

## Higher National Unit Specification

### General information for centres

**Unit title:** Contemporary and Comparative Studies in Sport

**Unit code:** DF88 34

**Unit purpose:** This Unit introduces candidates to a range of sociological theories that seek to explain the development of modern sport and key contemporary sporting issues. Candidates will identify and evaluate the social, economic and political context within which sport takes place, and compare key issues arising.

On completion of the Unit the candidate should be able to:

1. Evaluate competing theories that attempt to explain past and present sport.
2. Explain contemporary issues currently facing sport.
3. Describe the link between contemporary sporting issues and wider social processes.

**Credit value:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Candidates should have an interest in sport and possess good written and oral communication skills. Other knowledge, skills or experience relevant to the Unit would also be beneficial. Ultimately, entry is at the discretion of the centre.

**Core skills:** There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

**Context for delivery:** If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit is included in the framework for the HNC/D Sport and Recreation Management.

**Assessment:** It is suggested that this Unit could be assessed with an integrated extended response assessment covering all Outcomes.

## **Higher National Unit specification: statement of standards**

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Please refer to *Knowledge and/or skills for the Unit* and *Evidence requirements for the Unit* after the Outcomes.

### **Outcome 1**

Evaluate competing theories that attempt to explain past and present sport.

#### **Knowledge and/or skills**

- ◆ Recognition of sociology of sport as an aspect of social science
- ◆ Sociological theories of sport
- ◆ Issues of debate and argument in the sociology of sport

#### **Evidence requirements**

Each candidate must provide written or oral evidence to show that he/she can:

- ◆ Explain why the sociology of sport is regarded as an aspect of social science.
- ◆ Describe and discuss the similarities and differences between at least two sociological theories that seek to explain sport.

To cover all outcomes, a submission of less than 2,500 words is unlikely to address the full evidence requirements. All of the knowledge and/or skills must be addressed for each outcome.

### **Outcome 2**

Explain contemporary issues currently facing sport.

#### **Knowledge and/or skills**

- ◆ Social, economic, political, and technological trends
- ◆ Gender
- ◆ Deviance
- ◆ Globalisation
- ◆ Professionalism

## **Higher National Unit specification: statement of standards**

**Unit title:** Contemporary and Comparative Studies in Sport

### **Evidence requirements**

Each Candidate must provide written/oral evidence to show that he/she can:

- ◆ Outline at least three key issues in contemporary sport and offer explanations for them.

To cover all outcomes, a submission of less than 2,500 words is unlikely to address the full evidence requirements. All of the knowledge and/or skills must be addressed for each outcome.

### **Outcome 3**

Describe the link between contemporary sporting issues and wider social processes.

### **Knowledge and/or skills**

- ◆ Social, economic, political and technological trends
- ◆ Issues of debate and argument arising from contemporary issues in the sociology of sport
- ◆ Understanding of the similarities between the development of sport and the development of society generally

### **Evidence requirements**

Each Candidate must provide written or oral evidence to show that he/she can:

- ◆ Describe at least two ways in which sport can reflect, reproduce and challenge wider social issues.

To cover all outcomes, a submission of less than 2,500 words is unlikely to address the full evidence requirements. All of the knowledge and/or skills must be addressed for each outcome.

### **Assessment guidelines for the Unit**

An integrated and holistic approach is recommended. A single task may be set as an assignment to be submitted after individual/group research. It would remain possible to cover each outcome separately however with a similar total length of submission or submissions.

## **Administrative Information**

<b>Unit code:</b>	DF88 34
<b>Unit title:</b>	Contemporary and Comparative Studies in Sport
<b>Superclass category:</b>	EE
<b>Date of publication:</b>	May 2004
<b>Version:</b>	01
<b>Source:</b>	SQA

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## **Higher National Unit specification: support notes**

**Unit title:** Contemporary and Comparative Studies in Sport

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

The Unit is designed to provide students with an introductory sociological understanding of contemporary sport and, in so doing, highlight the difference between the ‘common sense’ approach to sport. The sociological approach which defines sport as a social activity with the potential to reflect, reproduce and challenge social inequalities. Examining sport as a social institution allows candidates to appreciate the connections between sport and other social structures such as: politics, class, gender, the media, and the economy. Because of its content, candidates would find the Unit most beneficial if they have an interest in the area, although, it is hoped that the topical nature of the subject material also makes it of interest to the non-sporting candidate. The Unit is delivered as an option within the HNC/D Sport and Recreation Management group award.

### **Guidance on the delivery and assessment of this Unit**

A possible approach to this Unit would be to develop an ‘issues based’ structure whereby lectures and seminars cover a range of topics that are both relevant to contemporary sociological debates and likely to be of interest to candidates. Sessions could thus cover areas such as: sport and politics; sport and commercialism; sport and gender; sport and the media; sport and globalisation; sport and nationalism; sport and ethnicity; sport and violence; explanations of sport (Marxism, functionalism, feminism, Weberianism, postmodernism); sport and social class; sport and technology; sport and disability; and sport and the body. The subject’s high-profile lends itself to debate and argument that can be stimulated by use of contemporary material from video and newspapers. The issues themselves lend themselves to class debates which aids students’ theoretical thinking the development of critical thinking, whether it be (say) the arguments ‘for’ and ‘against’ the use of technology in sport, or the use of sports stars as role models.

The assessments are designed to offer candidates an element of choice and the opportunity to demonstrate their ability to link key issues in the Unit. For example, in the group presentation they could be presented at the start of the Unit with a list of possible topics such as: sport and sectarianism; sport and technology; sport and gender; sport and violence; sport and drugs; sport and commercialism; sport and politics; sport and nationalism; and sport and the media and asked to choose one for their group. They would then be required to use relevant books, journals, newspapers articles and web material to construct a presentation that adequately theorises the topic.

## Higher National Unit specification: support notes (cont)

**Unit title:** Contemporary and Comparative Studies in Sport

Their individual essay on the same topic would then allow them to demonstrate their ability to construct a coherent written answer. It is suggested that students do the group presentation first and submit the essay at the end of the Unit as this allows them to highlight how their chosen area is influenced by a range of issues studied in the Unit.

Candidates should be discouraged, in both assessments, from thinking that the provision of examples equals theorising. The emphasis of class debates can help this process as competing arguments over a particular subject can be highlighted. Also, in order to provide students with a range of different perspectives it would be advantageous if they had access to a range of academic books and journals (see list below) from the sociology of sport field. A useful set text for this Unit is: Horne, J. et al (1999) *Understanding Sport: An Introduction to the Sociological and Cultural Analysis of Sport*, London: E & FN Spon.

### Bibliography

- Allison, L. (1998) *The Changing Politics of Sport* Manchester: Manchester University Press.
- Cashmore, E. (2000) *Making Sense of Sports* (3<sup>rd</sup> ed) London: Routledge.
- Coakley, J. (1998) *Sport in Society: Issues and Controversies* (6<sup>th</sup> ed) London: McGraw Hill.
- Coakley, J & Dunning, E. (2000) *Handbook of Sports Studies* London: Sage.
- Dunning, E. (1999) *Sport Matters: Sociological Studies of Sport, Violence and Civilisation* London: Routledge.
- Hargreaves, J. (1994) *Sporting Females: Critical Issues in the History and Sociology of Women's Sports* London: Routledge.
- Hargreaves, J. (1986) *Sport, Power and Culture* London Polity Press.
- Houlihan, B. (1994) *Sport and International Politics* London: Harvester Wheatsheaf.
- Jarvie, G (et al) *Sport, Racism and Ethnicity* London: Falmer Press.
- Jones, R. L. & Armour, K. M. (2000) *Sociology of Sport: Theory and Practice* Harlow: Longman.
- Rowe, D. (2001) *Sport and Globalisation* London: Routledge.
- Wenner, L.A. (1998) *MediaSport* London: Routledge.
- Whannel, G. (1992) *Fields in Vision: Television Sport and Cultural Transformation* London: Routledge.

### Journals

Culture, Sport and Society  
Managing Leisure: An International Journal  
Leisure Studies  
European Journal of Sports Management  
International Review for the Sociology of Sport

### Open learning

Open learning implies that, while candidates study outwith the centres using materials provided, it would be necessary to attend the centre for assessment purposes. For further information on Open and Distance Learning, please refer to the SQA publication, Assessment and Quality Assurance of Open and Distance Learning (SQA, 2000).

## **Higher National Unit specification: support notes (cont)**

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### **Special needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## **General information for candidates**

### **Unit title:** Contemporary and Comparative Studies in Sport

This Unit introduces you to a range of sociological theories that seek to explain the development of modern sport and key contemporary sporting issues. By emphasising the social, economic and political context within which sport takes place, together with the links between key issues, the Unit facilitates a thorough analysis of this complex social phenomenon.

On completion of the Unit you will be able to: describe the strengths and weaknesses of sociological theories of sport; explain the limitation of the 'common sense' view of sport which often treats it as a set of activities separate from the rest of society; and discusses the ways in which sport can reflect, reinforce and challenge wider social divisions.

You will be encouraged to carry out self/group research and discuss the issues identified with others to help formulate your written responses.