SUMMER EXAMINATIONS 2015

SPO100715N

MODULE TITLE  The Social Context of Sport
LEVEL        Four
TIME ALLOWED Two hours

Instructions to students:

• Please enter your student number NOT your name on all answer booklets.

• Answer ALL questions from SECTION A, use the multiple choice answer grid provided. For each question, clearly mark your answer by choosing the most appropriate answer from the options available and circling the corresponding letter on the answer sheets provided. DO NOT write on the test.

• Answer ONE question from SECTION B in a separate answer booklet, clearly with the number of the question you are answering.

• Both sections are equally weighted.

• Neither books nor notes may be taken in to the examination.

• You may not remove this examination paper from the examination room. For all purposes the examination paper remains the property of The University of Northampton.

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SECTION A – ANSWER ALL QUESTIONS.

1. Which of the following describes a sociological approach to sport?
   a. Sport is unique and separate from society
   b. Sport is immune from its wider political, economic and social context
   c. Sport reflects, reproduces and can resist its wider social context
   d. Sport is a force for good in society

2. Why might the sociology of sport be useful?
   a. It can back up our common sense ideas about sport
   b. It helps us to identify talented sportspeople
   c. It can explain why people either love or hate sport
   d. It can promote sport as a positive force for good

3. Sociologists argue that sport can reproduce aspects of society. What does this mean?
   a. Sport can promote healthy lifestyles among the population
   b. Sport plays a role in perpetuating social processes like stratification
   c. Sport remains one of the most popular sporting pastimes
   d. Sport can help to challenge dominant ideologies in society

4. Which of the following might be regarded by sociologists as a common-sense interpretation of sport?
   a. Sport encourages social mobility
   b. Sport only has positive benefits to society
   c. Sport is a level playing field, accessible to all
   d. All of the above

5. Which of the following best represents Lukes (2005) interpretation of power?
   a. Power lies in the hands of the bourgeoisie – the elites of a society
   b. Power is fluid and regularly changes hands through struggles
   c. Power is at its strongest when it is invisible
   d. Power is most strongly felt when we go along with social norms
6. Which of the following might best represent the ‘structural’ approach to socialisation in sport?
   a. Sport is a place where we internalise the core values, norms and rules of society from significant others
   b. Sport is a place where we interpret and negotiate the core values, norms and rules of society through interactions with our peers
   c. Sport is a place where the core values, norms and rules of society are challenged
   d. We actively choose to participate in sport because it reflects our identity

7. The concept ‘ stacking’ refers to:
   a. The different participation rates according to membership of social groups
   b. The way sport and society is stratified
   c. The placing of people from certain ethnic groups into particular playing positions
   d. The difficulties faced by disabled people in accessing facilities

8. Which of the following terms best describes the idea that sport is a meritocracy – where people begin with the same opportunities so those who are most successful are there on merit?
   a. Horizontal stratification
   b. Vertical stratification
   c. Marxism
   d. Ideology

9. Why is social class a less popular avenue of social research in sport these days?
   a. Class is not very influential in sport anymore
   b. Class is increasingly hard to define
   c. Other issues such as ‘race’ and gender make class analysis unnecessary
   d. All of the above

10. According to the Northants Federation of Disability Sport (2003), what was the biggest barrier to sport participation for disabled people?
    a. Lack of information about opportunities
    b. Lack of money
    c. No access to facilities
    d. Lack of free time
11. The term social mobility refers to which of the following:
   a. The social model of disability
   b. The medical model of disability
   c. The influence of transport on our ability to access sport
   d. None of the above

12. Sociologists use the term gender to refer to:
   a. The exploitation of females in society
   b. The physiological differences between males and females
   c. A society where males are officially privileged at the expense of females
   d. The socially constructed differences between males and females

13. Which of the following is NOT a feminist claim about sport:
   a. It is unladylike to participate in some sports
   b. Female athletes are subjected to institutional sexism
   c. Females are pressured to express hyper-sexuality
   d. Female athletic achievements are trivialised

14. Which of the following are sociological interpretations of racism
   a. Physical, verbal, psychological
   b. Real, perceived, denied
   c. Structural, institutional, individual
   d. None of the above

15. King’s (2000) article discussing Man Utd fans proposes which idea about globalisation in sport?
   a. These fans reflect a resurgence in national identities
   b. The fans are increasingly representing local identities
   c. The fans describe a range of national stereotypes associated with playing styles
   d. The fans reject the idea of the nation in favour of a European identity

16. The term ‘stratification’ is used by sociologists to help understand:
   a. The layers or groups of people that constitute sport and society
   b. How we decide winners and losers in sport
   c. The forms of social mobility that sport can provide
   d. The ideologies that serve the interests of the ruling class in sport
17. Which phrase was coined by C Wright Mills to describe the craft of ‘doing’ sociology?
   a. Sociological curiosity
   b. Sociological imagination
   c. Sociological inquiry
   d. Sociological theory

18. According to the Active People Survey 5 (2010) which of the following groups participate in sport most frequently:
   a. Professional/Managerial
   b. Lower Managerial
   c. Routine Labour/Unemployed
   d. Skilled Labour

19. The concepts of proletariat and bourgeoisie relate to which particular sociological issue?
   a. Gender
   b. Social class
   c. Race
   d. Disability

20. Identify the sociological definition of disability:
   a. The physiological impairments that a person suffers from
   b. The different categories of impairment that place people into specific groups
   c. The social attitudes and policies that can exclude people with impairments from society
   d. Any medical condition that prevents someone participating fully in sport

21. According to the Active People’s Survey (2008/9), which age group has the biggest variation in sport participation among male and female disabled people?
   a. 16-19
   b. 20-24
   c. 35-44
   d. 65+
22. According to Coakley (2009), the sport media can be said to provide which of the following:

a. Power, funding, political interference  
b. Entertainment, ideology, revenue  
c. Live coverage, recorded coverage, analysis  
d. Information, entertainment, interpretation

23. Which of the following is an example of how sport has been modified as a result of media coverage?

a. The emergence of Twenty20 cricket  
b. The heavy financial reliance of NGBs on media revenue  
c. Goal-line technology in the English Premier League  
d. All of the above

24. How does Sky TV generate its income through sports coverage?

a. Through subscriptions and advertising revenue  
b. Through advertising revenue and government subsidies  
c. Through subscriptions, advertising revenue and government subsidies  
d. Through government subsidies and subscriptions

25. According to the Active People Survey 4 (2009), what is the most popular sporting activity for women?

a. Swimming  
b. Athletics  
c. Cycling  
d. Gym
SECTION B – ANSWER ONE OF THE FOLLOWING QUESTIONS

26. How did modern sports like rugby and football emerge in the Victorian public schools of the 1800s? What role did social class and religion play in this process, and to what extent does this legacy still reflect participation trends in sport today?

Discuss this question by firstly outlining what the ‘ideology of athleticism’ is, making particular reference to the role of public schools in the 1800s. Then consider how issues related to both social class and religion can help explain the origins and developments of the ‘ideology of athleticism’, referring to the concepts of sport as ‘moral education’ and Muscular Christianity. Move on to outline how this ideology was then instilled among the working classes, using the concept ‘rational recreation’ to help this overview. Finally, consider whether these ideas are still relevant today – to what extent do these ideas still shape the levels and types of participation rates in contemporary British sport, and the wider ideologies associated with sport today?

27. What is the ‘myth’ of Black athleticism and how can we explain its emergence in sport in the early 1900s, particularly in the USA? To what extent does this ‘myth’ still influence ethnic minority involvement in contemporary sport?

Discuss this question by firstly describing what is meant by ‘black athleticism’, before outlining how ideas of ‘race’ and racism originally developed during the Atlantic slave trade and British colonialism. Then consider how these ideas shaped attitudes towards black athletes in the early 1900s, particularly in the USA. Refer to at least one sporting case study to illustrate your point. Provide an evaluation of the extent to which these historical ideas may or may not influence the nature of participation among ethnic minorities in Britain today. Use relevant sporting examples to highlight the points you make.

28. Discuss the ways in which the rise and fall of the Dick Kerr Ladies FC in the early 1900s can be explained by the concepts of gender ideology, patriarchy and institutional sexism; to what extent do these ideas continue to limit the opportunities available to women in contemporary British sport?

Discuss this question by firstly discussing the concepts of gender ideology, patriarchy and institutional sexism, particularly in relation to how women’s involvement in sport was viewed in Victorian Britain. Then briefly summarise the case study of the Dick Kerr Ladies, referring particularly to the banning of women’s football by The FA in the 1920s. Finally, provide a balanced account (for and against) of the extent to which these ideologies still provide barriers to the opportunities available for females in contemporary sport. Use sporting examples to highlight your arguments.

END OF SECTION B
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