order** 🡪 held onto their sports for longer even if deemed as cruel like fox hunting because upper class were law makers and were interested in keeping onto their own sports

**Education and Literacy** 🡪 were educated 🡪 understood more sophisticated activities 🡪 had written rules 🡪 more complex rules

**Availability of time** 🡪 more time 🡪 longer lasting games 🡪 fox hunting

**Availability of money** 🡪 more opportunities 🡪 they could afford equipment, horses, clothing 🡪 **real tennis, fox hunting**

**Availability of transport** 🡪 had horse and carriage, but limited due to state of roads, so would build facilities close to home or in their home 🡪 **real tennis**

**Social class** 🡪 **mob football** 🡪 violent, played on holidays, force ball into center of other village 🡪 throwing cocks 🡪 held on Shrove Tuesday, throw sticks/stones at cockerel tied to stake 20m away, who knocked over the cockerel could claim the bird as their own 🡪 few rules to understand

**Gender** 🡪 women 🡪 seen as the weaker sex 🡪 **smock race** 🡪 not too strenuous, few rights in society, whoever won race got a basic dress  
🡪 men 🡪 **mob football** 🡪 bare-knuckled fighting

**Law and order** 🡪 more violent sports 🡪 **mob football** and **bare-knuckled fighting**

**Education and literacy** 🡪 lower class couldn't’t read or write, less educated 🡪 **mob football** with no rules 🡪 fewer rules to understand

**Availability of time** 🡪 worked long and exhausting hours doing labor 🡪 little appetite for sport 🡪 only on holy and festival days (drinking contests and bare-knuckled fighting) and based on land or local (catching pigs, throwing contests)

**Availability of money** 🡪 no money for luxuries, can’t afford to pay for equipment

**Availability of transport** 🡪 horse and cart, walk, limited due to state of roads 🡪 simple rules that only the locals were aware of and influenced activities to be developed locally

**LOWER CLASS:**



**Amateurism and Professionalism** 🡪 Professionals 🡪 required to bowl and clean kit 🡪 used different changing room to the upper and middle class 🡪 working men got paid to play the sport as they would miss the work to play

Law and Order 🡪 more defined laws were put in place 🡪 affected the sports played 🡪 led to a decline in blood sports – bare knuckled fighting

**Gender** 🡪 women were expected to marry and have children and be financially dependent on husbands 🡪 many looked at education for women as pointless 🡪 rarely had careers, were only allowed to be teachers as its low status and low money 🡪 assumption that women should marry was compromised by men being abroad in the armed force, men being more likely to emigrate and high mortality rate for men 🡪 women's rights were being campaigned 🡪 this encouraged women to take part in sport 🡪 **real tennis**

**Education and Literacy** 🡪 majority had very little interest as it was perceived to be of little relevance 🡪 child labor was still common as people were reluctant to give up the child's earnings 🡪 employment of children occurred up until 1850 🡪 sports were perceived sophisticated and requiring cognitive processing and understanding of the rules🡪 **education act 1870**

**Amateurism and professionalism** 🡪 amateurs 🡪 not payed for participating 🡪 play on same team as professionals 🡪 payments were against the principles of playing for the sake of the game

**Gender** 🡪 women started participating in **real tennis** 🡪 wore long dresses

**Law and order** 🡪 held onto their sports for longer 🡪 their sports were deemed as cruel 🡪 law makers 🡪 held onto their sport for longer as it benefited them

**Education and Literacy** 🡪 came late in Britain due to economic and religious reasons 🡪 had little interest in developing the culture of the working class 🡪 link between education, literacy and sport deems to be more sophisticated requiring cognitive processing and understanding of the rules 🡪 more suited to the upper class

**UPPER CLASS:**

**Social class** 🡪 more time 🡪 more money 🡪 influenced the development of sport 🡪 went to public schools 🡪 developed rules and NGBs

**Amateurism and professionalism** 🡪 amateurs 🡪 not payed for participating 🡪 play on same team as professionals 🡪 payments were against the principles of playing for the sake of the game

**Gender** 🡪 (same as lower class)

**Law and Order** 🡪 held onto their sports for longer 🡪 their sports were deemed as cruel 🡪 law makers 🡪 held onto their sport for longer as it benefited them

**Education and Literacy** 🡪 came late in Britain due to economic and religious reasons 🡪 had little interest in developing the culture of the working class 🡪 effects of the Europe revolution reinforced and hardened the need to keep masses under control and less powerful and therefore less educated 🡪 link between education, literacy and sport deems to be more sophisticated requiring cognitive processing and understanding of the rules 🡪 more suited to the middle class

**MIDDLE CLASS:**

**LOWER CLASS:**

**“3 R’s FACE UP”**

Characteristics:

**R**egional/national  
**R**egular   
**R**espectable   
**F**air play  
**A**mateurism/professionalism   
**C**ontrol of gambling   
**E**xclusive   
**U**rban   
**P**urpose-built facilities



**The melting pot:**

New rules developed form different public-school boys 🡪 occurred at Oxbridge universities

**e.g. football developed form rugby with the rule of no hands.**

**NGBs** 🡪 formed by public school boys

Formed at Oxbridge when new sports were developed.

Cult of athleticism 🡪 putting maximal physical effort in 🡪 adhering to the ethics of the game 🡪 sportsmanship.

Physical endeavor 🡪 maximal physical efforts

Moral integrity 🡪 sportsmanship was encouraged 🡪 playing to the rules of the game

Who is Thomas Arnold?

* The headmaster of Rugby School.
* Wanted his pupils to become gentlemen and to remove the fagging system.
* He believed sport would help develop the characters of the boys and he promoted more regulated sports, exercise and teamwork.
* Introduced interhouse competitions which lead to **leagues and fixtures**.

What is a public school?

* Paid for your education
* Attended by the ‘sons of gentlemen’
* Undefined rules, fagging system, gambling, older boys ran the school

How public schools impacted the development of sport

🡪 encouraged physical endeavor and moral integrity 🡪 Christian gentlemen  
🡪 developed moral integrity 🡪 rules were developed  
🡪 sports organization was much more formalized   
🡪 introduction of fixtures and leagues 🡪 from interhouse competitions   
🡪 developed fair play 🡪 sportsmanship   
🡪 melting pot 🡪 created new sports **e.g. football from rugby**🡪 ex public school boys spread sports throughout the world 🡪 due to jobs 🡪 **e.g.** **army officers, teachers, priests**🡪 sport became compulsory in schools 🡪 specific afternoon



**Class** 🡪 amateur and professionalism 🡪 remained similar to the format in the 19th century  
🡪 Working class still being the majority of professional sports people  
🡪 More sports were becoming both amateur and professional  
🡪 Higher class were more likely to participate in sport due to the shift from having a violent nature to a moral one

**Gender** 🡪Work that women completed in the factories helped change the perception of women as the weaker sex🡪Led to a wider range of sports being available and acceptable for women🡪Women's football gained much more interest leading to **the formation of women's FA in 1969**

**Law and Order** 🡪 more disciplined working environment 🡪 stricter military based education for the young 🡪 encouraged law and order to be more enforced

**Availability of time** 🡪 more structured working week 🡪 more time to participate in sport 🡪 sporting fixtures were played more regularly 🡪 helped increase popularity of sports

**Availability of money** 🡪 As wages increased there was more money to spend in participating in sport 🡪 sports began to draw huge crowds 🡪 pay to watch fixtures

**Availability of transport** 🡪 improvements of **railways** and other transport 🡪 people could travel further around the country for fixtures 🡪 national/international

**Education** 🡪 PE lessons were developed 🡪 Butler Act was invented 🡪 says that PE must be in the curriculum

**Grammar schools** 🡪 academic education 🡪 selective process with 11+ exam 🡪 for academically gifted children aged 11-19 🡪 after this most went to university

**Secondary modern schools** 🡪 4-year course 🡪 offers English, languages, geography, history, maths, science, drawing, domestic subjects and PE 🡪 normally left and entered work

**Secondary technical schools** 🡪 if you failed the 11+ exam 🡪 at aged 12-13 could gain a place at secondary technical school



**Class** 🡪 amateurism and professionalism 🡪 No longer clearly defined  
🡪 Still some sports associated with the upper class 🡪 **e.g. polo**  
🡪 some associated with the lower class 🡪 **e.g. spectating a football match**  
🡪 due to globalization and commercialization of sport professionals are the highest earners in the world  
🡪 Social mobility 🡪 changes in wealth, education and occupation over a person’s lifetime

**Gender**🡪 stereotypes still exist in sport🡪 Women are seen as equals and get equal pay🡪 **e.g. Wimbledon prize money is the same for men and women**🡪 Encourages more women to take part in sport as they see it as a viable career path🡪 Due to positive women sports role models 🡪 **Jessica Ennis-Hill**

**Law and order** 🡪 violent behavior is criminalized 🡪 Spectators will be punished by law if violent 🡪 Performers can also be punished if are violent or injure an opponent

**Education** 🡪 Importance of PE has been recognized in schools 🡪 Implemented in every school and is compulsory 🡪 Many schools offer a variety of extracurricular activities which encourage participation

**Availability of money** 🡪 increased  
🡪 Allowed more disposable income 🡪 Which could be spent on participating and following in sport  
🡪 more equipment, modern facilities and memberships   
🡪But can still be expensive for many 🡪 Acting as a barrier to participate in

**Availability of time** 🡪 national holidays 🡪 more time to watch and participate in sport

**Availability of transport** 🡪 **aero planes and trains** have developed 🡪 allow teams to travel to participate in sport 🡪 people can travel across the world to spectate **e.g. Olympic games** 🡪 increase mass of spectators



**Economic impacts:**

* More money brought to the host city or country.
* More jobs created through building of facilities, transport, infrastructure and support jobs for the event **e.g. London 2012 – builders, events staff etc**
* Increase in tourism.

**e.g. London 2012 Olympics generated £2 billion by tourist expenses.**

* Commercial benefits related to goods sold in the area.
* Bidding to host and Olympics can be very expensive **e.g. bidding for London 2012 cost £50-100 billion**
* Event can cost the host city more than it raises in revenue **e.g. London 2012 cost £18.5 billion but only received £5.2 in revenue**
* Many jobs that are created are only temporary.
* Funding for sports teams may reduce if teams undergo failure

**Sporting impacts:**

* Raises profile of sports.
* Lead to increase in participation.
* Upgraded venues and facilities.
* Focus of minority sports or Paralympics.
* Increase in funding in certain sports.

**e.g. rugby world cup, England’s success resulted in better facilities and training.**

* Facilities become unused **e.g. Rio Olympic venues**
* Participation increases during games but decreases after.
* Lesser known non-global sports can suffer.
* Less funding and less resources.

**e.g. squash in the UK.**

* Sport deviance highlighted via media.

**e.g. football hooliganism in Brazil world cup 2014.**

**Political impacts:**

* Parties and leaders can gain credit and more votes in a country succeeds in their bid to host a global sporting event.
* Success from global sporting events reflects well on politicians and the running political party.
* Brings unity to a country by putting political issues aside.
* Political leaders see it as an opportunity to sow their country in a positive light.
* If cost is too high or goes over budget, this can become a political disadvantage with potential loss in votes and decrease in economic resources.
* If something goes wrong, politicians must take responsibility.
* Negative environmental impacts can result in unpopularity of party.

**e.g. increased litter and traffic.**

**Social impacts:**

* More money brought into the city, money used for local population and public services **e.g. motorway traffic control for London 2012**
* Give pride to host nation.
* Improved use of sports facilities.
* Improved transport systems, potentially boosting economy.
* Accommodation built for the event can be used by community.

**e.g. 3850 new homes from London 2012 Olympics.**

* Some areas in the country may not get the same facilities benefit as the host city.

**e.g. many facilities built in Rio for the Olympics are based in or near Rio de Janerio.**

* Some areas do not benefit from improvement of infrastructure and transport systems.
* Local inhabitants may have to vacate land being used for sports venues **e.g. people forced out of homes in Rio for the building work**



Background of the Olympics:

* First held in Greece in 776BC
* Modern Olympics were inspired by this
* Founder of the modern games was Baron Pierre de Coubertin.
* Conference was held in 1984.
* 23rd June the IOC and modern Olympics were formed.
* Athens held the first modern Olympic games in 1896.

**The Olympic flag:**

* 5 rings = 5 continents.
* 6 colours (including white background) = all colours found in every flag of the world.

**British Olympic Association:**

* Formed in 1905
* Supplies delegates for the national Olympic committee
* Responsible for planning the execution of the GB Olympic games
* Work with the Olympic governing bodies
* Select GB team who will compete in 28 summer and 7 winter sports
* Their role is to lead and prepare the nation’s best athletes for the Olympic games
* Receive funding from the National Lottery

**International Olympic Association:**

* Created by the Paris congress
* Owns all rights to the Olympic symbol and the games
* Administers the Olympic symbol
* Responsible for selecting the host cities of the Olympic games

**The Olympic values:**

1. Encourage effort – striving for excellence.
2. Preserve human dignity – demonstrating respect.
3. Develop harmony – celebrating friendship.

* Determination – high levels of motivation, perseverance to succeed despite obstacles.
* Inspiration – role models, high status and success, Olympic athletes are supported.
* Equality – equal opportunities for all nations, spirit of inclusivity, fair for all competitors with equal chance of success.
* Courage – danger in fierce competition, carrying on even when out of medal contention, personal sacrifice to achieve.
* Friendship – team spirit, friendly competition, meeting friends from different countries and cultures.
* Excellence – raise potential value, achieve the best of your ability.
* Respect – to play within the spirit of the rules, towards cultures, countries and individuals.

**The aims of the Olympic Games:**

* To promote the development of those physical and moral qualities that are the basis of sport.
* To spread the Olympic principles throughout the world, thereby creating international goodwill.
* To bring together athletes of the world in the great four-yearly sports festival.
* To educate young people through sport in a spirit of better understanding between each other, and of friendship, thereby helping to build a better and more peaceful world.

**The Paralympics:**

* Originated form Stoke Mandeville Hospital 🡪 sports competition involving many injured World War veterans
* First games held in Rome in 1960
* First winter games took place in Sweden 1976
* Paralympic values 🡪 determination, courage, equality, inspiration



**MEXICO CITY 1968 – BLACK POWER DEMONSTRATION – RACISM**

* South African’s invitation to the games was withdrawn after the apartheid regime.
* Racial segregation.
* African American’s were encouraged to boycott the games.
* Tommie Smith and John Carlow took gold and bronze in 200m.
* On the podium they each had a black glove of one hand.
* Smith wore his on his right signifying Black Power in America.
* Carlos wore his on his left signifying unity in Black America.
* They wore no shoes, only black socks – representing black poverty.
* It was called the ‘Black Power Salute’.
* Peter Norman, the second placed athlete, wore a ‘Project for Human Rights’ badge whilst on the podium.
* It went unnoticed at the time but eventually people realised, and he was not allowed back into his home country of Australia.

**BERLIN 1936 – THE THIRD REICH – PROPAGANDA**

* Berlin awarded games before Hitler became in charge.
* Hitler believed that Nazis were the ‘preferred race’.
* Rename ‘Nazi German team’
* Trained full time.
* Jesse Owens won four gold medals at the games and broke 11 world records.
* He was a black US sprinter and long jumper – embarrassed Hitler.
* Lutz Lang, who was expected to win, respected Owens.
* Hitler refused to put a gold medal round Jesse Owen’s neck.
* “Americans should be ashamed of themselves, letting Negros win their medals for them…”

**MUNICH 1972 – PALESTINIAN TERRORISM – TERRORISM**

* One day before the games – ‘Black September’ entered the Olympic village.
* They were a terrorist group.
* They wanted to release 232 Palestinian’s imprisoned by Israel.
* 11 Israeli Olympians were killed by terrorist group as the government did not release the 232 Palestinians.
* German officials tried to negotiate but Israel strictly refused to release the Palestinians.
* 11 Israeli died, all of the terrorists and one police officer.
* The games were resumed after 24 hours.

**LOS ANGELES 1984**

* Montreal’s was supposed to hold the games.
* It had a terror attack in 1972 and financial disaster in 1976.
* The cold war was taking place.
* 12 weeks before the games, Soviet Union announced a boycott.
* Other countries (14) decided to boycott as well.
* ‘lack of security’ and commercialisation of the games was the reason to boycott.
* Accused US of using the games for political purposes.
* The public assumed the boycott was to get back at the US.

**MOSCOW 1980 – MISHKA**

* The cold war had been going on a while.
* December 1979, Soviet Union Forces invaded Afghanistan.
* This created a conflict to extend the cold war.
* US president – Jimmy Carter stated that they would boycott the games if troops were not withdrawn from the war within a month.
* Margaret thatcher wanted to boycott the Olympics but led to a conflict some said that politics and sport should be separate, others said that sports participants had a duty to stand up for freedom and fairness.
* GB – hockey, fencing and equestrian teams boycotted the event
* Only 6000 competitors competed out of the 10,000 expected
* Soviets did not pull troops out of Afghanistan until 1989 so boycott did not make much of a difference.



**Case Study – British Skeleton Athletes:**

* British skeleton has grown to be a well-known winter sport
* Received £2.1 million from lottery funding from UK Sport
* UK Sport has invested in funding in the talent ID and development programme
* World class programme has produced talent capable of representing GB at all levels of international competition
* Overall success: 13 different athletes on world class programme won 76 medals between 2006 and 2010

**#DiscoverYourPower**

British cycling 🡪 campaign to find future Olympic and Paralympic cycling medal winners

🡪 aimed at ages 15-21 with good speed and power  
🡪 looks for those who are competitive and have mental approach to respond to guidance from elite coaches in a pressurized training session

e.g. sprinters can be picked up and success can be translated to track cycling

**World Class Programme:**

Covers all the sports in the summer and winter Olympic games.

Ensure performers get 🡪 coaching, training and competition support 🡪 technology and scientific servers delivered by the home country institutes 🡪 access to top quality facilities

1. Podium level 🡪 supporting athletes with realistic medal-winning capabilities at the next Olympics and Paralympic games 🡪 worth £36000-£60000
2. Podium potential 🡪 supporting athletes whose performances suggest that they have realistic medal-winning capabilities at the subsequent Olympic and Paralympic games 🡪 worth £23000-£40000

**UK Sport:**

An organization that aim to develop the sports men and women. Funded by the lottery and the government.  
Develops the athlete by:

🡪 identifying potential talent in sport  
🡪 supporting the athlete’s lifestyle  
🡪 supporting the athletes coaching  
🡪 supporting through research, sports science and sports medicine  
🡪 providing a pathway to success

Success is measured by medals won and the number of medalists developed.

Invests 70% of income in two ways:

1. Central funding for NGBs 🡪 operate world class programme
2. Funding for athletes through Athlete Performance Award 🡪 funded by national lottery

**Talent ID:**

Works to recognise potential and allocate sports to which individuals are suited.

Phase 1 🡪 physical and skills-based tests   
 🡪 e.g. sprints, jumps, aerobic fitness and strength tests

Phase 2&3 🡪 athletes’ suitability to the sport and preparation for training and development 🡪 physical and medical screening, performance lifestyle workshops

Phase 4 🡪 confirmation phase  
 🡪 selected athletes train over 6-12 months  
 🡪 athletes are continually assessed, and rate of progress is recorded to judge suitability for sport

**Athlete Performance Award (APA):**

* Gives money to elite athletes
* Helps fund their living costs and personal sporting costs
* Level of APA is determined by the level of performance of an athlete has achieved and is capable of achieving in future
* Max income is £65000



**Roles of schools, clubs and universities:**

|  |  |  |
| --- | --- | --- |
| **Schools** | **Clubs** | **Universities** |
| 🡪 PE lessons are compulsory e.g. 2 hours of PE a week 🡪 Strong and wide range in extracurricular programme e.g. after-school football club  🡪competitive fixtures and competitions e.g. school games, sports day 🡪 Strong links with clubs e.g. school linked with a local tennis club 🡪 Courses for sport and PE including BTEC, GCSE and A Level  🡪 development of transferable skills  e.g. more than 1/3 of GB medal winners in London 2012 were from private schools | 🡪 Organized leagues and competitions through NGBs who manage specific sports e.g. county leagues, National Clubs competitions 🡪 nurture and encourage talent, often giving financial concessions to promising young performers  🡪 School links  🡪 Opportunities to participate in matches e.g. county league, club leagues  🡪 Excellent coaching e.g. England National squash coaches are based at specific clubs | 🡪 award sports scholarships and bursaries 🡪 share facilities as a centre of excellence for elite performers 🡪 providing undergraduate and postgraduate funding through the Talented Athlete Scholarship Scheme (TASS)  🡪 Competition e.g. BUCS league  🡪 Sports science support  🡪 Dual career – performers can study as well as excel in their sport  🡪 National institutes e.g. Loughborough University |

**What do UK Sport do about drop-out/failure rates?**

* Help with lifestyle education e.g. skills of how to deal with the media
* Help with ‘life after sport’
* Encouragement of close working relationships and support within teams and between performers and coaches
* Performance lifestyle advisors 🡪 time management, budgeting, finance, dealing with the media, sponsorship and conflict management e.g. University being flexible with time given to compete and time devoted to academics
* Help to find suitable jobs and deciding on future careers, supplement income that fits around training demands
* Finding suitable jobs alongside sport e.g. Elliott Daly has opened his own coffee shop

**Why do people drop out?**

* Poor performances
* Injury
* Pressures outside the sport e.g. family commitments
* Pressure from the media
* Stress related to the financial impact of training, travelling, competing and fulfilling commitments outside of sport

**The role of National Institutes of Sport in developing elite sport:**

* Excellent facilities
* Promote and develop science, medicine, technology
* Works with coaches 🡪 training and competition plan
* Physiological prep e.g. training programme help
* Psychological preparation
* Lifestyle, nutrition, biomechanics etc.
* Coaching and analysis

e.g. English Sports Institutes – worked with 86% of athletes 🡪 27/29 won a gold medal in London 2012 Olympics/Paralympics  
🡪 Jessica Ennis-Hill, Mo Farah, Sir Bradley Wiggins, Sir Chris Hoy

**National Institute Centres:**

* Manchester 🡪 health and performance
* Sheffield 🡪 boxing, diving, para-table tennis
* Loughborough University 🡪 range of sports
* Bisham Abbey 🡪rowing, hockey, sprint canoeing
* University of Bath 🡪 bobsleigh, swimming, skeleton, modern pentathlon
* Alexander Stadium, Birmingham 🡪 athletics
* Lee Valley Athletics Centre 🡪 athletics
* Lilleshall National Sports Centre 🡪 gymnastics, archery
* National badminton Centre, Milton Keynes 🡪 badminton



**General participation:**

**Access** 🡪 Boccia – ramps used so disabled athletes don’t have to throw 🡪 floodlights – access in evenings 🡪 pool hoists

**Facilities** 🡪 flood lights, AstroTurf

**Equipment** 🡪 football/rugby boots 🡪 running spikes

**Monitoring of exercise** 🡪 Fitbit, Apple watch

**Safety** 🡪 cameras on helmets of bikes 🡪 high vis jackets

**🗶 Cost** 🡪 Fitbit/apple watch expensive

**🗶 Range of alternatives** 🡪 development of gaming 🡪 doesn’t promote sports to kids 🡪 play on that rather than participate themselves

**Impact on elite sport:**

**Access** 🡪 wheelchair athletes have access to course prior to event e.g. marathon 🡪 pool hoists for disabled swimmers 🡪 prosthetics

**Facilities** 🡪 e.g. water AstroTurf, wind tunnels

**Equipment** 🡪 hypoxic chambers 🡪 force plate technology 🡪 video analysis 🡪 limb kinematics

**Monitoring of exercise** 🡪GPS monitoring for runners, video analysis

**Safety** 🡪 streamlines helmets in cycling 🡪 helmets in cricket

**Elite sport:**



**Impact of modern technology on fair outcomes in sport:**

**Better timing devices** 🡪 e.g. electronic timing in athletics

**Increase accountability of officials** 🡪 e.g. TMO in rugby

**More accurate decision making** 🡪 TMO, action replay

**Increased detection of foul play** 🡪 TMO

**Increased detection of doping** 🡪 increase accuracy of tests, tests can be done after the event

🗶 **Limited access to modern technology** 🡪 TMO not used in every event

🗶 **Pressure on officials** – e.g. big match, big decision 🡪 end up relying on technology

**🗶 Inability to keep up with new doping methods**

**Impact of modern technology on entertainment in sport:**

**Action replay** 🡪 involvement of spectators

**Multiple camera angles**

**Slow motion technology**

**Improved analysis** 🡪 e.g. paused to see if a player is offside or is a tennis ball is out

**Punditry**

🗶 **Interruption and delay** 🡪 waiting for TMO or other officials to make a decision

🗶 **Reduced live attendances** 🡪 a lot more sport is shown on the TV 🡪 people stay at home to watch

**Bisham Abbey Sport centre:**

In 2009 completed £2million of elite training and rehabilitation facilities for athletes to prepare for 2012 Olympics  
🡪 gym 🡪 training and agility area  
🡪 30m indoor track  
🡪 Strength and conditioning machines and weights  
🡪 video analysis equipment   
🡪 medical and rehabilitation suites

Used by rowers, canoeists and hockey players 🡪 National Institute

**Example – Technology in Tennis:**

Developments of –  
the racket, tennis clothes, the ball, courts, radar guns, ball tracking, net-cord sensor, stat tracking, second sight, live streaming, in stadium displays/scoreboards

|  |  |  |
| --- | --- | --- |
| Performer | Spectators | Officials |
| 🡪Development of the tennis racket means rackets can be tailored to meet the performers needs.  🡪Modern tennis clothes are designed to move freely and keep players cool and dry.  🡪Courts are kept dry and hard to allow the ball to bounce effectively.  🡪Hard/Clay courts are easier to maintain.  🡪Radar guns allow performer to see their performance.  🡪Hawk-eye allows performers to be able to have a video review if they disagree with the umpire’s decision.  🡪Stat tracking can predict how a match will go against a specific opponent.  🡪Second sight technology allows players to review their performances. | 🡪The white ball (used from 1972-1986) made it easier to be seen by spectators.  🡪People can watch at home instead of having to go to the match to be able to watch it.  🡪Spectator interest and excitement is enhanced by showing the game on large screens in the stadium e.g. Wimbledon Championships, people can watch the game outside the court on a big screen. | 🡪Bright white and yellow ball makes it easier to be seen by officials to call balls ‘out’ and make other decisions.  🡪Hawk-eye allows for officials to make decisions and review decisions if a performer questions them.  🡪Net-cord sensor allows umpires to make decisions on whether to call a ‘let’ on a serve. |





**Deviance**

Unacceptable behaviour within a culture.

Any behaviour that differs from the perceived social or legal norm is seen as deviant.

Often the result in the drive to win, occasionally at all costs.

**Ethics:**

Rules that dictate an individual’s conduct.

They form a system of rules that groups and societies are judged on.

An ethic in sport would be that athletes stick to the spirit of the rules of the game.

**Example: Australia vs New Zealand Final Test Series Cricket 1981**

🡪 New Zealand were last to bat 🡪 needed 11 runs to win with 4 balls remaining  
🡪 With one ball left they needed 7 runs to win 🡪 cannot do 🡪 needed 6 to draw  
🡪 Before the last bowl the team captain spoke to the bowler 🡪 agreed to bowl under arm 🡪 discussed with referee to check if okay 🡪 referee agreed, said it was in the rules  
🡪 Bowler rolled the last ball so NZ could not draw  
🡪 Rules were then changed that cannot bowl underarm

**Example: 2002 Heineken Cup Final Rugby Leicester vs Munster**

🡪 Leicester leading 15-9 🡪 clock was almost up  
🡪 Munster had one last chance to score 🡪 scrum right by the try line  
🡪 As Munster player went to roll ball into the scrum, player from Leicester slapped the ball into his teams’ side of the scrum 🡪 illegal  
🡪 caused turnover and game finished



|  |  |  |  |
| --- | --- | --- | --- |
| **Name of drug** | **Reasons for taking drug** | **Side effects** | **Who would take it?** |
| Anabolic Steroids | Increase muscle mass and strength | Hair loss, liver damage, kidney disease, increased aggression and irritability, acne, women grow facial hair, heart disease, | 100m sprinters, weight lifters, shot putters, 50m swimming, rugby players |
| Beta Blockers | Reduces blood pressure Helps to reduce heart rate and keep performer calm | Dizziness, fatigue, headaches | Archers, darts players, shooters |
| Stimulants | Work as a brain stimulant which increases alertness for sports people | Headaches, insomnia, abdominal pain | Boxers, rugby players |
| Narcotic Analgesics | Mask pain of injury | Drowsiness, constipation, mood swings, nausea, vomiting | Any performer who has an injury |
| Diuretics | Flush other drugs out of the system | Headache, dizziness | Any performer using drugs to enhance performance |
| Peptide hormones, mimetics and analogues | Stimulate the production of naturally occurring hormones  Increase muscle growth and strength  Increase production of red blood cells | Thickening of the blood Increased risk of stroke or heart attack | Long distance athletes (EPO) e.g. cycling, marathon runner Power athletes (HCG) e.g. weight lifter, sprinter |
| Substances with anti-oestrogenic activity | Block oestrogen production  Increase testosterone production so increase muscle mass and strength | Joint pain or achy muscles, insomnia, low mood, osteoporosis | Bodybuilders |
| Masking agents | Hide or prevent detection of the use of a banned substance | Dehydration, dizziness, headaches, nausea, liver damage | Any performer who is using drugs to enhance performance |

**Legal Supplements**

* Many sports performers use legal supplements to maximise training and performance in sport.
* Could be viewed as cheating as they aid performance but are accepted by sports administrators as they don’t significantly enhance performance.
* Freely available, many over the internet e.g. vitamins and minerals.
* Taking legal supplements is still in the bounds of fair play.

|  |  |
| --- | --- |
| Advantages | Disadvantages |
| * Build muscle * Increase stamina * Weight control * Improve flexibility * Rehydrating * Aiding recovery * Increased strength * Increased general performance * Creatine helps to store and provide energy * Energy drinks containing electrolytes encourage drinking as well as enhancing the body’s ability to store water | * Can sometimes contain banned substances * Can be contaminated during manufacturing * May not contain what is stated on the packet * Creatine can have long term effects of digestive system and CV and muscular systems * Creatine can increase risk of cancer * Energy drinks can cause obesity and tooth decay |



**Consequences and implications of drugs and doping in sport**

|  |  |  |
| --- | --- | --- |
| Society | Sport | Performer |
| * Some drugs are illegal in society * Negative publicity for nation   e.g. Russia  Government pay for top athletes to take drugs | * Scandal/bad publicity for the sport * Poor role models * Results that can’t be trusted   e.g. Seoul Olympic 100m final  All 8 finalists have since been banned  Ben Johnson came first | * Improved performance * Fame/fortune * Ban/disqualification * Damage to body e.g. addiction * Damage to the mind e.g. mood swings, depression * Potential false accusations of clean athletes e.g. Mo Farah and Usain Bolt |

**Reasons why elite performers use illegal drugs and doping**

🡪Improve their performance  
🡪Desire to win at all cost  
🡪Pressure from parents, coaches, friends and themselves  
🡪Physiological – train harder and recovery quicker  
🡪Psychological – nerves and increase arousal   
🡪Belief that others are doping – take drugs to even the field  
🡪Think they’ll get away with it  
🡪Don’t understand dangers or consequences   
🡪Make a stupid mistake e.g. nasal spray that contains a banned substance  
🡪Political pressures – nation want to enjoy their sport

**Strategies to stop the use of illegal drugs and doping**

* Stricter punishments **e.g. lifetime bans**
* Stronger actions by IOC   
  e.g. Rio 2016 banned the majority of the Russian team, some were allowed to continue and participate if they were clean, allowed by the NGB of the sport – renamed ‘Neutral Athletes’
* Continuing funding and scientific research in attempt to keep drug testing ahead of drug taking
* Education – to performers and coaches into dangers and responsibilities
* Use role models to promote clean sport
* WADA – independent body formed by the IOC in 1999 with responsibility for drug testing. Draws up the lists of banned substances and provides assistance to country’s own anti-doping programmes and funds research.
* Even legalise drugs – have a drug free and a drugs Olympics

**Further examples of use of performance enhancing drugs in sport**

Lance Armstrong – won 7 consecutive Tour de France races  
Came back from a fight from cancer throughout these wins  
Once retired, technology improved and tested his DNA still on the system  
Found that he used blood doping, EPO, testosterone, cortisone, HGH

Ben Johnson – caught cheating 3 days after Olympic win in Tokyo where he ran 100m in 9.79s  
Tested positive for anabolic steroids



**Strategies to prevent violence:**

|  |  |
| --- | --- |
| Performers | Spectators |
| 🡪 Harsher/Stricter punishments  🡪 Education the importance of fair play  🡪 More experienced/better officials  🡪 Use of psychology to support performer  🡪 Increase use of technology 🡪 citing officer, cameras to identify performers  🡪 Should be made aware that their actions are likely to be copied 🡪 role model  🡪 Change or adapt rules | 🡪 Bans/Stricter punishments  🡪 Removal/Restriction of alcohol  🡪 More police  🡪 Improve stadium/spectator facilities  🡪 CCTV  🡪 Promote family days – fans village  🡪 Separate home and away fans |

**Examples:**

Suarez has a tendency to vent his aggression by biting other players – done it 3 times   
🡪 frustration

Eric Cantona frustrated at being sent off at Crystal Palace – kicked a spectator   
🡪 frustration

Leeds vs Blackpool – spectator fight in crowds 🡪 lack of police

1993 Hamburg – Monica Seles got stabbed by a spectator   
🡪 spectator violence

Mike Tyson bit opponent 🡪 potential anger management issues

Ben Fowler punched opposing player within first minute of Rugby league grand final   
🡪 retaliation, frustration

**Implications of violence in sport:**

|  |  |  |
| --- | --- | --- |
| Society | Sport | Performer |
| 🡪 Costs the tax payer money to provide policing  🡪 Some might see violence as entertainment e.g. ice hockey  🡪 People are more likely to become violent from watching violent sports | 🡪 reduces reputation of sport  🡪 Poor impression to young performers and spectators  🡪 Poor role modelling | 🡪 Damage reputation  🡪 Cost them money e.g. fines  🡪 Bans and punishments  🡪 Loss of funding e.g. sponsorship  🡪 Injury |

**Causes of violence in sport:**

|  |  |  |
| --- | --- | --- |
| Players | Spectators | Both |
| 🡪 Aggressive cues  🡪 Aggressive personality traits 🡪 Nature of the game  🡪 Frustration/Anger  🡪 Emotional or anger management problems  🡪 Crowd causing inhibition  🡪 High arousal  🡪 Poor decisions made by referee/official  🡪 High level of competition  🡪 Desire to win at all costs  🡪 Retaliation  🡪 Tactics to remove certain players | 🡪 Frustration  🡪 Lack of police control  🡪 Alcohol  🡪 Rivalries  🡪 Overcrowding  🡪 Peer pressure  🡪 Hooligans  🡪 Violence on pitch | 🡪 Pressure to win  🡪 Money  🡪 Frustration  🡪 Anger towards officials  🡪 Rivalry |

**Definition of violence: intense physical force that is directed towards harming another individual or groups of individuals and can cause injury or death.**



**Illegal sports betting:**

🡪 goes hand in hand with match fixing  
🡪 betting and sport have always gone together   
🡪 sports betting illegal in the UK  
🡪 worldwide, gambling industry of sport is worth millions   
🡪 immediate 🡪 online applications

**Match fixing/Bribery:**

🡪 in ancient Olympics athlete accused or accepting bribes to lose  
🡪 goes hand in hand with illegal sports betting   
🡪 usually dealt with internally by the individual sport 🡪 each governing body has own rules and penalties against this practice

**Types of gambling:**

Match fixing 🡪 when a sports competition is played to a completely or partly pre-determined result 🡪 against the law   
🡪 Player, team of referee deliberately underperforms to ensure one team loses or wins

Bribery 🡪 the practice of offering money to gain a dishonest advantage

Illegal sports betting 🡪 placing a bet with an unregistered bookmaker

**Why is illegal betting an issue?**

* It is against the law
* It costs governments ‘millions’ in lost tax revenue
* It is unfair – bookmakers can influence the odds to make maximum profit
* Young players can be influenced
* It damages the spirit, image and ethics of sport
* It leads to match fixing/bribery

**Why do people gamble on sport?**

* Excitement/thrill of the event
* To make money
* Addicted to gambling
* Accessible e.g. online bookmakers/apps

**Why do people bet illegally on sport?**

* In countries where it is illegal it’s the only option
* Some illegal syndicates offer better odds than legal ones

**What dangers are associated with gambling in sport?**

* Individuals and illicit organisations make a lot of money at the expense of others who play fairly
* Addiction to gambling
* Illegal activity 🡪 deviant behaviour
* Links to corruption

**Examples of gambling in sport:**

South Africa cricket captain Hansie Cronje admitted taking £68,000 payment from bookmakers for providing them with match information to fix the results of the games.

Jose Maria Marin, Fifa official May 2015 – accepted bribes from sports marketing companies.

Daniele Bracciali banned for life for match fixing in 2011 world tour tournament in Spain – offered $50000 to throw the match



**Factors causing commercialisation to increase:**

Increase in public interest and spectatorship → global events → pay per view → Olympics, Champions League  
e.g. marathon running more popular

Increase in advertising → increased audience for companies to target → e.g. MasterCard at adverts   
→ Increased profit → Increased income → Advertising can be positive or negative

Increase in media interest → more profit for companies   
→TV → livestream → internet showing sport → e.g. increased coverage by SkySports

Increased sponsorship → good business relationship e.g. Rugby League by Specsavers   
→ Sponsor getting greater exposure  
→ Names of stadiums → e.g. Etihad

Increased professionalism → increased money → increased quality of sport  
→ increased status of athletes  
e.g. Men’s Rugby became professional in 1995

**Key Words:**

|  |  |
| --- | --- |
| Advertising | Promoting something.  During public attention to a product, event or team. |
| Commercialisation (of sport) | Management of sport for profit.  Make sport a product to be ‘bought and sold’.  Using sport in a business like way to generate profit. |
| Commodity | A product, something you can sell.  e.g. kit, equipment |
| Sponsorship | To support an ever, activity or person related to sport by providing money or goods in order to gain positive publicity and/or to increase profit. |

Sponsorship example:

e.g. Andy Murray signed a 4 year contract with Under Armour in 2014 for £15 million

**Impact of commercialisation on spectators:**

|  |  |
| --- | --- |
| Positives | Negatives |
| → increased coverage of sport  → more opportunity to see top quality sport  → increased entertainment  → improved venues e.g. giant screens  → become more knowledgeable about sport  → increased international activity → e.g. minibreaks, family days | → increase cost of ticket prices and subscription to sports channels  → decreased live attendances  → interruption from advertisers and sponsors e.g. ad breaks  → some spectators may dislike or disagree with sponsors of their team |

**Impact of commercialisation on society:**

|  |  |
| --- | --- |
| Positives | Negatives |
| → increase in participation  → public become more knowledgeable about sport  → generates profit/good for economy | → some may dislike ‘win at all costs’ as could be linked to violence  → links with violence and corruption |

**Impact of commercialisation on the sport:**

|  |  |
| --- | --- |
| Positives | Negatives |
| → increased coverage/exposure  → increased investment – building of facilities  → increased quality of sport → higher standards  → more opportunities for minority e.g. women in high level sport like rugby  → increased sport status → leagues, competitions, events, promotion | → minority sports lag behind  → less popular sports get less funding  → certain sports now simply a branch of the advertising industry  → reliance on funding  → win at all costs attitude  → loss of control by sports → TV kick off times  → not all sport attracts commercial interest e.g. disability sport |

**Impact of commercialisation on the player:**

|  |  |
| --- | --- |
| Positives | Negatives |
| → role model → increased earnings → financial reward  → fame and status  → opportunities after career → coach, TV presenter  → full time professional  → kit/equipment provided | → pressure → could lead to win at all costs → leads to deviance → drugs and match fixing  → poor behaviour highlighted  → sponsorship unevenly distributed  → players becoming commodities |



**Effects of the media on sport:**

|  |  |
| --- | --- |
| Positives | Negatives |
| → raised profile of sport  → showcase minority sport  → improved quality of sport → modern technology can be positive with effective and correct decisions being made → increased revenue → funding for facilitates  → media can expose scandal and help reduce corruption | → under representation of minority sports → women and disabled sports → media controlling sports – kick off times  → certain products such as alcohol give bad image  → myths/stereotypes reinforce e.g. football hooliganism |

**Media coverage:**

→ analogue to digital  
→ expansion to internet   
→ streaming and online sport → broadband in 80% of homes  
→ success of media companies → Sky Sports, Fox Sports, BT Sport → sports available 24/7   
→ variety → more coverage of minority sport e.g. squash on EuroSport player  
→ increased coverage of disability sport

**Effects of the media on performer:**

|  |  |
| --- | --- |
| Positives | Negatives |
| → increases participation  → raises profile of players/teams → increased chance for fame and fortune  → fairer outcomes  → develops career after sport → coaching, pundit  → positive role models | → raised profile of negative role models  → media can apply pressure → may lead to deviant behaviour → drugs, match fixing  → intrusion into private life → irresponsible press coverage |

**Effects of media on spectators:**

|  |  |
| --- | --- |
| Positives | Negatives |
| → media makes sport accessible to wider audience  → variety of sport available 24/7  → through watching sport it has led to an increase in participation  → increase entertainment → often from adapted rules  → feel good factor of the nation → London 2012 | → bad behaviour/negative role models may be copied  → cost of pay per view – not available to all  → some argue too much sport on TV  → interruption by advertisers |



**The golden triangle:**

→ Complex links between sport, sponsorship and the media → each needs the other for success  
→ Exceptionally strong relationship  
→ at elite level, the three components cannot be separated  
→ the relationship leads to positive and negative impacts → effects of media

Sport and Media:

→ high level sport is a media commodity  
→ sport available almost 24/7  
→ media controls some aspects of sport e.g. timing  
→ celebrities are created and role models have a positive and negative impact

Sport and Sponsorship:

→ sponsorship increases popularity and stability of sport  
→ sport is a relatively inexpensive for of advertising   
→ money from sponsorship can help improve spectator provision  
→ powerful sports e.g. premier league football have some control over their sponsors

Sponsorship and Media:

→ when sports are covered by the media (especially TV) sponsorship increases → e.g. England netball

TV is the most prominent and powerful aspect of the media.  
also newspapers, radio, internet etc.

The funding of individuals, teams or events to raise company exposure.