

A-LEVEL PE SIL



EAPI PREPARATION (15%)

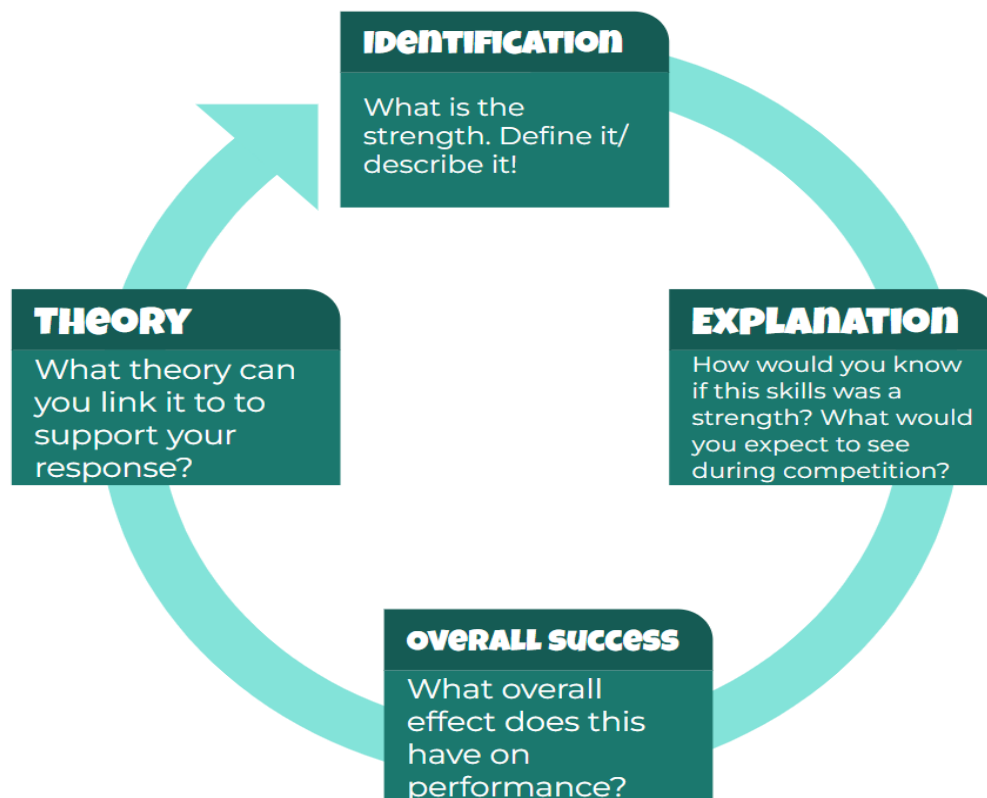
In preparation for your EAPI spoken coursework in September, please complete the following tasks in preparation:

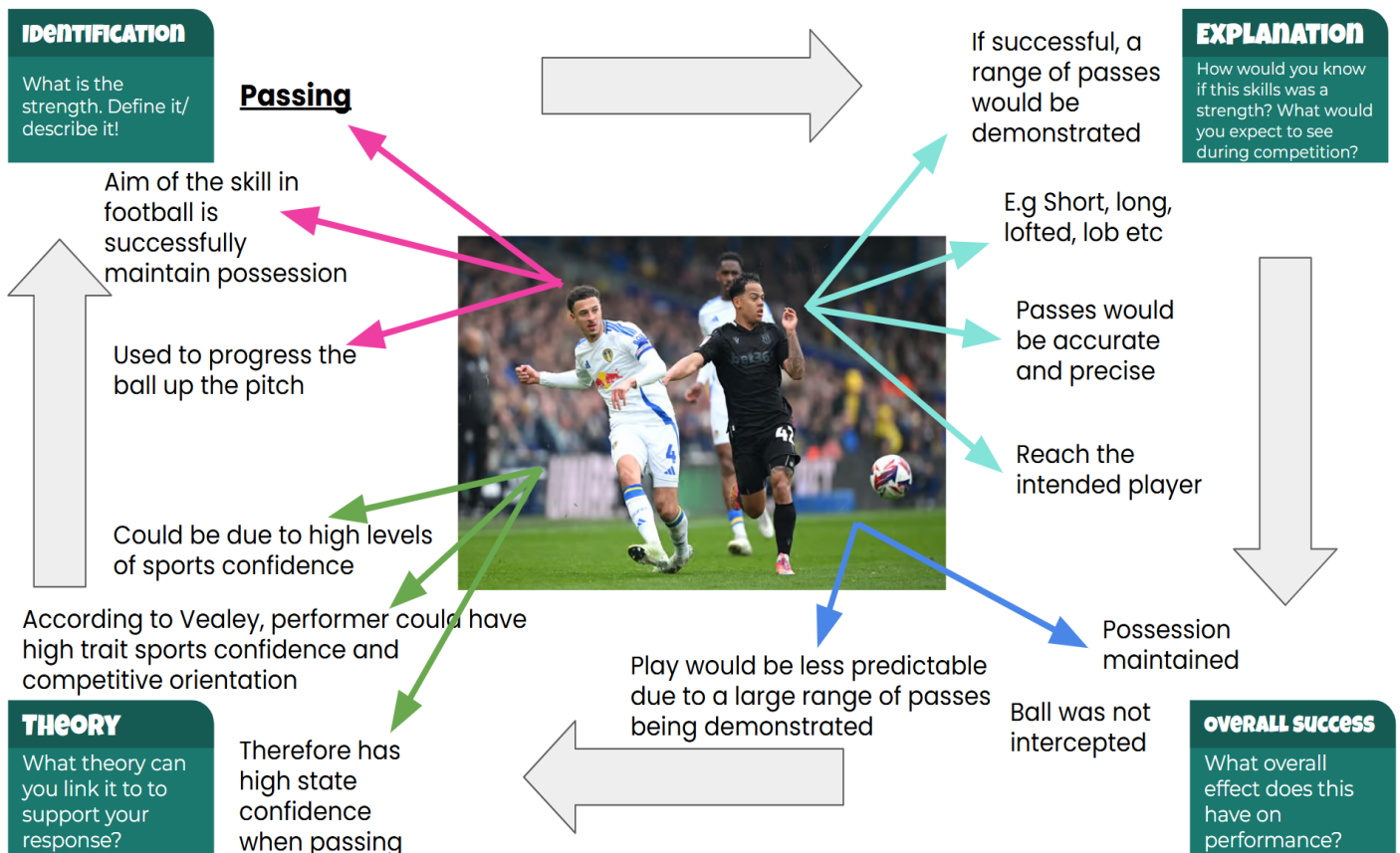
Instructions

1. Type OCR A LEVEL PE NEA into google and open the first document
2. Scroll through the document to find your sport you are being assessed (e.g Association Football is page 43)
3. For your assessed sport follow the tasks below:

Tasks:

1. Open a POWERPOINT PRESENTATION
2. Off the specification for your assessed sport, select 8 skills, 4 CORE skills and 4 ADVANCED skills.
3. For each of the skills find an image of **WHAT A GOOD ONE LOOKS LIKE** and place each image in the middle of a separate slide on the power point.
4. For each image complete the process below
5. An example has been done for you on the next page





Suggested theory links:

Paper 1	Paper 2
<ul style="list-style-type: none"> • Muscle fibre type • Joint analysis • Energy systems • Ergogenic aids • Aerobic adaptations • Muscular adaptations • Flexibility adaptations 	<ul style="list-style-type: none"> • Personality • Attitude • Motivation • Arousal • Confidence • Social Facilitation • Anxiety



Part 6 Sport and society

6.1 Emergence and evolution of modern sport

6.2 Sport in the twenty-first century

6.3 Global sporting events

6.1 Emergence and evolution of modern sport

Understanding the specification

By the end of this chapter, you should be able to demonstrate knowledge and understanding of how the following social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial Britain:

- social class
- gender
- law and order
- education and literacy
- availability of time and money
- the type and availability of transport.

You should also understand how the above social and cultural factors, as well as the influence of public schools, shaped the characteristics of sport in post-1850 industrial Britain. You should also know how social factors shaped the characteristics of and participation in sport in twentieth-century Britain.

You should be able to develop your understanding of how amateurism and professionalism and changing working conditions also affected participation in sport.

How social and cultural factors shaped sports and pastimes in pre-industrial Britain

Key terms

Social: our community, in this context.

Cultural: the set of beliefs and customs that leads us to behave in a particular way within our community.

The terms **social** and **cultural** tend to overlap in their use when studying the development of sport in the UK. Socio-cultural factors consist of influences that are relevant in our community.

Study hint

Pre-industrial is a term used for a period in history before the Industrial Revolution and, for the purpose of this specification, study should be confined to before the mid-eighteenth century. The Industrial Revolution took place around 1750–1850.

Historically, sport has had a major influence on our society. It has helped by preparing the populace for war, to hunt for food or to improve their fitness to work.

In medieval times, the peasants had little time or energy to be involved in activities that were nothing to do with working on the land. There were some opportunities, however, for activities like mob football, which brought together the whole village on holy days and festivals.

Mob football

Mob football was a mass game with very few rules which was played only occasionally in, or between, villages. They were football/rugby type games.

The development of mob football

Mob football was played between villages, at the time of celebration and festivity. It was so violent that people living nearby would barricade their homes during games.

Both groups of villagers tried to force a ball into the centre of the 'enemy' village or alternatively they would play across different parts of town, centred at a market place or a town square.

There are many theories as to how exactly mob football came about. Some of the earlier versions, like Shrovetide football, had vague rules restricting only murder or manslaughter. Some historians think that the game originated in Britain around the third century as a celebration over the defeated Romans. Others claim that the game was originally played with the severed head of a vanquished Danish prince. The game may also have been a pagan ritual in which the ball, representing the sun, had to be conquered and driven around the field, ensuring a good harvest. There is also evidence of this early rugby being played in teams between married men and bachelors.

It may be possible that mob football was introduced to England during the Norman invasion from France. A similar game is known to have existed in that region not long before mob football appeared in England.

There are written records of unfortunate and even fatal incidents that occurred because of mob football. Two instances dating from 1280 and 1312 describe deadly encounters caused by playing with a sheathed knife on the belt. Such examples probably stimulated the development of unwritten laws and principles.

On 13 April 1314, King Edward II issued one of the first recorded prohibitions because of the impact that 'this hustling over large balls' had on the merchant life. Edward III also tried to stop 'futeball' in 1349, followed by Richard II, Henry IV, Henry VI and James III. The game was frowned upon by the bourgeoisie (middle classes that were neither from the nobility nor peasants) due to its un-Christian nature and its lack of regulations.



▲ Figure 6.1.1 Mob football was a game for peasants with very few rules

Cock fighting

Cock fighting was an activity with medieval links. There was often an approximately 14-foot square pit with an eight-inch high fence. Cock fighting was generally an upper class sport and was probably the reason why it survived so long. There was a great deal of gambling involved in these cruel spectacles. It was made illegal by an Act of Parliament in 1849. The lower classes often participated in 'throwing at cocks', which was traditionally a Shrove Tuesday activity. The cockerel was tied to a stake and you would have to pay to throw sticks or stones at it, from about 20 feet (just over 6 metres). If you knocked the bird over and picked up the stick before the bird picked itself up, you could claim the bird as your own and charge others to throw at it.

In a Birmingham newspaper in 1746:

This is to give notice that there will be a main of cocks fought at Duddeston Hall near Birmingham betwixt the gentlemen of Warwickshire and the gentlemen of Worcestershire for four guineas a battle and forty guineas the main. To weigh on Monday 9th June and fight the two following days.

Key term

Social class: a group defined by their status within a community or population. The class that a person may belong to is defined by economic success, as well as family background, who your friends are and education level. Social class, in Britain, is typically made up of: upper class, middle class and lower class.

Social class influences in pre-industrial Britain

In pre-industrial Britain, **social class** was divided into two:

- upper class – aristocracy or gentry who were hereditary landowners
- lower/peasant class – peasants who worked manually, mainly on the land.

The social class that you belonged to in pre-industrial Britain depended on your birth. If you were born from a peasant family, then you worked on the land. If you were born from the upper class, then you had more power and wealth.

The social class you found yourself in influenced the types of sports or activities you were involved in. These activities had mainly very different characteristics:

- Activities for the peasant classes – for example, mob football, dog fighting and prize fighting. These activities were simple, often quite violent and had few rules.
- Activities for the upper classes – for example, real tennis and fox hunting. These activities were more sophisticated and had complex sets of rules or required money with which to participate. The upper-class gentry had the money, education and means of transport to help them to develop these sophisticated activities.
- Activities for both classes but with different roles – for example, in **pedestrianism**, the lower classes would compete in running or walking races and the upper class would be the patrons, kind of sponsors for the lower-class participants. These activities were often linked to the occupation of the peasant classes, namely labouring or serving the upper classes. For example, pedestrianism was thought to have arisen from footmen who attended the horse-drawn carriages of the aristocracy.
- These 'running footmen' would be employed to ensure that the carriages were not overturned on the rough carriage tracks. The aristocrats would put wagers on their footmen beating others in races. By the end of the eighteenth century, these races became more widespread and thus the activity of pedestrianism was developed.

Key term

Pedestrianism: a form of nineteenth-century competitive walking.

Another example of an activity played by both classes, but with different roles, was cricket. During pre-industrial Britain, cricket was often associated (along with many other types of pastime activities) with public houses – for example, the famous Hambledon Cricket Club, based at the Bat and Ball Inn in Hampshire during the mid-to-late eighteenth century. The different roles reflected the status of the participants, with the terms 'gentlemen' (gentry **amateurs**) and 'players' (lower-class **professionals**).

Extend your knowledge

A famous 'pedestrian'

One of the most famous of the pedestrians was Captain Robert Barclay Allardice. He walked for one mile every hour for 1,000 hours in 1809. Around 10,000 people were said to have watched during the race. Cash prizes were given out to winners of races, which attracted much gambling from spectators.

Key terms

Amateur: a person who competes in sports activities but does not receive monetary reward for participating.

Professional: a person who competes in sports activities and earns an income by participating.

Gender

In pre-industrial Britain, women participated in very different activities to men. Activities were shaped by the expected behaviour of women. Women were very much seen as the 'weaker' sex and therefore activities had to suit this view and not be too strenuous or dangerous. Those women in the peasant classes had few rights in society and all women had few choices in the activities that they could acceptably be involved in. During country fairs or wakes, peasant women might get involved in a 'smock race'. This was a race that attracted the prize of a smock (a basic dress). Upper-class women might be involved in activities such as archery.

Law and order

Pre-industrial Britain had little in the way of formal law and order and this shaped the types of activities that were undertaken. The peasant classes would be more involved in violent activities, such as bare-knuckled fighting or animal baiting, reflecting the lack of order in activities and cruelty to animals in blood sports. Mob football had few rules, which again reflected the lack of law and order in society at this time.

Extend your knowledge

The 1829 Metropolitan Police Act created a modern police force through the actions of the Home Secretary at the time – Sir Robert Peel.

Education and literacy

The upper classes were educated and literate in pre-industrial Britain. This was in sharp contrast to the peasant classes, which were mostly uneducated and illiterate. This characterised the types of activities that both classes were involved in during the period of pre-industrial Britain.

The upper classes who could read and write could read and understand the rules of more sophisticated activities like real tennis, whereas the peasant class were involved with activities that were simple and unsophisticated with few rules, such as mob football.

Availability of time

Pre-industrial Britain involved the lower-class peasants working very long and exhausting hours labouring on the land. There was little appetite for physical activities because of exhaustion from work. Therefore, many activities were often confined to festivals or holy day fairs or those that were based in or around local public houses, such as drinking contests or bare-knuckled fighting. The shortage of transport and opportunities influenced the activities of the peasants because they had to be short-lasting, immediately entertaining and localised or based on the land or work activities – for example, catching pigs or throwing contests.

The upper classes had more time on their hands and could therefore be involved in activities that were longer lasting. Fox hunting, for example, was a popular activity for the upper classes.

Extend your knowledge

'Leisure' time

Before the Industrial Revolution, most of the work was on the land and there was no real distinction between work and leisure. Agricultural work was dictated by the seasons and there was no set predetermined 'free' time for the workers.

Availability of money

The upper class had much more time and money available so had more opportunities for involvement. They could afford horses, equipment and appropriate clothing for sports such as hunting. Activities like real or royal tennis were played by the aristocracy, using expensive equipment and facilities. This upper class participated in activities that were very popular with those who owned the land and the aristocracy; these were exclusive activities for the upper classes because they had the land and the money. They also had more time on their hands, which was not the case for the lowly peasants.

Type and availability of transport

The type of transport available in pre-industrial Britain was mainly horse and cart, with most of the population having to walk if they wished to get from one place to another. The roads at the time were in an appalling state so this prevented most people from leaving their immediate villages. This had the influence of activities developing locally – often with simple rules that only local people were aware of. For example, simple unwritten rules related to some mob games.

The upper classes, however, had more opportunities to travel further by horse or carriage, but again this was often limited because of the state of the roads. The gentry could get to facilities such as real tennis courts, often some distance away from their homes. The aristocracy would often build themselves the facility within their stately homes – for example, at Hampton Court Palace, a court was built for King Henry VIII.

How social and cultural factors shaped sports and pastimes in post-1850 industrial Britain

In pre-industrial Britain, work and leisure were very closely combined and were difficult to separate. Any time spent on leisure was largely dictated by the amount of work needed to be done on the land and the seasons and weather. The industrialisation of Britain – called the Industrial Revolution – changed the way people lived and worked and there was much more distinction between work and leisure.

When working in factories, to begin with, people worked very long hours, with 12-hour shifts common. Therefore, the working people had little time or energy for leisure or sports activities. Sunday was a day off but was regarded as a day of rest, linked to the requirements of the church. Holidays, often church-based 'holy days', were still in place.

For upper classes, there were far more opportunities for leisure activities and many were still involved in country pursuits such as shooting and hunting. As transport started to be developed (notably, the railways), the upper classes also took their sports further afield – for example, to the Scottish Highlands.

Social class

During the nineteenth century, society in Britain had much stronger social class divisions and these helped to shape the sports and pastimes in post-industrial Britain. At this time, there became an identifiable middle class – those that were professionals, factory owners and managers, who did not own big estates and were not born into aristocracy.

The middle classes had increasingly more time and money to be involved in sports activities. The middle classes were very important in developing sport – many went to **public schools** and were influential in developing rules and governing bodies of sports activities such as football and rugby.

Key term

Public school: a place of education of old standing which the sons of gentlemen traditionally attended in large numbers and continue to attend from 8–18 years of age.

Amateurism and professionalism

To be an amateur was to not need to be paid to play and, therefore, this status suited the upper classes and eventually the middle classes. In cricket, where amateurs and professionals often played in the same team, social distinction was preserved through the use of different changing rooms and requiring the lower-class professionals to bowl and to clean the kit. In rugby and soccer, professionalism was probably the most controversial. The growth of socially mixed northern teams led to broken-time payments, where working men were compensated for missing work in order to play. These payments were against the amateur principles of playing for the sake of the game and not for monetary gain, held by the upper classes. These tensions and north–south rivalries led to rugby splitting into two codes, which later, in 1895, became known as rugby league and rugby union.

The rules of golf were first written in the eighteenth century, but the Open Championship was first played in 1861. Before this time, there had been separate competitions for amateurs and professionals (pros) as the pros did not fit in with sport's image of a gentlemanly game. Professionals played for money and were therefore more overtly competitive, which contrasted with the amateur principles of playing for the sake of the game and not to necessarily win, and certainly not to profit from it.

RESEARCH IN FOCUS

The Marylebone Cricket Club hired professionals for bowling and fielding so the 'gentlemen' could practise their batting. This distinction between amateur batsmen and professional bowlers led to the annual matches between Gentlemen (amateur gentry) and Players (lower class paid to play). These ran from 1806 right up to 1962 and the two sets of players used different facilities and were not expected to mix off the pitch.

Gender and the changing status of women

The role of women in society in the nineteenth century was restricted by their place in society and its conventions and the very limited opportunities. Women were expected to marry and have children, and be financially dependent on their husbands. Therefore, many looked at education for women as frivolous and pointless.

Schooling for girls was more limited than for boys. Women rarely had careers and most professions refused entry to women. Women were allowed to become teachers, but teaching was a low-status job at that time and was badly paid.

During the late nineteenth century, the status of women started to change and their role in society began to develop differently. The assumption that women should marry was compromised due to a shortage of men because of the high mortality rate for boys compared to girls, the large numbers of males serving in the armed forces abroad and the fact that men were more likely than women to emigrate. The limitations of schooling for women were identified by the Taunton Royal Commission Report on secondary education in 1868. Following this, a series of female educational pioneers emerged. Their efforts formed part of a wider movement of campaigners who sought to bring women equal rights to study, work, own property and eventually vote. This also had the effect of encouraging women to be more involved in sport and physical education in schools.

Law and order

The development of more defined laws and sense of order affected the types of activities that were undertaken, especially for the working class. Changes in laws led to the decline of blood sports such as animal baiting and cock fighting. The upper classes, however, held on to their sports – deemed by some as being just as cruel – such as fox hunting. The law makers were the middle and upper classes and so it was in their interest to support the sports that they held so dear.

Education and literacy

A national system of education came late in Britain mainly because of the social, economic and religious climate of the century. The upper class had little interest in wanting the cultural development of the working classes. The effects of the revolutions in Europe reinforced and hardened the need to keep the masses under control and less powerful and therefore less educated. The vast majority of the working class had very little interest in education because it was perceived to be of little relevance. Child labour was still common practice in this period and working-class families were reluctant to give up the earnings of their children for the benefit of education. The employment of children continued to increase even after 1850.

The links between education, literacy and sport are that sports deemed to be more sophisticated, requiring more cognitive processing and an understanding of the rules, tended to be for the upper and now new middle classes. The lower classes were still much more engaged with activities associated with the public house and wagering on horse racing.

The Education Act of 1870, also known as the 'Forster Act', was the beginning of the modern system of education in England. This gave rise to a national system of state education.

The Act required the establishment of elementary schools nationwide. These were not to replace or duplicate what already existed but to supplement those already run by the churches, private individuals and guilds. Elementary education became effectively free with the passing of the 1891 Education Act.

Education then was becoming much more accessible to the lower classes and therefore the understanding of more sophisticated rules in sport was much more widespread and more people, other than the upper and new middle classes, were becoming involved in sport.

Extend your knowledge

The class-based education system was examined via three national education commissions, whose reports – and the acts which followed them – related to education provision for a particular social class and provided physical education as part of the provision:

- The Clarendon Report (1864) focused on the nine 'great' public (i.e. fee-paying) schools and led to the 1868 Public Schools Act.
- The Taunton Report (1868) (produced by the Schools Inquiry Commission) and the Endowed Schools Act of 1869 dealt with separate institutions for the middle classes.
- The Newcastle Report (1861) and the 1870 Elementary Education Act made provision for schools for the masses.

Availability of time and money

The factory owners, who once did all they could to prevent their poorly paid workers playing sports, now realised that sport could keep their workers healthy and loyal. Many employers encouraged the formation of works teams.

RESEARCH IN FOCUS

- Dial Square, formed by workers at the Royal Arsenal in Woolwich in 1886, went on to become Arsenal FC.
- West Ham was formed by the workforce at Thames Iron Works in 1895.
- Newton Heath, a club founded by workers from the Lancashire and Yorkshire Railway Company, went on to become Manchester United.

After the mid-nineteenth century, sport started to develop quickly. One major factor that influenced the development and participation in sport was the amount of leisure time available, although the working class still found participation difficult because of the lack of disposable income.

The growth of factories and machinery within the factories meant that working hours were long and pay was poor. A 72-hour week was not uncommon for a worker at that time. There was, therefore, very little time and energy for sport. The Saturday half-day was a very important factor in providing a short period of time to enable sport to take place. Skilled workers were given this half-day before the labourers but, by the late nineteenth century, most had more time for sport and leisure. Even given the extra time, the workers did not have much taste for active sport because of their working and living conditions. There was a great deal of deprivation and poverty at that time, but sports clubs did start to be developed.

As mentioned above, the factory owners recognised that a happier, more contented workforce would be more effective as workers and therefore encouraged the development of these clubs. In the larger factories, the owners would also pay for an annual excursion for the workers, such as a trip to the seaside. This was the beginning of the seaside holiday.



▲ Figure 6.1.2 Factory owners would pay for an annual excursion for the workers

By 1965, a 40–45-hour working week was typical. By the end of the twentieth century, an average working week was 37–40 hours. This reduction makes it much easier to be involved in sport. The law today states that holidays should be at least four weeks per annum, which again makes it easier for people to participate and watch sport.

Type and availability of transport

Historically, there was little transport available for the vast majority of the population. Transport before the twentieth century was restricted mainly to walking and horseback. There were of course river communications and eventually canals, but it was the development of roads, the bicycle, the railways and eventually the motorcar that enabled good communication and

travel. The railways in particular were very important in the development of seaside resorts and, in sport, allowed fixtures to be played and spectators to be able to visit venues around the country.



▲ Figure 6.1.3 The development of transport affected the type of leisure activities available.

Cars began to be mass produced in the twentieth century and now the majority of households own a car. This means that sport is easily followed around the country and participation is also easier because transport is so readily available compared to 50 years ago.

Extend your knowledge

Cricket's rules had been written in 1744, and in 1861 an English touring team travelled to Australia for the first time.

Seven years later, a team of Aborigines toured England, although the first official Test match was not until 1877, when Australia beat England in Melbourne. When Australia won a Test in England for the first time in 1882, *The Sporting Times* published the famous obituary:

In affectionate remembrance of English cricket which died at the Oval on 29th August, 1882. Deeply lamented by a large circle of sorrowing friends and acquaintances. R.I.P.

N.B The body will be cremated and the ashes taken to Australia.

The 'body' is meant to represent one of the bails – part of the wicket, and England and Australia have played for the Ashes ever since that time.

From the 1830s onwards, the railway changed day-to-day life dramatically, with some significant impact on sport.

Evaluation

The effects of the development of railways

The greatest immediate impact of the railways was arguably on horse racing. Racing schedules were severely limited by the difficulties of transport. The horses had to walk between race meetings, but with the onset of the railways, no longer were owners restricted to racing their horses only every couple of weeks, and no longer were English horses kept off the Scottish racing cards for months at a time. Many racecourses actually opened up their own stations on specially constructed branch lines. Now that the racing season depended on rail travel, the sport, like team sports in the city, had to be timetabled. Cricket teams, too, were able to tour the country. Cricket and horse racing were both national sports before the advent of the railway, but improved transport meant better attendances, more opportunity to participate and, above all, a levelling out of standards across the country. Three or four decades later on, the football and rugby leagues and cups could never have taken place without rail transport.

The increase in transport also led to an increase in those who wished to spectate at sports events. Crowds were now common at horse racing and boxing matches, and cricket became more popular to watch. Cricket was affected by this improved transport by enabling touring teams to be developed, such as William Clarke's All England XI. This was a touring team that travelled all around the country playing local teams.

Influence of public schools

The middle classes were very important in developing sport – many went to public schools and were influential in developing rules and governing bodies of sports activities. Although the word public assumes that everyone was involved, it was far more exclusive to the upper classes and, to start with, only males. They were called public because those that attended did not necessarily come from that area. These schools were exclusive because of the travel and tuition fees involved. In these public schools, some of the activities and sports developed and the activities that were popular became the forerunners of the sports that we know today, with rules, facilities and organised ways of playing. Although it is difficult to prove that public schools were solely responsible for developing many modern sports, they were certainly influential both at home and abroad.

At the beginning of the nineteenth century, organised sport was not a feature in the public schools. The headmasters were not in favour of sport. In the middle of the nineteenth century, sport became an important element in the education of upper-class boys in these schools.



▲ Figure 6.1.4 Many sports were developed in public schools

Parents of early nineteenth century public school boys were concerned about the treatment of their boys who, under the prefect-fagging system, which was a cruel exploitation of younger boys being used as servants for the older boys, were experiencing brutality and bullying. Schools had to take action or face the prospect of parents taking their children elsewhere.

Thomas Arnold, headmaster at Rugby School, wanted his pupils to grow up as moral Christian gentlemen. Therefore, he revised the fagging system and promoted more regulated sports, which provided exercise and encouraged healthy competition.

Arnold developed the house system, which was influential in the formation of competitive sports teams. He also instigated prefects, who organised sports. Arnold also helped to develop the idea of muscular Christianity, which linked sport with being a Christian gentleman. Arnold was, therefore, important in establishing a link between sports and games and moral and ethical character. This concept of the development of character through sport is often referred to as the cult of **athleticism**.

By 1845, the pupils at Rugby wrote down the rules of football at their school to ensure fair play. In the Rugby version, handling the ball was allowed, but in 1849 pupils at Eton created a rival game, restricting the use of hands.

The pupils took their games with them to university, but many played different versions. A need for a common set of rules arose and at Cambridge University four attempts were made in the 1840s and 1850s. Eventually, in 1863, they decided on a set of rules in which handling the ball was outlawed. At the end of that year, players from around the country came together to form the Football Association (FA) and the Cambridge rules were adopted. The formation of the FA matched the desire for order that was becoming increasingly important at the time.

Other sports followed suit:

- The Amateur Athletic Club was formed in 1866.
- The Rugby Football Union was formed in 1871.
- The Lawn Tennis Association (LTA) was formed in 1888.

There were mainly social aspects to these organisations, as most were formed in pubs, but they established rules and the arrangement of competitions.

Extend your knowledge

Tennis

The first Wimbledon championships were held in 1877, 11 years before the launch of the LTA. In 1858, Major Henry Gem marked out the first court on a lawn in Edgbaston. Major Walter Wingfield is said to have developed the modern game of tennis, although there is some academic disagreement over this. He patented a game called 'Sphairistike' which used a 'new and improved court for playing the ancient game of tennis'. Wingfield sold sets of his game for five guineas – they included balls, four racquets and netting to mark out the court. The name lawn tennis replaced the name Sphairistike.

Key term

Athleticism: a combination of physical endeavour, or trying hard, and moral integrity, or being honourable, truthful and showing good sportsmanship.

Study hint

When reviewing the influence of public schools on sport, make sure that you can describe the links between public schools and the following:

- the promotion and organisation of sports and games, with examples
- the promotion of ethics through sports and games
- the cult of athleticism
- the spread and export of games and the games ethic.

Activity

Draw out a timeline showing significant points in history related to the development of sport to the end of the nineteenth century.

As an example, you could use the development of a sport such as rugby, divided into its two respective elements: rugby union and rugby league.

How social factors shaped sport in the twentieth century

During the twentieth century, there was a continuation of the pace of change that was set during the Industrial Revolution. Scientific discovery and inventions were prevalent and there was massive progress in curing disease and manipulating the body.

Many developments took place during the twentieth century in the UK:

- There was a massive development of scientific and technological innovation.
- Many societies became hugely rich, but wealth was still unequally shared.
- There was considerable growth of cities (urbanisation).
- Communications technology made great advances. This allowed ideas to spread rapidly and sports and pastimes to become more globalised.
- There was more time for leisure, less time spent on work, and therefore more participated in sport.
- Stress due to wars and terrorism, the undermining of traditional values and the rapid pace of life took a great toll on people's general health and well-being.

Class, gender and law and order

In the twentieth century, sport in Britain had taken the shape it would keep, more or less, until the television boom of the 1960s and 1970s. By 1900, fields of play were enclosed and boundaries made more formal, games were timetabled, and there were written codes of conduct – for example, in football and rugby. Most cruel sports had disappeared, apart from hunting and shooting by the gentry.

Spectators now had to pay to watch and boxing competitors fought each other with gloves on, without biting or kicking each other. Some players of team sports had started to wear numbers on their backs to assist the spectator in identification and there was a fixed number of players per side in most team sports.

Teams and spectators were able to travel widely around the country to attend sporting events and sports events were held on Saturdays rather than on festival days.

The pub was the centre of sporting activity for working-class men and the participation of women in physical recreational activities had fallen drastically in 1900, particularly among the working classes. There were professionals in team sports such as rugby, football and cricket and there was the development of the sports press. In the early part of the twentieth century, most sporting activity still took place in a drinking environment. In horse racing and boxing, the upper and middle classes put up the money and the lower classes took part. Gambling was still an essential part of sport. In team sports, such as cricket, working and middle classes would compete side by side. Working men and women had less free time for sport than the upper and middle classes.

Clubs could afford to pay players because soccer and rugby had become something that people watched as well as played. Cup and league competitions involved town and area rivalries, which gave added purpose and excitement to sports matches.

The growing crowds of spectators began to be charged for watching at purpose-built grounds and stadia. Spectatorism started to feature, with more watching than participating. When soccer played on after the outbreak of war in 1914, the reputation of professional sport went downhill among the middle classes, who saw these events as too common and too associated with gambling and drinking.

Sport played an important role in maintaining troop morale during the First World War. In the aftermath of war, spectator sport reached new heights of popularity. The largest league games in soccer could attract as many as 60,000 people – these crowds were mostly well-behaved and opposing supporters showed little hostility to each other. This led to the view that sport was a symbol of the orderliness and good nature of the British working class – particularly significant at this post-war time of political and social unrest at home and abroad.

Crowds at professional soccer and rugby league games became overwhelmingly male-dominated and showed a shared sense of community and class – predominantly working class. Professional sport was mostly watched by male skilled workers, with only a few women and the middle classes. Unemployed and unskilled workers were not well represented because of the cost of spectating. Consequently, as unemployment rocketed in parts of Britain during the inter-war depression, professional sport suffered; some clubs in the hardest-hit industrial regions went bankrupt. Working-class women, meanwhile, were excluded from professional sport by the constraints of both time and money.

The changing nature of the social classes in twentieth-century Britain

Social class was still a feature of twentieth-century Britain and still influenced the sports activities undertaken, albeit to a lesser extent. Table 6.1.1 summarises the changing nature of the social class strata, with divisions now much more vague than in previous time periods.

▼ Table 6.1.1 Modern-day social grades

Grade	Occupation
A	Higher managerial, administrative or professional
B	Intermediate managerial, administrative or professional
C1	Supervisory or clerical and junior managerial, administrative or professional
C2	Skilled manual workers
D	Semi and unskilled manual workers
E	Casual or lowest grade workers, pensioners and others who depend on the state for their income

Extend your knowledge

Respectability did matter on the golf course and in the clubhouse. Although it had a working class following, especially in Scotland, golf was a sport mainly of the middle class and its playing clubs were important social and business networks that gave privilege and status mainly to men within the local community.

Education

Physical development – a crucial component of the emergence of modern sport – was a feature of a ground-breaking piece of educational legislation. The most important piece of legislation of the twentieth century was the Education Act of 1944, also known as the 'Butler Act'. It replaced all previous legislation. The individual's needs are not just academic, which comes out quite clearly in the 1944 Education Act:

It shall be the duty of the local education authority for every area, so far as their powers extend, to continue towards the spiritual, mental and physical developments of the community.

Education is now not only to do with communicating academic information but involves the whole of the person: academic ability, spiritual, physical and vocational needs.

The same principle was reiterated in the Education Reform Act 1988, which stated the need for a broadly based curriculum which:

promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

Before the introduction of comprehensive schools (1965), the state education system in England was made up of:

- grammar schools
- secondary modern schools
- secondary technical schools.

Extend your knowledge

Grammar schools

This type of school catered essentially for those who were interested in pursuing their studies beyond the O-level GCE stage. It provided an academic education for pupils between the ages of 11 and 19. Their pupils came through the selective process of the 11+ examination and, therefore, these schools had the most academically gifted children. Most of the pupils entered university after school. It was, and still is, essentially a middle-class institution.

Secondary modern schools

Here the pupils normally attended a four-year course leading to the School Leaving Certificate. The course usually offered instruction in English, at least one other language, geography, history, mathematics, science, drawing, manual instruction or domestic subjects, and physical exercise. When pupils left school, they normally entered into work. Those who continued into the fifth year could sit the General Certificate of Education (GCE). As a result of the increasing number of pupils taking the GCE, the need was felt for a more specific examination adapted to the secondary modern school. In 1963, there was the introduction of a new type of external examination, the Certificate of Secondary Education (CSE), for fifth year pupils.

Secondary technical schools

This was the less popular alternative to the secondary modern school. Those who failed the 11+ went to a secondary modern school but at the age of 12 or 13 could gain a place at a secondary technical school.

Part of all schools curricula was physical education, which often included elements of sport. Grammar schools often emulated the public school provision of sport and ran competitive sports teams in the major sports. Secondary modern schools also ran a range of sports teams. Sport was also promoted through extra-curricular provision in all schools.

Availability of time, money and space for sport

With the gradual increase in leisure time and money, men played sport as well as watched and the towns of Britain offered opportunities in many different sports, from water polo in the public baths, to pigeon races from allotments, and quoits in fields behind pubs. The availability of money was also a key factor, and darts, dominoes and billiards flourished inside pubs and clubs. Space was, of course, a key requirement of sport but it was at a premium and the land that was available was heavily used.

Transport

During the twentieth century, transport, both public and private, began to be much more available to everyone. This enabled an increase in numbers able to travel to participate in sport, as well as to spectate. This had the effect of sport being much more accessible to most people in Britain, either as a participant or as a spectator.

In the late 1940s, sport as a spectacle was encouraged by growing radio coverage. Football, rugby, cricket and boxing all attracted huge crowds. There were also large crowds at the 1948 Olympics, which London stepped in to host with the hope that the Games would rejuvenate tourism and the economy. The Games were an organisational success and even made a profit, the last Olympics to do so until 1984.

With the Empire being dissolved, international competitions like the Olympics began to matter more as a 'shop window' for the host city and country. The conquest of Everest in 1953 was possible because of the growing availability of international travel.



▲ Figure 6.1.5 International transportation has enabled sport to be more global

Summary

In pre-industrial Britain:

- Activities like mob football brought together the whole village on holy days and festivals.
- If you were born from a peasant family, you worked on the land. If you were born from the upper classes, you had more power and wealth.
- There were activities for both classes but with different roles – for example, pedestrianism. The different roles reflected the status of the participants.
- Women participated in different activities to men, shaped by the expected behaviour of women. For example, peasant women might get involved in a 'smock race'.
- Peasant classes would be more involved in violent activities than upper classes, such as bare-knuckled fighting or animal baiting.
- The lower-class peasants worked long, exhausting hours labouring on the land. The upper classes had more time and money, so had more opportunities for involvement.
- Limited transport influenced activities developing locally – often with simple rules that only local people were aware of.
- Work and leisure were closely combined and difficult to separate. Any time spent on leisure was largely dictated by workload, the seasons and the weather.

In post-1850 industrial Britain:

- Society in Britain still had social class divisions and these helped to shape the sports and pastimes in post-industrial Britain. There became an identifiable middle class – professionals, factory owners and managers.
- To be an amateur was to not need to be paid to play, which suited the upper classes and eventually the middle classes.
- Changes in laws led to the decline of blood sports. The upper classes, however, held on to their sports, such as fox hunting.
- Women were expected to marry, have children and be financially dependent on their husbands, so education for women was often viewed as pointless.
- There was a link between education, literacy and sport: sports deemed more sophisticated, requiring understanding of the rules, tended to be for the upper and middle classes.
- The factory owners realised that sport could keep their workers healthy and loyal.
- In public schools, activities and sports that developed became the forerunners of modern sports, with rules, facilities and organised ways of playing.
- Athleticism was a combination of physical endeavour and moral integrity.

In the twentieth century:

- There was a massive development of scientific and technological innovation.
- Sport in Britain had taken the shape it would keep, more or less, until the television boom of the 1960s and 1970s.
- Teams and spectators were able to travel widely around the country to attend sporting events, and sports events were held on Saturdays rather than on festival days.
- Part of all schools curricula was physical education, which often included elements of sport.
- Transport, both public and private, became available to everyone. This enabled an increase in numbers able to travel, including internationally, to participate in sport, or to spectate.

Check your understanding

- 1 How did social class, gender, law and order, education, the availability of time and money and the types and availability of transport shape the characteristics of sport in pre-industrial Britain?
- 2 How did social class, gender, law and order, education, the availability of time and money, the types and availability of transport and the influence of public schools shape the characteristics of sport in post-1850 industrial Britain?
- 3 How did social factors, such as social class and gender, shape the characteristics of, and participation in, sport in twentieth-century Britain?

Practice questions

- 1 Describe three social factors that affected the characteristics of pre-industrial sport. (3 marks)
- 2 Using practical examples, discuss how gender affected participation in sport in the twentieth century. (5 marks)
- 3 Explain the influence of public schools in the promotion and organisation of sports in post-1850 industrial Britain. (5 marks)

History of Sport: Socio Cultural Issues pre-1850's

Pre-1850's (pre-industrial revolution):

What does pre-industrial mean?

Characteristics of mob sports;

- Played by peasants
- Played between villages
-
-
-
-

Gender:

Females seen as _____, so activities cannot be dangerous or strenuous.

Female sports;

- Lower class =
- Upper class =

Male sports;

- Lower class =
- Upper class =

Social Class Pre-1850's:

The different classes perform in different sports due to the availability of time and money...

Upper class:

-
- E.g.

Lower class:

-
- E.g.

What activities were performed by both classes?

Explain the different roles for the upper and lower class in a given sport?

Education in pre-industrial Britain:

Lower class = _____ educated.

Upper class = _____ educated

Law & Order in pre-industrial Britain:

- Very _____ law and order, reflected in the games played...
- Lower class: Violent, and sometimes _____, activities...
- E.g. _____ football & bare knuckle fighting etc...
- _____ / if any rules.
- _____ to animals at the time.

Time & money in pre-industrial Britain:

The _____ class had more money available than the _____ class, meaning they can afford to participate in more _____. More money allowed for transport to sports and equipment.

The lower class worked _____ hours, so had less time available to play sport (only had time during holidays)...

Transport in the 1850's:

- Main forms of transport were walking and _____
- The _____ class could afford to travel for sport.
- Lack of transport meant different rules in different villages.

History of Sport: Socio Cultural Issues post-1850's

What was the industrial revolution?

Social Class in post-1850 Britain:

_____ class was introduced.

These often attended public schools and had more time available for _____.

Law and order post 1850:

How did law and order effect sport compared to pre-1850's?

-
-
-

What is the difference between an amateur and a professional?

Amateur	Professional

Education in post-industrial Britain:

_____ classes didn't want to gain an education as it would mean less time working / earning money.

Upper / middle classes continued to be _____.

The Education Act 1870 (A.K.A: The Foster Act) _____ the number of elementary schools nationwide.

After the 1881 Education Act, education became free, meaning more _____ class families sent their kids off to school.

Here, they learned to read and were now able to understand the _____ of the upper / middle class sports, so participation _____.

Gender in post-industrial Britain:

A woman's job is to marry and have kids, so education was deemed _____.

Late 19th century, women's status began to _____, where they now work more and have the right to _____.

Summarise how did money and time effect sport here?

-
-
-

What transport was now in use?

- Bicycles
-
-
-

What effect did the railways have on the following...?

Horse meetings:

Sports fixtures:

Attendance:

Tours:

History of Sport: Socio Cultural Issues in the 20th Century

Public Schools:

Characteristics:

- Harsh
- Expensive / fee paying
-
-
-

Influence of public schools:

Influential in developing _____.

Only for the middle / _____ class to start with.

Parents in public schools were against the '_____' system. In response, the Rugby School head teacher removed the '_____' system and placed a bigger emphasis on _____ participation.

They developed a _____ system with sport prefects who were in charge of organising _____.

Public schools also promoted Athleticism, which is... _____

The 20th Century:

- From _____ - _____
- Massive scientific and technological innovation.
- Considerable growth of cities (urbanisation)
- Improved communication technology (email, fax, internet etc...)
- More time for _____, increased participation.
- Stress due to _____ and terrorism; affected health and well-being.

How does class in 20th Century Britain affect participation in sport?

-
-
-
-

Rationalisation:

The process of developing _____ for sport.
E.g. Kits, 11 players per team, goals, no hands.

Transport:

Private transport for teams / fans, e.g. bus, planes, cars, trains etc...

Time, space & money:

More _____, _____ and space is available for sports, e.g. pubs used for darts, dominos and billiards.

Gender in 20th Century Britain:

- Crowds mainly dominated by _____.
- More teams created for _____ to join.
- Still a huge _____ divide.

How has law and order changed in the 20th Century?

-
-
-

Education in the 20th Century:

The 1944 Education Act meant...