Summer Examinations 2016

SPO100716N

Module Title       The Social Context of Sport
Level              Four
Time Allowed       Two hours

Instructions to students:
- Enter your student number not your name on all answer books and answer grids.
- Please read the instructions on how to complete an EDPAC Answer Sheet before answering the questions.
- On the EDPAC Answer Sheet please write your student name and number clearly and also mark a clear, thick, horizontal line in the appropriate space.
- Answer all the questions in Section A, using a HB pencil on the EDPAC Answer Sheet provided. Answer all questions by marking a clear, thick, horizontal line in the appropriate space.
- Answer one of the questions in Section B, using the answer book provided.
- Section A carries 50% of the overall marks.
- Section B carries 50% of the overall marks.
- Students are not permitted to remove this examination paper from the examination room. For all purposes the examination paper remains the property of the University of Northampton.

No. of Pages 8
No. of Questions 28
Section A – Multiple Choice
Answer all questions on the EDPAC answer sheet

1. Which of the following statements might a sociologist make about sport?
   a. Sport is unique and separate from society.
   b. Sport is immune from its wider political, economic and social context.
   c. Sport is a force for good in society.
   d. Sport is a product of its wider social context.

2. How might studying sport sociologically be helpful?
   a. It can explain why people either love or hate sport.
   b. It can back up our common sense ideas about sport.
   c. It helps us to identify talented sportspeople.
   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 the development of families in society.
   b. Sport can actively sustain things like social inequalities.
   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 we consider 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. Which of the following concepts refers to the situation that sociologists describe whereby people from certain ethnic groups are placed into particular playing positions in sport?

   a. Stacking.
   b. Differential allocation.
   c. Institutional Racism.
   d. Heirarchy.

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 English Federation of Disability Sport (EFDS 2011), what is the most popular sport among people with disabilities (participating once a week)?

    a. Athletics.
    b. Football.
    c. Swimming.
    d. Cycling.
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 socially constructed differences between males and females.
   c. the physiological differences between males and females.
   d. a society where males are officially privileged at the expense of females.

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

14. Jarvie (2006) refers to which three 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 (2014) what is the participation difference between upper/middle class people and working class people (playing sport once a week)?
   a. Upper/middle class 26.1% -- working class 39.5%.
   b. Upper/middle class 39.5% -- working class 26.1%.
   c. Upper/middle class 35.2% -- working class 35.7%.
   d. Upper/middle class 51.3%% -- working class 51.0%.

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

20. Which of the following is a 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 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.
   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 professional club subsidies and subscriptions.

25. According to the Active People Survey (2014), what is the most popular sporting activity for women?
   a. Swimming.
   b. Athletics.
   c. Cycling.
   d. Football.
Section B - Answer one of the following three questions.

26. How did social class shape the formation of modern sport? What role did Rugby School play and to what extent does social class continue to influence sports in Britain 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, particularly Rugby School and its headmaster Thomas Arnold. Consider how social class and religion shaped 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 why did it emerge in the early 1900s? What role did boxer Jack Johnson play in this, and to what extent do these ideas continue to influence sports in Britain today?

Discuss this question by firstly describing what is meant by ‘black athleticism’, before outlining why ideas of ‘race’ and racism became important 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 specifically to the case study of boxer Jack Johnson here.

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. What were the dominant social attitudes towards women participating in sport in Victorian Britain? How were these attitudes challenged by the Dick Kerr’s Ladies Football Team, and to what extent do these attitudes consider to shape sports in Britain today? 

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.