Historical studies

CHAPTER 1:
Popular recreation in pre-industrial Britain

LEARNING OBJECTIVES
By the end of this chapter you should have knowledge and understanding of:
• how the past influences sport and PE today
• how to think like an historian and ask the right questions
• the importance of social class and gender on opportunities to participate over time
• the characteristics of popular recreation
• how social and cultural factors shaped popular recreation
• how popular recreation affected the physical competence and health of participants
• different opportunities for participation in pre-industrial Britain
• the impact of popular recreation on contemporary participation and performance
• the five case study activities as popular recreations (you will do this in more detail in Chapter 4).

INTRODUCTION
Our times and our thoughts, our games and our sports are shaped by the past. Your study of the history of sport and PE will help you to appreciate the contemporary scene. The ‘Historical studies’ specification is divided into four sections, which will be covered in the next five chapters as follows:

• Chapter 1: Popular recreation in pre-industrial Britain
  In this chapter you will focus on pre-industrial sports and pastimes, particularly of the lower class, and how these activities have impacted on contemporary participation and performance.

• Chapter 2: Rational recreation in post-industrial Britain
  This chapter is concerned with the emergence of comparatively sophisticated and civilised post-industrial rational recreations. The impact of the industrial revolution (which shaped late-nineteenth-century British sport), and the emergence of the middle class (for whom many of the rational sports and recreations were developed), will be key features. As with popular recreation, it is important that you know and understand the impact of post-industrial rationalised activities on participation and performance today.

• Chapter 3: Nineteenth-century public schools and the development of athleticism
  In this chapter you will focus on the English public schools such as Rugby, Eton and Charterhouse, which changed so dramatically during the nineteenth century. Initially they were riotous and Spartan institutions. However, by the 1870s they had become highly respected
places where most boys and many masters considered team games to be more important than academic work.

- **Chapter 4: Case studies**
  Here you will examine five case study activities through time. Your task is to:
  
  - Analyse each activity as a **popular recreation**
  - Assess the influence of nineteenth-century **public schools** on the development of each activity
  - Analyse each activity as a **rational recreation**
  - Consider participation and barriers to participation in each of the activities today, but only in so much as the present is a result of the past.

- **Chapter 5: Drill, physical training and Physical Education in state schools**
  This chapter reviews transitions in twentieth-century **state (primary) schools**. The objectives, content and ways of teaching military drill, therapeutic drill, physical training and more recently Physical Education (PE) will be studied along with reasons for the change from one approach to the next. Also, the effects of each change, both then and now, will be considered. Our historical story brings us up to the 1970s and 1980s, at which point your knowledge from AS socio-cultural studies links in.

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**EXAM TIP**

As you develop knowledge and understanding of historical themes and ideas, start to get into the habit of considering how what you are learning has affected the situation today. Your exam questions will need knowledge of ‘then’ and ‘now’. For example, an exam question might be: ‘Describe factors that influenced participation in popular recreation in pre-industrial Britain. Which of these factors continue to affect participation in physical activity today?’
FOUR ASPECTS OF SPORTS HISTORY

Fig 1.1 A variety of pre-industrial sports and pastimes

Fig 1.2 Public school discipline at the beginning of the nineteenth century

Fig 1.3 Rational recreation – lawn tennis

Fig 1.4 Physical education in the 1950s
We’ll start our investigation with some background information. This will set the historical scene, put a few things in context, clarify what you need to do to start thinking like an historian and help you to begin asking the right questions.

**BACKGROUND INFORMATION**

Let’s set the scene with some historical landmarks that had an impact on sport.

The general information in Table 1 below is to help you gain a general overview, to put your historical studies of sport and PE into context, and to start you thinking. (You do not have to learn and will not be examined on the information in the table.) Note the underlined words, which should help you to start thinking about opportunities (or lack of them) for participation.

<table>
<thead>
<tr>
<th>Date</th>
<th>What happened?</th>
<th>Impact on sport?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1066</td>
<td>The Norman conquest by William the Conqueror</td>
<td>Introduction of the feudal system, whereby Norman Lords ruled over Anglo Saxon commoners (serfs). The ‘Age of Chivalry’ – tournaments and jousting (as in the 2001 Heath Ledger film <em>A Knight’s Tale</em>).</td>
</tr>
<tr>
<td>1200–1485</td>
<td>Medieval England – The Middle Ages</td>
<td>Recreation for rural peasants (the majority) limited to annual festivals because of their hard and long working day; lack of time and lack of opportunity. Tournaments continued for the ruling class. Archery compulsory as military training. The Church opposed many popular sports and pastimes.</td>
</tr>
<tr>
<td>1485–1603</td>
<td>The Tudor era</td>
<td>Renaissance gentlemen needed to be both sporting (hunting, horsemanship, swordplay, jousting, real tennis, dancing) and cultural (art, poetry).</td>
</tr>
<tr>
<td>Date</td>
<td>What happened?</td>
<td>Impact on sport?</td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1509</td>
<td>Henry VIII</td>
<td>A keen sportsman – hunting, wrestling, real tennis – as well as feasting and partying. Play for the peasants centred on traditional local festivals and fairs, and Christmas.</td>
</tr>
<tr>
<td>1558</td>
<td>Elizabeth I</td>
<td>Mob games and animal baiting flourished during the Elizabethan period.</td>
</tr>
<tr>
<td>1603</td>
<td>James I – the Stewart Era</td>
<td>Seventeenth-century Puritans despised the spontaneity and freedom of traditional sports and pastimes, believing that only the sober, quiet and hard-working would be saved. They also opposed animal baiting and cruelty. However, James I’s <em>Book of Sports</em> (1617) ensured the rights of the people to recreation as long as church attendance continued.</td>
</tr>
<tr>
<td>1649</td>
<td>Execution of Charles I; Oliver Cromwell becomes Protector of Britain</td>
<td>Following the English Civil War (1642–51), King Charles I was beheaded and England became a republic under the Parliamentarian Oliver Cromwell. Cromwell was a supporter of Puritanism, so this was a bleak time for sport.</td>
</tr>
<tr>
<td>1660</td>
<td>Charles II – the Restoration of the Monarchy</td>
<td>With the return of monarchy to England, some previously banned sports and pastimes, saints’ days and parish feasts were restored.</td>
</tr>
<tr>
<td>1671</td>
<td>Game laws</td>
<td>These prevented ordinary people from hunting and shooting game.</td>
</tr>
<tr>
<td>1714–90</td>
<td>The Hanoverian era</td>
<td>The Church provided frequent feast days and a suitable space for gatherings. The period saw the early organisation of cricket (rules in 1727), horse racing (jockey club formed in 1752), prize fighting or bare-fist fighting (Broughton’s rules in 1743) as spectator attractions and commercial enterprises.</td>
</tr>
<tr>
<td>1790–1830</td>
<td>The Regency period</td>
<td>A time of high fashion. Pedestrianism and prize fighting were at their peak of popularity. The Church continued to discourage popular recreations, considering them to be of the devil! There was pressure to stop Sunday play (the Church wanted no play on a Sunday – Sabbatarianism), traditional festivals, race meetings, prize fights and animal baiting.</td>
</tr>
<tr>
<td>1837–1901</td>
<td>The Victorian era</td>
<td>During the nineteenth century, society, education, sports and games changed dramatically. Christianity and the Protestant work ethic (the belief that working hard and making a profit were qualities of a good Christian) became established. Working hours and health provision improved for the working class in the latter part of the nineteenth century, while pay and provision of open spaces increased. A revolution in transport and communications had a massive impact on the development of sport.</td>
</tr>
<tr>
<td>1700–early 1900</td>
<td>The British Empire</td>
<td>Britain ‘ruled the waves’ in imperial dominance and spread its systems of government, education, sport, culture and religion abroad.</td>
</tr>
</tbody>
</table>

Table 1 An Overview – to put your historical studies in context.
Thinking like an historian

Part of your task is to imagine your way into the minds of the people who lived in earlier times and try to think about experiences as they did. Social history is about seeing what happened, working out why it happened, and putting both continuity and change into societal context.

You can find out what happened by looking at evidence. The most reliable evidence is from a primary source as it was observed and recorded first-hand by eyewitnesses. Primary sources include diaries, newspapers, magazines, pictures taken or painted at the time and authentic official documents. Libraries, public record offices and archives will help if you are keen and have time to do some primary research.

Interviews are also a primary source, though clearly only the most recent aspects of our specification can still be researched in this way (such as the impact of industrial action on state school provision for PE and sport in the 1970s and 80s). Primary sources can make the past come alive. For example, we know from secondary evidence that many late nineteenth-century public school boys were obsessed with team games and other athletic pursuits, as this 1895 diary of a Charterhouse boy reveals. At the end of one particular day he wrote:

‘I played five games of fives and then tried the high jump. Then we had a shootabout and a kind of runabout. Then we went down to the racquet courts and played racquets. Before tea we played in a football game on Big Ground. I put the weight and went again to shootabout ... I was awful tired at the end.’

Diary entry of a Carthusian, 1895

For your A2 historical studies you will mainly use secondary source material – books and articles that either interpret primary sources or re-tell a story originally told by someone else. These are obviously very valuable, but should be read with caution. Firstly, different historians interpret the same data in different ways, and secondly, a story that is retold is liable to change with each retelling!

Asking the right questions

Essential information can be established by asking the right questions, the answers to which will provide plenty to think, talk and write about.
The development of popular recreation in the United Kingdom

Pre-industrial popular recreation reflected the society, life and time in which it existed. The activities were often colourful and lively and were supported by a strict class system. Different classes sometimes shared activities (for example, cock fighting), sometimes took part in different activities (for example, mob football for the peasants and real tennis for the upper classes) and sometimes had different roles within the same activity (for example, the bare-fist fighter was lower class while his patron, or sponsor, was upper class).

**-task 1**

Look at the pictures in Figs 1.1–1.4. Attempt to get into the minds of the people illustrated and think about their experience as it is shown. Then consider the following questions.

1. What activity is being pursued? Is it an individual activity (for example, swimming or athletics) or a game (for example, cricket, tennis or football)? Also, what really happened? You need to distinguish romantic myth from historical reality. It might be fun to think that schoolboy William Webb Ellis simply picked up the football and ran with it while playing one day at Rugby School, thus creating a new game – but there is no evidence that he did this.

2. Who is taking part? In addition to satisfying curiosity, the ‘who’ questions can help you to think about power, responsibility and who was affected by those who dominated society. The focus here should be on class and gender. (You can read about varying opportunities for participation on page 10 of this chapter.)

3. When is the sport or pastime being pursued? The ‘when’ question highlights the fact that historians analyse continuity and change over time. Was the activity: pre-industrial (i.e. before 1800) or post-industrial; occasional or regular; at an informally organised time or a pre-set specific time?

4. Where is it taking place? In a rural or urban setting? In a simple, natural environment or a purpose-built facility?

5. Why are people taking part or spectating – is it purely for entertainment or perhaps as their profession? Are they betting on the outcome or is it a social occasion? The ‘why’ question highlights the importance of cause and effect, which is central to historical study.

6. How sophisticated is the activity? Is it being played in a civilised manner? Is it highly organised with rules, boundaries and a league system?

7. How is this activity linked with, similar to, or different from today?

**Exam tip**

Examiners like answers to the ‘why’ question and remember the importance of links with today.
The role and attitude of the Church in the development of sport is important, with popular recreations having been subject to periodic interference since medieval times. When Henry VIII broke with Rome in 1534, he had no desire to change fundamentally the religious, social or sporting habits of his subjects. Only later, as a result of the English Reformation, did attitudes change and the powerful force of Puritanism emerge. Puritans were fiercely opposed to the excess, unruliness, spontaneity, swearing and drinking associated with contemporary recreations.

This was a bleak time for popular sports and pastimes. The Puritan ethic gave way to the work ethic and spreading of Protestantism, whereby leisure pursuits were acceptable only in that they restored people for work.

The eighteenth-century drinking house, or pub, was central to village life. Here was the place to socialise, do business, find work, receive wages and organise political activity. It was the stopping station for coaches, a place to change horses and a hotel for travellers. Most importantly for your study, it was the focus for leisure activities for the community. It hosted bear and badger baiting, dog fighting and prize fighting as well as less barbaric games such as billiards, quoits, bowls and skittles. Landlords often provided prizes for sporting matches and primitive equipment for ball games in order to stimulate interest and, perhaps more importantly, boost profit. The landlord promoted sports, arranged matches and provided prize money, as well as being the bookmaker. Many late-eighteenth- and early-nineteenth-century sports clubs used the public house as their base, most famously perhaps, the Hambledon Cricket Club at the Bat and Ball Inn, Hampshire, where the game of cricket was nurtured between 1750 and 1780. How does this compare to today?

Country pursuits (or field sports) such as hunting, coursing and shooting had functional origins. Hunting grew from the search for food and developed into a status symbol for wealthy landowners, whose Game Laws ensured that only the highest social groups had the right to hunt. If the lower class broke the Game Laws by poaching, they ran the risk of a six-month jail sentence and a public whipping.

Militaristic combat activities such as archery and fencing grew from the need to defend and attack. These skills developed into recreational,
competitive sports when guns became available and they lost their original functional role. Today many of them are Olympic events.

**Popular recreation – characteristics and cultural influences**

The unsophisticated, even uncivilized, sports and pastimes of the common people were occasional rather than regular. The annual village fair, parish feast or Christmas celebration was an important time of universal merriment. Drinking and play have always been closely associated.

“In ... groups of villages in Wiltshire, the thirteenth-century practice was for the bachelors to have free ale as long as they could stand up, but once they sat down they had to pay!”

Dennis Brailsford

On a smaller scale, the weekly market was social and sporting as well as an exchange of goods and services. Other than these occasional gatherings, the peasants had little free time for sports and pastimes.

In the eighteenth century, life was cheap, mortality rates were high and public hangings a spectator attraction, so displays of merciless cruelty in the name of entertainment and sport were common. Some sports developed from the occupation of participants, for example competitive rowing, which grew from the work of ferrymen taking passengers across the Thames. As the impact of the industrial revolution was not yet felt, life and sports were rurally-based using natural or easily accessible equipment and facilities. Organisation was basic, with rules being simple, unwritten and passed on by word of mouth. The National Governing Bodies such as the Football Association (FA) had not yet been formed (they grew rapidly in the 1860s and 70s), illiteracy was the norm, and primitive transport and communications caused sports to be local in nature. There was no need for
widespread agreement about rules. Furthermore, it was not until the arrival of weekly papers such as the Sporting Magazine (from 1793), Bell’s Weekly Messenger (from 1796) and the Weekly Dispatch (from 1801) that sport became widely advertised, discussed and promoted to a captive and increasingly literate audience.

A key feature of most popular recreations was wagering or betting on the outcome. From the poorest farm worker to the wealthiest aristocrat, wagering was an eighteenth- and nineteenth-century obsession. The poor focused on the slim chance of a big win, while betting by the wealthy was a social display of financial and social status. The story goes that at the Derby (horse race), two gentlemen witnessed a lady fainting; they did not help her, but rather bet on the length of time it would take her to come round!

### Table 2 The impact of popular recreations on the physical competence and health of participants

<table>
<thead>
<tr>
<th>Activity</th>
<th>Upper class</th>
<th>Lower class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathing and swimming</td>
<td>Likely to increase skill and health</td>
<td>As for upper class; key functional role for hygiene</td>
</tr>
<tr>
<td>Athletics</td>
<td>Pedestrianism required skill and would need and increase physical fitness and thus health</td>
<td>Pedestrianism – as for upper class; rural sports – predominantly for recreation</td>
</tr>
<tr>
<td>Football</td>
<td>Involvement unlikely so no impact</td>
<td>Mob football was forceful rather than skilful; could be harmful with severe injuries and even fatalities</td>
</tr>
<tr>
<td>Cricket</td>
<td>Outside and active during summer months, so a skilful game with potential to improve health</td>
<td>As for upper class</td>
</tr>
<tr>
<td>Real tennis</td>
<td>A skilful, potentially health-enhancing game for the elite</td>
<td>Not available to lower class, who played simple hand and ball games (perhaps skilfully) for recreation</td>
</tr>
</tbody>
</table>

### Popular recreation – its effects on skill and health

There were several other activities such as rowing, bare-fist fighting and blood sports for the lower class, and hunting, shooting and fishing for the upper class. These varied in their likelihood of increasing physical competence and participation. (Specific knowledge of these is not required for your specification.)

### Varying opportunities for participation

You will remember from your AS socio-cultural studies that opportunity, provision and esteem...
greatly influence whether an individual takes part in physical activity in general or in a particular physical activity. For example, in Britain today only a minority of teenagers play polo. In pre-industrial Britain, just like today, class and gender were key factors affecting opportunities for participation.

**GENDER**

Freedom of opportunity has always been linked with class. In pre-industrial Britain, upper-class women were free to pursue certain elitist pastimes, such as hawking (the training of hawks to hunt smaller birds). Similarly, lower-class women were free to be physical, but in less sophisticated, more uncouth activities such as smock races (see fig 4.7 on page 59). The Victorian era brought new attitudes, especially for middle-class women for whom physical activity was thought to be unsuitable, undignified and even dangerous. Nineteenth-century women were later not only constrained by societal attitudes but also by lack of opportunity and provision.

**CLASS**

Pre-industrial Britain was predominantly a two-class society. There was also a merchant, trading or commercial class from whom the middle class later emerged. The upper class (also called the gentry or aristocracy) dominated the peasant (or lower) class. The upper class had opportunity, provision and esteem. That is: money (which bought facilities, equipment and transport); time which to some extent ensured their skillfulness; and societal status, which increased their self-worth or esteem.

‘In their variety of sports and recreations no nation excels the English.

The nobility and gentry have their horse races, hunting, coursing, fishing, hawking, cock fighting, guns for birding, (real or royal) tennis, bowling, billiards, stage plays, dancing and all sorts of musical instruments.

The lower-class peasants have handball, football, skittles, stoolball, cudgels, bear baiting, bull baiting, bow and arrow, leaping, wrestling, pitching the barre and ringing the bells.’

**TASK 2**

1. Read the italicised quote above, and research each of the activities associated with the two classes in pre-industrial Britain (before 1800).
2. In pairs, think of reasons why the classes did different things. (Hint: consider opportunity, provision, esteem.)

<table>
<thead>
<tr>
<th>Activities of the upper class were often...</th>
<th>Activities of the lower class were often...</th>
</tr>
</thead>
<tbody>
<tr>
<td>sophisticated and expensive, for example real tennis</td>
<td>simple, accessible and inexpensive, for example mob football</td>
</tr>
<tr>
<td>rule-based with a dress code and etiquette</td>
<td>with simple unwritten rules and often violent and/or uncivilised</td>
</tr>
<tr>
<td>linked with patronage or acting as an ‘agent’, for example in pedestrianism</td>
<td>linked with occupation or doing it for a job, for example pedestrianism</td>
</tr>
<tr>
<td>distant due to opportunity to travel</td>
<td>local due to lack of opportunity to travel</td>
</tr>
</tbody>
</table>

Table 3 How the sporting activities of the gentry (upper class) compared with those of the peasants (lower class) in pre-industrial Britain

**WHAT HAPPENED NEXT?**

You will see in Chapter 2 that in post-industrial Britain the new middle class became a dominant social and sporting force. Meanwhile, the rural peasants who had migrated to towns to find factory work became known as the working class, and their opportunity and provision fell way below that of their social superiors.
Arguably, popular recreations had some limited direct links to today but their impact is mainly indirect as they were the starting point of each activity on its developmental journey.

Direct links include illegally-staged bare-fist fights and blood sports such as badger baiting and dog fights. Both of these declined as law and order increased (in the nineteenth century), but they did not completely die out. Contemporary newspaper articles still occasionally report on bloody activities with betting as a central feature. Fox hunting continues among some groups amid ongoing debate.

**Table 4 Examples of direct links from popular recreation/s to today**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Examples of direct links</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>There are links with lake-based swimming clubs or continued motives such as health, recreation and survival/safety.</td>
</tr>
<tr>
<td>Athletics</td>
<td>In April 2002 five British athletes (sponsored by Flora) repeated the unique feat of Captain Robert Barclay Allardice who ran 1000 miles in 1000 hours for a wager of over 1000 guineas at Newmarket Heath 200 years ago. That is, a mile an hour, every hour, every day and night for six weeks (see Chapter 4, page 61). Also, rural sports including races and tests of strength continue at some summer fetes and fairs; along with Traditional Olympics – Much Wenlock and Dover Games, for example.</td>
</tr>
<tr>
<td>Football</td>
<td>Surviving ethnic sports such as the Ashbourne football game. Occasional violent behaviour by players or spectators in the modern game is another unwelcome direct link.</td>
</tr>
<tr>
<td>Cricket</td>
<td>In pre-industrial times the game was for all classes – the English Cricket Board (ECB) stresses that this is the same today.</td>
</tr>
<tr>
<td>Tennis</td>
<td>In pre-industrial times the game of real tennis was exclusive and today it is largely the same.</td>
</tr>
</tbody>
</table>
Case study activities

You need to look at five case study activities (bathing and swimming, athletics, football, cricket and tennis) through time. That is, as popular recreations, then in nineteenth-century public schools, as rational recreations and finally in modern-day Britain.

As popular recreations, we would expect each activity to be violent, simple, occasional, and so on. But this is not the case. A characteristic is a feature that is normally, but not necessarily, true. Real tennis in pre-industrial Britain, for example, was not violent, simple or occasional. It was sophisticated, complicated and played regularly by the upper-class males who had the time, the money and to some extent the manners to play it. (See Chapter 4 for a full analysis of the five case studies as popular recreations.)

Indirect (developmental) links from then to now (via the public schools and rational recreations) are probably stronger than direct links (see Chapter 4, page 50).

STRETCH AND CHALLENGE

Today news is available almost instantly, with reporters on the spot to give live updates as they happen. Email, satellite and telephone communications all play their part in bringing us up-to-the-minute sporting stories. This hasn't always been so.

Use the Internet or archives in your public library to research some sporting articles from the following nineteenth-century publications:

- Sporting Magazine
- Bell's Weekly Messenger
- The Weekly Dispatch.

What primary evidence can you find of sport being advertised, discussed and promoted? How does coverage compare with today?
You should now have knowledge and understanding of:

- how the past influences sport and PE today
- how to start thinking like an historian and asking the right questions
- the importance of social class and gender on opportunities to participate over time
- the characteristics of popular recreation
- how social and cultural factors shaped popular recreation
- how popular recreation affected the physical competence and health of participants
- the different opportunities for participation in pre-industrial Britain
- the impact of popular recreation on contemporary participation and performance
- how to briefly consider the five case study activities as popular recreations (this will be covered in more detail in Chapter 4).

**REVISE AS YOU GO!**

1. What are the ‘right questions’ to ask when investigating like an historian?
2. What is meant by the term ‘popular recreation’?
3. In pre-industrial Britain, name an activity that the two classes shared, one that was done mainly by the upper class and one that was done mainly by the lower class.
4. Describe the importance of the drinking house or pub in early village life.
5. State five different characteristics of popular recreation.
6. Explain how each of your chosen characteristics was influenced by social and cultural factors of the time.
7. State some factors that affected participation in popular recreations in pre-industrial Britain.

Ask your teachers for the answers to these Revise As You Go! questions.
Examination question

Explain how socio-cultural factors influenced the characteristics of mob football in pre-industrial Britain and how these factors continue to impact on participation in physical activity today. (6 marks)

Examiner’s tips

Your A2 exam is 2½ hours long (150 minutes). You will have three structured questions to answer in that time – one for each of your three theory sections (for example, you may have done historical studies, exercise physiology and sports psychology in your A2 year). Each question is likely to have four parts: a–d. Parts a, b and c will be worth about 5 marks each – totalling 15 marks. Part d will be a 20-mark question.

- There are two parts to this 6-mark question.
- The first part asks for an explanation so make sure that you ‘give reasons’.
- The second part asks you to consider today or the contemporary scene. We study sports history to have a better understanding of how and why things are as they are today – so be prepared to link forward to the present in all your historical studies questions.

Examiner says:

It’s fine to plan your answer, but you must always answer in full sentences. This plan is fine for the first part of the question on how socio-cultural factors have influenced the characteristics of mob football. You now need to convert this key information into a discursive explanation. The fact that you have not mentioned wagering or lower-class participation as characteristics is fine, as you do have plenty of basic information that you can develop here. Keep those characteristics in mind, though. Your answer will be greatly improved with the inclusion of some relevant examples.

Plan for student answer

<table>
<thead>
<tr>
<th>Mob football</th>
<th>Influential social and cultural factors</th>
<th>How these factors impact on football today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violent</td>
<td>Reflection of violent society</td>
<td>No</td>
</tr>
<tr>
<td>Limited</td>
<td>Due to illiteracy among peasant class</td>
<td>No</td>
</tr>
<tr>
<td>rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occasional</td>
<td>Limited to Saints’ days and holy days</td>
<td>No</td>
</tr>
<tr>
<td>Rural</td>
<td>Occurred before industrial revolution</td>
<td>No</td>
</tr>
<tr>
<td>Local</td>
<td>Limited transport</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Examiner says:

The second part of the question needs to be looked at again. Note that it is asking ‘for factors that continue to impact on participation in physical activity today’ – whereas your thoughts seem to have focused on football. This is one of those occasions when you will be heavily penalised for having done ‘your version’ of the question rather than the exact question that has been set.
Improved student answer

Socio-cultural factors had a massive impact on the characteristics of mob football and most other pre-industrial games.

Mob football was a violent, occasional, pre-industrial game. It was predominantly rural and usually associated with wagering or gambling. It was locally significant and played mainly by the lower class with limited rules. Each of these characteristics or features was the result of social or cultural factors which include things such as transport, class and available time to take part.

For example, the game was violent due to the times in which it existed, when life was cheap and times were hard. It was played occasionally, for example on Shrove Tuesday or Easter Monday, as time off was seasonal and often linked to Saints’ Days or Holy Days. As the impact of the industrial revolution had not yet been felt, people were still mainly living rurally and so the game was rural in nature (though some town games did exist, for example in Kingston, Surrey). Wagering or gambling was associated with most popular recreations and mob football was no exception. The peasants dreamt of going from ‘rags to riches’ from a successful wager. The various games around the country were only locally significant due to limited transport and communications, which also influenced the rules which were simple, unwritten and passed on by word of mouth. Widespread illiteracy also meant that rules were not written down. The upper class had their own arguably more sophisticated sports, such as real tennis, so they left mob games to the lower class.
In contemporary Britain, many of these factors still have an impact on participation and they can usefully be examined under opportunity, provision and esteem. Opportunity includes factors such as available money and time, both of which affect whether someone can take part or not. Provision includes suitable equipment, facilities and coaching; all of which are key factors today. Esteem, linked to self-confidence, influences your likelihood of taking part as you might not feel you are good enough or that you fit in at a particular club.

Examiner says:
It is a good idea to clarify your thoughts and separate them into key headings like this; it keeps your mind focused and thought processes clear. You will need to do just that in the exam.

Examiner says:
A concluding sentence to wrap up your answer would have been great but you got away with it as overall this is a very high quality answer showing sound knowledge and understanding, detailed and accurate explanations and very good quality of language.