

## Reading Passage 5

You should spend 20 minutes on questions 1–14, which are based on Reading Passage 5.

**A** The recent global economic shift away from state-regulated economies and towards privatization has affected many areas of society. The sporting world is no exception to this, and football is a prime example. In fact, it can be argued that over the last 10 years, football clubs have become more focused on the commercial opportunities presented by international and league cup events than on their players' sporting prowess. In addition to this, football has become so powerful an economic force in some countries that its impact can be observed in political and government circles.

**B** Over the years, football clubs have transcended their original function. No longer supporting their teams solely through membership contributions, they have transformed themselves into a highly lucrative industry. This change in the financial sponsorship model of professional football has been described by Andreff (2000) as a shift from the 'Spectators – Subsidies – Sponsors – Local' model, which was prevalent in the 1970s, to the 'Media – Magnates – Merchandising – Markets – Global' paradigm, which emerged in the 1980s.

**C** Over the last 30 years, the growth of the broadcasting industry, and in particular its effectiveness as a channel for marketing and advertising, has increased the commercial profitability of football at national and international levels. This in turn has attracted a wide range of private investors, including individual billionaires, multi-national media companies, sports equipment suppliers and health product manufacturers. Some, but not all, of these are driven purely by an interest in monetary gain. Others are genuine fans, in the original sense of the word; that is, they are fanatical about football, investing in the game to satisfy their passion.

**D** In order to maximize their profits, more commercially motivated investors have extended their interests beyond the boundaries of receiving income from ticket sales. Branding, which has become a highly successful income stream in the last few decades, is an example of this. Products of all kinds, ranging from clothing to tableware and from mascots to sports equipment are manufactured in factories in various countries and distributed through high street commercial outlets worldwide. For example, a T-shirt or a mug branded with the logo of a European premier league football club may be produced on a continent as far away as Asia. A further, and even more productive, source of income is the sale of broadcasting rights. For example, in 2010, the governing body of world football (FIFA), earned 2408 million US dollars from the sale of the television rights to the FIFA World Cup™ in South Africa and 1072 million US dollars in marketing rights. Another profitable, but arguably dubious, commercial operation is the transfer of players from one football club to another. Although individual players receive astronomical fees as a result of these transfers, it is difficult to view the process as being very different from that of trading manufactured goods.

**E** As well as raising specific ethical issues, the transfer of players for large sums of money highlights the tension between the social ideals on which many sporting associations are founded and commercial necessity. Although many sports clubs may still retain their original social aims, such as health, social interaction and physical development, the financial pressures of the modern competitive world of international business prevent them from attaining these aspirations.

**F** These concerns were echoed some years ago by Bayle and Durand (in Rouvrais-Charron and Durand, 2009) who noted 'a growing gap between ethics and behaviour' amongst the governing bodies of international sport. It must be recognized that the challenge of balancing ideology, social responsibility and commercial viability is not unique to football. Nevertheless, it could be argued that if sport (and in this case, football) is based on the principle that it has a uniquely social function, this conflict between ideology and commercial pressure may be felt to be all the more acute.

#### *Questions 1–6*

*The reading passage has six paragraphs (A–F). Which paragraphs contain the following information?*

- 1** different modes of sponsorship
- 2** the range of organizations that invest in football
- 3** reasons for investing in football
- 4** the development of football from a sport to an industry
- 5** examples of promotional goods
- 6** a change in the status of footballers

### Questions 11–14

Look at the following items (Questions 11–14) and the list of groups below. Match each item with the correct group. Write the letter A–C.

**NB** You may use any letter more than once.

- A** football clubs
- B** sponsors
- C** the players

- 11** They use sport as a marketing tool.
- 12** They are becoming more controlled by private industry.
- 13** They are politically powerful.
- 14** They have been converted into merchandise.

Which paragraph in the reading passage contains the following information? Write *A* or *B* next to each statement.

- a** a justification for giving school children the opportunity to practise a range of sports \_\_\_\_\_
- b** the main reason why people do not develop an early interest in practising sport \_\_\_\_\_
- c** research findings on the effectiveness of physical education in encouraging long-term interest in sport \_\_\_\_\_
- d** the reason why secondary school physical education programmes fail to encourage long-term involvement in sports \_\_\_\_\_
- e** the ultimate objectives of school sports programmes across the world \_\_\_\_\_

### Facilitating lifelong participation in sport and physical activity

**A** According to the UK's Department of Education and Science (1992) the purpose of learning in physical education (PE) is to develop specific knowledge, skills and understanding, and to promote the physical development and competence that determines long-term engagement in sport and physical activity. Other countries make similar statements in policy documentation (see, for example, the contributors in Pühse and Gerber, 2005). In fact, in their survey of 52 countries around the world, Bailey and Dismore (2006) found that the promotion of lifelong physical activity was a universal aim of PE. Such expectations are not without justification, as a large body of literature suggests that PE – as the main societal structure for the promotion of regular physical activity during childhood – is the most suitable vehicle for promoting lifelong participation in sport and physical activity (Fairclough, Stratton and Baldwin, 2002; McKenzie, 2001; Shephard and Trudeau, 2002; Trudeau, Laurencelle and Shephard, 2004).

**B** In most developed countries children experience some form of regular curricular PE between the ages of 5 and 16 years (Hardman, 2001; Hardman and Marshall, 2009; Pühse and Gerber, 2005). However, many children do not maintain a lifelong involvement in sport or physical activity (Green, 2002; Roberts, 1996; Sallis and McKenzie, 1991). We suggest that this is, at least partly, ascribable to the poor quality of the PE experience. Ten years ago, Williams (2000) described primary PE in England as mixed in quality. After an investment of approximately £1 billion in PE and school sport, one government adviser was only able to say that 'a few schools are beginning to explore how they can realistically expect higher levels of achievement from a greater proportion of pupils, but this culture is proving slow to change' (Casbon, 2006, 15). This does not seem to be a local problem, as a number of international surveys have described similar situations elsewhere. Hardman and Marshall's (2009) worldwide survey, for example, revealed considerable cause for concern in terms of contributory factors for quality provision

in both developing and developed countries. As a consequence, the foundation provided is so inconsistent that the start of the pathway is undermined. At the secondary level, PE is largely organized into short blocks of physical activities dominated by team sports that may not necessarily equip learners with the skills needed for lifelong participation in sport and physical activity (Fairclough, Stratton and Baldwin, 2002; Kirk, 2010; Penney and Jess, 2004; Trost, 2006). In fact, research in PE is increasingly concerned that the movement skills, knowledge and understanding essential for lifelong participation are not 'integral, explicit and valued elements of physical education' (Penney and Jess, 2004, 275). Roberts (1996) noted that PE teachers defend a 'sport for all' approach to curricular PE on the premise that by including a range of sports and activities more 'pupils would be able to find a sport at which they were competent and which they enjoyed and this would extend their participation into out-of-school and post-school lives' (1996, 50). Kirk's (2010) analysis suggests that a multi-sport approach continues to dominate and shows little sign of losing influence. However, Penney and Jess (2004) argue that it is important to broaden the skills, knowledge and understanding encompassed in PE curricula that claim to facilitate lifelong engagement in sport and physical activity.

# Reading Passage 10

You should spend 20 minutes on questions 1–13, which are based on Reading Passage 10.

## Malnutrition and children's learning

**A** The impact of malnutrition on children's learning is not simply that they are tired and unable to concentrate in class because they have not eaten enough on a given day. Malnutrition in the first 1000 days – from the start of a woman's pregnancy until her child's second birthday – has a devastating impact on children's future potential. It restricts their cognitive development, means they are more likely to be sick and miss out on school, and reduces their ability to learn.

**B** This 1000-day window is a critical time for structural brain development. Good maternal nutrition is essential: pregnant or breastfeeding mothers who can't access the right nutrients are more likely to have children with compromised brain development and who suffer from poor cognitive performance. And once the child is born, nutrition continues to play a key role in ensuring the brain develops properly. But the effects of malnutrition on a child's cognitive development and education go beyond the biology of the brain. A child's nutritional status can impact on the experiences and stimulation that children receive. Parents sometimes treat a malnourished boy or girl differently because they are small, and this child is also more likely to miss school and key learning opportunities due to illness.

**C** The impact is not just on academic achievement. Malnutrition is associated with children having lower self-esteem, self-confidence and career aspirations. Malnourished children not only face direct damage to their bodies and minds, but are less confident to learn and aspire to change the situation they were born into.

**D** In the longer term, malnutrition can have a big impact on earnings when children reach adulthood. The effects of malnutrition on physical stature, the ability to do physical work, and on cognitive development, can lock children into poverty and entrench inequalities.

**E** Children who are malnourished go on to earn 20% less as adults than the children who are well nourished. But there is some evidence that the difference could be even larger – one study has estimated this earning deficit for malnourished children at 66%.

**F** This in turn means that malnutrition can act as a big barrier to economic growth. Estimates suggest that in low- and middle-income countries, the impact of malnutrition could decrease GDP by between 2% and 11%. This is partly a result of its impacts on educational development – as well as on physical productivity and health.

**G** This report presents new estimates of malnutrition's effect on GDP. By extrapolating a 20% reduction in earnings to a global level, this <sup>report</sup> shows that today's malnutrition could cost the global economy as much as \$125 billion when today's children reach working age in 2030.

**H** Investments in the potential of future generations are more important than ever before. With mortality rates falling rapidly but fertility rates declining at a lower rate, developing countries will experience an increase in the size of their working-age population in the next few decades. Many countries will have two people of working age for every dependent. This presents them with a critical window of opportunity to boost economic development, known as the 'demographic dividend'.

**I** The IMF has predicted that seven of the 10 fastest growing economies in the next five years will be in Africa. Meanwhile, economists have identified the 'Next 11' countries – those that have the potential for stellar economic growth in the next decade. A common theme in each of these countries is the potential provided by their demographic structures.

**J** But to capitalize on the demographic dividend, developing countries must invest now in the health and skills of their future workforce. Investments made now in proven nutrition interventions could increase opportunities for millions of children to become more healthy and productive members of society. The next generation of children in developing countries could fuel improved innovation, prosperity and job creation.

**K** But if we fail to make that investment the consequences could be catastrophic. Not only would that leave a future public health disaster – with a huge burden placed on health systems by a generation of people left more susceptible to disease by malnutrition – but also an economic crisis. If countries are not able to take advantage of the opportunities presented by demographic changes, then in 50 to 60 years' time they will be left with a large cohort of elderly dependents without having generated the resources to care for them.

#### Questions 1–4

Reading Passage 10 has 11 paragraphs, labelled **A–K**. Which paragraphs contain the following information?

- 1 the psychological impact of malnutrition
- 2 the effect of parental attitudes on children's educational opportunities
- 3 the cost to the world economy of childhood malnutrition
- 4 the influence of childhood malnutrition on the national economy of individual nations