PHYSICAL EDUCATION IN ENGLAND AND GERMANY: A COMPARATIVE TALE OF TWO SCHOOLS

Richard John Fisher

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Department of Linguistic and International Studies

University of Surrey

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ABSTRACT

The value of comparative study lies partly in its capacity for creating a better perspective on one's own system, but also in its suitability for generating insight into cross-cultural problems and issues. This thesis is a comparative study of physical education (PE) in two schools, one from the former German Democratic Republic and one from England. Informed comparison is used to reveal the nature of PE as it is actually implemented in these schools, both of which offer a good representation of PE in their respective systems, and to make proposals for improving practice within these schools in particular and in PE in general. Using an adaptation of Holmes' (1965, 1981, 1991) model for comparative study in education, the socio-political contexts, economic circumstances and education systems are analysed with particular reference to the rapid social change evident in each society. This contextualises the examination of PE, which is conducted mindful of current problems, such as the identity of the subject in the latter part of the twentieth century and the requirements of adolescent pupils in contemporary society.

Special importance is attached to Holmes' "mental states pattern", or the perspectives and deeply held beliefs of individuals. Teachers' and pupils' interpretations of PE are a central feature, therefore, especially those of the pupils which were revealed using a combination of repertory grid techniques, a like/dislike exercise and lesson observations. The relationship between pupils' interpretations of PE and teachers' intentions and beliefs, and between teachers' interpretations and official guidelines, emerged as critical issues. These tensions, together with other issues related to the pace of change in each system, provide a focus for recommendations for PE in terms of developing the teaching-learning environment, meeting adolescent incentive systems, and reviewing conventional wisdom on mixed sex PE lessons.
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<td>CTC</td>
<td>City Technology College</td>
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<td>CCPR</td>
<td>Central Council for Physical Recreation</td>
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<td>DES</td>
<td>Department of Education and Science</td>
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<td>DFE</td>
<td>Department for Education (Replaced the DES)</td>
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<tr>
<td>DM</td>
<td>Deutsch Mark</td>
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<td>EC</td>
<td>European Community (Now European Union)</td>
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<td>EUPEA</td>
<td>European Physical Education Associations</td>
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<td>ERA</td>
<td>Education Reform Act, 1988</td>
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<td>FDP</td>
<td>Freie Demokratische Partei (Free Democrat Party)</td>
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<td>FRG</td>
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<td>GAP</td>
<td>Grid Analysis Package (Slater, 1984)</td>
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<td>GCSE</td>
<td>General Certificate of Secondary Education</td>
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<td>GDP</td>
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<td>GDR</td>
<td>German Democratic Republic</td>
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CHAPTER 1

INTRODUCTION

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1.1 The Roots

This thesis emerged from two apparently diverse sources which converged, almost inevitably it would seem with hindsight, as the possibilities afforded by the one came to be acknowledged by, and subsequently gelled with, the needs and development of the other.

The first was rooted in personal research conducted in the late 1970s into pupils' self-concepts in physical education (PE). Little attention had been paid to how pupils saw themselves in PE, or indeed to any aspect of pupils' views of themselves or the subject, with the exception of a number of attitudinal studies. To this end several classes were asked to write short essays reflecting upon their experiences in PE (see Fisher, 1979). Whilst seeking to discover the parameters used by pupils when considering themselves in PE lessons, a new world opened up concerning interpretations of PE that were often very different from those exchanged by teachers and parents. Being sensitised to a different "set of wavelengths" in PE was most marked when considering perspectives such as that of a fifteen year old pupil who disliked the subject because of the smell of feet in the changing room, who stood still in games because it was warmer, and who preferred soccer to rugby because it was on the lower pitch and the wind blew less hard there. This was in a PE department held in high regard within a popular school and considered to exhibit a caring approach to the subject, frequently receiving praise from fellow professionals.

Few other contributions were so negative, but most provided equally interesting insights into a secret world whose existence had previously been unknown to me and, therefore, unappreciated. Subsequent efforts to understand this world better and to probe the perspectives of teachers as well, led to an appreciation of the importance of being sensitive to the personal meanings that the world in general, and aspects of it in particular, held for individuals and groups, and the dangers of ignoring these perspectives when researching the process and outcomes of education. Indeed, this thesis started life here, with plans to engage in a study of the meanings that PE holds for secondary age pupils, and how these might differ from the intentions of teachers. Considerable work has been, and still is, conducted on pupils' attitudes to PE and sport, the factors that make them more or less pleasurable, and dispositions to participate in, or avoid, particular areas of physical activity. Relatively little research has been conducted, however, into what PE or sport means for young people, and the personal frames of reference employed by individuals or groups; the process has been more outside-in than inside-out.
There have been encouraging developments in several aspects of investigating pupils' perspectives of PE. Lloyd and Fox (1992) examined achievement goals and motivation among adolescent girls and discovered that those who were oriented to self referenced modes of success (task orientation), demonstrated higher levels of enjoyment and motivation than those who were oriented to success by favourable comparison with others (ego involvement). In a similar vein Van Wersch et al (1990) revealed the importance of perceived physical competence in promoting self esteem, and identified a need to orientate PE curricula to the achievement of success for more pupils. Enjoyment has emerged constantly as an important factor mediating the experience of pupils in PE, and Gourdas and Biddle (1993) confirmed this as a key determinant of exercise and sport motivation. Interestingly they highlighted the need to gain more sophisticated analyses of pupils' perspectives of the subject, claiming that questionnaire techniques, of varying types, tend to produce only superficial data, and seem incapable of allowing young people to reveal their personal world with sufficient depth or sensitivity. It is important to note that many of these studies involved adolescent pupils, and this emerged as a key focus of this investigation.

Getting inside the personal world of adolescents and understanding their interpretations of PE and related experiences is clearly, therefore, a matter of great importance for the profession. So far, however, insufficient research projects have started from the critical point of examining the personal criteria pupils apply to PE and related activities. Their interpretations of PE are based on the meanings the subject holds for them and these constitute vital sources of information. Such an approach to the way people make sense of the world and plot their progress in it was central to the work of Kelly (1955) and what came to be known as personal construct psychology. It is a view of the "person as scientist" (see Pope and Denicolo, 1986), an active exploring entity constructing and reconstructing their view of the world and dispositions to act and make decisions in the light of experience.

Nevertheless, as Harre (1983 and 1993) pointed out, individuals are firstly social beings and cultural norms and forces have to be acknowledged as critical influences on individual frames of reference, and on dispositions to behave in particular ways. Indeed, the directive and constraining effect of socio-political forces on the shape of PE and sport, and on individual interpretations of these experiences, have in recent years been identified as
important influences on the PE curriculum. Kirk and Tinning (1990) and Evans (1988) are but a few of the researchers who have pointed out the need for physical educationalists to be aware of broader social and political influences. The socio-political environment, therefore, provides an important context within which schools and PE teachers operate and, furthermore, can be seen to contextualise the experiences of pupils as they interface with the education system and form their interpretations of it.

Moreover, in terms of research I felt that this could fruitfully be extended into cross-cultural analysis, and this became the second source of the thesis. The additional value of studying these forces in a cross-cultural context, and in fact the essential rationale for comparative study itself, still has much to do with Sadler's (1900) now classic observation that:

"The practical value of studying in a right spirit and with scholarly accuracy the work of foreign systems of education is that it will result in our being better fitted to study and understand our own." (in Crossley and Broadfoot, 1992, p. 106)

Increasingly, though, international perspectives of education have been used more broadly to illuminate educational problems and issues with a view to generating possible solutions, developing guidelines or creating models for development. Furthermore, comparative education, usually regarded as the parent discipline for cross-cultural research in PE and sport, is now a very diffuse field which has experienced the loss of a central focus as links with the social and behavioural sciences have developed, and these fields themselves have evolved in their own particular ways.

Taken together with the increased blurring of boundaries between comparative education and international studies in general, this has increased opportunities for more innovative research in a field which is now, as Crossley and Broadfoot (1992, p. 102) pointed out:

"...multi-disciplinary...to which educational researchers from all disciplinary perspectives may contribute be they at heart historians, political scientists, philosophers, psychologists or sociologists. There is no one disciplinary base, no one focus for research."

Within these general developments, researchers have been seeking in greater numbers to highlight better the range and subtlety of the elements under investigation, in particular
what Altbach (1991) referred to as "in school factors". Consequently, the content of schooling and its impact on pupils and teachers, as well as society, has assumed greater importance. Broadfoot (1990) acknowledged that comparative research has tended to overlook the reality of life in classrooms, and highlighted also the lack of attention paid to the duality of objective and subjective variables. He urged that studies should seek to embrace the commonality of perspective that provides coherence at national level for teachers and the system itself, and the rich diversity that can be found on the ground in particular institutions.

The emergence of these alternative paradigms and methods in the main field have been a welcome change according to Altbach (1991), since it has educed a wider debate and more eclectic approaches. However, the more specific field of comparative PE and sport has been somewhat peripheral to these developments and, as a consequence, rather more limited in its progress. Pooley's (1988, pp. 7/8) definition of comparative study in PE and sport as "the examination of two or more phenomena for the purposes of noting their similarities and differences" is helpful, but lacks the dynamism and potential of approaches in the main field. Furthermore, the work in PE and sport was for many years rooted in aspects of Bereday's (1964) model, predominantly focused on descriptive area studies or, at best, juxtaposition of these. Useful though such studies are, they lack a strong comparative element and, therefore, fall short of developing the exciting prospects now evident in the main field. Moreover, they have frequently relied upon quantitative approaches in contrast to comparative researchers in general, although there has been some expansion of thinking, mostly associated with the emergence of triangulation (see Olafson, 1991).

And so developments in comparative and international studies have redefined the field as a whole, are mirrored to some extent by the beginnings of similar changes in PE and sport, and this afforded the possibility of locating personal interests in the meanings that PE has for pupils and teachers within a broader cross-cultural framework. Such a framework allows comparison and contrast of different approaches to PE, with a view to gaining a more rounded appreciation of critical elements in the process of designing, implementing and evaluating PE curricula. The utility lies in the opportunities this affords for improving professional practice.
PE and sport have not been differentiated thus far in the Introduction, but this must be done now since the focus of this thesis is PE in schools. The distinction between the two concepts was confirmed by the European Physical Education Associations (EUPEA, 1992); they are related but separate entities. Sport, never entirely satisfactorily defined in a universal sense, can be viewed as activity engaged in for whatever purposes are relevant to the individual concerned. PE, however, is by definition an educational process in which sport, together with other areas of activity, are used primarily as vehicles for the educational development of those who experience them, frequently pupils in schools. The 'Memorandum of Association' of the Physical Education Association of the United Kingdom, the national professional association, defines PE explicitly as:

"Those purposeful physical activities and related studies, normally undertaken within an educational context, which develop physical competence, help to promote physical development, and enable participants to know about and value the benefits of participation."

The UK's concept and definition of PE was adopted by EUPEA as something which all European countries could accept in broad terms. The distinction between PE and sport is important, since ultimately they need to be evaluated against different criteria despite significant overlap on many occasions. The promotion of elite sport at the expense of general school PE, as well as "Sport for All", in the former German Democratic Republic (GDR), and the ongoing debate concerning the place of competitive sport in the school curriculum in the United Kingdom (UK), are but two examples of the need to be clear about terminology.
1.2 The Issues

Notwithstanding the personal interests outlined above, the position and status of PE within the education system in particular and society in general have overlaid these issues with an increasing concern on a number of fronts. Pressure on the time available for PE in the curriculum, the burgeoning power of an increasingly commercialised sporting world, and confusion over the identity of PE in the late twentieth century have all contributed to what can be described as a parlous situation for PE. Consequently, in 1991 the Presidents of all the national physical education associations in Europe were invited to a seminar in Brussels, and EUPEA was formed as a lobby group to protect and promote the cause of school PE in Europe. One of its first actions was to establish a better exchange of information in order to develop understanding of good practice in PE, as well as to pressure politicians and administrators through a deeper appreciation of other systems.

This thesis was underway before these formal developments, but it reflects the general issues in many ways. Fundamentally I set out, from the roots identified above, through comparative study to gain a deeper perspective of PE in schools with a view, in a small way, to identifying important aspects of development for professional practice. The refinement of this general notion has in part been referred to above; in other words it was important to place the interpretations and views of those most directly involved with the process, pupils and teachers, at the heart of the research, especially the pupils. However, further issues were important in shaping the nature of the research and the approach adopted.

A key factor was the pace of change in Europe over the last decade. Holmes (1991) maintained that in a broad sense most problems and issues in education were reflections of societal change, and that possible solutions, or simply an understanding of these problems and issues, were contingent upon analysing and understanding such change. Recent years have seen some of the most rapid and far reaching changes in history, with the collapse of the so called Eastern Bloc and demise of the Marxist ideology which underpinned it probably the most spectacular. Nevertheless, it has been accompanied in Western Europe by extensive social change, much of it associated with the emergence of the New Right in politics. It is not necessarily the fact of change which creates the important debates according to Holmes, but asynchronous responses to change in different aspects of the system, often associated with Dewey's concept of "cultural lag" (see Holmes, 1981). The
changes in Eastern Europe, their effect on the rest of the continent and the radical shifts in the socio-political thrust of the United Kingdom (UK), were important influences to be acknowledged. Consequently, whilst this thesis is not a study of change per se, it created an important context within which the research was located.

These socio-political changes created a unique opportunity to conduct a comparative analysis of PE in two different social systems which were in the process of the educational reform contingent upon these broader social developments, and to inform professional practice in the light of responses at various levels of the system, but particularly in schools. The implications of such social change for PE at national and local level, and responses within schools, therefore, were important aspects to be investigated. The choice of countries was an obvious one; the UK, England in particular, and Germany, the former German Democratic Republic in particular. On the one hand the UK was in the middle of significant social change as a result of the election in 1979 of the most right wing government since the second world war. On the other, Kuebart (1992, p. 270) pointed out that:

"One of the most significant historical events of our time occurred when the most economically advanced of the one-time socialist states, the German Democratic Republic, ceased to exist altogether and was united with the Federal Republic of Germany on October 3, 1990."

England, therefore, represented a culture which was dealing with the educational implications of the philosophy of the New Right in politics, and the changes generated by calls for greater accountability of schools and teachers, a market place philosophy in education, and a more competitive ethos such as that encountered in the work place. England rather than the UK as a whole was selected, partly because there are different education systems within the UK for Northern Ireland, Scotland, and England and Wales, and partly because it made more sense when I decided to use a case study approach, using just one school for the purposes of comparison. The former GDR offered the opportunity of capturing a picture of arguably the most sophisticated PE and sports system in the world, especially for elite sport, as it underwent major reform in the new Germany, and within this the possibility of evaluating a highly centralised and ordered system of PE as a new orientation was being enforced, for that was what was happening.
Inside these broader national issues and their importance for PE, lay the fundamental issue of the identity of PE in the midst of this change and its ability to adapt to very different social and educational circumstances. The concerns of the last decade have been succinctly summarised by Crum (1993). He argued the weakness of the ideological legacy of the profession which has continued to root its philosophy in two major, conventional ideas; one proposes training of the physical, a "biologistic" conception, while the other is concerned with education through the physical, a "pedagogologistic ideology". Siedentop (1983) had claimed that these had been constructed to gain the respect of the educational world, while Crum maintained that they now represented a burden on the development of PE with their weak commitment to teaching and learning.

It is only possible, indeed appropriate, here to offer a brief explanation of the relevance of these ideas for this study. However, it is an important part of the context when examining both systems, since it helps to understand the process of PE in both countries and, just as importantly, provides another dimension of the process of change. It is also significant that EUPEA decided in April 1994 to invite Crum to undertake a major investigation into the philosophies and practice of PE in Europe. With regard to this debate he identified what he called a "vicious circle" of failure as PE reproduced itself in its own image on the foundations of the two ideologies outlined above. His model of the process is contained in Figure 1. It offers a neat but disturbing picture of recycled conventional wisdom, with insufficient effort to reorient thinking to suit the needs of the profession and, more importantly, those who experience the effect of these principles, the pupils. The model details a process in which conventional ideologies of PE do not hold a teaching-learning perspective as a central element of their framework. This leads to non-teaching orientations in lessons, often associated with fitness or entertainment, which in turn leads to poor learning outcomes and trivialising of the subject. Eventually only the more able identify with PE and the PE teachers as relevant to their experience, and these become the future ranks of the profession. Teacher education institutions cement this process with their selection procedures and courses, and even if they do not, new recruits to the profession are soon faced with the constraints of life in schools and the frequently traditional views of the current occupants of the PE world. It is dangerous to assume universality in such a process, but it is recognisable and particular features of the failures
Figure 1: The Vicious Circle of the Self-Reproducing Failure of PE

Source: Crum (1993, p.346)
engendered by this process are a lower quality of curriculum, loss of credibility in the profession at large, and perhaps most importantly of all for this study, an unbroken picture of declining interest in PE among pupils as they progress through secondary education.

The final set of issues can be taken from within Crum's model. Any education system rests ultimately on what is delivered in the classroom, and so to make real sense of what is happening it is necessary to unpack the reality of everyday life in schools, in this case within PE. Pupils' interpretations of the experiences they receive is of particular interest, since it is the final part of the process. Moreover, it has been one of the most neglected aspects of research in PE, attitudinal studies apart. The meanings that PE has for pupils, how these relate to teachers' intentions, and how they might differ according to different concepts of the PE curriculum were central aspects of this research. The key period is adolescence, usually conceived in three stages according to Murray (1994): early adolescence, characterised by the first evidence of sexual maturation; middle adolescence, characterised by pubescence and major changes in social and psychological development; late adolescence, characterised by maturation of the secondary sex characteristics and increasing adoption of an adult role. Within this general pattern the development of a positive self identity, including self esteem and especially within middle adolescence, has been shown to be an important concern for schools in general and PE in particular. Fox (1994, p. 15) pointed out in relation to physical activity that shortly after early adolescence:

"...large numbers of boys and even more girls begin to drop out of both formal participation and active play. This is a time when youngsters have begun to develop the more sophisticated decision-making machinery of adulthood and have more license to take firmer command of their own behaviours. The time of early to mid adolescence appears critical...."

He pointed out that it is well known that from about the age of twelve years young people, particularly girls, begin to turn away from PE and leisure pursuits involving physical activity, and yet we have little knowledge of their personal reasons for doing so. Fox articulated, therefore, the need to involve young people in active decision making about adopting healthy lifestyles, one of the universal aims of PE, which creates a need to understand critical elements in adolescent decision making.
Furthermore, he argued that:

"This imposes on physical education and the providers of activity opportunities, the responsibility of designing a range of experiences which are compatible with adolescent incentive systems." (page 19)

This requires an understanding of pupils' perspectives on, and interpretations of, PE, which must then be married with the intentions of those who design and implement curricula. Only then can pupils be at the centre of the educational process.

This research, therefore, sought to compare PE in two countries which were in the process of developing their curricula within a context of significant social change. The respective ideologies of those curricula, their departure from previous practice, if any, in the light of this change were important aspects of the study, as were the new structural features of the educational system contingent upon new ideological principles. Most critically, an attempt was made within this process to illuminate the interpretations of the participants in PE, particularly the pupils, as a part of creating the more insightful picture sought in recent developments in the field of comparative education and international studies. In so doing I hoped to contribute to the provision of a more informed basis for developing the curriculum to meet pupils' needs, as a step to improving professional practice.
1.3 The Process

In view of the important place given to understanding the interpretations of the participants, it was clear that a more qualitative study was appropriate, which is explored in Chapter 2. In this way it would be possible to utilise personal construct psychology, among other approaches, since I felt that this was the most sensitive and sophisticated way of understanding the meanings that PE held for the participants, especially the pupils. An extensive amount of time had been expended in investigating other approaches prior to this decision, notably those associated with Slater's (1984) Grid Analysis Package (GAP), but repertory grid techniques arising from the seminal work of Kelly (1955) clearly emerged as the best approach (see Chapter 2). Their use in comparative research is particularly attractive since comparative study is inherently involved with comparison and contrast, a reflection on a larger scale of the sort of process associated with repertory grid techniques; Kelly's (1955, p. 61) definition of a construct being rooted in contrast since:

"In its minimum context is a way in which two elements are similar and contrast with a third."

As a result of these initial thoughts a case study of two schools was selected, since this would allow the sort of detailed investigation envisaged, which then had to be located within a framework which could accommodate the application of qualitative methods in a cross-cultural study. As was indicated earlier this thesis started life as research into pupils' interpretations of the PE curriculum, so development of the research model was "from inside to out" in many ways. The interpretations of the participants had to be central to the process, but the demands of comparative study had to be met, including those identified earlier, such as the socio-political context, the ideologies of PE, the nature and shape of change in the system, together with the local and national pattern of schooling. Furthermore, the intention was to inform practice in PE and so the elements to be investigated had to be seen to be built around the reality of PE as delivered to pupils in the two schools. Figure 2 represents the way in which this was conceived, and the sort of relationship envisaged between the various parts of the research. In a diagrammatic way it draws together the critical elements defining PE in any school, and surrounds them with the social forces typically impinging upon this pattern; ones that are considered to be important in this study and which are highlighted at various points later in the text.
Figure 2: Essential Elements of the Research

CROSS-CULTURAL COMPARISON

SOCIO-POLITICAL SYSTEM

EDUCATION SYSTEM

LEGISLATIVE REQUIREMENTS

RESISTANCE TO CHANGE

SPORT

FORCES FOR CHANGE

SCHOOL Traditions Mission Curriculum

TEACHERS Intentions Beliefs

PE

IDEOLOGIES Biologicist Pedagogolistic

PUPILS Interpretations Experiences Behaviour

SOCIETAL VALUES

PUBLIC OPINION

UNI-CULTURAL ANALYSIS
Having selected case study as an appropriate approach (see Chapter 2), it is worth pointing out at this stage that normal practice in such studies is to allocate a fictitious name to both schools, since this can help the reader identify with the particular school in question and establish a better feel for the circumstances. In this investigation this practice was not followed. It was felt that reference to the schools by nation would help to keep important contextual features in the readers' mind when considering more detailed aspects of the investigation.

The transfer of this thinking into an appropriate model for collating and comparing the data is the subject of Chapter 2, including the selection of schools and the methods adopted to collate and analyse contextual and personal data, and to effect meaningful comparisons. In spite of recent progress in comparative PE and sport, approaches within this more specific branch of comparative study were too limited for what was envisaged here, as has been indicated earlier. Consequently the framework for this research was taken from the mainstream of comparative education, which had clearly identified such studies to be an important part of the development of the field as a whole. An adaptation of Holmes' model (1965, 1981, 1991) appeared to offer the best possibilities for the development of the research, which was attempting to be sensitive to the untidy realities of life in PE. He it was who offered a vision of the future for comparative PE and sport at the World Congress of the International Society for Comparative Physical Education and Sport in 1990, and attendance at his comparative education seminars at London University confirmed the choice. In particular it was possible to put people, or part of his Mental States pattern, at the centre of the process and to overlay the broader issues around this.

Operationalising the model to collate the different levels of data should properly start with contextual information in order to locate more subtle aspects of the research in the socio-political and administrative influences which help to generate the experience of PE and its meanings for those involved. Chapters 3 and 4 outline the socio-political context for each country, together with the key features of education in general and PE in particular.

Much has been made of the importance of teachers' and pupils' interpretations of PE as a focal point in this comparative study, and these are addressed in the next three chapters. Chapter 5 examines the teachers' interpretations of PE, including their intentions and beliefs about the subject within the relevant legislative framework. Chapter 6 is concerned
with the English pupils' interpretations of PE and Chapter 7 with those of the German pupils.

Comparative reflections are the subject of Chapter 8. These reflections and subsequent conclusions (Chapter 9) were approached by analysing the points at which the systems touched, points at which they diverged, and the extent to which the participants might be saying similar or different things about the type of PE they experienced. The guiding principle was the potential for improving understanding of the effects of implementing PE curricula and, therefore, of making recommendations for improving practice.

Of particular interest to comparative researchers in PE are the relevant curricula for each country. The National Curriculum for PE in England is widely available and has not been included in this research. Moreover it is currently due to be reorganised with effect from September 1995, probably along modular lines. What has been included are key aspects of the curriculum developed in the English school and which the pupils will have experienced (see Appendix 10). The new PE curriculum for Brandenburg has not been widely available and was translated for the purposes of this research. It is included as a separate document for ease of access for interested readers, Volume 11, and is designated as Appendix 1.
# CHAPTER 2

**METHODOLOGY AND METHODS OF INVESTIGATION**

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Introduction

The methodology is defined as a "body of methods used in a particular branch of activity", whilst a method is viewed as a "special form of procedure" (Oxford Concise Dictionary). In this research, therefore, the main methodological issues which had to be addressed were associated with the conduct of cross-cultural research in PE and sport, traditionally based within the so called parent discipline of comparative education. Within this general theoretical framework specific methods of investigation were applied in the collection of comparative data and in the elicitation and portrayal of personal interpretations of the PE curriculum, especially those of the pupils since this was a central feature of the research. It is axiomatic that the two levels of operation should be epistemologically and methodologically complementary and great care was taken in this regard. The methodology evolved in this study is located within the general developments in comparative and international research outlined by Crossley and Broadfoot (1992), who proposed a broader relationship between the hitherto fairly discrete world of comparative education and social science in general, and this is explored below. The particular methods employed within this framework were contingent upon the research model adopted, and further care was taken to ensure that they reflected the general thrust of the research.

In the following sections the methodology is addressed first (2.1), followed by the particular methods applied within the general research framework (2.2), and then the issues associated with the conduct of the research (2.3).
2.1 Methodology

As was indicated above, comparative PE and sport have traditionally been located within the wider field of comparative education, but in reality have demonstrated only weak links with those working in that field and generally less forward thinking approaches to research. Within the main field, Crossley and Broadfoot (1992) underlined the increasing mutual interdependence of nations and the value of comparative study, but pointed to the marginal nature of many courses and much of the research. Furthermore, they claimed broad support for the development of better, more systematic frameworks and techniques for cross-cultural research. Within the more specific field of comparative PE and sport there has been a growing and vigorous debate on research methodology, but one that has been limited by several factors. Fundamentally there has been relatively little research of a truly comparative nature, much of the field having been devoted to what might more accurately be described as descriptive investigation, useful though that may be. The proceedings of past world congresses of the International Society for Comparative Physical Education and Sport reveal increasing attention on genuinely comparative work, although still less than 50% of the papers for the 1990 Congress could be said to apply comparative frameworks to particular issues in PE and sport. Moreover, a number of these presentations were essentially juxtaposed descriptions lacking the rigour of detailed comparative analysis leading to informed observation or policy predictions. Speaking of the papers at this conference, Holmes (1991, p. 21) pointed out the poorly developed relationship between comparative physical education and sport and the parent discipline of comparative education, and observed that:

"Too much attention has been paid to empirical methods with which comparative educationalists per se are very familiar, but there is little evidence that historical and other approaches which have been debated for more than 30 years have influenced comparative physical educationalists." (Page 19)...."What I miss in the abstracts I have read is an awareness on the part of their authors of the revolution which has taken place in the epistemological assumptions about the nature of scientific truth and the constituents of scientific method....One approach to comparative education research seems to have been adopted by comparative physical educationalists without regard to the dangers of doing so."

The field is by no means bereft of progress, though, and Pooley (1988) has referred to the variety of research methods available and increasingly used by researchers, although he
also emphasised the prior requirement of selecting appropriate topics for investigation. A further contribution to the burgeoning debate on methodology in the field of comparative physical education and sport can be seen in the current focus on triangulation, involving as it can both qualitative and quantitative approaches. Olafson (1991, p. 41) is but one researcher who has articulated the case:

"Comparative researchers should employ multiple dissimilar methods such as interviewing, participant observation, survey research, field experiments, etc. to test the consistency of the data and to facilitate the generalisability of the findings."

It was clear that research in comparative PE and sport was evolving, but the advances were limited as yet and quantitative techniques and descriptive approaches dominated most research frameworks. This is reflected in the models that have been proposed for comparative PE and sport, as outlined by Toohey et al (1981) and Bennett et al (1985), for example. Similar to earlier work by Morrison (1967), most emphasis is on the collection and classification of data as a basis for so-called area studies, with subsequent juxtaposition and comparison on the lines advocated by writers such as Bereday (1964). Whilst these have proved to be useful in a number of contexts and continue to be so (Speak, 1991, for example), they were inappropriate for this study. In view of these limitations, better opportunities appeared to be available in recent approaches in mainstream comparative education, and it was decided to build a framework derived from these more advanced models.

The present study then, is located within general trends in comparative research and, indeed, links well with some of the developments in mainstream PE research. With regard to the former, these trends reflect the increased use of research styles which combine appropriate paradigms, and which focus on cross-cultural studies that are sensitive to more subtle elements within the phenomenon under investigation. Moreover, Crossley and Broadfoot (1992) highlighted the tendency to unite the strengths of comparative education on the one hand, the process of analysing and comparing education in context, and international studies on the other, the study of various methods of international cooperation, understanding and exchange, including different kinds of intellectual, cultural and educational relationships between individuals and groups from different countries. This increased cohesion between these two fields has created greater diversity, which Altbach and Kelly (1986) regard as important, since it allows the application of more
qualitative approaches, phenomenological perspectives in particular, within an international framework. Furthermore, in raising comparative research to a greater level of integration with broader social science perspectives it provided a sound basis for the present study. With regard to the latter, this research sits well with a growing trend in PE research which has focused attention on the importance of acknowledging the wider social pressures impinging upon PE, as Kirk and Tinning (1990, p. 2), have pointed out:

"Our interests......must be focused on how these wider movements in society circumscribe and interfuse our work in school physical education. This means that we cannot go on blissfully measuring the happenings inside physical education classes, counting students' "motor-engaged" time or the amount of time teachers devote to managerial matters, without also taking account of the forces outside schools that are actively shaping the very substance of what we teach and, indeed, why we think such measurements might be important in the first place."

Within this context of social pressure, useful qualitative investigations of particular departments and staff and, increasingly, pupils can be found in studies such as Towers (1990) and Laws (1990).

In an operational sense the task was to assemble relevant contextual information which would inform analysis of teachers' and pupils' interpretations of PE. Consequently an adaptation of the sort of approach taken by researchers such as Broadfoot (1990) and Menlo and Poppleton (1990), which are methodologically compatible with the position advanced by Holmes (1991), appeared to be both fruitful and in tune with the intentions outlined above. To this end a suitable framework was devised around Holmes' (1965, 1981, 1991) approach to comparative research, since it recognises the importance of relationships between different aspects of a social system, utilises suitable categories of data within a proposed taxonomy, and facilitates the portrayal of internal and external aspects of a school. It is a dynamic model which emphasises the significance of social change in creating problems; asynchronous response to such change in different parts of the social system being the seats of tension. In this sense it was particularly relevant to the schools investigated here, since both were experiencing significant change of one type or another.

Within Holmes' model four major patterns are identified and the relationships within and between these patterns, particularly the existence of tension, are important features to
investigate, although the focus of any study determines which patterns are used and how. One of these patterns, the environment, was not particularly germane to this study, the others being normative, institutional and mental states. The normative pattern includes general notions about the type of person valued by a society, the political ideology which is promoted, and legislative requirements for various aspects of that society, including education. In short it represents "what ought to be the case" (1991, p. 22). The institutional pattern represents the way these essential beliefs or aims are operationalised. Economic, political, educational and religious institutions are all important, and at a lower level there will be specific institutions, actual schools for example, which function within this general pattern. Holmes final pattern, an important one for this research, was based on his conviction that:

"......the deeply held beliefs or mental states of individuals influenced the successful implementation of policy.....My view is that they cannot be derived from attitude tests which reveal normative beliefs......Mental states, however, motivate behaviour and must therefore be known if new aims are to be achieved." (page 22)

People were of central importance in this study, and so the model was considered to be particularly appropriate, since this aspect could be emphasised.

As a result of these deliberations, the final model adopted for the analysis of each system with a view to comparison is represented in Figure 3.

In essence the core of the research, namely the interpretations of the participants and a critical element in the mental states pattern, were overlaid with normative and institutional patterns which were used, therefore, to contextualise the reality of life in schools. In figure 3 the areas concerned with people and the school are contained within an irregular frame to represent pictorially the possibility, frequently the likelihood, of local efforts and wishes to develop in directions other than those determined by the system, perhaps as a result of resistance to change or of factors associated with local initiatives and circumstances. A similar approach in each country was adopted to the collation of information within each of the patterns, so that meaningful comparisons could be made and proposals for improving professional practice formulated.
Figure 3: Diagrammatic Representation of Research in Each School

NATURE OF SOCIETY
Politics Economy Culture Religion
(chapters 3 & 4)

INSTITUTIONAL PATTERN
(chapters 3 & 4)

SCHOOL
Type
Curriculum

PEOPLE
Ethos
Teachers (ch. 5)
Pupils (ch. 6 & 7)

MENTAL STATES
Facilities

Organisation

EDUCATIONAL PROVISION
NORMATIVE PATTERN

EDUCATION

EDUCATION

EDUCATION

EDUCATION

EDUCATION
Of central importance here are issues of validity, and these arise at several inter-related levels. In a general sense Vertinsky (1991) expressed concern over the dangers of culturally bound research designs which may well transpose poorly into different societal contexts. She made a number of important points concerning validity in cross-cultural research, indicating the importance of defining relevant phenomena accurately and more sensitively than using simplistic national observations, seeking interdisciplinary approaches to the research and using multi-national research teams where possible. It must be said, however, that this particular aspect of the debate in comparative PE has probably entertained rather restricted notions of validity, relating as it frequently does to prescriptive research. Sparkes (1992a), writing in another context, may well have captured the key issues apposite to this investigation. His general view that validity should be seen as different sets of meanings which vary with research based on different conceptual frameworks is both more realistic and more useful, particularly if we accept that "all of us make sense of the world through particular sets of paradigmatic lenses." (page 30) Sparkes suggested that the way in which researchers perceive the phenomenon under investigation guides the mode and style of the enquiry and the way in which validity is conceived. Furthermore, he emphasised Kuhn's (1970) position that each paradigm embodies its own "disciplinary matrix" encompassing beliefs, assumptions and methodologies.

Subsumed within these general issues are those related to exploring the interpretations of the participants, particularly the pupils. It was clear that an approach which would realise a good level of qualitative information at the heart of the model was most appropriate to facilitate a reasonable analysis of this personal world with a view to comparison. More quantitative approaches are founded on the generation of so called objective data, which Pope and Denicolo (1986) summarise as exhibiting tradition, tabulation and tidiness, and as adopting a more mechanistic model of the person. More qualitative approaches on the other hand, they argued, take a different perspective of the person, who is viewed as an active exploring entity, the "person as scientist" (page 164). Very different styles of research are likely to arise from these approaches in social science, with increased emphasis in recent years on more qualitative approaches.

Brenner (1985, pp. 147/148) amongst others (Burgess, 1985, for example) criticised quantitative approaches in social science on the following grounds:
"...while engaged in apparently rigorous scientific activity, social scientists have successfully failed to accomplish the ultimate goal of research-valid knowledge....More importantly, and in addition to the issue of invalidity, social scientists have tended to bend, re-shape and distort the empirical social world to fit the model they use to investigate it. Wherever possible, social reality is ignored....."

However, it must be acknowledged that a sensible balance of research methodologies can be useful and can bring different, complementary dimensions to a study. Similar to the line adopted by Pope and Denicolo (1986), Davies et al (1985, p. 290) pointed out that:

"Our 'arguments' in these areas should not be about 'all or nothing' issues (for example, to measure or not, to observe or not) but rather about how much, when."

The decision to pursue a more qualitative line was based on the nature of the research and the most appropriate data to be collected. Indeed, within school based research in PE in general a similar pattern has gradually emerged and greater emphasis continues to be placed on qualitative approaches, as exemplified in the growing number of ethnographic approaches evident in the literature (see Laws, 1991; Evans and Clarke, 1988; George and Kirk, 1988, for example). Qualitative methods are generally regarded as more sensitive, they have been closely associated with the recognition that contextual factors and the respective standpoints of the participants are crucial in understanding the educational process, and that these can best be uncovered in more humanistic approaches. With regard to the value of qualitative research in PE it is useful to acknowledge Evans and Penney's (1992) reference to the work of Finch (1988), which indicates that qualitative approaches can make a strong contribution in at least four ways. Firstly through providing "thick descriptions" of contexts and behaviour, secondly by working in and retaining relatively natural settings, thirdly by reflecting a sense of wholeness in particular situations, and finally by facilitating a study of processes over time as opposed to more limited cross-sectional analyses. It is interesting that they also note the capacity of such approaches to reveal unintended consequences, a cornerstone of Popper's (1963) concept of an "open society" and itself central to Holmes' problem approach in comparative education.

Nevertheless, the issue of what does constitute research valid knowledge is one that had to be acknowledged. In line with Sparkes' views, Maxwell (1992) has provided a useful analysis of validity in qualitative research. He cites Brinberg and McGrath (1985) in
claiming a consensus on determining validity in such contexts:

"Validity is not a commodity that can be purchased with techniques...Rather, validity is like integrity, character, and quality, to be assessed relative to purpose and circumstances." (page 280/281)

More precisely he identified categories of validity relevant to such research, pointing out that any circumstance may, of course, fall into one or several categories at the same time. The categories are named as: descriptive validity, interpretive validity, theoretical validity, generalisability and evaluative validity.

Descriptive validity is concerned with the factual accuracy of the account, but is unlikely to be independent of a guiding theory. Recordings of interviews, field notes and various verification techniques are standard procedure in this category, and these were followed in this research.

Interpretive validity concerns the meanings which the focus of the research have for the participants. In this case it is the central focus of the research and the techniques involved were structured to ensure as realistic a reflection as possible of the research phenomena as comprehended by participants in their respective situations.

Theoretical validity, it is claimed:

"refers to an account's validity as a theory of some phenomenon...is concerned with...the legitimacy of the application of a given concept or theory to established facts, or indeed whether any agreement can be reached about what the facts are." (page 291/292)

These three categories are recognised as those most frequently used in qualitative research and it was felt that the procedures established for this investigation were appropriate to meet the issues they generate. The methods outlined below were relevant to the purpose and circumstances in which they were applied, and met what Woolcott (1990) regarded as a more fundamental requirement of research, namely to understand the situation under investigation. It is important to acknowledge that such methods are not a "free for all" and Burgess (1985, p. 9) pointed out that qualitative research:
"...is not based upon a fixed set of rigid procedures, but nevertheless the researcher does need to develop a set of strategies and tactics in order to organise, manage and evaluate."

The careful selection of such strategies and tactics was a key consideration of the research, as outlined later.

I felt that the narrower and deeper focus selected for this research was best facilitated through a case study of two schools, and Hakim (1987, p. 61) has described the case study as "the social research equivalent of the spotlight or the microscope." The limitations and advantages of this approach have been well rehearsed elsewhere (see Burgess, 1985, for example) and the arguments are not revisited again here, suffice it to say that it offered an opportunity to explore in detail a particular set of circumstances with the sort of sensitive and subtlety that have been increasingly the hallmark of research in the comparative field. It was not intended that the schools should represent each nation or cultural system, but that they should portray a good example of PE from within their respective systems, and upon which reasonable assumptions could be made. Indeed it is one of the major claims for case studies that to understand one circumstance well is to be able to abstract to broader circumstances.

Within each school the number of pupils and teachers to be involved was dependent on the approach to be adopted. The logic of the arguments advanced so far and, as indicated in the Introduction, extensive experience over a number of years of trying to find the best way to enter the private PE world of pupils, had confirmed that an approach rooted in personal construct psychology and based on repertory grid techniques, supplemented by additional information, was the best option. In view of all the issues associated with these techniques, which are detailed later, it was sensible to focus on one class in each school. To have used a broader range of pupils from different years and, just as significantly, different social groupings would have been to abuse the central approach selected. It has been indicated already that middle adolescence is a critical period for pupils' interpretations of PE, and this guided the decision to select the particular class in question. Moreover, notwithstanding the important methodological issues involved, it was also fairly clear that access to the German school was not going to be extensive or easy, and it was better to contain the investigation within the confines of one group.
Since it was likely, and indeed proved to be the case, that the classes would have experience of most of the teachers, and since it seemed sensible to try and grasp the philosophy of the departments concerned, if there was one, as well as of individual teachers, it was decided to try and involve all the teachers in the research but with a different approach to that adopted for the pupils; this is detailed below.

The methodology adopted here was rooted in accepted practice in the main fields, merged epistemologically complementary methods in a way that was in tune with major developments in comparative research, and was considered to have met the necessary requirements on validity, the precise details of which are spelled out later.
2.2 Methods of Investigation

The methodology has outlined the various layers conceptualised in the research. In order to assemble and analyse the relevant data appropriate methods were applied within each layer. The method of collecting the comparative data is discussed first (2.2.1), followed by those employed to elude pupils' and teachers' interpretations of PE (2.2.2).

2.2.1 Comparative Data

The general comparative methodology outlined above was operationalised through two levels of analysis, external to the schools and within schools, which were developed in a sequential fashion as follows, in line with the ideas advocated by Holmes (1991):

(i) The first task was to establish the nature of the societies, with regard to political, economic and social factors. Major social trends and the way they have interfaced with recent changes in political emphasis were regarded as particularly significant. Critical aspects of that change and points of tension associated with these developments were highlighted in view of the importance of understanding relationships between different parts of the system.

(ii) The ramifications of the influences in (i) are seen in the normative pattern established for education and PE. The statutory requirements for the provision for education arising from the societies' aims and objectives for their education system are important. No less so are the arrangements for the curricula to be delivered in schools and these are addressed, which in both cases involved the implementation of new curricula based on revised aims and objectives arising from socio-political changes.

(iii) The institutional pattern which emerges from (i) and (ii) develops through several levels from national structures through to the local provision of particular types of schools. The subsequent administration and resourcing of these schools provides another layer of contextual information, with specific attention paid to the two schools in question. Local peculiarities are inevitable even in highly centralised systems and these were addressed through analysis of the particular schools in question.
(iv) The organisation, administration and resourcing of PE within any particular school is an inevitable consequence arising from the overall pattern for the school in general, including the beliefs of the senior management. Central to understanding PE is the nature of the curriculum itself, and the guidelines/requirements for each school were analysed in terms of rationale, content and implementation. As far as was possible, an attempt was made to ascertain the place of PE within the whole school curriculum, and to determine the specific curricula delivered in PE in relation to that which was formally required, and the extent to which the two might match.

It is once one gets to the implementation of particular curricula and objectives within individual schools, however, that it is necessary to get inside the operation of the curriculum by exploring into the mental states pattern upon which any system ultimately rests. These are an inherent part of the overall comparative methodology, but in view of their importance to the research and the effort devoted to developing suitable procedures, they are considered separately as follows.

2.2.2 The People: Pupils' and Teachers' Interpretations of PE

The way that people interpret the world around them is intrinsically linked to the meanings that events, other people and particular phenomena hold for them. What PE meant to the teachers and pupils in these schools was of special interest in this research, and it was decided that an approach which allowed these meanings to be educed in several different ways would be the most fruitful in establishing their overall interpretations of the subject. In general terms these were developed in recognition of the need to respond to several critical requirements:

(i) the techniques and instruments used should be suitable for cross-cultural comparison;

(ii) they should be sensitive to a range of possible differences in individual and group interpretations of the subject;

(iii) they should uncover the personal meaning that the subject has for pupils and teachers;
(iv) those for pupils should be suitable for use with adolescents of mixed abilities in the broadest sense.

With these requirements in mind the sections below address the issues associated with the investigation of pupils' interpretations first (2.2.2.1), followed by those for teachers (2.2.2.2), and finally those associated with class observations (2.2.2.3).

2.2.2.1 Pupils' Interpretations

1. **Personal Construct Psychology and Grid Conversations**

The central approach to the portrayal and analysis of pupils' interpretations of PE represented a new approach in comparative research in PE and sport since, as a result of the conceptual and methodological issues raised so far, it was clear that existing comparative work on pupils' views of PE and sport would not easily fit the parameters of the research envisaged. Most studies conducted at national and international level have utilised attitudinal approaches, although even here Blair et al (1992, p. 5) pointed out:

"With the exception of a few investigations, there is limited exploration of comparative sport differences in the social psychological realm of attitude."

Some studies have been conducted in PE and sport utilising such instruments (Kenyon, 1970; Grobe and Thompson, 1991; Blair et al, 1992, for example), but the validity of these techniques in cross-cultural research has been questioned already. There are problems in relation both to item content and interpretation of subject matter.

In view of the methodological issues raised above, this part of the research is clearly located in more qualitative approaches and in particular within what Pope and Keen (1981, p. 23) have referred to as the "perspective of the personal", one of the major trends in modes of educational enquiry in the last decade or so. In such a paradigm the intentions and interpretations of individuals and groups in any situation become critical to the analysis of the context. Only then, it is argued, can any process, set of circumstances or behaviour be fully understood.

The method of uncovering and representing these interpretations is rooted in personal construct psychology, based on the seminal work of Kelly (1955). There has been a
growing interest in the applicability of Kelly's work to educational research in general, although very little use appears to have been made of this approach in PE and sport. Studies such as Thorne (1988), Feixas et al (1989) and Balsdon and Clift (1992) are among the few pieces of research to adopt this approach in PE and sport; in the cross-cultural study of PE and sport this would appear to be virgin territory. However, repertory grid techniques are particularly well suited to cross-cultural research being content free and process oriented, and so a methodology would be transferred across cultures rather than a specific instrument such as a questionnaire, with all the validation issues these involve in such circumstances.

Kelly's theoretical stance equates well with those positions advocated by Popper (1963) and Kuhn (1970), both utilised by Holmes (1965), which embody the essential notion that facts and theories are true only in as much as they have resisted falsification. Science and knowledge are seen to evolve through a series of "conjectures and refutations" which should reshape the underlying paradigms and theories themselves. Humankind in this scenario is viewed in its scientist like aspects, endeavouring to predict and control events by testing and reforming personal theories in the light of evolving circumstances. In so doing we demonstrate our capacity to form a representation of the environment and then to place "alternative constructions" upon it. In this way people evolve their own sense of reality through sets of constructions of the world which are retained or discarded as they allow them to anticipate events successfully or otherwise. Without ignoring the relevance of early experiences or environmental influences, Kelly thus emphasises this constantly evolving representational map of the world which people create, and which guides their behaviour as they anticipate events and the likely consequences of their actions. As Bannister and Fransella (1980, p. 43) pointed out:

"....we cannot apprehend reality directly. We can only construe and interpret it, usefully or uselessly, inventively or routinely, humorously or soberly."

Essentially it promotes the notion of individuals as scientists, seeking to observe, interpret, predict and control behaviour in the face of a nexus of social and environmental contexts:
"Man looks at his world through transparent patterns or templates which he creates and then attempts to fit over the realities of which the world is composed. The fit is not always very good. Yet without such patterns the world appears to be such an undifferentiated homogeneity that man is unable to make any sense out of it. Even a poor fit is more helpful to him than nothing at all. Let us give the name constructs to these patterns that are tentatively tried on for size." (Kelly, 1963, p. 9)

These patterns which Kelly refers to as constructs enable us to achieve what Connolly and Bruner (1974) might refer to as competence, namely our ability to respond effectively to, and have an effect on, the world in which we live. It is a dynamic view of humankind in which there is a constant search to improve personal constructs by developing the repertory, making adjustments to existing patterns and subsuming these within superordinate structures as necessary. The significance of events, then, lies in the way that individuals and groups construe them and the meanings they attach to such events. As Thomas and Harri-Augstein (1985, p. xxviii) pointed out:

"It is the meaning attributed to each event, not the event itself, which influences a person's reaction to it. It is the personal meaning which becomes the personal cause."

Kelly's theoretical position then, is underpinned by the concept of "Constructive Alternativism" which is summarised as follows:

"We assume that all of our present interpretations of the universe are subject to revision or replacement. This is a basic statement which has a bearing upon almost everything that we shall have to say later. We take the stand that there are always some alternative constructions available to choose among in dealing with the world. No one needs to paint himself into a corner; no one needs to be completely hemmed in by circumstances; no one needs to be the victim of his biography. We call this philosophical position constructive alternativism." (1963, p. 15)

In general terms it is a stance which appears to find support in views on the social construction of reality, pioneered by researchers such as Berger and Luckman (1967), and in the writings of Goffman (1956, 1961) which focus on the presentation of "self" in different social contexts.
It was clear that the theoretical position adopted by Kelly was well suited to the purposes of this study, and equated well to that advocated by Holmes (see Holmes, 1991). It allowed exploration of the personal construct systems of the pupils as they related to PE. The theory itself is explicated in a fundamental postulate and 11 corollaries; the fundamental postulate states that:

"A person's processes are psychologically channelised by the ways in which he anticipates events." (1963, p. 46)

This basic assumption, incorporating the notion of individual constructs, provides an overall statement of what has come to be called personal construct psychology. The emphasis on processes represents the evolving nature of the person, the fact that they are channelized indicates a network of organisational pathways and the focus on anticipation links with the dynamic nature of prediction and motivation implied in "Constructive Alternativism". The corollaries have been summarised from Kelly (1963) and are included in Appendix 3, although several are of particular importance for this study and are highlighted as follows, using Kelly's original numbering:

1. "Construction Corollary: A person anticipates events by construing their replications" (page 50)

Construing involves an interpretation of features from a series of elements in terms of similarity and contrast. Constructs are thus erected as bi-polar in nature thereby allowing a logical system of differentiation. Once we recognise recurrent themes it is possible to predict them in terms of their "replicative aspects" and so to anticipate events.

10. "Commonality Corollary: To the extent that one person employs a construction system which is similar to that employed by another, his psychological processes are similar to those of the other person." (page 90)

This is an implicit ramification of the fundamental postulate and allows for the fact that two or more people can construe events in a similar fashion. Clearly this is important to the present study. Salmon and Claire (1984) recognised the possibility of applying personal construct theory in group situations and found a good level of commonality in the groups of pupils they studied.
11. "Sociality Corollary": To the extent that one person construes the construction processes of another, he may play a role in a social process involving the other person."

(page 95)

Common or similar cultural backgrounds may give rise to similar behaviour patterns, but in order for meaningful social interaction there must be some mutual acceptance of the other’s outlook. The emphasis here is on interpersonal understanding and in the present research context this supports the existence of group or class interpretations, particularly where there is extensive and continuous interaction on a daily basis.

In this study it is not appropriate to give an extensive elaboration of Kelly's complete theory and its implications for research, indeed life itself. Essentially the concern is to uncover the constructs relevant to a particular set of elements, in this case PE and subjects in the curriculum. In its simplest sense a construct is bi-polar in nature and is a way in which two elements are similar and contrast with a third. As indicated earlier, in this way the approach complements the overall thrust of the research which is comparative and, therefore, a process of comparison and contrast.

To operationalise this process Kelly developed the role construct repertory test, originally as an aid to investigating relationships between patients and, typically, their families or friends. From these rather limited beginnings has emerged what is known as repertory grid (Rep Grid) technique. It has no pure form, being rather a flexible method of, as Pope and Keen (1981, p.37) put it:

"entering the phenomenological world of an individual by exploring the nature and inter-relationships between various elements and constructs elicited by the method."

Many forms of grid have developed over the years and its use has embraced clinical, educational and industrial settings involving individuals and groups. Originally intended as a technique for individual purposes it is now accepted as a suitable methodology for working with groups, where it is reasonable to assume, or we can demonstrate, a common culture across the group on the issue in question. Salmon and Claire (1984) have shown how well this technique can work in school settings and the legitimacy of the methodology in this respect. Thomas and Harri-Augstein (1985) and Pope and Keen (1981) demonstrated a number of uses of grid techniques in group settings, while Shaw and Gaines (1989) have used grids to compare conceptual structures shared by groups, and
Burke et al (1992) employed a succession of mode grids in a transitional context. Its great advantage in comparative investigations, as was mentioned earlier, is that only a methodology is transferred across cultures, although comparison is possible through the negotiation or selection of similar elements to be construed, in this case lessons at school.

It is relevant at this point to refer to the alternatives considered and rejected over a period of several years prior to the adoption of this particular methodology. Considerable time was devoted to exploring the possibilities within Slater's GAP (1984). Rooted in the theoretical explication of Slater (1977, and supplemented with personal conversations), it is claimed that grids need not be tied to the theory which gave rise to them and that once formed can be treated simply as mathematical data. GAP is based on principal component analysis and allows straightforward projections into statistical calculations for within and between group differences. The representation of the real and untidy world in such a sanitary fashion, however, was a source of unease. Thomas and Harri-Augstein (1985) detailed major drawbacks with this approach, including difficulties associated with transforming data into a form that is unrecognisable to the subjects and thus renders them inexpert during the discussion of results; difficulties associated with the statistical use of personal ratings of constructs or elements as if they possessed full ratio properties, and the temptation to give verbal labels to the principal components, thereby involving a third party directly in the construing processes of the client. Further discussion and reflection become very difficult, therefore, and the ultimate test of such techniques, namely whether the final data truly represent what the individual believes, is almost impossible to achieve in any meaningful way. Other possibilities which were explored for the purposes of this study included a number of variants of sorting procedures (see Canter, Brown and Groat, 1985, for example) in which our well-developed ability for sorting information can be used to uncover conceptual systems.

Hence, a number of options were considered and preliminary investigations conducted, including discussions with experts in the field, before choosing repertory grid techniques, often referred to as grid conversations (see Taylor and Harri-Augstein, 1985), signifying the processual and interactive nature of this approach.

In developing the particular approach used here, attention was paid to the considerations identified by Pope and Keen (1981), all of which affect the format and procedure of grid elicitation and use. These considerations have been used as a basis for outlining the
process followed in this research to develop the means of uncovering pupils' constructions of PE.

(i) **Purpose**

This includes the topic of the grid and the use to be made of the information, both of which will affect the way elements are chosen and the process of eliciting constructs. The purpose was to uncover pupils constructions of PE as an important part of their interpretations of the subject. These were to be used for a comparative study involving a school in another culture, all of which was clearly understood by the pupils and staff. The constructions of the class as a whole, as well as of individual pupils was important and so it was necessary to generate a consensus grid common to all pupils, so that relationships within the class could be explored, and one class compared to another.

(ii) **Choice of Elements and Constructs**

There were a number of ways in which repertory grid techniques could have been used to see how pupils construed PE, but in view of the nature of this study it was appropriate to provide the elements. Initially the elements chosen were aspects of the PE curriculum, soccer for example, but this revealed a very limited part of the personal world of the pupils and did not allow an insightful picture of what PE meant to them, it was too concrete. It was decided to explore PE in relation to the rest of the curriculum, which proved to be much more fruitful. The choice of subjects studied at school were to be the elements, therefore, which was uncontroversial, clearly understood by all pupils and capable of being construed by them. In view of the nature and purposes of the research a common grid was to be completed by pupils with the elements and constructs supplied. It was vital to undertake sufficient groundwork, therefore, to ensure that the constructs were representative of the group as a whole, and that both elements and constructs were accessible to all those involved. The elicitation procedures took account of this and are described in detail below. The use of what could be said to be a more standardised approach with groups is relatively recent, but has been used increasingly in grid research (see Salmon and Claire, 1984 and Feixas et al, 1989).

Pope and Keen suggest that between eight and fifteen elements provide a reasonable spread to allow the elicitation of a suitable grid and all should fall within what Kelly
(1963) called the "range of convenience" of the constructs involved. It was pure coincidence, perhaps the researcher's good fortune, that each class had thirteen elements (subjects) to consider. Actually the German pupils would have had fourteen except that staff shortages had curtailed one of the language courses, and by general agreement it was dropped from the analysis.

The number of constructs used should reflect the relevant part of each individual's construct system that is applicable to the elements involved, should cover the range of constructs which are felt to be relevant to the topic, and should not be so extensive as to be exhausting to the people concerned or to render computation of responses unnecessarily difficult. This was addressed in the elicitation.

(iii) Scaling

The original form of grid involved a simple dichotomous response of √ or X. Since then many studies have included the use of rating or ranking scales. Rating scales of 1-5 or 1-7 have proved to be most popular and less tedious for respondents, although the nature of the population in any particular study is of critical importance. Pope and Keen suggest that unless there are good reasons not to do so, where anxious, intellectually unsophisticated or very young subjects are involved for example, a 5 point rating scale offers the best possibilities. This scale was adopted as relevant for the population involved here and proved to be well within their capabilities.

(iv) Elicitation Procedure

Preparation is an important part of elicitation and preliminary visits were undertaken to establish a good rapport with teachers and pupils, and to ensure that they understood the purpose of the research and the wider context and importance of what they were contributing to. In the interests of consistency, guidelines for introducing the grid conversations and, since the whole class were to complete a common grid, for discussing it with the class as a whole were prepared (see Appendix 4). Hence, pupils understood the nature of the information to be collected, the use to which it would be put and the safeguards being offered, namely confidentiality if chosen, the power to end a session whenever they wished, or not to be involved at all. The results of this preparation were that pupils appeared to be relaxed and willing to help, none refused involvement and
conversations lasted from forty five minutes to one hour without difficulty or stress to the pupils. Class sessions to rate the final grids lasted approximately the same time and seemed to be within the scope of the pupils. Indeed, they appeared to appreciate being given the opportunity to present their views and discuss them; a novel experience for most pupils. They were offered the opportunity to use pseudonyms on their grids, and some of the German pupils took advantage of this, but most were happy to reveal their name and most of the Germans who did not do so initially, subsequently pointed out who they were so that they could be involved fully in the discussion and feedback sessions.

Grid conversations require a familiarity with language that can encompass very subtle nuances and interpretations of meaning. The demands exceed even skilful translation and it was decided, therefore, to use a native German speaker to lead the conversations in that school. Following discussions with a colleague from the Free University of Berlin, a research assistant was assigned to help with this part of the research. She was not only a physical educationalist actively involved in research of a similar kind, but had spent several years as a language assistant in England and was virtually bi-lingual. I trained the research assistant in grid techniques and was present for four of the five grid conversations, as well as the class session to complete the grids, not to mention an impromptu class forum on the research when plans for another lesson went awry. It was felt that this offered sufficient involvement to ensure consistency and, despite concern over interfering with the essential rapport of a grid conversation, a good atmosphere was generated in all the conversations. Indeed, the pupils almost appeared to be flowering as individuals by the minute as their new found freedom was exploited, and they seemed to enjoy the possibility of interchange with myself. By the time the conversations took place I was becoming well known and pupils appeared to enjoy involving me in the discussions, often staying on afterwards to ask questions about England.

The actual process of elicitation can take a number of forms and Appendix 5 contains a flow diagram of the general principles. Adaptations were made to this procedure only in as far as it served the purposes of this study, where the elements were pre-selected and the grid was to be agreed and completed by the whole group. Epting et al (1993) examined a number of techniques of construct elicitation including triadic, monadic and dyadic approaches, as well as ordinal elicitation procedure and self-characterisation. After experimenting with a number of approaches to elicitation using single pupils or groups of two/three at a time and construing dyads or triads of lessons, it was decided to keep to the
original "triadic method", since this offered the most fruitful results and pupils found it easiest to work with. This approach most closely adheres to Kelly's theory on the essential nature of constructs themselves as ways in which two elements might be similar or different from a third.

The process of these grid conversations was then generally as outlined in Appendix 5 and as practised in specialist workshops and preparatory sessions beforehand. The number of constructs to be elicited and then supplied to the class was open to negotiation, as it usually is in such research. Pope and Keen (1981, p. 45) pointed out that:

"One is not aiming to encapsulate the whole of an individual's construct system but that part of it which is relevant to the defined purpose."

They further suggested some limits to construct elicitation which should consider such things as:

(a) they should cover the range of the elements under consideration;

(b) elicitation can be very tiring and a session should not continue too long:

(c) there may well be a limited amount of time available - this is particularly the case when dealing with schools;

(d) too extensive a list of constructs may well cause difficulties with computer analysis, although this is less relevant now

These considerations played an important role in the elicitation of constructs, particularly since pupils were involved. It is usual for grid conversations to be conducted on an individual basis, but it was felt that if pupils wished to come in pairs or threes, this was acceptable, and a number of the German pupils chose to work in this way. In the event 11 constructs were uncovered and used for the English pupils, and 12 for the Germans.

When conducting grid conversations there are a number of issues which are shared with interview techniques in general, which Brenner (1985) suggested are a means of developing a perception of something between two people. This is not the place for a full
explication of all the techniques involved, which would take considerable space in itself. However, it must be acknowledged that considerable attention was paid both to interviewing procedure in general and the more specific requirements of conducting grid conversations. Concerning the former, Brenner (1985, p. 151) pointed out two main requirements:

"...it must not bias the accounting process, and it must ensure a socially effective interaction that helps the informant to report adequately, that is, within the frame of reference within which the...interviewing is conducted."

To this end the two main requirements of maintenance of a neutral stance on the part of the interviewer and the use of non-directive questioning were considered as important and were acknowledged in this investigation. Indeed time was devoted to developing such skills with pupils from another class, and the German assistant did likewise in one of her local schools. In fact there proved to be reasonable overlap with the sort of constructs which emerged from the different class groups. In this way it was possible also to develop the special technical and ethical requirements involved in working with children. Rich (1968) pointed out that a child will communicate only if, on balance, it is worth while to do so. Simons (1976) indicated the confounding effect of acquiescence to school values and perceived interests of the interviewer, difficulties associated with keeping to the point and the need for the interviewer to be dissociated from the school context.

Conducting grid conversations also involves a range of specific skills, and extensive practice was undertaken to develop these further. In this way it became possible to embrace such concepts as laddering and splitting constructs. Laddering up involves asking which pole of a construct is important and why?, thereby helping to uncover core constructs. Laddering down helps to develop more specific constructs by asking questions associated with what? or how?. Splitting constructs helps to clarify situations where several constructs appear to have been conflated.

With regard to the actual conversations, great attention was paid to the importance of introductory procedures, which Epting et al (1993) pointed out can enrich and expand the elicitation process. Pupils were helped to focus on the process by starting with a casual conversation, followed by selection of cards bearing the names of their school subjects from a prepared pile of all possible subjects. This took a short while and enabled further conversation about the selection, the school, and what was, or was not, taught.
Each conversation followed a similar pattern. The cards were presented to pupils three at a time and they were asked to consider ways in which two might be similar or different from the third. Since the main focus of attention was PE, this card was included in every triad with the other two cards changing each time. Pupils were offered the chance to select their own pairs of cards to go with PE, but were quite happy addressing those that came up naturally. Pupils working as a group discussed each pole and resolved their thoughts with prompting from the researcher, either directly or through laddering. Once the emergent and contrasting pole had been uncovered, boring...fun for example, this was recorded on the grid sheet, which had been designed with large number indicators of 1 and 5 on each side, to help pupils focus on an appropriate point of the rating scale when this part of the process arrived. After two or three constructs had been identified they were laddered before moving on. The constructs were not rated at this point, in view of the need to generate a consensus grid. The process continued until the pupils kept repeating themselves or became fed up, or both, although most managed an hour and appeared to enjoy doing it. Such grid conversations allow a good exploration of pupils' construct systems through uncovering the poles of each construct, and then being able to discuss whether they are what the individual intended and if they reflect accurately the original meaning ascribed to them.

Working with a class to develop a consensus grid meant that additional issues had to be addressed, otherwise the grid might not have been meaningful to all members, possibly leading to partial completion of the grids and insufficient contrast and range in responses. After experimentation with pupils and discussion with researchers experienced in such approaches, it was decided to adopt a two stage process, which was pioneered in the English school. Initially, four pupils were engaged in individual grid conversations, as well as one group of two pupils and one of three, to explore the range of constructs applicable to the elements involved. All the groups were single sex, by pupil choice, which is of interest later on. Once this had taken place a common grid was drawn up to reflect these conversations and the pupils involved thus far completed the grid. After analysing the responses through RepGrid 2, as explained later, and reflecting on the nature of the constructs, it was apparent that further discussion was necessary since several seemed to be overlapping to an unacceptable extent. The pupils were visited again and the pattern of constructs clarified with particular reference to a cluster of four which lacked clarity for researcher and pupils alike. The grid was then scrutinised and a number of the poles reversed to avoid having what might appear to be either negative or positive poles all
appearing on the same side and giving a seemingly loaded pattern. The reversing of poles is quite acceptable practice (see Thomas and Harri-Augstein, 1985), indeed it happens within the processing of grids anyway. The grid was then discussed with the whole class to see if it did actually reflect the range of constructs which these pupils applied to PE in relation to other subjects in the school curriculum.

Once this had been completed the grid was offered to the whole class for completion and subsequent analysis. At the same time it was decided that pupils should be asked to rank what they considered to be the six most important constructs, which would give an extra dimension to the analysis. The final version of the grid can be seen in Figure 5 (page 149) showing the ratings given by this pupil, and the rankings on the side of the sheet.

A similar process was followed in the German school, except that pupils mainly preferred to come in twos and threes for the initial conversations. Two groups of three pupils, one of two and one individual pupil were involved, and all groups were single sex by pupil choice. A copy of the grid developed in the German school can be seen in Figure 23 (page 197). Moreover, the pupils preferred to rank the five, rather than six, most important constructs, because they felt happier to do so, possible since this equated to the rating scale used in the grid itself.

(v) Method of Analysis

There are now a number of computer-based grid analysis packages available to researchers, and an excellent summary of these has been provided by Sewell et al (1992). Of the options available RepGrid 2 was selected as the most appropriate for this study. It is a sophisticated but user friendly package which provided the type of analysis required for this project (see Shaw, 1989).

Three main steps were involved in the analysis of grids and these are the basis for the discussion in Chapters 6 and 7.

(a) Firstly initial scrutiny of the grids was undertaken to see which constructs were ranked highest on average, and what the mean class rating was on each of the constructs. These average figures were viewed as descriptive statistics only and simply used to help identify likely patterns within the class and to get a feel for the data.
(b) Secondly all the grids were focused using RepGrid 2. Focusing is based upon an analysis of similarities between elements and between constructs in a grid, in order to reorganise the display to highlight particular patterns which may be contained within an individual's responses (see Thomas and Harri-Augstein, 1985, for a full explanation of the nature of the process). For clarity of presentation and discussion, a graphical output was selected (see Figure 7, page 162, for example). The patterns this process reveals in each individual's grid form a central part of the analysis and discussion of pupils' constructions of PE.

Focused grids have four main avenues for interpretation. At the top/bottom of the grid are the subjects (elements), numbered identically in each grid, with groupings identified by the "trees". Small groups of subjects may well link strongly at 90% level or higher; these groups may then combine with other groups, often at the 80% level or higher and still, therefore, quite strongly. Weaker links then emerge, perhaps going down to 60% or lower. These trees are useful in locating PE within various subject groupings in the curriculum. A similar process encompasses the constructs at the side of the grid, also numbered identically in each grid. These relationships are useful in identifying patterns of construction among the pupils. Of critical importance is the vertical line of ratings for PE. These indicate a pupil's inclination to one pole of a construct or the other, and allow reference back to the original grid. Finally, the pattern of shading helps to indicate where subjects have grouped together on particular constructs. In addition it is the first stage in allowing the user to call up other grids for multiple analysis in the Socio option of Rep Grid 2.

(c) Thirdly then, the Socio option compares grids having elements, constructs, or both in common and, like a socio-net, shows up which pupils' grids link up in terms of construct ratings. Socio compares every construct in each grid with its like in the other grids, and when 50% of the constructs in two or more of the grids match, at or above the level of match specified by the researcher at the start of the search, these are produced in diagrammatic form, such as that shown in Figure 6 (page 160). Starting with high requirements for levels of match, for example where at least 50% of constructs matched at 85% or better, the demand was reduced successively by 0.5 % at a time, less where appropriate, to see which pupils' grids were the first to link up, which pupils' grids showed them to be a central figure in the pattern for the group, and when the various pupils could
be said to have checked in, meaning that the specified level of match had reached a point where their grid could be linked up.

I had hoped to persuade the package directors to produce a single "mode" grid to represent the whole class in each school. Unfortunately this attempt was unsuccessful, but the package selected remained the best of those available for this research, as Sewell et al (1992, p. 19) pointed out:

"We believe that systems in the tradition of.....RepGrid (Shaw, 1989)......are pioneering examples of what will become the most widely deployed and productive type of computerised grid programs - flexible, multifunctional packages that allow different users to configure the formats of the grid(s) to be used in collecting and analysing data, and also stimulating psychological processes."

In summary, the process of eliciting and developing the grid for each school, which was then supplied to the respective class for completion was:

(i) individual/small group grid conversations;

(ii) further discussion with individuals/groups to refine grids and create a common grid for the class, followed by reversing the poles where appropriate;

(iii) presentation of grid to whole class and discussion of constructs, resulting in one being dropped from the grid in Germany;

(iv) grid completed by each pupil in class using a rating scale of 1-5, together with the ranking of the six (English) or five (German) most important constructs as viewed by the pupils;

(v) initial analysis of average ratings and rankings, then processing of individual grids using Rep Grid 2, followed by group analysis using the Socio option to see relationships in the class, and

(vi) discussion of processed grids with class and individuals/small groups.
2. The Like/Dislike Exercise

It was decided that the application of personal construct psychology, through repertory grid techniques, which are discussed later, was an ideal approach to uncover what PE meant to pupils within the paradigm adopted for the research. However, it was clear that information of a different nature from within the subject itself would supplement the picture being built. To this end various options were discussed, including further applications of personal construct psychology. However, this was felt to be an abuse of one approach and would have led to an unmanageable amount of similar types of information within one investigation. Consequently it was decided to adopt a relatively straightforward approach using the notion of like/dislike, which had emerged in preliminary work as an important dimension of pupils' thinking.

Pupils were asked to think about PE and to record on a piece of paper three things they liked, and three things they disliked about PE. Preliminary work with other pupils showed that the response was frequently to list three specific activities, such as soccer for example, which gave rather limited information, legitimate though it was. After discussion with pupils, it was discovered that asking them to reflect on PE first, and their feelings when they were due for PE and actually taking part, broadened the scope of the responses considerably. They were told that the mention of specific activities was quite acceptable, but it would help if they could think a little deeper. The responses proved to be more insightful and a good complement to the grids.

These likes and dislikes were grouped into general clusters in accordance with the way pupils expressed their views, but they were not subjected to a formal item count for statistical purposes, since it was not felt to be appropriate and the nature of the data would not support such an approach. Rather the pattern of responses was used as an indication of strong and weak clusters, and of tendencies for either class, or a sub-group, to respond in a particular way. The nature and strength of the clusters were checked with pupils in the feedback sessions, to ensure that their views had been interpreted correctly. (Appendix 6 contains some examples of pupils' responses). The pupils were very at ease with the research by this stage and readily gave their names so that groupings could be established where appropriate in relation to the comments made and the information from grids.
The information gleaned from lesson observations and informal discussions is considered separately later. Once all the data from the three approaches had been collected, a feedback session was conducted with pupils to discuss what had been uncovered and to seek further insights into their personal world. In this way all the strands could be pulled together in a final perspective on what PE meant for pupils in these two schools.

2.2.2.2 Teachers' Interpretations

Teachers are not only extremely busy, but frequently defensive, people when research into their curriculum is being conducted (see Lyons, 1992; Evans, 1992, for example). This is entirely understandable and the difficulties encountered if a good working relationship was not generated, one which did not impinge upon their time overmuch, were not underestimated. Their interpretations of PE, particularly in relation to their intentions for these two classes, however, were crucial to an understanding of PE in these schools and a careful approach to securing their co-operation was employed. Further use of repertory grid techniques was regarded as excessive as described earlier, and in any case access to staff was uncertain given the scale of data collection in the schools and their availability. I decided to seek their interpretations of, including intentions for, PE through a combination of interviews, directed group discussions among the staff themselves, and group discussions with me. This would facilitate the building of a reasonable picture of what PE meant to the staff, whilst retaining flexibility of approach. To this could be added the information captured in class observation and informal discussions.

The interviews were semi-structured, in other words they had thematic areas to retain a focus on the main issues, but it allowed for "rambling" which, as Measor (1985, p. 67) pointed out, allows the interviewee to raise important issues from their own experience and allows the researcher to "reach data that is central to the client". Widely used in research in the social sciences they demand that the interviewer be "critically aware" (Measor, 1985, p. 67) and in this case were conducted mainly in a face to face situation, which Walker (1985) suggested gives the interviewee the support of non-verbal clues. In addition, the sort of issues which were raised above on the conduct of interviews with the pupils were also acknowledged here.

Uncovering teachers' interpretations of PE commenced with interviews and discussions with a member of senior management in both schools. This was felt to be important in
opening up the official school context within which the specialist staff operated. It was a 
bridge between externally imposed requirements and the PE department; the first level of 
interpretation within the school. The English school were in the throes of a number of 
important developments and it proved to be difficult to get an interview with the head 
teacher. Since the school's senior management operated on a team basis it was regarded as 
equally appropriate to interview the deputy head teacher with responsibility for curriculum 
matters; the head teacher contracted chicken pox during the period of the interview and 
was unavailable anyway. The head teacher of the German school was very ready to discuss 
his circumstances, and did so on several occasions, also providing valuable insights into 
the development of the system as a whole. One of only two West Berliners in a school 
staffed by teachers from the former GDR, his view was an extremely interesting one. The 
interviews concentrated on:

(i) the place of PE within the school's general educational philosophy;
(ii) what it was felt that PE offered uniquely to pupils;
(iii) its status relative to other areas of the curriculum;
(iv) their view of the PE curriculum on offer and major issues concerning its 
development;
(v) issues associated with resourcing.

The senior staff in both schools were not particularly well known to me and I decided not 
to request recording of the interview, taking notes instead, but the interviews with the PE 
staff were recorded since, as Ely et al (1991, p. 82) indicated; "Audiotapes add the 
uances of a person's voice to the words that print provides." This worked well in the 
English school, but it proved to be rather inhibiting for the German PE teachers, who 
turned out to be rather apprehensive of their circumstances, of the general changes around 
them and, I think, simply of being recorded. At the second stage of interviews outlined 
below, I simply made notes whilst translation was going on and they appeared to be much 
happier and forthcoming as a result. In order to establish some background for the 
proposed investigation of teachers' intentions, both departments were asked to devote 
time in staff meetings to discuss PE in their school using the following general guidelines:
(i) As far as you are concerned what are the main goals of the PE programme you offer to pupils as a part of the whole school curriculum?

(ii) What are the essential experiences you wish pupils to receive as a result of these intentions?

(iii) What are your feelings about the extent to which the new National/Lander curriculum meets your beliefs about what you wish to offer pupils?

(iv) How well do you feel the programme for the particular class being studied has been implemented?

(v) Are there any particular opportunities or constraints which have affected the implementation of PE in your school?

(vi) Are there any significant points about PE in your school which you would wish to add to what has been said already?

One member of staff was asked to record their departments' thoughts in relation to the above, which were then supplied to, and discussed with, me. A full description of the document issued to staff in the two schools, including appropriate safeguards and guarantees is contained in Appendix 7.

This was to be followed by an interview with the respective head of department or a representative, using the same questions, to clarify what was being said by the department, and to further illuminate the critical matter of what staff felt they were actually delivering to pupils, as opposed to any official documentation on what they ought to be providing. In the event the German teachers wished to discuss issues in a group situation only and this was accepted; the head of department was interviewed in the English school as planned.

It was felt that this process would allow staff to create their own debate unhindered by an external presence, and after a period of reflection and probably informal discussion, to feel able to present their thoughts in a way which would allow similarities and differences to be brought out by the head of department, who might well be able to stand back and summarise colleagues' views. Although this process was not followed precisely in the
German school, somewhat unfortunately since it worked well in England, the group discussions were very fruitful in their own right and clearly indicated differences of opinion between those who were looking forward and those who hankered after the past.

2.2.2.3 Teachers and Pupils: Lessons and Informal Discussions

It seemed sensible that, if a reasonable portrayal were to be developed of the reality of life in the schools, then the interaction between teachers and pupils was an important source of information. Consequently, lesson observations were conducted as far as this was possible, being a virgin experience in one school (Germany) and not an everyday occurrence in the other. Nevertheless, it afforded another perspective on PE, and offered the opportunity to see the participants in action. In addition, concentrated periods of time spent in the schools gave rise to a number of opportunities for informal discussions with staff and pupils, and these were regarded as valid sources of data to supplement that collected formally. In spite of intentions to undertake as much participant observation, or preferably what Willis (1980) refers to as "being around", as possible I could only conduct such work to a limited extent especially in the German school. In the interests of pupils and their general procedures, schools will only countenance so much intrusion into their activities, despite the reassurances of keen researchers. This was not initially a great problem in the English school where I was well known and had conducted small projects previously, but even here, with access to pupils on a number of occasions and with pressures of time and the rapid pace of change that was underway, "being there" had to be kept at a judicious level. Following Ball's (1985) classification of types of participant observation, the role of "complete observer" was adopted as the only one possible in both schools.

Particular care was needed in relation to the German school; in spite of the political changes there remained inevitably a mode of thinking, organisation and administration which reflected previous structures and processes. For example, a request to the PE staff (former GDR teachers) during the preliminary visit for a copy of the new Brandenburg curriculum which had been produced since the reunification of Germany would, it was explained, take several months to be cleared at the various levels. In the event, the head teacher gave one from his personal stock on request. Similarly, access to lessons was possible, but with understandable hesitation. In part this can be explained by natural apprehension at being observed, but more importantly perhaps there had been little history
of open access to teaching by observers from other countries. It is to the credit of staff in
this school that they were amenable to having their lessons observed at all at a time of
such great change and uncertainty for them.

Of relevance here is Evans (1985) reference to the general concept of "frame", more
specifically the nature of what he refers to as frame factors, such as content (what is
offered to pupils), transmission (how it is offered) and schooling (teacher - pupil
relationships), together with resourcing issues. These elements formed part of the overall
perspective being developed and helped to guide the collection of field notes, an example
of which is contained in Appendix 8. Following 'recent and relevant' experience in the
English school and such time as was allowed in the German school, it was possible to
observe at first hand, therefore, something of the teaching styles experienced by these
pupils, the actual implementation of the planned curriculum, the ethos of lessons and the
interaction between pupils and teachers. Many studies, Clarke (1992) for example, have
placed this interaction and associated discourse analysis at the centre of the research
process, and Harre (1993) suggested that such discourse is the main source of social
being. This was acknowledged as important, but is really a study in its own right; the
lesson observations were viewed simply as limited but valuable contextual information.
2.3 Conduct of the research

As indicated above, two schools were identified, one from each country. The German school was selected after extensive consultation with the colleague at Berlin Free University, who was conducting a major investigation on behalf of that city into the sports system of the former GDR. He had excellent contacts with schools in the former GDR and, just as importantly, had written extensively on youth culture in PE and sport and so had a particular interest in the project, as well as an informed view of the requirements. The German school was in Brandenburg and was a good example of one that was attempting to offer a new curriculum based on the best of the former GDR experience, together with adaptations as a result of educational change after political reorganisation. This was regarded as particularly important since there are many instances in education and social reorganisation in general in the new Germany of 'Besser Wessi', or that everything in the former West Germany is better than that which existed in its Eastern counterpart.

The English school was selected to equate to the German one as much as possible, and was in fact a school with which I was very familiar and in which I was well known to the PE staff. It had a tradition of developing forward thinking curricula in PE and could be relied upon to offer a good opportunity for successful implementation of the new National Curriculum, much of which the staff felt was already in place.

It is impossible to match two schools from two such different cultures, or perhaps any cultures, and these were regarded as complementary rather than identical. Both were just outside the fringes of major cities in reasonably affluent areas, relative to the culture concerned; both could be considered as a leading school in their area, being at the forefront of the educational developments with which they were involved; both were extremely popular with parents and well regarded, even envied, by other local schools.

The classes involved were the choice of the schools after consultation with the pupils involved, and following a detailed explanation of the aims of the research, the only requirement being that the pupils should be around fourteen years old, in accordance with the focus on middle adolescence. The selections were better than could have been hoped for, with the pupils showing interest in the project and the results of the other school. All the pupils were told before the research started that participation was voluntary and
anonymity guaranteed if required, and this was emphasised each time that information was requested. The fact that pupils all took part, mostly giving their names freely, some from both schools giving up their free time on occasions, suggested that they were willing participants who were ready to meet the requirements of the research.

The respective head teachers were contacted informally through members of staff, and then formally by letter (see Appendix 2). Both schools were keen to be involved in the research, especially since both were implementing new curricula and the views of pupils would help evaluate progress. In order to ensure consistency of approach, similar general preparations were followed in both schools, including introductory visits to the schools, an extended one in the case of Germany.

The process of the research is best seen as two related time scales.

**English school**

The exact procedures to be used in the research; the best way to uncover pupils' interpretations; the technique of interviewing and other methodological issues were resolved over a number of years before formally approaching the school in question. Preparatory work had been conducted in the school and several others at various times during the three years prior to actual data collection. Following this process of development, work started formally at the school in the early part of the autumn term 1992, and time was spent developing the art of conversations with pupils. Initially this took place with pupils other than those who were to be approached for the actual research, which allowed further development of the relevant skills and processes. Once these skills had developed to a satisfactory level work was started with the actual class in question. At the same time discussions were initiated with staff, lessons observed and basic information about the school collected. In all five double lessons were observed during the latter part of the autumn term of 1992 and the spring of 1993, almost six hours of teaching.

The final grid conversations were conducted during the spring term of 1993, using a combination of individual and small group sessions; two or three pupils at a time, all volunteers. The choice of an individual or small group conversation was left to the pupils, both being appropriate in view of the focus of the research on the
interpretations of a class, as opposed to the more common, individual orientations of researchers such as Lucock (1988), Swift (1986) and Thorne (1988), although Swift had supplied all the elements, as was the case here. In all, four individuals and two groups took part as indicated above.

Following scrutiny for possible similarity of constructs and further discussions with four of the pupils who had been involved (two individuals and one pair), several of these being squeezed into a lunch time owing to a medical inspection and a concert for elderly people, the proposed consensus grid was drawn up, which was then discussed with the whole class. The grids were completed at a single session in the latter part of the spring term of 1993, together with the ranking of constructs. The next week the pupils were asked to undertake the like/dislike exercise. Feedback and discussion sessions with the class was conducted in the early part of the summer term.

In the same term the head of department was interviewed, the staff having been asked to discuss the questions indicated above during the previous term.

**German School**

It is axiomatic that, in addition to the specific time scale identified here, additional periods of study were spent in the former GDR and the new Land of Brandenburg in order to absorb the culture and collate general information on the system, both before and after unification. In relation to the school in particular, during the summer term in 1992 as the data collection was looming in the English school the search for an appropriate school in Germany was underway. Informal contact was made with the school in the former GDR and a visit was made to discuss the nature of the research with the PE staff, what it might offer them and what was involved. At the same time the research assistant was allocated from the university and training was commenced in the skills of conducting grid conversations. The school was approached formally in the autumn term of 1992 and early in the spring term of 1993 a detailed communication with the school ensured that the preparatory work was underway, in particular the staff discussions on what they felt their programme was about. Towards the end of the term almost two weeks were spent in the school on grid elicitation and completion with the pupils involved in the research, together with lesson observations. It was only possible to observe five lessons of approximately one hour each, but this was regarded as something of a success, given the nature of the
circumstances. Prior to this visit several days were spent ensuring that the research assistant was sufficiently experienced in the necessary procedures, including some work with pupils in other schools. The conversations in the research school were conducted with pupils in the early part of the visit, checked on subsequent days following reflection, and the class as a whole consulted prior to the final presentation of the grid for completion. In the same period the staff were interviewed as a group having expressed the wish not to be interviewed individually.

The school agreed to a third visit, and one was made for four days in the early part of the autumn term 1993 in order to provide feedback for pupils and discuss the information in the light of what they felt were the most important issues. As a result of arrangements in the school, the procedure had to be adjusted on one occasion to allow for a vocabulary test which the English teacher felt obliged to give, and an impromptu question and answer session involving the researchers on another, which he introduced at the last minute. In fact, this facilitated the research process, because the lack of prepared questions led to a general discussion on pupils' views of PE, which was followed on this day and two others by detailed sessions with pairs of pupils (their choice), who represented the various groupings which had emerged in the analysis of grids. The pupils gave up a free lesson and their own leisure time to engage in these discussions.
2.4 Feedback

During the research I became conscious of Lyons (1992) view that there is an inevitable progression from "research on teaching to research with teachers." Lyons recognised an evolutionary process which starts with what is effectively intrusion, but develops into cooperation and then intervention. When the German school agreed to an additional visit to provide and discuss feedback with pupils, I suggested to both sets of teachers that they might be interested in receiving feedback on what PE meant for their pupils, as an aid in reviewing their programme.

Consequently, the PE teachers in both schools were provided with a written summary of the essential information from the pupils, who agreed this could happen, but knew that individual pupils would not be named. Staff were invited to discuss the information among themselves, and then representatives of the departments would discuss their thoughts with me.

More fundamentally, it allowed completion of the circle of investigation by informing teachers of the implications of their teaching, and offered the possibility of fuelling a process of development and professional learning in both schools. This is very much in keeping with the philosophy underpinning Holmes' approach to comparative education, and indeed with the ethos of personal construct psychology; in examining and analysing education there are no end points only positions in a process.
Summary

It was felt that the methodology adopted comprised a coherent package of complementary modes of investigation which represented the best of recent developments in educational and cross-cultural research. It was qualitative in nature, and so the use of the first person in appropriate places when writing up the research was considered to be acceptable. Holmes' model (1965, 1981, 1991) provided a base for developing the methodology, in which the real situation and people were put at the heart of the process in an analysis of teachers, pupils and lessons. For the pupils, personal construct psychology offered a particularly sensitive and elegant way of explaining how people view the world or specific aspects of it, and repertory grid techniques are extremely well suited to uncovering this world in cross-cultural research, overcoming as they do much of the criticism levelled at more psychometric approaches. This was supplemented by additional information on likes and dislikes and class observation, and within the limitations of time and access, a good picture developed of what PE meant to pupils. A great deal of time and effort was expended in selecting this particular approach to the topic under investigation and it was felt to demonstrate a unique approach to cross-cultural research in PE and sport. More orthodox procedures were adopted to discover teachers' interpretations and particular attention was paid to their intentions for the subject.

The aim was to use comparative study to look at the nature of PE in two different contexts of changing socio-political circumstances, with particular regard to the interpretations of the participants, and with a view to making recommendations for practice. I felt that the methodology was appropriate, and the methods of investigation were well suited to this purpose and applied within the precepts of accepted practice in the respective fields.
CHAPTER 3

EDUCATION, PHYSICAL EDUCATION AND AN ENGLISH SCHOOL IN A CHANGING SOCIAL AND POLITICAL CONTEXT

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3.1 England and the New Right

As indicated in Chapter 1, England rather than the United Kingdom (UK) as a whole seemed to be the appropriate contextual location since there is not a universal system of education in the UK. Treating England separately is by no means always possible, however, and inevitably some of the important factors influencing education and PE, particularly socio-political forces, are more appropriately viewed in a UK context.

The development of universal education for children and young people in any society has always been subject to the prevailing political, economic and social conditions and England is no different in this respect. In the UK as a whole the pace of change as a result of these influences has been particularly rapid and radical following the election in 1979 of the most right wing government since the second world war. Holmes (1981), writing near the beginning of these far reaching changes to the nation's social and industrial fabric under what came to be popularised as "Thatcherism", but is more accurately described as the emergence of the New Right in politics, offered a perspective of society at that time which provided a useful basis for developing the contextual setting for education and PE in England. Within his theoretical model for comparative study, based on the construction of ideal-types and normative statements for each society, he argued that England, within a European tradition of government by an elite, could most usefully be construed as Platonic in nature. Such a society values stability and tradition rather more than change; recognises social divisions between the rulers and the ruled, sees the stability of this class structure as important and views social inequalities as a natural consequence of differences between individuals based on such things as sex or ability. Education is interpreted directly or indirectly as being geared essentially towards leadership, social stability, class consciousness and team spirit. This scenario is advanced in the way that Holmes intended it, not as a rigid application of a particular social theory, but as a framework of general assumptions within which to place particular issues or problems. An analysis of the extent to which the past decade has seen the UK shift away from, or attempt to retain such values and the apparent vigour with which it has done so can reveal much about the society itself and education within it. The tension between rapid change, and the deep conservatism implied in Holmes' position can be seen to be a powerful influence within society, education in general and PE in particular. Making progress to a future which is rooted in the past, consciously or subconsciously, is a theme which infuses the reality of life in classrooms, notably in PE. It is a theme which finds support in Inglehart's (1990) reporting of the Euro-Barometer and World Values surveys, which confirm after almost twenty years of research data the influence of the past in our concepts about, and
perspectives of, the world. The durability of cultural attitudes and beliefs is not entirely immutable but can be recognised, charted and can, therefore, distinguish any one culture from any other.

The present socio-political agenda incorporates intentions to make fundamental changes to the nature of society, but as Haseler (1991a, p. 2.4) pointed out in his view of Britain as "Land of mope and glory, theme park of the past", the British, particularly the upper-crust English, are the defenders of the "glamour of backwardness". At a time when reform and flexibility were never more important, Haseler suggested that Britain was entering the new Europe with an undiminished sense of nostalgia, demonstrated in the emotion surrounding the amalgamation of "historic regiments" in the reorganisation of the army, public attitudes to European developments in general and, more recently, the 1993 Conservative Party conference which was drenched with calls for the measures of yesteryear. Life continues to be measured on how things used to be done and not on the most suitable basis for progression, something of an oddity in a land once famed for its industrial development and pioneering commercial tradition. Haseler (1991b, p. 1.10) described the main cause of the phenomenon of backwardness as a "national love affair with the past" which embraces an idealistic view of the countryside and a persistent sense of rural nostalgia. England in particular continues to be presented as a land where real Englishness is to be found in the countryside, when in fact it is one of the most urban societies in the world. This can be explained as a reaction to an industrial revolution which had many distasteful aspects; it may also be a gloss for lost industrial might or the fact that trade and industry never achieved the high status accorded to the landed aristocracy. The general thrust of these arguments may go some way to explaining, for example, education's rather late concern with vocational relevance, its current emphasis on returning to a supposedly golden era of teaching the "basics" in a traditional manner and possibly, in a broader context, the preoccupation of much of the population with moving out of cities or retiring to the country (see Social Trends, 1993). This may be contentious, but it is difficult to deny numerous cultural circumstances reflecting, at least in part, a reluctance to embrace the future. It may seem also to be unduly harsh on a nation whose government has prided itself on its reforming zeal, and has expressed its firm intention to alter the nature and structure of society. There is declared intent to create a classless society and there have been changes in the social background of government ministers in recent years, for example, with a significant reduction in the number of former public school pupils (Highlighted in the British Broadcasting Corporation's series, Class, 1991). The government would also claim the creation of a
competitive ethic which has allowed the successful to reap the benefits of their
endeavour, in theory regardless of class, gender or ethnic background, and that it has
generated a more competitive industrial base, including significant reductions in time
lost to industrial action, as well as increased opportunities arising from the
privatisation of publicly owned services and utilities.

In seeking to locate education within the fundamental principles which determine its
nature and form, however, it is necessary to probe deeper the roots of current political
initiatives. Lauder (1988) identified two key political doctrines at the heart of the New
Right and which he attributes to the political theory of Hobbes. One is concerned with
the notion that individuals are possessive in nature, "essentially the proprietors of their
own person and capacities, owing nothing to society for them" (Lauder, 1987, p. 2).
The other holds that the pursuit of self interest, primarily associated with the
acquisition of wealth, status and power, determines social arrangements. Such a
perspective of personal freedom and responsibility is inseparable from the principle of a
"free market" in which skills, commodities and services can be bought and sold. One of
the major flaws in this framework is that the context within which it takes place is
frequently ignored, for individuals do not enter or leave the market on equal terms and
class, gender and ethnic origin are significant elements in the process of exchange.
Education, like any public service, has had to absorb the essential thrust of this belief
system and is evolving into a package of goods to be sold or exchanged in the
educational market place. Competition is at the core of the process as a spur to
achievement and efficiency (see Wragg, 1988), while the practical consequences of this
doctrine include the need to educate pupils as consumers who can be competent as
individual buyers and sellers of the commodities of work, leisure and health. Client
ownership of courses, efficiency, accountability, consumer choice, market forces,
assessment led curricula, performance related pay and quality assurance are among the
many additions to education's professional terminology and conceptual orientation.

Essentially, though, it is the lived experience of the New Right discourse which is the
tangible evidence of political change. One of the results of such reforms is what Roberts
(1989) referred to as "socio-economic polarisation". Employment has moved away from
manufacturing and manual occupations to services and non-manual work and the shift in
occupations has varied greatly from region to region, resulting in great inequalities in
access to work, the type of work available and resultant levels of personal affluence.
Roberts suggested that while it is undoubtedly true that many people have never been so
affluent, more people than ever before are living in reduced circumstances. Particularly
significant in the context of this research is Bradshaw's study of child poverty and deprivation (1990, cited in Buckland, 1991):

"During the 1980s children have borne the brunt of the changes that have occurred in the economic conditions, demographic structure and social policies of the UK. More children have been living in low income families and the number of children living in poverty has doubled. Some indicators suggest that things have got better - educational attainment, teenage crime, smoking in childhood and adolescence all show improvements. Other indicators show that certain things have got worse - homelessness, housing conditions, childhood morbidity, drug abuse and probably also children's diets. Inequalities in children's lives have increased."

The administrative ramifications of current socio-political initiatives have been no less rapid and far reaching, affecting sport and physical education as much as any other aspect of society. In general the trend has been towards greater centralisation. Whilst Germany and France, for example, have operationalised more political and economic power in the regions, the UK has acted in reverse by assuming greater control at the centre. A Times Leader (31 December 1991, p. 15) pointed out that on the one hand the government has resisted centralism in Europe to a far greater extent than its European partners, whilst on the other creating greater central control at home.

"The seizure of control over local taxation and spending, strategic planning, house building, over all further education and now schools, amounts to the greatest extension of nationalisation, properly so called, since the Labour government of 1945. And the pace is accelerating."

The planned demise of local government is proceeding to the point where it will become insignificant as far as local democracy and accountability is concerned, unimportant in the provision of local services and hence, "merely the arm of national government". The provision for and maintenance of sport and physical education has been affected deeply by these changes since both have traditionally been underpinned by local authority provision. In a similar vein to Lauder (1988), Tomlinson (1992) focused on central control as a key principle of government in the UK pointing out, with education in mind, that the government appear reluctant to entertain other sources of authority or power which compromise the essential relationship between themselves and the populace, such sources perceived as being capable of undermining or compromising fundamental political intent. Alternative sources of power can be construed within education to include the world of academe in general or particular parts of it such as teacher education; within industry to encompass trade unions and professional associations, or socially to include local
authorities. Whether this is an accurate interpretation of declared attempts to relieve individuals and the nation of the suffocating and/or politically injurious effects of local and national bureaucracy, or to ensure greater choice and a better quality of service at a cheaper price is arguable. Certainly the analogy of a wheel with government agencies operating as the hub and associated services and points of delivery as the rims, has been advanced by several government ministers, including the Secretary of State for Education, John Patten (On Walden, ITV, 18 October, 1992). The increasing power and role of the nation's executive has not gone unchallenged. The courts and public opinion have played a vital role in successful challenges to government action or directives, notably in 1993 in the Matrix Churchill affair (concerning the supply of arms to Iraq with the support of government agencies which was later denied), the proposed pit closures and the row over testing in schools. As a Times leader of 29 July, 1993, pointed out:

"If ministers do not wish judges to embarrass them in public, they should not disobey the courts or lie to Parliament......The moderate growth of the courts' influence in the political process should be welcomed rather than feared. It is a fine example of the evolutionary character of the British Constitution, a reflex response to the dramatic centralisation of power in the state since the second world war."

In many ways the most significant item on the socio-political agenda is the policy for and nature of government funding, particularly for the public sector. The massive programme of privatisation of public sector services and industries, together with reductions in real terms of funding for local authorities and public services such as education and sport are a natural consequence of political ideology. Developments in the nature of funding for public sector services clearly reflect the drive for centrality and privatisation, in the case of education with a consequential, although by no means universal, escalation of schools seeking grant maintained status by "opting out" of local authority control to be financed directly from, and accountable to, central government. This has been accompanied by demands for higher levels of income generation in educational institutions and the seeking of links with, and funding from, the private sector. Most critically, of course, the provision of all services is dependent upon the prevailing economic health of the nation. In recent years the severe economic recession saw unemployment rise by 1.4 million, businesses go into receivership or simply disappear at record rates and Gross Domestic Product (GDP) fall by 4% (see Smith, 1993, p. 3.3). It is worth noting that education tends to consume some 4.8% of the GDP with a net expenditure of some £27 billion in 1992, so the effect of the recession on public sector provision in general and education in particular has been enormous.
Smith declared:

"It was the longest recession of the post-war period. Following the boom of the 1980s, it was also the most brutal, an ice-bath cure for an overheated economy.....after two and a half years of decline or stagnation the economy has started growing again."

A distinguishable but patchy recovery has been underway, but Smith (1994, p. 3.9) claimed that it was "two years old but still crawling". It is clear then, that the debate on funding for public sector services will continue to focus, as it has for some years now, on cuts and better "value for money". The difficulties being encountered by other industrial countries, particularly those in Europe, suggest that the orthodox bases for prosperity in modern industrial societies in the latter part of the twentieth century are now under question. Moreover, Evans and Davies (1993) highlighted another important part of the social agenda for the future. On top of the resultant effects of the New Right, they added the influence of post modernity, which has emerged in tandem with dramatic changes apparent in the "economic, social and cultural terrain of Britain and other post industrial societies over the last forty years" (page 233). The weakening of traditional institutions, trends in mass culture and a blossoming cult of consumerism are defining the move to post modernity in which, among other things, they highlighted Harvey's (1989) point that:

"The immediacy of events, the sensationalism of the spectacle......becomes the stuff of which consciousness is formed." (page 234)

It is not appropriate to embark upon a detailed analysis of post modernism, but a recognition of its worrying potential, according to Giddens (1991), for engendering self interest, personal advantage, and for devaluing the importance of freely chosen life styles and personal emancipation, constitute another influence on education and PE's circumstances as the new millennium arrives. However well the economy recovers the situation is exacerbated increasingly by the changing profile of the population, which is skewing towards a larger proportion of elderly people and, therefore, a decreasing percentage of wage earners. There are now 10.6 million pensioners, an increase of 16% since 1971, and by the year 2021 over 18% of the population will be 65 or older, compared to 11% in 1951 and 16% in 1991(see Social Trends, 1993). The increased demands this will place on pension provision and health services will be a source of economic and social pressure that will impinge significantly upon the nation's ability to deliver services in other areas such as education.
3.2 Education and Social Change in England

It is not possible or indeed desirable to embark upon a detailed history of the origins and social significance of the education system in England. What is important is the essential nature of the educational context within which PE exists and which is experienced by the pupils in this research. The seminal and visionary Education Act of 1944 laid the legislative and philosophical foundation for education in England and Wales. Educational provision was delegated to local education authorities (LEAs) who determined the number and type of schools in their respective areas in accordance with national guidelines. Subsequent education acts and official reports adapted and developed this basic pattern but the act itself remained the cornerstone of education in England and Wales. Within the context of this research the most significant developments since then have been the introduction of comprehensive education and the Education Reform Act of 1988 (ERA), which statutorily introduced the National Curriculum for all pupils aged five to sixteen years in so-called state schools, officially designated the maintained sector. Comprehensive education, based on non-selection of pupils on the basis of ability, became the dominant pattern of education in England and Wales, while the ERA had a profound effect on the content, process and development of the curriculum and the way it is delivered in schools. It is somewhat invidious to select so precisely from a whole range of legislation which has influenced and moulded the pattern of education in England today, but it serves well the purposes of this research since both developments have been major arenas for today's critical debates.

Comprehensive education, founded on non-selective entry to a common school, was requested by the Department of Education and Science (DES) in their now famous Circular 10/65, and required the next year by Circular 10/66. In fact, Kogan (1971) pointed out that by 1963 some ninety eight out of the one hundred and forty six local authorities in existence at that time already had plans for re-organising to a comprehensive pattern. The tri-partite system of grammar, secondary modern and technical schools, established by the 1944 Act, with selection on the basis of academic ability at eleven years old entered a steady, but nevertheless incomplete decline. The DES was able to shape most, but by no means all of the reorganisation plans. The existence of powerful local political lobbies in some areas and the influence of the churches were several of the reasons the process was never actually completed, along with the arrival of a Conservative government whose Secretary of State for Education, Margaret Thatcher, ensured the cancellation of Circular 10/65 within three days of coming to office. In essence, the system of education until recently has been a mixed pattern of schools offering Primary (5 to 11
year old pupils) and Secondary (11 to 16 or 18 year old pupils) provision in a number of areas, but with first, middle and secondary schools in others, reflecting the important influence of the Plowden Report of 1960. The continued existence of selection for grammar schools in some authorities, Berkshire for example, and the ever growing independent sector have been a minority, but in the case of the independent sector an increasing part of the national pattern. Table 1 shows the distribution of the nation's almost nine million pupils and the schools they attended:

Table 1: Numbers of Schools and Pupils in the UK: 1990/1991

<table>
<thead>
<tr>
<th>TYPE OF SCHOOL</th>
<th>NUMBER OF SCHOOLS (Thousands)</th>
<th>NUMBER OF PUPILS (Thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>24,135</td>
<td>4,812.3</td>
</tr>
<tr>
<td>Secondary</td>
<td>4,790</td>
<td>3,473.3</td>
</tr>
<tr>
<td>Independent</td>
<td>2,508</td>
<td>603.8</td>
</tr>
<tr>
<td>(&quot;Non-maintained Sector&quot;)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>31,443</td>
<td>8,889.1</td>
</tr>
</tbody>
</table>

Source: Department For Education (1992)

Of the pupils in the maintained sector secondary schools, some 3.5% attended grammar schools. This comprised 3.6% of the schools in the sector and a decline from the 3.9% of pupils who attended these school in 1980, which then comprised 5% of the sector. In general, as Tomlinson (1991) has indicated, supported by evidence from other sources (see Warnock, 1988 for example), it would seem that notwithstanding the vigorous debates that have ensued since the 1960's between proponents of comprehensive education and its critics, comprehensive education seems to have become an accepted
pattern among the public, who appear to be more interested in the quality of education offered by their local school rather than its specific denomination.

The ERA was a radical piece of legislation which altered the fundamental power structure of the system. It was the embodiment of political thinking espoused by the New Right and represented the most major reform of the system since 1944. Greater powers of control over the curriculum were taken centrally, including the enforcement of the new National Curriculum (the independent sector was exempted from, but generally adheres to, the National Curriculum). In addition the powers of local authorities were reduced and a market philosophy introduced into schools, with much greater control placed in the hands of school governors and much greater choice accorded, in theory, to parents in placing their children. Budgets for in-service courses and other services are now held by schools, rather than being administered by LEAs. The basis of funding for schools has been changed to reflect school numbers, greater control of expenditure and organisational affairs have been delegated to individual schools, and tighter systems of accountability and reporting have been introduced. In general a market place has been created in which schools compete for pupils and in which less popular schools are likely to lose funding, possibly to the point of closure. It is interesting to note that sport has emerged as one of the important marketing criteria in an increasing number of schools and figures prominently in many of the new, more sophisticated style of school prospectus, including that of the research school where it was regarded as a key feature of school life.

It is axiomatic that, accountability presumes monitoring and evaluation, and in England this is delivered not only through reporting systems but also inspection. From 1993 inspection has been controlled by The Office for Standards in Education (OFSTED) and LEAs bid for involvement in school inspections, schools themselves being able to select from the range of inspection services on offer, including those of consultants in order to prepare for inspections, which have been rigorous, but in the eyes of many teachers have been developed as the system progressed, with the early batches of schools performing something of a "guinea pig" role. Tension is determined by the extent to which a school's curricula, including PE, match the expectations of internal inspection by senior management and external inspection by OFSTED. Being observed and inspected is very much a feature of life in schools under the New Right.

The development of mission statements, development plans and strategies for achieving a school's ambitions are extremely important aspects of the system. Individual departments are also required to formulate their own plans, against which their progress will be judged.
Whilst not rejecting the inherent value of many of these developments there is a widespread feeling throughout the profession that bureaucracy, paperwork, appraisal and assessment procedures have compromised the delivery of the essential process of education in the class.

Grant Maintained status was created to allow schools to "opt out" of local authority control and essentially manage the majority of their own affairs with direct funding from and, therefore, direct accountability to government. Assisted places for gifted pupils at independent schools were extended and a new type of school, City Technology Colleges (CTCs), were introduced to be funded jointly by government and industry. However, the numbers of CTCs formed was way below expectations and support from industry and the public lukewarm. From Autumn 1993 the programme was watered down to concentrate on allowing some existing schools to specialise in science and technology, reminiscent of similar policies in former communist societies such as the Soviet Union. The research school seized this opportunity and took on its new status as a CTC in 1994.

Reflecting on the nature of maintained sector schools and what the educational process means for the bulk of pupils in England, Tomlinson (1991, p. 103) pointed out:

"There are two possible ways of looking at the experience of trying to introduce comprehensive secondary education into England and Wales. One would be to see it as an episode, connected inextricably with the post-Second World War project to build a welfare state on principles of justice and equality of opportunity. On this analysis the advent of the New Right policies of the 1980s will cause its eventual (and possibly fairly swift) downfall. The other view would be that it represents a fundamental permanent shift in the perception of what secondary education (for those aged roughly 11-16) should try to achieve and how it is best attempted, in the interests of both the pupils and society."

If one accepts the veracity of the former position, then the introduction of a market philosophy in education can be interpreted as a means of re-introducing selection and just such a case has been argued on numerous occasions. The ERA and subsequent legislation, the Education Act of 1992 for example, targeted the "opting out" of all schools from local authority control as a key policy issue and inevitably this has led to greater competition between schools. As Governors apply their powers in the interests of the image and reputation of their particular schools, selection of one sort or another and exclusion of pupils constitute important parts of the debate. Tomlinson (1991, p. 113) made a further significant point in the context of school provision:
"Behind such a scenario many see other truths also lurking. 'Comprehensive education implies a rich country'... a leading figure in government in the 1980s declared that this country had never been able to afford a good education for all its people, and implied that it never would; a senior DES official remarked that it was time, once again, to educate people to know their place in society. If Thatcherism has indeed produced an irreversible change in the fabric and aspirations of society, and if 'socialism' is indeed dead, then the ideal of the common school, providing access on an equal footing and a common, socially cohesive experience for all adolescents, is unlikely to be pursued as an aim by our society in the future."

In defence of the comprehensive system one could place arguments for the need to raise the capabilities of all young people to meet the economic demands of modern society, refer to Warnock's (1988) view that comprehensive education is a simple and cost effective solution to educational provision, point to the fact that public examination results rose significantly in the 1980s (see DES, 1991a) and refer again to the increasing support for comprehensive education demonstrated by parents. One cannot be insensitive, however, to inadequacies in the system. The early impact of comprehensive schools in the 1960s and 1970s was patchy and the Ruskin College speech in 1976 by the then Labour Prime Minister, James Callaghan, highlighted a number of issues of quality and effectiveness which needed to be addressed, prompting the so-called "great debate" on education. Recent surveys of the literacy of pupils for example, have revealed a less than satisfactory picture and constitute one of the great battlefields of the National Curriculum, offering support it is argued for official attempts to raise standards through a predominant focus on structure, form and prescription. Clanchy (1993, p. 2) on the other hand is but one who, while acknowledging advantages in the revised Orders for English in the National Curriculum, argued against an approach which reflected too heavily a "back to basics" approach:

"....these gains would be outweighed by the obsession with standard English. In their determination to stamp out dialect or even, it would seem, casual colloquial speech, The Orders set up a series of new hurdles."

In microcosm this reflects some of the central issues in what are fundamentally different conceptions of education. The more liberal, child-centred philosophy of a generation of teachers has been labelled as incipient left-wing progressivism by a new wave of thinking which espouses order, tradition and among other things the need for a disciplined workforce which is skilled for a technological society. In PE, traditional expectations of
fitness and sports performance, emanating from PE's roots in elementary school drill and games in the Public schools, have not sat easily with the systematic reappraisal of the curriculum which has evolved since the 1980s, often involving a process oriented philosophy such as "understanding" approaches to teaching practical activities.

Probably the most contentious issue of recent times has been the proposals for assessment and testing, designed to reveal achievement and progress at the end of each key stage through national tests and published league tables. This renewed stress on measurement and skilling, a feature of education in the nineteenth century it has to be said, may have seemed strategically proper and in the interests of all concerned. However, the speed of implementation, an operational feature of much of the educational policy delivery since 1979, together with serious methodological reservations about the validity of the tests and their appropriateness for establishing valid league tables, fuelled strong resistance among teachers, parents and school governors. The prospect of a teacher led boycott of the 1993 tests concentrated the debate significantly with a senior government adviser remarking: "The principles of a national curriculum and tests are right, but what we have got in practice is more akin to a Soviet five-year plan" (Sunday Times, 11 April, 1993, p. 1.11). While the tests do not directly affect subjects such as PE, which is nevertheless part of the overall pattern of assessment, they have helped to frame the debate in schools in which much of the conventional wisdom of the educational world has been challenged. The pursuit of a more competitive and skill oriented culture in schools has been backed by a structure in which "Assessment is at the heart of the process of promoting children's learning" (DES, 1989, p. 6).

It is significant, though, that in Autumn 1993 draft proposals for a wholesale revision of the National Curriculum were released as part of a national review under the leadership of Sir Ronald Dearing (DFE, 1993), the Chairman of The School Curriculum and Assessment Authority, which combined the work of The National Curriculum Council and The Schools Examination and Assessment Council. These include a large reduction in the bureaucracy associated with the National Curriculum and substantial revisions of assessment and testing, reducing the examinable areas for seven year olds from 22 to 13, and those for fourteen year olds from 41 to 6. Even within PE, which had always been designated for a low profile, teacher directed assessment, a much reduced requirement is likely to be introduced.

For the present, education remains essentially a comprehensive system with increasing rationalisation of the age designation of particular schools to match the National
Curriculum Key Stages (KS) for the compulsory years of schooling: KS 1 - five to seven year olds; KS 2 - seven to eleven year olds; KS 3 - eleven to fourteen year olds, and KS 4 - fourteen to sixteen years olds. Pupils at sixteen years can complete assessments for various subjects in the General Certificate of Secondary Education (GCSE). It is interesting to note that some schools have been wary of allowing pupils to take GCSEs if they do not have a good chance of passing; it may adversely affect the school's results profile in relation to other local schools and their place in published league tables. Opportunities for further study are available in school sixth forms, sixth form colleges or further education institutions, either for the Advanced Level ('A' Level) or a range of more vocationally oriented courses.

The central thrust of the system is concerned with improving the quality of education through changes to the operation of schools in line with the principles of a free market, greater accountability and governor control, and all within a context of increasing numbers of schools being financed directly from central government. The implementation of the National Curriculum, including a higher profile for assessment and testing is a central part of the strategy to achieve these aims. The implications for education, PE and sport remain both interesting and far reaching.
3.3 Physical Education and Sport

In Chapter 1 the distinction between PE and sport was identified, although there is considerable overlap between the two concepts and their relationship is important. The following sections look at the nature of sport in England with a view to identifying important influences on PE (3.3.1), and then at school sport and PE themselves (3.3.2).

3.3.1 The Nature and Influence of Sport

Sport constitutes a significant cultural influence on the curriculum in schools and the context within which it operates. There are a large number of local and national public, voluntary and autonomous sports bodies delivering the overall pattern of sport in the UK. The intention here is to highlight key features of policy and action which significantly impinge upon schools in general and the research school in particular. In any case it is not easy to summarise the essential nature and shape of sport in any country, particularly one that historically has shown an almost unparalleled ability to avoid taking decisive action where compromise will do. One of the major dilemmas confronting the development of British sport and one which has had serious implications for PE and sport for children and young people, has been the extent to which the provision of sporting opportunities are a public or a private responsibility. Commensurate with the philosophy of the New Right the Government has opted for the latter. In the 1991 debate on sport in the House of Commons (see Hansard, 1991), Her Majesty's Opposition, the Labour Party, moved that the House:

"expresses its concern at the effects of the policies of Her Majesty's Government on the provision of facilities and opportunities for sport and recreation in this country....regrets the serious decline of school sport and the proper supply of physical education teachers......condemns the appalling effects of Government policies and financing which have seriously damaged sports services provided by local authorities and educational authorities.....condemns the lack of leadership provided by the Government for the development of UK sport...."
A large Government majority in Parliament easily won the vote and the House adopted the alternative motion that it:

"welcomes the commitment of Her Majesty's Government to sport in the United Kingdom in the provision of grant to the Sports Council for 1992-93 of £48.8 million... new funds of the order of £40 million this year from the sports and arts foundation... recognises the important decision to make physical education a mandatory subject in the National Curriculum..." and, "further believes that Her Majesty's Government has demonstrated its high priorities in the sporting field as opposed to the out-dated, uncosted, bureaucratic, interfering and irrelevant policies of Her Majesty's Opposition and its allies."

The Government were accused of 12 years of neglect and blamed for decimating local authority provision for sport, for undermining PE in schools including the selling off of school sports-fields, for failing to exercise suitable leadership in international sport (a point made on several occasions by colleagues at European Physical Education Association meetings), and for failing to support key national initiatives such as the 1986 Edinburgh Commonwealth Games and the bids for the 1992 and 1996 Olympic Games. Further evidence of neglect can be found in the financial grants given to sport as opposed to the arts, as shown in Table 2:

**Table 2: Government Grants to Sport and the Arts**

<table>
<thead>
<tr>
<th></th>
<th>1991-92: (Million £)</th>
<th>1992-93 (Million £)</th>
<th>% Increase (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPORT</td>
<td>46.7</td>
<td>48.8</td>
<td>4.4</td>
</tr>
<tr>
<td>ARTS</td>
<td>561</td>
<td>610</td>
<td>14.2</td>
</tr>
</tbody>
</table>

Source: Hansard (1991)
However, this situation has been in existence for years under both major political parties, and the real issue, the greatest prompt for change in recent years, lies in the political philosophy of provision for sport as a reflection of government policy in general. There has been a significant shift of emphasis from public to private funding, in the parliamentary debate it was claimed that grants for sport from Government to local authorities decreased by 25% between 1985 and 1990, and so increased the privatisation of sporting services.

Governmental responsibility for sport lies with the Department for National Heritage, but outside the general ethos of political ideology, significant issues of national policy relevant to this research emanate from the Sports Council, government funded but independent since its Royal Charter in 1972. Of particular importance is the development of a sports continuum (The Sports Council, 1991):

Foundation ----> Participation ----> Performance ----> Excellence

The contribution of schools to the Foundation and Participation levels in particular was highlighted in the development of the National Curriculum for PE. In view of the evidence now available on the dangers of early specialisation in sport and the advantages of a broad base of general experience, there is increasing agreement at national governing body level that at KS1 and 2 this contribution could be broad based and rooted in a more interdisciplinary approach which embraces similar categories of sports; a change from the belief in early exposure to specific sports, still strongly held among coaches at grass roots level it has to be said. Also significant for PE are the development issues debated within the Council during 1993, and indicative of the general direction of sport in England (see Table 3):

It can be seen that in direct contrast to current initiatives in Eastern Germany for example, there is a distinct reorientation of provision towards the elite. The "Sport For All" thrust of the 1970s and 1980s has faded somewhat in the face among other things of the heightened competitive ethic in society at large and determination to maintain or retrieve Britain's place in the hierarchy of world sport (see Sports Council, 1993a). The publication in 1991, after some four years gestation, of the Minister for Sport's review of policies and priorities for sport, Sport and Active Recreation (DES, 1991), was a significant statement of intent for sport and PE, but is unsurprisingly a microcosm of earlier comments on the vision of the New Right. The essence of the review, which primarily concerned England and Wales but also has implications for Scotland and to a lesser extent Northern Ireland, is based on the continued belief that "national government cannot and should not be the
prime mover and organiser of sporting activities" (page 7).

Table 3: Development Issues in The Sports Council 1993

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>increased commitment to sport for young people;</td>
</tr>
<tr>
<td>2.</td>
<td>increased commitment to sport in schools;</td>
</tr>
<tr>
<td>3.</td>
<td>increased commitment to performance and excellence;</td>
</tr>
<tr>
<td>4.</td>
<td>relative shift of emphasis to national sports services as a better way of using resources;</td>
</tr>
<tr>
<td>5.</td>
<td>greater emphasis on education and training;</td>
</tr>
<tr>
<td>6.</td>
<td>increased emphasis on countryside and coastal matters, and</td>
</tr>
<tr>
<td>7.</td>
<td>increased attention on international matters</td>
</tr>
</tbody>
</table>

Source: Personal discussion with members of The Sports Council's Policy Unit (1992)

Other key features of the report confirm current political philosophy with calls for greater efficiency in sporting provision from local authorities through the contracting out of services, with Audit Commission estimates of possible further savings of 10-30% as compulsory competitive tendering is introduced. Once again greater community use of school facilities is raised (see A Sporting Double: School and Community, DES, 1991c) as part of a general drive to link schools with the world of sport, a positive but sometimes delicate relationship in which sport, both more powerful and more affluent, can easily prove to be a dominant partner. It is worth noting that important structural reforms to the major, publicly funded, sports bodies were proposed in the report but have since been abandoned as being too expensive and unworkable.
3.3.2 School Sport, Physical Education and The National Curriculum

School sport as related to, but distinct from, curricular physical education has been one of the professional and political battle grounds over recent years. A number of factors have combined to a greater or lesser extent to affect adversely the extent and nature of the provision for inter-school sport in schools. These have included industrial action by teachers in 1986; new contracts and conditions of employment which limited the time allowed for extra-curricula activities; a perceived reaction against competition in schools, more true in the perception than the reality, the Labour Party controlled Inner London Education Authority for example, received heavy criticism on this matter even though it had been one of the first local authorities in the country to establish centres of excellence for talented pupils in sport, and the demands of coping with rapidly changing policy in educational provision, including the introduction of the National Curriculum.

The physical education of all pupils and development of the talented, recognised in the Government White Paper, Sport and Recreation (1975), as the dual role for PE teachers is no longer the simple matter it was. The White Paper identified schools as the "seed bed" of British sport and the decline in inter-school sport became a major cause of concern to governing bodies, which saw schools as the providers of their next generation of performers. Teachers were heavily criticised for their seeming inability or unwillingness to meet this dual role, creating what Evans (1990, p. 155) described as a "severe case of professional apoplexy". The future of PE, particularly in the upper age ranges, has looked bleak at times in the ensuing period with the profession seeming to eschew what the bulk of the population regard as its main responsibility. There is no denying the decline of inter-school sport (see Fisher, 1993a) which enjoys a high political profile, although one that often confuses a straightforward experience of particular sports with a planned, coherent and balanced PE curriculum.

The House of Commons Select Committee Report on Sport in Schools (June, 1991) was the most prominent example of national concern and recorded a number of suggestions including: a minimum provision of two hours each week for PE; every child should be taught to swim; there should be an adequate supply of professionally qualified PE teachers; financial incentives should be available for teachers taking extra-curricular sport, as in France for example, and there should be better provision for, and protection of, sports facilities in schools. The recommendation that team games should be the core of the sporting experience for pupils in schools is culturally significant and a reflection of the traditional thrust of the PE curriculum in most schools, but can be seen as a tension when
set against the notion of a balanced curriculum exploring major areas of physical experience, of which games is but one.

Although there is evidence from local authority circulars that inter-school sport is increasing again, albeit slowly, the identification and promotion of talent which was once very much the domain of schools would now be seriously compromised without the influence of a number of governing bodies of sport, especially through schools liaison and sports development officers. In any case financial and staffing pressures in schools have meant an increase in the number of sports coaches contributing in curriculum time, another contentious issue. A notable advance in the search for talent has been the Champion Coaching scheme mounted by the National Coaching Foundation (now part of the British Institute of Sports Coaches) which, in conjunction with schools, promotes extra-curricular provision for young people who may have missed out on established squad selection, but still deserve an opportunity to demonstrate their ability. The scheme has been well funded (£1.5 million from the Foundation for Sport and The Arts in 1992), itself an indication of priorities in sport for young people in the 1990s.

In the new material and cost effective circumstances of the late 1980s and early 1990s and in the wake of an increasingly pressurised situation in schools, a number of governing bodies of sport have launched major promotions for young people. New Image Rugby for boys and girls by the Rugby Football Union is but one example of well marketed, attractive schemes designed to appeal to a broader range of young people, be responsive to schools needs and allow governing bodies to create interest in their own particular sports. Such schemes represent another way of dealing with the potentially damaging effects of competitive sport on children by recognising the need to establish a broader base of competence for those who might be judged to be talented. Most significantly they are a declaration by governing bodies that schools can no longer meet what was considered to be one of their traditional obligations, that new opportunities are available within the National Curriculum for these sports to offer curriculum materials, particularly at primary school level, and that these must be seized to keep their sport in the forefront of pupils' minds.

School sport interfaces on the one hand with the broader cultural context of sport and leisure and on the other with the formal and extended curriculum of school PE. Against a backdrop of sustained criticism of the teaching profession over the last decade, in which PE has received its share of political and media attention, the profession has engaged unsurprisingly in extensive curriculum reappraisal, both before and during the development
of the National Curriculum. This has involved at least the following:

(i) The development of more pupil-centred modes of teaching in activities such as games and athletics, with greater emphasis on an "understanding" approach and on pupils "learning to learn";

(ii) Greater permeation of a health focus in the PE curriculum;

(iii) Greater development of cross-curricula links with other subject areas;

(iv) The development of better techniques of assessing pupils' progress, including the reactions of pupils themselves;

(v) A concern for the educational experience provided for all pupils, within a context of equal opportunities;

(vi) An increasing orientation to the importance of the local community as a resource and the source of beneficial partnerships;

(vii) Greater attention to the role of PE in the promotion of a caring community within the school

The best known developments within this general framework, although by no means the only ones, are co-educational or mixed PE, so-called "understanding" approaches to teaching games and other practical areas, and the Health Related Fitness initiatives, subsequently renamed and reworked several times but essentially associated with promoting a health focus within PE and attempting to change pupils' lifestyles. They represent a genuine attempt to offer more and better opportunities to a wider range of pupils, to capitalise on pupil centred approaches to learning and to stimulate a deeper and longer lasting interest in physical activity, based on personal achievement and involvement.

In a society which has focused the educational debate more clearly than ever before on skilling and preparation for work, in contrast to broader more liberal notions of what constitutes an educated person, some of these developments can be deemed problematic. Moore (1987) identified a fundamental shift in education towards the requirement to conform to behavioural criteria prescribed by a normative view of the world of work, family and leisure. The curriculum it is argued should not be geared towards informing
pupils about this post-school world, the extent to which choices involving acceptance or rejection might be entertained and the power relationships or financial and political pressures involved, but towards the competence of individuals to match up or not to set levels of performance designated as necessary for success. Within this tighter concept of education promulgated by the New Right, PE can be seen in some senses to have embarked upon a laudable but problematic path in that it frequently promotes a strong liberal, open access philosophy within a context that is conservative, not only in terms of prevailing political ideology but also in traditional modes of delivery of PE in schools. Evans (1990, p. 159) observed that this "new physical education" is not homogenous since it contains "within it both potentially liberal and conservative elements which need to be interrogated and 'named' ". The significant point being that in current circumstances "it is the conservative elements in this discourse which are likely to achieve prominence and legitimacy in physical education"

The positive responses of the coaching and development sections of a number of governing bodies of sport to these new curricular initiatives, Association Football and Hockey for example, would suggest that this view may be overly pessimistic, at least as far as some of the traditional voices in sport are concerned. Nevertheless, it is hard to deny the legitimacy of the general thrust of this position at several levels of analysis. Evans and Clarke (1988, p. 135) pointed out the theory-practice gap which is evident as teachers adopt structures for pupil-centred programmes which are then delivered in teacher directed approaches and oriented towards keeping pupils "busy, happy and good". They maintained that the dominant motives remain ameliorative and hedonistic, and that transmission of cultural norms associated with gender, class or ethnicity persists unaltered. George and Kirk (1988, p. 147) identified three major belief systems in PE, healthism, individualism and recreationalism, and suggested that while they appear to represent central thrusts in modern curricula, the reality in implementation is that they "work against radical teaching and learning in PE and at the same time mask particular sectional interests." All of which is consistent with Sparkes' (1991) view that much curriculum development has addressed relatively superficial issues such as new materials and curriculum labels, but frequently is not accompanied by a fundamental reworking of personal beliefs and philosophies, often resulting in innovation without change.

In many ways it could be deemed unfair to expose the efforts of an ever growing number of the nation's teachers to such criticism as they attempt apparently innovative new curricula within the setting of a new National Curriculum, which is itself process oriented and, through its emphasis on "learning to learn" for example, seeking to promote pupil-
centred learning. It is certainly the case that the PE profession is increasingly engaged in a deeper analysis of what it believes in and where it is heading, and there is evidence of success. But as Evans (1990) observed, whether or not the new physical education facilitates a reformulation of social hierarchies or power relationships within the subject, in the present market place conditions of schooling it will be surprising if teachers do not in many ways defer to broader cultural and political forces, and indeed may be unable to do otherwise.

Further aspects of the social pressure on PE teachers can be seen in the socio-political context defined by post modernism. Material accumulation for example, one of the features of post modernism's agenda, was apparent in the views of pupils at the English school, coming as they do from the sort of middle class sector of so called first world countries on whom the phenomenon is centred, according to Gilbert (1992). The importance of sensationalism and immediate gratification are important features of pupils' interpretations in the English school which contextualise teachers' beliefs in a balanced programme and more rounded educational aims. It might also help to explain why a pupil centred approach to teaching is not necessarily conceived as such by pupils who appear to be searching for something else.

The National Curriculum for PE (NCPE) made a formal entry to this general context with the formation of the PE Working Group in 1990 and the publication of its interim report in 1991 (see DES, 1991d). The present government's distrust of experts, evident in much of the thinking of the New Right, might well account for the fact that whereas space was found on the working party for the National Curriculum in PE for leading sports performers and an industrialist, no space could be found for a practising, specialist teacher of secondary school PE. It is significant that the group to revise PE following publication of The Dearing Report (1993) is dominated by physical educationalists. Their proposals had not been announced at the time of writing, but it is clear that while team games will receive increased emphasis in the light of public pressure, even though they already dominate the PE curriculum, the general thrust of the NCPE will remain.

PE came on stream in 1992 with the first statutory assessments planned for 1994; it was the last of all the National Curriculum subjects to be addressed and it was the first time since 1933 that national guidelines had been provided for the subject. The essential intentions are that all pupils will have access to a broad and balanced range of experiences; they will have opportunities to achieve and to be told how and where they have achieved; this will take place within the context of equal opportunities for pupils regardless of age,
ability, sex, race or religion, and within a national framework of assessment which "focuses on what each child independently knows, understands and can do" (DES, 1991d, p. 41). It is compulsory for all pupils aged five to sixteen years with six essential areas of experience involved: athletic activities, dance, games, gymnastic activities, outdoor and adventurous activities and swimming (KS 1/2 only).

The statutory orders were issued in April 1992 followed by non-statutory guidelines later that year, designed to help teachers interpret the requirements of the NCPE. The overall pattern is as follows (In view of the easy and extensive availability of National Curriculum documentation only a brief resume is provided here and the reader is referred to the original sources):

<table>
<thead>
<tr>
<th>Key Stage 1 (5-7yrs)</th>
<th>Pupils follow five areas of experience plus swimming if possible.</th>
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<tr>
<td>Key Stage 2 (7-11yrs)-</td>
<td>Pupils follow all six areas unless the PoS for swimming was completed in KS 1. Swimming can still be offered, however.</td>
</tr>
<tr>
<td>Key Stage 3 (11-14yrs)-</td>
<td>Pupils experience a minimum of four areas, one of which must be games. Swimming can be offered within the context of another area, water polo for example.</td>
</tr>
<tr>
<td>Key Stage 4 (14-16yrs)-</td>
<td>Pupils not taking GCSE should study at least 2 activities from within the same area or different areas. Swimming can be offered as in KS 3.</td>
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</table>

The philosophy of the NCPE is something of an achievement for the educational thrust of the subject. It has a process oriented approach in which pupil centred exploration of cognate areas of experience leads to experience of specific forms of sport, dance and physical activity. It is interesting to record that Belgium has utilised this approach and some of the material in the development of its own new curriculum for PE. The initial report for the NCPE (DES, 1991d, p. 5) stressed the educational context of PE:
"Physical Education aims to develop physical competence so that pupils are able to move efficiently, effectively and safely and understand what they are doing. It is essentially a way of learning through action, awareness and observation. It is possible, and necessary, to know about being physically active in a theoretical way, but pupils can only fully engage in this learning by taking part and being physically involved in the process of planning, doing and evaluating."

It is important to re-emphasise that the NCPE must be available to all pupils, including those with learning difficulties. Often referred to as pupils with special needs, although in its truest sense this should include other pupils such as the talented for example, these pupils may well be integrated into normal PE lessons and departments may well include the special interests of such pupils in departmental plans.

In promoting a pupil centred, broadly based, experientially oriented approach the NCPE might be said to be at odds with the expectations of major sectors of society. The Mail on Sunday (30 January, 1994), for example, declared that the "only way is team sport in schools", after yet another period of analysing PE in schools with a conception of sport in mind. Moreover, it stands in marked contrast to that delivered in the former German Democratic Republic. Indeed, while bearing some resemblance to the type of curricula which have emerged in the five new lander of Eastern Germany, it is still more flexible in content and process than observed and documented practice in these states, or indeed those of Western Germany.

There are ten foundation subjects in the National Curriculum including three core subjects (English, mathematics and science) and seven other subjects: technology, history, geography, music, art and PE. As one of the foundation subjects, therefore, PE was given a compulsory place in the curriculum, but with the time allocation determined by each school. Current analyses show (see Fisher, 1993b) that primary school pupils in England receive on average only one hour and fifteen minutes of PE per week and secondary pupils receive only one and a half hours on average per week. Both figures are in fact rather optimistic, but still well below the two hours recommended by the House of Commons Select Committee report and the School Sport Forum (Sports Council, 1988), let alone the three hours favoured by the European Physical Education Associations (EUPEA, 1992). Evans and Penney (1993) confirm the pressure on time for PE as schools meet centrally imposed obligations for more 'important' subjects such as science, English and information technology (IT).
As the head teacher in one of their research schools stated:

"We go blindly down the alley of having to give so much time for so an so activity without really discussing how all our interests can be met. The priority now is IT, its been given more time than its ever had, because of the cross curricular aspects." (page 3)

Assessment is required in PE as it is in any other subject, although it will be teacher directed and not subject to national guidelines. Its essential functions are to help with programme planning and evaluation and to inform pupils and parents about what has been achieved in PE within the three key processes of planning, performing and evaluating. An intense national debate on the most appropriate model for assessing pupils in PE has matured into a recognition that the problem of time management in schools in the current educational climate, together with the eclectic nature of the subject itself, demand relatively straightforward and simple methods of assessment (see Fisher, 1992). Not everything can or will be assessed and an analysis of a sample of pupils' work using a few key performance indicators has emerged as the most likely pattern (see Appendix 9 for an example of assessment schemes in PE which have been introduced successfully in schools). However, there remains a lack of guidance on how to assess in PE and considerable disquiet amongst teachers on this issue. Furthermore, the differential status awarded to more academic subjects as examination league tables evolve has threatened both time and resourcing for PE, as the needs of these other areas take precedence.

In a competitive market, inside as well as outside the school, with subjects competing for resources and time, many PE departments have recognised the value of having examination status. GCSE and "A" Level courses in PE, sport studies and related areas have been the fastest growing examination areas within these two major qualifications in recent years (see Francis, 1990). The importance of establishing GCSE as a way of protecting a place for PE in Key Stage 4 and increasing departmental resources has not been lost on the PE profession.
3.4 The English School

Following the discussion on education and PE in general, the following sections offer a brief analysis of the specific context of the school in which the research was based.

3.4.1 The Location and Nature of The School

The school is situated some twenty miles from the outskirts of London, within what is now a Labour controlled local authority in one of the home counties, having traditionally been a Conservative authority until the local elections of May 1993. It was originally a grammar school, but became comprehensive in 1971 and has since evolved into one of the largest schools in the county with almost sixteen hundred pupils and twelve forms of entry. The size of the school necessitated divisions into a lower school and an upper school for pupils up to age sixteen years, and a sixth form centre for those who stay on for the additional two years. In fact this division means that both sets of pupils in this research are located in similar size school units, albeit with a different age spread.

Following the implementation of the Education Reform Act of 1988 the school "opted out" of local authority control and was incorporated as a Grant Maintained School in 1991. Effectively an independent state school it exemplifies many of the features of the new era in education, having full responsibility for its own financial affairs, the annual budget is in the region of £3.7 million, and managed by a board of governors who are responsible directly to the Department for Education. Admission to the school is non-selective in spite of its popularity in the local area. In the event of over subscription for any one academic year, there are a series of criteria for admission, including such things as previous and current family attendance at the school, and proximity of a pupil's home to the school. The school was one of those which had operated under a first, middle and secondary school pattern and accepted pupils at year eight, thirteen years old, but with the advent of the National Curriculum was due to change in 1994 to entry at the end of years seven and eight.

Appendix 10 contains summary information about the school, and only a synopsis is provided here. The school has received a good deal of recognition for quality and innovation since 1971, having been selected for a number of national and local pilot curriculum projects, and has a head teacher who has achieved national status in his own right. The size of the school allows for a good spread of subjects and options in the curriculum and there is an extensive network of buildings to cater for specialist work as well as general class teaching. In general the school has a strong sense of identity and
purpose and extensive support from parents. The main aims of the school as spelled out in the prospectus are:

".....to provide and promote opportunities for each student to develop to the full his/her potential, so that he/she may be enabled to appreciate the ever changing world, to cope with problems and situations in a thoughtful and logical way, to develop an awareness of spiritual and moral values and to leave the school prepared for subsequent stages of education or employment. It is intended to offer an exciting and challenging curriculum to all pupils to enable them to feel secure, happy and confident within the environment of the school."

Within this set of intentions there is a strong emphasis on an all-round education for pupils, which is enhanced by a good range of additional activities, including music concerts, fine art events, sporting opportunities, theatre productions and a well developed Duke of Edinburgh's Award Scheme. PE and sport play an important part in the life of the school although the facilities for these activities, apart from extensive playing fields, can be described as no better than adequate. Two gymnasia, one of which doubles as a school hall, are insufficient indoor space for a school of this size, but links with the local community and private enterprise have created access to squash courts and a specialist gymnastics hall during school time. The diminution of the ability and power of local authorities to provide public facilities for schools and their local communities is clearly exemplified in the case of this school which, like many others, cannot afford to pay for the level of off-site facility usage, such as the local swimming pool for example, which was once taken for granted. The undoubted advantages of budgetary control have to be weighed against the difficulty of making available sufficient funding to pay for this sort of additional facility time.

Examination results have proved to be good in a school which does not dissuade pupils from entering examinations in order to protect its statistics, and a good proportion of pupils went on to higher education (see Appendix 10). There is also a sound programme of community service which is taken up by a large number of pupils.

3.4.2 The Physical Education Curriculum

Appendix 10 contains summary information about the PE curriculum and, once again, only a synopsis is provided here. In theory the National Curriculum for PE is regarded as the basis for all the work for pupils aged twelve/thirteen to sixteen. There is no national curriculum for pupils aged sixteen to eighteen years and the school has a policy of optional
PE at this stage, although some 80% of pupils take up this opportunity, in itself a reflection of the success of the department in the lower years.

In year eight all pupils receive four lessons each week of 50 minutes, which are scheduled as two double periods. In years nine, ten and eleven pupils receive two lessons each week, usually as a double period, unless they have opted for the General Certificate of Secondary Education in PE, in which case there are an additional two lessons each week. Classes are taught in mixed sex groups in year eight, with a combination of mixed and single sex groups in year nine, and single sex groups in years ten and eleven. This change is to allow for greater specialisation and sport specific groups, although it is acknowledged that it creates its own difficulties in the context of gender stereotyping in sport.

It is the philosophy of the department which is of critical interest, and this is discussed in detail in Chapter 5. Suffice it to say that it offers a fundamentally different concept of PE to that experienced by pupils in the German school for most of their school lives. A professed focus on pupil-centred methods, the use of general categories of activity to develop underlying principles and understanding of these different areas, are central features of what these PE teachers believe about PE.

Assessment in PE was at a fairly formative stage, as it is in many schools in the country. Pupils' progress was recorded mainly by continuous assessment, although in the main the format adopted tended to focus on effort, motivation and enthusiasm. Systematic recording of performance and achievement have not been conducted with the sort of rigour frequently found in Germany, indeed in other subjects of the National Curriculum in England. At the time of writing a new scheme was being developed to be able to report more specifically what pupils had achieved and where further progress needed to be made.
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CHAPTER 4

EDUCATION, PHYSICAL EDUCATION AND A SCHOOL IN THE CHANGING SOCIAL AND POLITICAL CLIMATE OF EASTERN GERMANY

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4.1 Germany and "die Wende"

Standing in Alexander Platz, East Berlin, on Sunday afternoon, 29 October 1989, during a study visit to the GDR, it was impossible to miss the almost tangible sense of deep social change. Within clear sight of the statues of Marx, Engels and Lenin a steadily growing crowd became louder and more emotional as they heckled a hapless representative of the Berlin city government, attempting to defend an administration whose days clearly were numbered. Protest marches around the Square took place in full view of the security video cameras and subsequent events proved to be inevitable. Any reaction in the GDR along the lines of the Chinese government's response to events in Tiananman Square became increasingly unlikely as the Soviet Union stood back and placed first priority on its own economic difficulties and its own wider interests. Sodaro (1992) has suggested that this was not the first time the Soviet Union had been prepared to "jettison" East Germany if more important national and international interests justified it. He maintained that Stalin had contemplated it in 1952 and subsequent leaders had revisited the idea, but it was Gorbachov who actually did it.

One week later the Berlin Wall was being dismantled and the GDR, formed in 1949 in the restructuring of Europe after the second world war, had lasted barely half a century; it's demise hastened the break up of the so-called Eastern Bloc.

The situation which unfolded in the former GDR is different but in many ways inseparable from developments in the Soviet Union and the advent of "perestroika" and "glasnost" in the mid 1980s. As President Mikhail Gorbachov wrestled with huge economic problems, corruption, an overblown bureaucracy and an apparently disgruntled population, public voice and a higher profile were given to alternative conceptions of the socialist state with ramifications soon evident in the satellite nations. Malia (1992, p. 307) summarised the fundamental issue at the heart of the changes in the Soviet Union as "a change in the defining ethos of life: viz. the abandonment of the idea of socialism." The manifestation of more open government and social and economic reform proved eventually to be beyond the control of those who had initiated these processes. In the process Marxism, the world's most pervasive movement since the rise and spread of Christianity, was rejected amidst what Kramer (1992, p. 134) referred to as "widespread popular euphoria".

Subsequent events in the former GDR, certainly in sport and PE for example, have qualified this understandable but clearly oversimplistic view of events. There has been a good deal of resistance to change and defence of the status quo among the sporting elite, who had benefited greatly from the use of sport as a prime social force and exemplar of
the qualities of the state. It is true that the system already had been under threat in the former GDR, for example as parents, much as they had done in the Soviet Union some years earlier (see Riordan, 1993a), increasingly declined to send their children to the specialist sports schools (the Kinder und Jugendsportschule; KJS). However, the system remained effective and relatively powerful until the end, and Hoberman (1992) cited several leading athletes from the former GDR who continued to defend the system in the face of increasing criticism and hostility after the Wall came down. Indeed, similar views were apparent during the European Track and Field Championships of 1990 (Broadcast by Ron Pickering, BBC, following discussions with a number of athletes such as Heike Dreschler). In the apparent rush to denounce the practices and policy of sport and PE in the former GDR it must be re-emphasised that considerable support existed for the system, at least initially and among those coaches and performers who benefited most from a comprehensive and efficient system which had become the envy of the sporting world.

In spite of the ideological basis of communist societies such as the former GDR it is the interpretation of Marxist philosophy in relation to all aspects of life, sport and PE in particular, which provides useful background for the analysis of the present system. Riordan (1991) has argued in a broader sense that communist writings on sport are replete with the debt owed to Marx, Engels and Lenin even though all three provided nothing substantial on this particular topic. Moreover, it is clear from even a cursory review of communist nations that it is impossible to claim a universal model of Communism and, therefore, the same can be said of Communist sport. Not only have there been numerous interpretations and modifications of what might be regarded as essential thinking, but Riordan (1991, p. 19) further pointed out that:

"Since Russia was the first country successfully to build a socialist society, its leaders, particularly Stalin.....have had enormous influence on the rest of the world in their interpretations of 'Marxism-Leninism' based on their own policies and Soviet conditions. As a consequence, much of what are today regarded as universal Marxist-Leninist principles are no more than expedient dogma particular to Soviet development and Stalin's policies."

Nevertheless, the manifestation of sport in Communist societies as an interpretation of official ideology had a number of concomitant implications for organisation, procedure and, arguably most importantly, peoples' lives and experiences. These were more alike between Communist states than they were different and they provided a distinct contrast in many ways, although by no means all, with their Western counterparts.
Firstly, however, while it is not appropriate to examine in detail the reasons for the collapse of the former GDR, some recognition of the contributory factors is useful, particularly when it impinges upon subsequent developments in PE and sport. There appear to have been certain central features which have a direct bearing on subsequent developments in general and this research in particular. Kramer (1992) highlighted economic inadequacies as the essential element in the demise of the Eastern Bloc. The only too apparent deficiencies of the infrastructure as one leaves West Berlin, for example, by road or rail for destinations in the former GDR, together with the forbidding condition of much of the residential accommodation, are a visible manifestation of an economy which had been in dire trouble for some time. Burdened by reparations to the Soviet Union after the second world war and restricted by state central planning and bureaucracy, economic growth had been modest. It has been estimated (The Economist, London, 9 November 1991), that the investment costs of unification in Germany are likely to rise beyond US $600 billion, mainly destined for the restoration of a self-sustaining economy in the East. In a more general context Kramer (1992, p. 134) pointed out that:

"...the economic and political challenges facing Eastern Europe have no ready parallel in modern history. The Eastern European countries find themselves embarking on a painful and prolonged economic transformation without any guarantee that the sacrifice will pay off in the end - but with the risk of growing social and political unrest."

In a similar vein Lugar (1992, p. 77) cited the example of Leszek Balcerowicz (Polish Minister of Finance) who, when visiting the United States of America in 1989, two months before the Berlin Wall came down, outlined Poland's plan for transition to a market economy. In the process Balcerowicz declared that: "There is no recorded history of a country moving from socialism to a market economy, and, if we make it, we will be the first."

Hirschman (1992), in examining events associated with what many have called "die Wende" (the turn), focused on the significance of what he termed "exit" (migration) and "voice" (protest). Exit and voice are seen essentially in a hydraulic relationship whereby exit can undermine voice, since some of the most powerful and vocal dissenters in such closed systems become lost to the cause at home as it were. However, they can also be seen as complementary ingredients of democracy since the opportunity to leave, at local or national level, can make people more aware of their choices and so to be more vocal in their view of existing opportunities available to them.
In relation to the former GDR Hirschman argued that:

"...the presence, real or imagined, of the exit option did undermine the development of the art of voice in the German Democratic Republic. For many years the GDR was the most reliably tranquil as well as the most supine of the Soviet satellites. In Poland, Hungary, and Czechoslovakia resistance and dissidence were also up against enormous odds, but at least these movements did not have to contend with the sabotage and lure of exit." (page 178)

The numbers of migrants, refugees and ransomed political prisoners leaving the GDR was always in excess of 120,000 per annum for the first twelve years of its existence and only once dropped below 12,000 per annum in the subsequent years before the massive peak of 343,854 in 1989 (see Ammer, 1989; Wendt, 1991). In relation to a total population of 17 million this was a substantial exercise in migration. In 1989 the efforts of people to move quietly and in private to the West were fuelled by changes in border controls and regulations in Hungary and Austria, and the exit became too large and too public. The so-called "Ausreiser" soon became a flood with media attention across the world, intensifying protest at home. The subsequent and, Hirschman claimed, potent combination of exit and voice was a significant element in the collapse of the former GDR. It is less surprising then, that elite sports performers, who were relatively free to leave and return in the name of sport and who were well catered for domestically, regretted their loss of status and privileges and in turn became the butt of latent frustration from ordinary citizens denied such opportunities.

Perhaps another important contributory factor can be extrapolated from Popper's (1974) analysis of social change. The dynamics of change as societies attempt to cope with inherent problems and create in the process solutions, further problems and unintended consequences are, he argued, both irresistible and healthy. Whilst the analysis is directed in defence of what he referred to as "open societies", Jones (1993) reported the willingness of China to reinterpret its development with increasing elements of capitalism as a necessary part of holding the system together, albeit in a rather covertly ideological way. In essence, as Stojanovich (1992, p. 21) put it in a broader context:

"Marx's idea of the elimination of the capitalist mode of production and distribution has to be given up. If Leftism is to remain relevant, it must be Leftism with a capitalist face."
The former GDR was one of the most hardline of the satellite states, far more rigid in its outlook, seemingly incapable of sufficient flexibility, or simply lacked the opportunity in the time available to revise its economy, institute sufficient social reforms and provide the population with the lifestyle it desired, one which was constantly on view through Western broadcast media.

The abrupt nature of the end of the former GDR, the reasons underpinning it and the effect this had on individuals and institutions are important elements in understanding the structure and operation of PE and sport in the Eastern part of the new Germany. In particular the differential reactions evident in the various generations of former East Germans and those evident in the East and West oriented cultures of the previous Germanys in general are having a significant influence on the reality of life in schools and on the general sporting context.
4.2 The New Germany

The political, social and economic circumstances following unification in 1990 are critical to an understanding of the evolution of the education system and curricula in the five new Lander. Unification of the Federal Republic of Germany (FRG) and the former GDR occurred on 3 October 1990, followed by all-Germany elections in December of the same year. The coalition of Christian Democrats and Free Democrats, led by Chancellor Helmut Kohl and Foreign Minister Hans Dietrich Genscher, had a large and predicted victory and the number of Lander in the new Germany expanded from 11 to 16, with five new federal states in the East: Brandenburg, Mecklenburg-Vorpommern, Saxony, Saxony-Anhalt and Thuringia. The size and population levels of the Lander vary widely and at the time of unification can be seen in Table 4 (new states asterisked):

Table 4: The German Federal States after Unification

<table>
<thead>
<tr>
<th>STATE</th>
<th>POPULATION</th>
<th>AREA (SQ. KM.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baden-Wurttemberg</td>
<td>9,787,400</td>
<td>35,752</td>
</tr>
<tr>
<td>Bavaria</td>
<td>11,413,000</td>
<td>70,552</td>
</tr>
<tr>
<td>Berlin</td>
<td>3,420,000</td>
<td>883</td>
</tr>
<tr>
<td>Brandenburg*</td>
<td>2,591,200</td>
<td>29,000</td>
</tr>
<tr>
<td>Bremen</td>
<td>681,000</td>
<td>404</td>
</tr>
<tr>
<td>Hamburg</td>
<td>1,646,800</td>
<td>755</td>
</tr>
<tr>
<td>Hesse</td>
<td>5,746,800</td>
<td>21,114</td>
</tr>
<tr>
<td>Lower Saxony</td>
<td>7,367,700</td>
<td>47,000</td>
</tr>
<tr>
<td>Mecklenburg-Vorpommern*</td>
<td>1,932,600</td>
<td>26,700</td>
</tr>
<tr>
<td>North Rhine-Westphalia</td>
<td>17,311,500</td>
<td>34,070</td>
</tr>
<tr>
<td>Rhineland-Palatinate</td>
<td>3,753,800</td>
<td>19,849</td>
</tr>
<tr>
<td>Saarland</td>
<td>1,073,000</td>
<td>2,570</td>
</tr>
<tr>
<td>Saxony*</td>
<td>4,795,700</td>
<td>17,700</td>
</tr>
<tr>
<td>Saxony-Anhalt*</td>
<td>2,890,500</td>
<td>20,300</td>
</tr>
<tr>
<td>Schleswig-Holstein</td>
<td>2,623,000</td>
<td>16,000</td>
</tr>
<tr>
<td>Thuringia*</td>
<td>2,626,500</td>
<td>15,200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>79,671,100</td>
<td>357,849</td>
</tr>
</tbody>
</table>

Source: The German Embassy (Report, 2 September 1991)
On 3 October 1991, Germany celebrated the first anniversary of its unification with events centred in Hamburg where the Presidency of the Bundesrat was held. Amidst the many achievements real and claimed in the new Germany, increasing productivity and investment from the rest of Europe for example, there is no doubt about the difficulties encountered since the breaching of the Wall in 1989 and unification in 1990. In a broader context Kramer (1992) identified four basic problems facing the former Eastern Bloc countries, which can be interpreted for the former GDR in particular:

(i) **Disruption to foreign trade**

Traditional markets in other communist bloc states began to disintegrate fairly quickly, hastened frequently by the low quality of goods on offer.

(ii) **Difficulties over property rights**

Company and private claims for restitution over previously owned property have been fierce in many cases and will continue for some time. One person encountered in the course of the research had purchased a house on the black market at what was then an exorbitant price. Since unification it had increased many times in value, but a number of houses bought in this way are now the subject of litigation as families from the former German Federal Republic seek to retrieve what they still regard as part of their estate. Industrially the restructuring, closing or privatisation of companies has been handled by the Treuhandanstalt, the world's largest holding company. The Deutsche Bank (1992) revealed that going into 1993 more than 4,000 companies awaited attention, and issues such as restructuring versus privatisation, general public criticism, and the lack of saleable goods together with some two million claims for return of property (only about 70,000 of which have been resolved), all combined to complicate the stimulation of the economy in the East. Birgit Breuel, the President of Treuhandanstalt, supported by a staff of 3,000, had maintained a pace of privatising some 15 to 20 enterprises every day in order to take advantage of the Single European Market, which Breuel (cited in Report, 18 October 1991) claimed "will help give the new federal states Europe's most modern infrastructure."

Among the many examples of this process are the airport of Leipzig-Halle, which is now owned by the state governments of Saxony and Saxony-Anhalt together with four local councils, and the 620 pubs in Eastern Berlin which are all now privately owned. The UK, it is of interest to note, is the second largest investor in the new states having bought 75 firms, and is exceeded only by Switzerland (see Report, 18 October 1992, p. 3).
(iii) **Worker resistance**

The initial euphoria and expectation of equal treatment with their Western counterparts has not been realised for former workers in the East. In 1992 for example, teachers at the research school reported that they had been offered 60% of the salaries of their western counterparts, and 80% of this amount if they proved to be surplus to requirements. New working practices and an uncertain employment future remained of concern to many of the new Germans from the East. In Berlin, close to the research school, unemployment in the East was three times that of the West, and Easterners earned on average half the level of salaries enjoyed by their Western counterparts (see *The Economist*, London, 9 November 1991).

(iv) **Sequencing of reforms**

The pace of change and inherent difficulties for governments in scheduling reform in such complex situations have led, almost inevitably, to friction. However, it must be said that the former GDR can be considered to be considerably advantaged in the drive for economic reform in relation to many other former Communist countries. It is salutary though to acknowledge Hamilton's (1992, p. 1) view that:

"While the Germans are now one people in a constitutional sense, they are far from being unified economically, socially and emotionally. It will take more than a decade before a comparable living standard among Germans, which is postulated in the constitution, is achieved between east and west, and at least a generation before the mental barriers dissipate between east and west. Even the political system is in flux as internal alliances shift in response to the changing landscape. The decision to move the government and parliament from Bonn to Berlin, and the challenges to Germany's federal system presented by its expansion from 11 to 16 states add to the sense of disorientation."

Millar (1993) highlighted Germany's growing sense of disorientation as it investigates a new identity and seeks to determine its role in the world. Stone (1993) indicated that the roots of the national concern for the new Germany lie in growing economic difficulties fuelled by a history of massive public spending by the states and cities, a stultifying bureaucracy, laws of asylum whose enlightenment has not been matched by their practicality and a political system which has yet to prove its ability to cope with the situation. The euphoria of unification has faded and the difficulties of the Eastern states are evident at a number of levels of analysis, institutional and personal.
Millar (1993, p. 21) pinpointed the "invisible line" which still separates east from west in the new Germany and concluded:

"East Germany has been given a lick of paint but it is a superficial coat which cannot conceal the failure to overcome what has become fixed as 'the wall in our minds'. The differences manifest themselves in little things, from a surly resentment among those who have found that unity brought unemployment, to the still ubiquitous presence on every menu of Ukrainian solyanka soup. An opinion poll...revealed that three out of four East Germans think they will continue to be regarded as second-class citizens, while most westerners say that is typical "Ossie" self-pity."

The focus of this research is Eastern Germany and further evidence of difficulties experienced by this sector of the population are evident from Schorlemmer (1992):

"The old fear is gone, but new fears have arrived. The old masters are gone, but the new ones are just as heartless. We are now confronted with a success oriented society that believes it can neglect its own deformations due to the failure of the other system. The message is: Learn! Conform! Work! Be Grateful!" (In Christ and Neubauer; 1991, p. 212)

More specifically, Naul (1993) and Brettschneider (1992) both reported examples of radical change in the organisation and implementation of sport in which the nickname of "Besserwessi" has been applied to supposedly superior Western practitioners, and has led, in many cases, to the complete rejection of former practice from the East despite the fact that it had many elements of value. Riordan (1993b) reported similar processes at work in the new nations of the former Soviet Union.

Hamilton (1992) cited further examples of deep seated problems facing the new Germany. The ecological squalor of Eastern Germany required massive investment; only 40% of the drinking water met EC regulations and it will take some 25 years and DM 30 billion to correct. The budget for Treuhand in 1991 was DM 37 billion, of which 12 billion was earmarked for clearing up massive environmental pollution, particularly in the industrial south of the new federal states (see Report, 18 October 1991). Germany's traditional trade surplus plummeted from DM 107.4 billion in 1990 to DM 20.8 billion in 1991, and the inefficient agricultural industry of Mecklenburg-Vorpommern in the north was likely to lose some 700,000 jobs out of the 800,000 employed at the time of unification. Overall, unemployment and underemployment seem likely to remain at around 30 to 40%; every second job in Eastern Germany has gone. However, there is increasing investment in the Eastern part of Germany as companies, the state and other countries buy a stake in the

One of the most marked developments in recent years, one which has generated considerable feeling both inside and outside Germany, has been the influx of immigrants and guest workers giving rise to an increasingly multi-cultural society and associated reactions amongst certain sections of the population. Goodhart (1991) pointed out that since 1989 over 2.5 million immigrants have poured into Germany which, Israel apart, is more than any state in the broader Europe has absorbed in recent history. Currently running at 500,000 per annum (Millar, 1993), many of these people are of Germanic origin and most have been granted citizenship. However, there are also some 6 million foreigners who now comprise about 8% of the population, including approximately 4 million "guest workers" (Gastarbeiter: The Times, 8 March 1993). Despite the fact that an increasing number of this sector of the population are second generation immigrants, the citizenship laws are defined by blood rather than place of birth and the number who achieve citizenship is very low. The frustration of this large minority population and the increasingly violent response to their presence by the New Right youth, outlined by Goodhart (1991) and Morley (1993) among others, give increasing cause for concern. On 22 September 1992, Interior Minister Rudolf Seiters submitted a ten point plan to the Bundestag to curb the expansion of foreigner directed violence, including tighter laws for civil disorder, stronger powers of remand and detention and improved information exchange. In essence, though, Germany is emerging as a multi-cultural population, yet without the experience or the breadth of sensitivity to provide the sort of social "gel" evident in other countries, however imperfect those situations may be.

There is no doubt that unification is exacting a far higher toll from what was once the powerhouse economy of Europe, if not the West, and the ramifications extend far beyond purely economic considerations. Chancellor Kohl's promise in the first national plebiscite of a relatively pain free unification has returned to haunt the ruling coalition in subsequent elections, and clearly there are significant problems to be dealt with. A nation which prided itself on its smooth running economy and substantial bureaucratic systems promulgating order and control, which it appears to both want and need, is now suffering something of an identity crisis as it copes with social circumstances which go beyond the capabilities of its current structures, and require a level of flexibility which it has so far found difficult to achieve. This was the context for education in general, and the research school in particular.
4.3 Education and Change in the New Germany

The particular focus of this research is a school in Brandenburg, but it is naive to divorce one Land completely from the overall context which must be established first, although Brandenburg will be used as an exemplar in most cases. In general, while it is true that the speed and scope of educational change have varied from country to country in the former socialist nations, as it has with political and economic reform, Kuebart (1992, p. 270) has highlighted an essential feature of educational adjustment in all such states:

"The first steps towards reforming previous socialist education systems have included the discarding of a number of basic features, particularly in the field of centralised ideological and administrative control."

 Socialist education systems, like those in any other political system, were a focal point of ideology, and especially in the case of the former GDR marked by a rigid structure of syllabuses, centrally controlled and based on the Ten Year General Education Polytechnic Secondary School. The now legendary influence of Margot Honecker, wife of the former Chairman of the East German Communist Party, over a period of twenty-five years ensured conformity, stability and a generally dutiful teaching force, who may or may not have been committed to the system but did at least ensure its effective operation in mostly compliant fashion (see Mitter, 1990).

Kuebart (1992, p. 270) further noted a significant area of uncertainty: "However, alternatives that reflect a reorientation of underlying values are still a matter of political debate." As in other former socialist states there has been an urgent need in the former GDR for a revised philosophy upon which to base the education system. In the new Eastern Lander this has to a large extent been filled by adopting curricula and practices from Western counterparts. This has been seen in many instances as another manifestation of the "Bessiwessi" syndrome detailed earlier, and seems to be a major source of tension in schools in the East of Germany (see Mitter, 1992). There were interim innovations in the period between the collapse of "The Wall" and unification but, as can be seen from Naul's (1993) work on PE, these tended to reflect the uncertainties created by the ideological vacuum which emerged in the East, and they lacked a decisive focal reorientation or sufficient educational coherence. Mitter (1992) has confirmed the strong tendency for the Eastern Lander to orientate to models developed by their Western neighbours, and recognised several trends fuelling this process:
(i) The development of political leadership in Eastern Lander which linked itself to particular Western counterparts, and so led to the importation of similar structural and curricular patterns, as with Brandenburg and North Rhine-Westphalia for example, both dominated or governed by the Social Democrats (SPD). German Lander enjoy a high degree of autonomy, however, and so there are a number of differences in the way that education in these new states evolved, including the type of school provision, something which affected the research school.

(ii) Notwithstanding (i), relations have also developed on the basis of geographical proximity and historical links, such as those between Mecklenburg-Vorpommern (dominated by the CDU) and Schleswig-Holstein (dominated by the SPD).

(iii) While the Ministers for Education for each Land have been recruited from former East Germans, in contrast to the situation in other departments, Justice and Economy for example, a number of civil servants at all levels down from this point, including Deputy Ministers, have been recruited mainly from Western Lander.

This is not to imply, however, the development of what might be thought of as mirror image systems; the social contexts and opportunities are different in the East and adaptations have been made to accommodate these differences. The PE curriculum in Brandenburg, for example, does include some aspects of the former GDR system and was influenced by staff from the newly re-opened institute at Potsdam, which had been one of the leading Physical Culture Institutes of the former GDR. Nevertheless, in general the domination of Western experience over that in the East has remained, not all of which was, or is, worthy of condemnation and certainly not in PE and sport.

The statutory framework for education in the new Lander was established by the Landtage (Lander Parliaments) in the spring of 1991, with provisional education acts passed in Brandenburg, Mecklenburg-Vorpommern, Saxony-Anhalt and Thuringia, and a definitive version in Saxony. The "Law of Educational Reform" (Schulreformgesetz) for Brandenburg, an interim law passed on 28 May 1991 (see Appendix 1), declared a right to education for each young person within the public school system, according to their interests, abilities and performance and independent of the "economic and social origins" of the parents.
The aims for education were encapsulated as follows (Ministry for Education, Youth and Sport, 1992, Appendix 1):

"(i) The school will teach and educate young people. It will fulfil the general aims of education and upbringing laid down in the regional constitution. This also includes education to prepare for social behaviour, to accept the principles of humanity, the rule of law, democracy and freedom, for people living peacefully together and for responsibility for the maintenance and protection of the natural surroundings as well for the ability and willingness to achieve both individually and together with others.

(ii) The school respects the parents' rights in education. It guarantees open-mindedness and tolerance of different religious, philosophic and political beliefs and moral values. It grants equal education and upbringing with regard to the sexes and cultural origin. It will avoid all violation of the feelings of dissenters. No schoolgirls or schoolboys must be influenced in a one-sided way."

The departure from previous ideology is both clear and unequivocal, although it must be said that even before the Wall came down there were clear moves to recognise such things as the significance of the individual in education; this was evident in the reforms of the late 1980s and from discussions with a Teachers Union representative during a visit in 1989. This was surprising in view of the nature of socialist education, but prudent in view of changing social circumstances, which included increasing westernisation and associated criticism of the outdated nature of the education system.

Perhaps the most important point and one which has enormous implications for teachers and actual practice in schools, is the new focus on a more open and negotiated approach to the curriculum. This is admirable in itself perhaps, but a radical change from previous practice for most teachers who worked to prescribed orthodoxy and fixed curricula. Many teachers and certainly those in the research school have found great difficulty in adapting to a system where the policy of "democratising and decentralising schooling has been accompanied with an increase in the scope of the individual teacher's freedom in the classroom" (Kuebart, 1992, p. 271). Teachers are now required to reflect on their teaching, discuss the resultant possibilities with other teachers, and plan for a more open ended implementation of their intentions in which pupil participation plays an increasingly significant part. The previous system may have been restrictive, even boring, but it was a secure and inevitable process in which education was given and received rather than explored and interpreted. Most teachers through no fault of their own have no basis for
such a process, and it is unsurprising that reactions to this aspect of change have been quite varied, very clearly so in the case of the PE department in the research school.

Mitter (1992) regarded the roots of many of the changes after unification as having existed in the discussions surrounding the large scale reforms of the 1960s and early 1970s, which were lost in the period of "consolidation" typical of the late 1970s and 1980s. He further highlighted several other issues in school education in Eastern Germany:

(i) **Structural issues**

Primary education is now recognised in all Lander as a separate sector. Within secondary level 1 (pupils aged 11 to 16 years) the changes are more politically oriented depending upon the Land in question. Gymnasien (Grammar Schools), mostly selective, have been re-established by CDU dominated Lander, with the SPD dominated Brandenburg initially giving priority to Gesamtschulen (Comprehensive Schools). There has been a tendency to reject Hauptschulen (Secondary Modern Schools), except for Mecklenburg-Vorpommern, these schools having become increasingly unpopular in Western Germany, frequently degenerating into schools for those left over from the rest of the system, children of migrants and other marginal groups for example. In Saxony, Saxony-Anhalt and Thuringia, Hauptschulen have been merged with Realschulen (Middle Schools) to create a new type of secondary school without the ethos associated with Hauptschulen, and in order to rationalise provision in viable units in areas where the population is thinner. Brandenburg is using Gesamtschulen to recruit pupils straight from Primary Schools. However, local initiatives are also evident and in the case of the research school (Brandenburg) local political influences (a strong Free Democrat presence) have seen the adoption of a supposedly non-selective Gymnasium together with a Realschule.

The development of this dual system is a reaction at least in part to the deficiencies of the tripartite system in the Western part of Germany, itself under debate for some time (see Mitter, 1990). Berlin, a Land in its own right but designated to merge with Brandenburg at an as yet unspecified time, has adopted the entire Western system, including six year primary schools and has been copied at this level by Brandenburg. At the upper secondary stage (secondary level 2) all Lander, except Brandenburg, have opted for a two year extension, thereby pre-empting a long debate on two versus the traditional three year extension typical of Western Lander. (Appendix 11 contains a summary of the current pattern of education in the new Germany)
(ii) **Curricular issues**

Mention has been made of changes in styles of teaching contingent upon educational changes in general, and this has been accompanied by the predominance of Western texts in use in Eastern parts. However, if it is difficult for teachers from the former GDR to interpret such material, there is a similar challenge to Western teachers to reinterpret some of their own existing material in the light of unification, and all within the context of a new sense of national identity. Moreover, the introduction of religious education in Eastern schools is fraught with controversy, with the West itself in a serious debate concerning the role of religion and the Church in modern society. Religious education did not appear at all in the curriculum of the research school.

(iii) **Vocational education**

Vocational education has been a strength of education in Eastern schools but difficulties remain in relation to the backward nature of much of the technology used. Furthermore, the delicate state of the economy in this part of Germany and the closure of much of industry have created a dearth of opportunities in work experience for pupils. In the Western part conversely there is a shortage of young people with the necessary skills for an extensive list of suitable employers.

(iv) **Pedagogical challenges**

Common to many other countries in Europe and the Western world, the Eastern Lander now find that, together with the pedagogical problems they have encountered in coping with a radically different educational process, they have to address such social issues as rising juvenile crime, and drug and solvent abuse. Once securely attributed to the evils of capitalism and largely publicly suppressed in the former GDR, it is clear that not only were these problems in existence before unification, but they are now exacerbated by rising unemployment and resentment that circumstances are not as good as was anticipated.

Within the rapidly changing social context of the new Europe, the educational developments in Eastern Germany appear to be an extremely large exercise in educational experimentation. Opportunities to utilise experience from the West have been taken but have to be balanced against the almost inevitable concomitants in education of the "Bessiwessi" attitude prevalent in most reforms. To this must be added the reorientation of the nation itself to a European and global role after decades of comfortable immunity from
delicate foreign policy issues (see Stone, 1993), and including a rapid evolution into a multi-cultural society. Furthermore, Mitter (1992, p. 51) suggested that young people in Eastern Germany seem to be particularly susceptible to aggressive and violent reactions to these circumstances after years of "having been indoctrinated with abstract and unreal slogans of 'proletarian solidarity' and 'socialist brotherhood'." The evidence of dealing at first hand with just a few of these young people is that they have reoriented their thinking rapidly, far more so than their teachers, and reflected the view of increasing numbers of former East Germans that in general their lifestyle has improved in spite of the problems. It is to be hoped that the system is equal to the tasks outlined above and, more importantly perhaps, to the expectations of these young people.
4.4 Physical Education and Sport in the New Germany

In the same vein as the analysis for England, it is naive to ignore the influence of sport and this is covered in 4.4.1, together with the development of PE. The PE curriculum for Brandenburg is then covered in 4.4.2, followed by details of the particular school in the research (4.5)

4.4.1 The Development of Physical Education and Sport.

The same conceptual issues regarding PE and sport are applicable here as they were with the analysis of England. PE is quintessentially an educational process and as such can be distinguished from sport, although they frequently overlap and often share common goals. In Germany there has been an extended terminological debate on these matters, but sportunterricht (sport education) has frequently been the term used for PE in schools. The reality of life, however, is that this has recently shortened to sport and even though pupils in the research school referred to sportunterricht as their PE lessons, the timetable recorded such lessons as sport. For the purposes of this thesis PE is used to signify these lessons in the German school since this was the term favoured by EUPEA, having been proposed by Germany, and it facilitated comparisons with England. It should be noted that the German Physical Education Association (the Deutschen Sportlehrerverbandes) has expressed its unease at the adoption of the term sport for curricular PE, since it could imperil the educational nature of these experiences by confusing it with the better understood, socially more influential, but less education oriented concept of sport (see EUPEA, 1992).

As with England, while the focus of study is PE it would be naive to ignore the relationship with sport since this constitutes a significant cultural influence on the nature of the subject in schools. In relation to Communist nations in general and the former GDR in particular, Riordan (1991, p. 64) has pointed out that the two distinguishing features of Communist sports systems have been "its central organisation and its employment for socio-political objectives." There was no separation of sport and politics with politicians determining and controlling the nature and shape of the sports system. It is clear that in the former GDR the pre-occupation of the state was with success in elite sport and the majority of resources were directed to this end (see Riordan, 1993b).
Hoberman (1992, p. 210) further pointed out:

"This determination to produce champion athletes did not flow from Marxist-Leninist doctrine, but was rather the personal decision of Walter Ulbricht, leader of the East German Communist Party (SED) from 1945 until his retirement in 1971. Eventually East German social scientists proclaimed the sports establishment 'the most highly developed sub-culture' of a communist society...."

Sport fulfilled other purposes as well of course: sportsmen and women were outstanding ideological exemplars of the efficiency of humankind in their machine like proportions (see Hoberman, 1984); sport was an excellent vehicle for promoting health and fitness based on the "Prepared for Work and Defence" system imported from the Soviet Union, and perhaps as important as anything else it served as an excellent vehicle for developing a national sense of pride and identity. In spite of policies such as "Sport Frei", it is clear that "Sport for All" and school PE received a poor deal in relation to what was offered to the elite. Extensive screening procedures were used with all school pupils to identify potential champions (see Fisher and Borms, 1990) and any pupil who demonstrated ability for sport was offered opportunities outside the school system. The much vaunted broad pyramid of mass participation and opportunity, including school PE, on which elite sport theoretically rested have proved, as Riordan (1993a) has identified, to be a "ramshackle" operation.

It must be acknowledged, however, that the system offered unique opportunities to develop talent, supported and nurtured that talent better than any other type of social system, and it is unsurprising that it has been stoutly defended by the recipients. It must also be acknowledged that while a cloud has certainly gathered over the sporting achievements of the GDR, particularly in relation to drug abuse, there are few countries that can claim a clear conscience on the matter and many nations, the United States of America and the FRG for example, have been relatively quick to attempt to reinstate banned athletes and relatively slow to introduce random testing procedures on a broad basis.

In view of the considerable economic difficulties experienced in the process of unification it is hardly surprising that there have been considerable effects on the nature of sport in the two parts of Germany, particularly so in relation to the former GDR. Hoberman (1992, p. 226) has pointed out that the Soviet sports system had been in decline for some time, particularly since the media had gained more freedom, and public criticism of the sports system had become more prevalent. In the former GDR, however, the end was more sudden he argued, being "both late and abrupt compared with events in the Soviet Union".
It has proved impossible, economically as well as politically, to sustain the elite sports system of the former GDR. The massive investment programme which sustained 10,000 children in 25 elite sports schools at student-staff ratios of 2 or 3 to 1, and a central sports university (Deutsche Hochschule für Körperkultur), which employed 1,000 staff for less than 1,000 students, was doomed and the system lasted only a matter of months after unification (Naul, 1993; Brettschneider, 1991).

The ramifications of all this for PE have been immense. Clearly second best to elite sport in the former GDR, PE along with "Sport for All" existed on restricted resources and the PE curriculum was rigid and formal. Nevertheless, PE was a balanced and organised set of experiences with clear guidelines as to how it should be implemented, and was not bereft of quality and suitable experiences for pupils. The need for reform had been identified already in the early 1980s (see Helmke et al, 1991; Baskau, 1988) and a new curriculum had been implemented in September 1989. It is interesting to note that much of the debate concerning these developments appeared in the journal Körpererziehung (Body Education). The journal has disappeared and so has the expression which formed the title of the journal, since its focus on the body alone did not adequately reflect the more rounded educational experience which is encapsulated in sportunterricht or, even better, PE. Naul (1992) summarised the essence of this new curriculum as follows:

(i) Training in sport to develop the ability and capacity for a healthy life-style and regular participation in sport.

(ii) Instruction in sport to develop a positive attitude towards one's body and a habit of regular participation in sport.

(iii) The stimulation of characteristics such as readiness to perform and exert oneself, determination, persistence, activity and courage.

(iv) The development of discipline, orderliness and collective behaviour.

(v) Conveying the achievements of physical culture in the GDR as patriotic and international education, including youth's ability to defend the country.

The intentions of this curriculum clearly differed little from what one would expect from PE in a socialist context and reflected the central essence of previous curricula. Individual capabilities were taken into account more adequately, there was better differentiation of
work and more opportunities available to pupils. Little real change occurred at this stage, but there was evidence of pressure to westernise the curriculum, including calls in the two main journals, Korpererziehung and Theorie und Praxis der Körperekultur, to expand the curriculum into more leisure oriented areas, encompass more individual centred objectives and for a less authoritarian emphasis.

Since unification the new Länder have produced their own new curricula which show a heavy influence from Western experience. Naul (1992) provided a graphic account of the ramifications of the "Besserwessi" influence in PE in these new Länder. He maintained that little had been retained from the previous curricula because of its associations with socialism and regardless of the educational value it contained. With insufficient time to work through a realistic reorientation of previous work for current circumstances, and with considerable encouragement from some colleagues in the West, more open-ended approaches have been introduced for which teachers are ill prepared (see Rausch and Auerbach, 1992). The abandonment of skill and performance elements in these approaches is resented by teachers from the former GDR, and it has proved extremely difficult to promote positive aspects from their previous experience.

It has to be said that there are clear conceptual inadequacies in aspects of these arguments. On the one hand it is not only possible, but educationally sound, for direct teaching and structured opportunities to permeate so-called open methods of teaching; good Primary teachers exemplify this all the time and sound, modern PE teaching is no less capable of producing an effective balance in this respect. West German PE curricula are themselves more structured than their English counterparts (see Vol. II and Meyers Kleines Lexicon for example), with intending teachers having to learn huge banks of specific exercises and movements by heart for example, and in the process of becoming more flexible some PE teachers from the Western parts have themselves fallen prey to over-reaction in some circumstances.

On the other hand it is worth making the point that, even in Western Germany, the PE curriculum has been criticised for not being sufficiently well adjusted to young peoples' developmental needs. Franke (1991) highlighted the failure of German PE to take account of the qualitatively defined phases through which pupils develop, and to reorient its programmes to more modern and relevant structures and processes.

She further indicated that external pressures and social tradition have dominated PE:
"The conclusion to be drawn...........is that school physical education generally revolves around its external patterns of justification. As a consequence, it develops little awareness and sensitivity for its actual results.....The very facts that the readiness of young people to expose themselves systematically to defined achievement requirements is decreasing in many industrial societies and that the classical types of Olympic sports are felt to be a formal obligation cannot be considered to be specifically subject-oriented or individual problems, but rather structural problems of society." (page 468/469)

Franke goes on to identify the peer group as one of the main elements to offer a sense of security, and adherence to its norms and standards remains as important as ever in ensuring social acceptance and recognition. The extent to which PE has failed to adjust then, could be viewed as a predictor in many ways, of pupils responses to PE and of the way they are likely to construe PE within the curriculum as a whole. As far as Franke is concerned:

"Considering the traditional forms of physical education, in school with its training programs largely oriented towards the Olympic disciplines, one can say that they only reach those adolescents who already practice competitive sports outside of school, mostly stimulated by parents, a sports club, and the like..........School physical education, due to its programmatic policy thus far, has little or no value in terms of introduction or initiation, but rather, if any, in terms of reinforcement." (page 469)

It is true, however, that development is clearly evident (see Schmidt, 1993; Blumenthal, 1993, for example), but the nexus of opinions and approaches this has created in the debate on PE within the Eastern states after unification gives some idea of the complexity of the situation for teachers from the former GDR, and how much needs to be done to allow PE in these regions to find a form which suits both its teachers and its schools.

On the basis of direct experience, discussions with German colleagues and the work of authors such as Naul (1992), Rausch and Auerbach (1992), Hardman (1992) and Sutcliffe (1993), it is possible to sum up the situation of PE in the Eastern Lander:

(i) PE is under threat in schools in many countries of Western Europe as financial constraints and accountability begin to dominate educational considerations. Western Germany is no different and this is influencing developments in the Eastern Lander where PE now occupies a less significant place than it did.
(ii) Reductions in the teaching force have hit PE as much as any other subject and there are fewer specialists "on the ground".

(iii) Discipline, order and performance were overemphasised in the previous curricula, but have now largely disappeared at the expense of more leisure oriented approaches which have all too frequently resulted in "free-for-all" fun lessons.

(iv) Rapid and often inappropriate curriculum reform has lead to uncertainty for teachers in exactly what should be taught and how.

(v) There have been extensive changes in the type of sporting opportunities available outside the curriculum. A Western German programme "Youth is Training for Olympia" has been introduced in some Eastern Germany cities to replace the famous Spartakiade. Most of the KJS (Sports Schools) have closed, but some have reformed as private ventures, some have been adopted by the states but now fulfil a wider brief (including music, art etc.) and some operate as sport oriented grammar schools. Extra-curricula opportunities are being carefully considered by many schools before they commit themselves, but inter-school sport is still in existence.

4.4.2 The Physical Education Curriculum for Brandenburg

The curriculum was published by The Ministry for Education, Youth and Sport (Ministerium fur Bildung, Jugend und Sport) on 28 May 1992, the work of a team of physical educationalists, some from the newly re-opened institute at Potsdam, now the Regional Pedagogical Institute Brandenburg (see Appendix 1 for a full translation). This curriculum, itself an interim document, replaced the interim guidelines which had been implemented for the academic year 1991/1992.

The preface to the curriculum notes the difficulties faced by staff and pupils in reorienting to a new philosophy and system of education and emphasises the essential underpinning of the new curriculum, which can be summarised as follows:

(i) respect for the child's dignity including a right to be independent and an autonomous learner within a democratic framework for staff and pupils alike;
(ii) School education must be understood within the totality of life including issues of justice, peace and democracy and a willingness to take responsibility for the environment.

Clearly these reflect the major social issues raised earlier and are part of the constant re-emphasis in documentation of the new social and personal circumstances introduced into the Eastern Lander as a whole. Severance of links with the past is evident through direct reference to the inadequacies of the former GDR system. Teachers are required to avoid a total reliance on "class teaching" (teacher directed), to use what could be called experiential modes of teaching in order to avoid "cognitive top-heaviness", of which "many teachers from GDR schools have unpleasant memories". Emphasis is constantly placed on more individually related progress and greater differentiation of work to cater for all pupils, including the more able. Great stress is placed on avoiding one pace progression in which all pupils conform to the common denominator.

The basic framework for teaching underscores the points raised in the preface. Within sections dealing with Pupil Orientation, Action Orientation, Problem Orientation, Comprehension, the Exemplary Nature of Material, Scientific Connection, Openness and Distinction, teachers are oriented to the sort of philosophy and styles of teaching which are common currency in education systems such as England. In essence, teaching is portrayed as an interaction between partners in the learning process, in which understanding and ability to apply knowledge are more valued than the accumulation of facts, and individual progress is a clear priority. Perhaps the essence of the curriculum and itself an example of the gulf teachers have to bridge from their experience with the past, dominated by set curricula and prescribed modes of teaching/assessment, is contained within the section on Openness:

"Discovery is only possible for someone who leaves the main road, who is able to search without being guided by someone, who can decide himself about main roads, side streets or detours. Learning doesn't happen in one way roads, with fences to the right and left but in open, partly structured-but not entirely structured-situations. Within this process one can get into chemistry from biology, into graphic arts from literature, into geography from history. Nobody can abolish subjects on one's own initiative but nobody has to build fences." (page 12)

With specific reference to PE in Secondary Level 1, the tasks and aims of PE are to build upon experience from Primary Level and to develop pupils' capacities to choose, enjoy and become proficient in a variety of movement forms. The general aims are encapsulated in
...physical education lessons in secondary level 1 contribute specifically, indispensably and not interchangeably to individual and social education and the upbringing of children and young people. Its task is to support schoolgirls and schoolboys in their inclinations and abilities with manifold, varied, interesting and emotionally attractive movement and body experiences, to arouse and maintain joy in movement, play and sports and through that to encourage a lifelong interest in sports."

This is nothing new to members of the PE profession in Western Europe and the remainder of the aims are reflected in the substance of the target areas below. What is significant is the conceptual reorientation required of teachers from the former GDR, the bulk of the teaching force in the Eastern states. They have been asked to adopt a more "movement" oriented approach to PE in order to implement the curriculum, something it has taken the various factions in PE in the West some twenty five years to sort out following the emphasis on Laban's Movement Approach to the subject in the 1960s (see for example the Historical Overview in Mauldon and Layson, 1979).

The specific target areas are identified as follows:

(i) **Motor Learning**
An emphasis on physical prowess and the development of co-ordination, mobility, posture and the body's reactions to exercise.

(ii) **Cognitive Learning**
The acquisition of knowledge on the value and benefits of sport and exercise and the productive use of free time.

(iii) **Social - Affective Learning**
The development of positive attitudes, the promotion of co-operative behaviour and the importance of fair play.
In summary the content is as follows (see Appendix 1 for full details of content areas)

From the seventh to the tenth form the following topics are offered. It is important to re-emphasise that the curriculum guidelines are presented as a framework which teachers adapt to their own circumstances, and the needs and interests of their own students. Specific decisions concerning the amount of time devoted to each area of the syllabus and, for example, whether mixed sex groups are appropriate in particular activities are very much the remit of individual schools and teachers.

(i) **Individual Sports:**

- gymnastics (on the floor, with hand apparatus and to music),
- dance, track and field athletics,
- swimming and apparatus gymnastics.

(ii) **Games:**

- basketball, football, handball, field hockey, volleyball, badminton, tennis, table tennis.

(iii) **Supplementary Sports:**

- orienteering, acrobatics, movement, skin diving, water sports, winter sports, and combat sports.

There should be at least two individual sports on offer in each year, together with two team and one "return" game (net/court game). Seventy five per cent of the time must be devoted to the main areas with the remainder available to the supplementary sports. Sports which carry a health risk, boxing for example, are banned. Other sports can be introduced where the facilities and expertise allow.

It is worth reiterating that this curriculum in itself, and indeed others such as that in Saxony-Anhalt (see Naul, 1992), are professionally worthy and do not exhibit the sort of deficiencies evident in practice referred to above. The central issues mediating the likelihood of success of the new curriculum are the difficulties involved in moving away from a rather mixed set of interim circumstances, together with the limited background of those who will implement it.

In the case of the Brandenburg curriculum there has been some utilisation of former
practice and the teachers in the research school professed confidence in working within it; they said that it resembled much of their previous practice. This is a common view expressed by teachers in a variety of cultures when faced with new curricula, whether it is true or not. Discussions with the head teacher and observation of lessons suggest that further progress is necessary in developing a conceptual grasp of what will be very different modes of working for these teachers.
4.5 The German School

As for England, the nature and location of the school is discussed first (4.5.1), followed by the PE curriculum (4.5.2), and a summary (4.5.3).

4.5.1 The Location and Nature of the School

Situated just outside the city of Berlin the school is in a small town of 22,000 inhabitants. The town itself had been formed fifty years ago by the merger of two smaller towns. The majority Social Democratic Party in Brandenburg had revised initial plans to provide mainly comprehensive schools (Gesamtschule), electing as well for the existence of Gymnasien together with Hauptschulen. However, the Free Democrats (FDP), who were strong locally, had insisted upon a Realschule as well. This meant that the town now had two Gesamtschulen, one Realschule and one Gymnasium. The school used for the study was the Gymnasium which had 600 pupils aged 12-16 years (classes 7-11) and 40 teachers. The school currently had a four form entry of 30 pupils each but was scheduled to grow to something like 750. It was a new school which was in effect the much refurbished building of one of the previous schools, named after a legendary German revolutionary. Only 18 months old it had been given generous funds for major items such as new laboratories and a computer centre. All the class teachers, with the exception of the English/Latin teacher, had come from the former GDR and all had been appointed by the town’s education committee (Schools Committee). The head teacher had been appointed separately and had taken no part in the appointment of the staff. He was a Western Berliner whose task was to build up the new school, having in effect a probationary period of two years before, hopefully but expectantly, being permanently appointed. The school occupied one half of the original school building, the other half belonging to a school for pupils with special needs.

In the view of the head teacher the existence of the Gymnasium was a source of tension in the town. There were no official selection procedures, pupils could apply for entrance to any of the schools and all four schools followed the same curriculum. However, for parents, pupils and teachers reared on the ten year polytechnical school the Gymnasium represented the shape of the future, it was oversubscribed for the forthcoming year and inevitably there was going to be selection on the basis of school records. Altogether it meant that teachers and pupils in the other secondary schools felt that they had received a poor deal and there was considerable discontent. Certainly pupils at the Gymnasium were very happy with their circumstances and appeared to be achieving well in their new school.
Quite understandably there was considerable discontent from teachers at the Gymnasium about differential salaries with their Western counterparts, but in general, and considering what was available in their local context, they felt they had received a fair deal. The main advantages the head teacher recognised in his situation included the notion that his school was generally seen locally as one of the benefits of the new Germany and, therefore, regarded as part of the future. In addition he was in a position to shape the development of the school from a new start rather than adapting an existing institution. With this positive outlook pupils appeared to be well behaved and ambitious, everything one might expect from a Gymnasium, selective or not.

The major disadvantages stemmed in the main and unsurprisingly from the rapid social and ideological changes associated with "die Wende". The head teacher was straddling an internal tension between pupils who, particularly the younger ones, had apparently shorn themselves of any ideological commitment to the past and the staff, who were having difficulties adjusting to new circumstances. In particular it had proved difficult to get staff to articulate their personal philosophy on education and to develop their own ideas as a team and implement their own version of official guidelines. Hirschman (1992) had identified the weakness of "voice" in the former GDR and the high level of acceptance of formal documentation and philosophy from the previous system, whether questioned or not, had ill prepared teachers for an educational system in which the development of individual and group teaching perspectives was a central element of the process. Teachers repeatedly expressed their unease and dissatisfaction at being unable to require students to learn in accordance with official decrees and associated sanctions, and clearly had difficulty with an educational process in which pupils are more of a partner than a recipient. The pupils on the other hand were decidedly "breezy" in their new circumstances and full of the contribution they were making to the process. Apparently the older pupils, last year and this, had more difficulty in adjusting, but there is a generation gap of difficult proportions here; this is yet one more dimension of the huge social ramifications associated with unification. It has to be said that at a personal level the social warmth witnessed between PE staff and pupils in this most intimate of subjects was clearly evident in all lessons.

The other major difficulty identified by the head teacher concerned the corporate identity of the school. It had no tradition, no annual occasions to rally round and had clearly had difficulty replacing the loyalties of the past, although these were expressed as having been East German rather than socialist. PE and Sport was one of the ways in which this would be addressed, interestingly in much the same way as the Soviet Union had used physical
culture to "weld a nation" (Riordan, 1993a), and indeed Hargreaves (1985) had suggested PE could be used to generate a sense of community in a school and to remove barriers between the school and its local community. The school had also planned a Projekttage (Project or Open Day) in which different aspects of the school's work would be displayed for parents and the local community. Pupils signed up for the project to which they wished to contribute and it is interesting to note that few had signed up for those to do with foreign languages. Discussions led to the view that this was a result of inward looking curricula in the past, a lack of awareness of the possibilities inherent in the culture of other countries and, frankly, rank bad language teaching, although this must remain a speculative view. All pupils had received five hours a week of Russian in all years, but few could speak the language which was still being taught.

The school building itself was something of a monument to the previous ideology and a fascinating insight into another philosophy of education and citizenship. The corridors were narrow with few places for social encounters of more than a few people and, like many schools in the former GDR it would seem, had nowhere inside the building to hold a meeting of the whole school. The explanation of the head teacher was that the intention was to offer only teaching space and necessary communication channels and to avoid the development of additional social interaction. Formal meetings when necessary had been conducted in the playground in highly formal fashion under the two flags, the GDR and the town, and the school was designed solely for teaching lessons. If there is no way of verifying this explanation it has to be said that the head teacher's other comments on the staff and pupils were all born out and proved to be very perceptive. Corridors were narrow and forbidding despite efforts to paint them in bright colours, and classroom doors of solid metal represented institutional life at its worst. However, classrooms had been adapted to represent a good example of modern educational thinking and the pupils were clearly relaxed and happy with their circumstances.

The school budget was controlled and in the main administered by the town, which received funds from Brandenburg and the Government as well as its own resources. Only the money for teaching materials was delegated to the school, some DM 25,000. In fact this was not a large sum given the need to develop resources; there were many new cupboards but a lot were empty. The bureaucracy surrounding the head teacher was clearly a source of frustration and the concept of "opting out" was regarded as excellent but a dream of the future.
If the new laboratories represented the new Germany the PE facilities were an indication of the low investment in school PE and "Sport for All" by the previous regime, set against the massive sums of money spent on elite sport. One extremely small gymnasium and some playing fields which had fallen into serious disrepair were the facilities owned by the school. These were supplemented, however, by the use of the town's sports hall, the Stadthalle, a large indoor arena which was available on a limited basis. The sports hall was a short bike ride across a park from the school. The town swimming pool was available as well but the school could not afford the rental fee, a source of some bitterness among these PE teachers used to "Sport Frei". An athletics group and gymnastics group were observed working alongside each other in the school gymnasium which was smaller than the now outdated, inadequate and pre-metric specification of 60' X 30' for British school gymnasia. The large and well resourced town sports hall was frequently shared by three teachers taking separate groups on different activities. It was significant that the organisation of teaching space failed to utilise the opportunities afforded by such a large facility, the reasons for which are discussed later. Given plans to redevelop the sports fields the total package of facilities did not seem unreasonable for a school of that size, with adequate organisation of teaching space and more flexible ways of working. The teachers regarded their circumstances as unsatisfactory, but remained wedded to organisational practices of the past.

4.5.2 The Physical Education Curriculum.

The implementation of the PE curriculum was on the same basis as all other subjects in the school. The official curriculum for secondary level 1 published by Brandenburg was the basis for all the work, but the department was free to interpret the curriculum according to local circumstances. The curriculum and its implementation were a very new experience for teachers used to the absolute system of education in the former GDR, in which everything was prescribed from content to delivery and evaluation. Nevertheless the teachers were enthusiastic about their teaching and the pupils demonstrated a good level of involvement and enjoyment in lessons.

The delivery of the curriculum was based on a logical interpretation of facilities, time and seasons of the year. In theory all pupils at this level of schooling should receive three PE lessons of one hour each per week (including changing and preparation time). In fact in this school only years 7 and 11 received this allocation owing to the difficulty of facilities it was claimed. In fact it is clear from the EUPEA survey (1993) that two hours per week is becoming the national norm in Germany. The additional hour for year 11 was for a
theory course covering sport and politics, sport and fitness, sport and health, sport and hygiene, together with sports regulations and warm up/training. Extra-curricular opportunities were developing, although at the moment this only involved the younger classes, 7 and 8. Handball and basketball were particular strengths of the school, reflecting the interests of the teachers, and competitions in the local community were increasing. In addition the school were intending to take part in the national award scheme for sport, *Sportabzeichen*, developed in place of the former health and fitness awards for the GDR.

With regard to assessment in PE, pupils were assessed it was claimed at the end of each term on the basis of work completed in that term. This was then aggregated for a mark at the end of the year. Each block of work, covering say basketball, was assessed on a scale of 1-6. In some activities, games for example, there would be a series of skill tests followed by an analysis of ability within the game. In other areas of activity, gymnastics for example, particular skills were isolated and pupils performed them under the eye of the teacher who awarded a mark on the spot. No official assessment sheets were used, each teacher implementing his/her own criteria, although it seemed that their experience from the former GDR was useful here. As an example, the scheme for basketball was split into two parts as follows:

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<th>Ability in Games</th>
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<td>-Dribbling, right hand</td>
<td>-Defensive ability and movement</td>
</tr>
<tr>
<td>-Dribbling, left hand</td>
<td>-Offensive ability and movement</td>
</tr>
<tr>
<td>-Dribbling round a slalom course</td>
<td></td>
</tr>
<tr>
<td>-Dribbling &quot;low&quot; and &quot;high&quot;</td>
<td>-Strategic awareness</td>
</tr>
<tr>
<td>-Shooting: all types</td>
<td>-Ability to use skills in the game</td>
</tr>
</tbody>
</table>

Once pupils had been assessed in all areas the marks were aggregated and account taken of effort and enthusiasm during the year. In reality this meant that few pupils received lower than a grade 4 for PE. In one of the classes observed, one of the pupils had received a grade 5 last year and this was regarded as an exceptionally poor effort. Progress to the next year is not impeded by achieving a low mark but it does go on the pupil's overall profile.
It is also a feature of this school that the teachers aim for all pupils who finish year 10 to be able to officiate in one sport of their choice. The assessment for year 11 includes an examination from the theory course taken as two papers to cover the syllabus referred to above. The marks from these two exams constitute two-thirds of the whole mark for PE for the year.
4.6 Summary

The selection of the school had been a careful process involving discussions with colleagues in two universities. It was not the intention to try to provide a typical school, but one that represented the development of PE in the new Eastern Lander and one which, as far as was reasonably possible, could be matched with the English school. The willingness of the head teacher and staff to share their school and their views proved the selection to be a good one, as did the general feeling in the school of going forward into the future, albeit with a number of problems requiring attention. The organisational and curricular issues facing such schools have been spelled out in some detail and focus on the gap between the intention and the ability to deliver in view of past practice and modes of operating. In addition, just to stand and look at such schools and their local environment is only to begin to grasp the amount of investment required to deal with even basic issues such as providing pavements, adequate drainage and roads that give cars some prospect of a future. In this context the gains and achievements of education in the new states have been massive.
## CHAPTER 5

**DELIVERING PHYSICAL EDUCATION: THE TEACHERS' INTERPRETATIONS**

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Introduction

The views of teachers were initially to be collected in a two stage process, commencing with internal discussion among staff in response to key issues they had been asked to address (see Chapter 2). Essential points were to be recorded and returned, followed by an interview with the head of department to discuss their feelings in greater depth, which comprised the second stage. In the event the German school agreed to a further visit and both sets of staff were willing to discuss pupils' interpretations of PE in the light of their own beliefs and intentions. Consequently two more stages were deemed appropriate. Staff were provided with feedback on pupils' interpretations of PE and given time to reflect on the points raised and to discuss their reactions. The final stage was an interview with one or two members of staff, selected by the departments themselves, in order to analyse fully the department's response to the information and to gain perspectives from a broader base of departmental thinking.

This chapter deals with the first two stages, principally teachers' beliefs about PE and the intentions behind the experiences they provide for pupils. Reactions to the pupils' interpretations are dealt with in Chapter 8, within the broader context of reflections and comparisons. Teachers' beliefs, essentially their paradigms for the subject, underpin and inform an important part of the context of PE, and are interpreted by Evans (1985) within the general concept of "frame", as discussed in Chapter 2. More specifically we are concerned here with the frame factors of content, transmission, and aspects of schooling, together with resourcing issues. Within the overall methodology then, this chapter is concerned with the teachers' interpretation and implementation of the PE curriculum, the nature of the transmission process in general, including aspects of teacher-pupil interaction, and the resource base. This takes place in a wider socio-political context.

The research plan for staff was implemented almost entirely in the English school. One member of staff wished to submit her own response to the initial, set issues and did so without contributing to the main thoughts of the department. Another member of staff was unable to be involved fully with the response to pupils' feedback. It was agreed that the teacher with responsibility for girls' PE and a young male teacher would be available for the review of staff responses to this feedback, while remaining staff had an open invitation to do so if they wished and one of them did so on a casual basis.
The process in the German school had to be amended several times. Formal arrangements were made and agreed, but in the event staff preferred to combine stages one and two in a group session. A good relationship had been established with the staff, but they had little experience of reflecting on or analysing their own practice or the taught curriculum. They would also be unused to such scrutiny from an outsider and preferred to operate on a group basis, as indeed they did with the final interview as well, and this was regarded as entirely acceptable.

Section 5.1 deals with teachers' interpretations in the English school, including lesson observations, and section 5.2 deals similarly with the German school. Appendix 12 contains the relevant transcripts of interviews with staff.
5.1 The English School

5.1.1 The View From the Top: Senior Management

It is worth noting, and it had not been appreciated earlier, that three of the four senior managers in the school, including the woman being interviewed, were active participants in sport and regarded it as an essential part of their life. For senior management the main contribution of PE to the major educational goals of the school was in the physical aspect of pupils' personal and social development. The importance of health, co-ordination skills, group work and social skills were seen as essential elements of this contribution.

Reference was also made to the way pupils can experience working independently in PE, but also have to be aware of other pupils and their needs, particularly in a moving environment. The school were especially keen that pupils were exposed to a broad base of participation and the department was praised for its strenuous efforts to afford better opportunities for a greater proportion of pupils, thereby reducing the number who could be said to have failed. It was the view of senior management that PE and sport, like drama and art, had a great deal to offer the teenage population in the sense that it offered a range of personal and life related experiences which other subjects could not.

With regard to the contribution that was expected from PE to the life of the school, the deputy head teacher, who had a good grasp of the conceptual bases of physical education and sport and of sport in its narrow and broad aspects, referred to the importance of competitive sport in the school. Senior management's view was that "competition and the competitive spirit were a natural part of life and the sooner pupils come to realise that the better". The success of school teams was valued and reported in many ways inside and outside the school and this, together with the additional recreative programme the department had developed, were much appreciated. Nevertheless, the deputy head teacher expressed the view that the department needed to prioritise its work and examine how staff utilised their expertise; they attempted to operate on too many fronts. This can be interpreted as a direct reflection of the tension highlighted earlier between PE's dual, increasingly difficult and probably always impossible role of providing a worthwhile and comprehensive programme of PE for all pupils, while at the same time meeting its responsibility to produce tomorrow's elite performers. There was no clear answer given as to whether, if it came to a choice, the school would choose a quality PE curriculum before
sporting success, but it was pointed out that meeting inspection and audit requirements were the first priority and this means the formal curriculum.

When asked about the effect of recent educational changes on PE and its place in the curriculum, two avenues of response were opened up. On the basis that "I do believe that sport has something to offer every child", unusually confusing sport with PE, it was declared that the school would always regard PE as a part of the core curriculum "even for the sixth form". Moreover, "I suppose there's something in it, perhaps they will take that further when they leave". The other thrust concerned the development of examination courses in PE, a safeguard of time and resources on the curriculum for many departments, but in some ways a source of tension in this one, as can be seen below. The deputy head teacher felt that it had "enlarged" the perspective of the staff and expressed the view that:

"It does help the status of the department. It creates a platform for the staff concerned and helps them to converse with other staff on equal terms."

In relation to new directions or initiatives the department ought to consider, the need to prioritise was stressed again in order to balance the often competing demands of the National Curriculum, sports teams and examinations, not forgetting the Duke of Edinburgh's Award Scheme which was run by one of the members of the department. It should be noted that the school had treated the department relatively well in recent years in relation to things like responsibility allowances, and it was due also to appoint another PE teacher this year (1993).

5.1.2 PE Teachers' Views

There were six full-time members and one part-time member of PE staff at the school and assistance was provided by non-specialist staff as required. The reactions of three of the staff to the rigid and formal approach to PE experienced under previous leadership of the department, combined with the appointment of new staff had led in recent years to a radical review of process and content, commensurate with what has been referred to as the new physical education. The very traditional curriculum, for boys in particular, had been challenged and changed and there had been active promotion of less didactic modes of teaching although staff varied in this respect. The reactions of the department in the first stage of staff responses included observations such as:
"We are a forward thinking department, everyone has the opportunity to develop their own ideas...we have developed what we really wanted to do."

The prime goals offered by the department as their contribution to the education of pupils at the school included the development of positive attitudes and a lifelong habit of exercise and participation. They also recognised the importance of pupils working and learning together and enjoying the subject, they saw pupils' personal and social development as a crucial element and felt the promotion of pupils' understanding of the fundamental nature of PE experiences was important. The well developed and highly regarded Duke of Edinburgh's Award scheme was seen as an important element in the broader concept of PE embraced by the staff. Primarily though, the provision of a balanced range of experiences and enjoyment/happiness was selected as the most important. The latter has significance beyond the rhetoric one often finds in PE documentation in many schools since it was part of the fundamental ethos of the whole school. It constituted the central thrust of the Head Teacher's talk to parents of potential pupils and was presented as an element from which all else flows. Not surprisingly then, enjoyment emerged again as one of the essential experiences pupils should receive as a result of the main goals held by the department. Other essential experiences identified by the staff included strenuous exercise and fitness. This reflects the personal and physical investment the department has made to develop Health Related Fitness (HRF) in recent years; intended as a way of individualising this aspect of the subject in the face of growing local and national concern at declining levels of activity and fitness in pupils (see Armstrong, 1991).

The implementation of the National Curriculum was regarded at this stage as "formalisation of what we believe we achieve already", a claim frequently heard in PE departments. A similar view was expressed by the German teachers in relation to the new Brandenburg curriculum. A subsequent school inspection reoriented staff views on this matter when several significant gaps in the PE curriculum were identified and accepted. The changes implemented thus far had been radical compared to what had existed before, but on reflection could be interpreted as having reached a plateau and perhaps, therefore, in need of fresh impetus to prompt a better orientation to the National Curriculum, the implications of which were only just breaking fully into the teachers' consciousness. Staff recognised that the school gave them sufficient freedom to develop their own ideas, perhaps a reflection of the actual as opposed to the declared status of the subject, which did not need to conform to the more important expectations central control and checks of
other subjects. The main constraints were associated with poor facilities and lack of curriculum time to fully implement a truly balanced programme. An interesting dilemma was uncovered in the mounting of examination work in PE. Increasingly embraced by many PE departments throughout the country, at least in part to protect resources and time and to maintain a position in the rapidly changing order of things, it was felt that such work meant "specialist staff being taken away by PE exam groups, therefore, literally anybody asked to assist/teach". The staff felt unable to comment on the extent to which the implementation of the programme for the pupils in the research had been successful. This was explained as due in part to the different groupings used in PE and different staff having worked with them. It may also reflect the evolutionary status of the department's evaluation procedures. The wearing of correct kit was seen as essential to the maintenance of standards and a way of "equalising" different social backgrounds which free choice of kit might have highlighted.

This was followed by the second stage of the process which involved a more detailed interview with the Head of Department (see Appendix 12 for the full transcript). The general thrust of the department's initial thoughts on goals and essential experiences was confirmed. The clear intention with regard to the curriculum was to offer broad based areas of experience for Year 8, soon to be years 7 and 8 with the changing age of transfer, and to build on that with increasing specialisation. Earlier thoughts that their curriculum met the brief of the National Curriculum were by now being revised in the light of the inspection. The programme was by no means inadequate, far from it, but it did not meet the full range of requirements, particularly in creative work for boys and in racquet games and outdoor and adventurous activities in general. Traditional cultural differences in male and female sports and activities were preserved in several instances, e.g. rugby and netball, and together with increasing specialisation in formal sports, as suggested by the National Curriculum, offered perhaps a stronger thread of tradition than the declared philosophy would indicate.
Ultimately, within the general context of a caring, happy school, the view was expressed that:

"...the overall thing for us would be, it sounds corny again, but positive attitudes. I mean, somewhere, more than any other subject we want them at the end of the sixth form or Year 11, to go on and do, to know that PE should be an important part of their life (Pause) If they choose not to that's for them, but we've got to give them the knowledge so that they can make informed choices." (App. 12, p. 52)

The new discourse in PE in general has placed great store on understanding and the importance of informed choices. Educationally worthy in itself, it has been prompted further by the escalating reduction of curriculum time for PE across the nation as a whole, thereby inhibiting the amount that can be covered in lessons and requiring greater attention on giving pupils the knowledge and motivation to progress in their own time. Within this general framework, individualism emerged as a clear ideological position for the staff, with beliefs and values focusing on pupil involvement, developing individual potential and increasing personal control of learning. This was a clear reflection of the general school ethos and not uncommon in educational claims. It was also one of the ways of dealing with the problems of the previous regime, which came to a head when a group of what were then fifth year girls refused to participate in PE, by no means the only school to face this situation. A need to make PE more relevant and acceptable was interpreted in part as a need to increase the individual orientation of lessons, which then formed an increasingly important element of the intentions for lessons. As this developed, in order to be effective it became contingent upon different styles of teaching, and the Head of Department noted what he felt were particularly exciting approaches used by several of his colleagues. These involved a much higher level of pupil direction in lessons and a significant increase in guided discovery methods of teaching.

"What we are looking at is pupil led really and I suppose teachers setting the task and, again another corny phrase which I was very dubious of, as a facilitator. That is where we've asked for all our INSET time (Pause) We are looking at reciprocal teaching a lot more, we're looking at kids designing, given the task they're designing the outcomes. They're now starting to shape the lessons a lot more and what we are finding is they are a lot more interested." (App. 12, p. 53)
The notion of individualism as a myth in the light of reality has been raised by several writers (see Laws, 1990) and will be discussed later, and the gap between teacher beliefs/intentions and behaviour can be only too apparent when observing lessons. There was a clear intention to effect such changes, however, and this was apparent in HRF with pupils designing their own training circuits and selecting their own exercises on the basis of personal need. Of particular significance is pupils' interpretation of this ethos as far as staff are concerned:

"I wonder whether some of them realise or whether they don't know any different (Pause) although kids are a lot more sophisticated now. I don't know that they actually sit back and think, hang on, he's not teaching us like that, but I think the bottom line must be that they are thought of a lot more, they're just not one of the sardines that are going out and doing the drills, they've got some sort of input......" (App. 12, p. 53)

Central to the quality of the experience offered are issues of equality of opportunity on the basis of race, ability or sex. Year 8 were taught in mixed sex, mixed ability groups; the ethnic mix of the school being so small as to be almost irrelevant. This is consistent with the rationale advanced for the subject in much of the general discourse on PE, increasingly being challenged, however, and certainly as far as gender differences are concerned increasingly seen to be a reconstitution of traditional power relations in another guise. Pupils' responses to the curriculum provided some interesting insights into gender issues, which then created an interesting debate among the staff (see Chapter 7). As for mixed ability teaching and the perceived reactions of pupils, the Head of Department pointed out:

"Any comments I get always seem to appear from the top two or three percent, I mean in terms of quality of performance. The very good kids would really like it back in the old days, being in a top group, playing the game and being stars. But from the 97% or so silent majority that I talk to quietly, I think they like being in mixed ability groups." (App. 12, p. 53)

The final word was left with the individual; "everything else, the balanced programme, everything else is destined to give that individual kid a good programme."
5.1.3 Teaching Lessons

It is inevitable that in a department which respects individual approaches to teaching there would be no definitive style or contextual pattern which encompassed all the practice on offer, or which allowed a consensus on the nature of the transmission frame. In as far as one can sum up a considerable amount of time spent in the school, it can be done through the following parameters.

(i) Content

The content of the curriculum was outlined in general in Chapter 3; what is presented here are observations on the reality of implementation. The curriculum for the lower school was indeed reasonably broadly based, even when taking into account the comments from the inspection. Games were usually introduced on a principles/category basis, invasion/net and batting/racquet games for example, and athletics was taught from the principles of running, jumping and throwing as opposed to specific events. From year nine the girls separated from the boys for netball, though not for basketball, and in the main only the boys experienced rugby. Health Related Fitness (HRF) was a common element throughout the lower years, but creative body movement (essentially dance) tended not to extend beyond year eight, and several of the male staff were still a little uneasy with this area. It usually evolved through an exploration of themes, frequently leading to the performance of individual or partner sequences and usually to modern music. Gymnastics was very much in the mould of recent years, pursuing themes, evolving sequences in pairs or individually and based on attempts to elude and develop student ideas. Staff recognised differences among themselves in the way they structured content within the general departmental schemes, with one teacher for example often inviting pupils to select what they were going to study. In reality they did much the same as other classes, but in an order chosen by themselves. Almost inevitably, given the facilities, cultural factors, tradition and the expertise available, games had a rather dominant role, but a sincere attempt was made to produce and maintain what was perceived as a balanced curriculum.

In general, such a programme offered in such a way would be regarded as consistent with the notions of good practice which evolved over the last decade in the professional journals and reports. The content was structured to afford more pupils the opportunity of success and to develop a more sensitive approach to involvement possibilities. It would,
though, be in marked contrast to the conceptions held by many parents, more traditionally minded practitioners and much of sport as to what the teaching of PE, sport as many of them see it, should be about. Several parents spoken to informally could not grasp the essential thrust of the programme, described by one sports enthusiast father as "they do holding hands underwater dance". Indeed it can be said that most sports coaches outside national coach or regional development level also appear to have little conception of what is involved in the new physical education (see Fisher, 1993a).

Progression into formal games came quite quickly in year nine and is in line with National Curriculum guidelines for Key Stage 3 pupils. The content thus seemed to reflect the notion of a department reforming itself in the light of current developments. It soon evolved into more traditional practice but this is not necessarily a bad thing and does not compromise the intentions of the National Curriculum. Certainly the developments in HRF across the years and in games teaching for the younger pupils were a clear indication of where the department was going. General Certificate of Secondary Education (GCSE) classes in years ten and eleven were very popular, although staff were concerned that for a number of pupils it was regarded as a filler in the range of courses that had to be taken. In years twelve and thirteen the "A" Level in sports studies attracted a steady clientelle of some fifteen or so pupils each year and in its third year of operation was running successfully. Although the school regarded PE at this stage as part of the core curriculum, in fact it was optional although very well supported.

The extended curriculum in lunch hours and after school varied between such things as "Super Form" competitions aimed at attracting as many participants as possible, and team practices. In some sports, notably basketball, the school had an excellent reputation and a very strong tradition which had been started by the current Head of Department. The school usually competed in most of the local schools' sports competitions and staff maintained that, contrary to their initial fears, the change in their approach to the curriculum in the lower years to more process oriented methods had not compromised good standards of performance.
ii) **Process**

In many lessons and particularly those with years eight and nine, there was a predisposition to guided discovery methods, as conceived by Mosston and Ashworth (1986). Pupils were challenged, for example, to invent and implement a game within a particular game category and in athletics there was extensive use of challenges and tasks to sensitise pupils to particular technical aspects of performance and to highlight movement patterns. Gymnastics and dance involved a great deal of pupil led discussion and development, indeed there often appeared to be considerable periods of time in lessons when pupil planning and discussion overshadowed activity, something not uncommon in these areas of the curriculum, and indeed with games for understanding approaches. Although it was not the intention, and there was insufficient scope to conduct a descriptive-analytic study of teacher behaviour as Smith et al (1993) have done for example, observation of the discourse in lessons, particularly in years eight and nine, did not reveal an inordinately high level of teacher direction for most of the staff. The results of such systematic analyses of teacher behaviour (see Siedentop, 1991 for example) do indicate that PE teachers spend a good deal of their time demonstrating, presenting material and organising pupils. They also show that teachers spend relatively little time passively reflecting on pupils' work and relatively high amounts of time on performance feedback, motivational feedback and response presentation. Within the context of the research school this was not an unreasonable picture to paint, although one that was clearly changing as the department addressed its philosophy of developing more pupil led approaches. The organisational skills of staff were very high, indeed they had to be to cope with large numbers in relatively poor surroundings. The usage of space and equipment would be judged excellent by most professionals and could even be considered counterproductive, in that they masked the lack of good working spaces.

Relationships with pupils were usually positive, laughter was a common feature of lessons and the school ethos of pupils being happy was taken seriously.

Nevertheless, in spite of these apparently sound innovatory intentions and the lively operational flow of a generally popular set of staff, one has to acknowledge Evans' (1990, p. 140/141) contention that:
"...the 'new physical education' in Britain, far from heralding a radical departure from the established tradition in physical education as the noise surrounding these innovations would have us believe, constitutes a process of accommodation. This process involves neither a shake up of how teachers think about their own or other's abilities, nor a challenge to the status afforded to different sorts of knowledge in the school curriculum. The 'new physical education' does involve the emergence of new forms of practice but these contain a reformulation of old themes in which deep and principled commitments to ideologies of equal opportunities and individualism remain intact."

Clearly the school had engaged in new forms of practice, was committed to them and prepared and able to defend them at a professional level. This did not alter the differential treatment afforded to boys and girls in the critical matter of clothing for example. Girls were required to wear skirts, and in activities such as athletics and gymnastics were required to remove these skirts to take part in sports 'knickers'. Wearing long Tee Shirts tucked in to conceal the knickers suggested reluctance at exposing adolescent bodies in the presence of the boys. During the research the matter reached a head, a group of year 8 girls wrote formally to the Head of Department on the matter and shorts were to be introduced the next year. The deeper ramifications of all this were not explored by the staff, however, and the restricted adaptation to the situation supports the view of Evans and others that underlying values remain intact. The extent to which individualism can be sustained is limited also, if only from a purely practical point of view of group size in relation to facility provision. The intentions and actions of staff varied in this respect and the extent to which pupils might actually be in control of their programme became a significant point which emerged at this stage of the research.

(iii) Outcomes

The responses of pupils to this process follow later. In as far as one can comment on the outcomes of the process within the framework adopted for this research, it could be said that achievement in games was clear and appreciated by all. Not untypical in an English PE programme, it was probably the best provided for aspect of the curriculum in terms of overall time and staff expertise. Other outcomes were more mixed. Gymnastics was boosted by the existence of a top national women's team in an adjacent facility which the school used, and a number of the gymnasts were pupils at the school. Much of the curriculum work in gymnastics showed inventiveness, lessons were frequently
characterised by thoughtful and productive work, but it lacked the quality of performance exhibited in games. Other areas exhibited reasonable levels of achievement in terms of pupils' performances and in HRF individual profiles of work had proved to be an incentive for pupils. Staff were constantly referring, however, to pupils' ever growing inclination against strenuous activity.

5.1.4 The Essence of Physical Education

For the PE teachers in this school, PE represented an eclectic pattern of beliefs and intentions. It was associated with a balanced range of experiences to be offered in an atmosphere of enjoyment and personally oriented achievement. Personal and social development was regarded as an essential element, mediated by the important experience of pupils working together in a positive environment. The development of positive attitudes to physical activity was accompanied by a belief in the value of strenuous activity and being fit and healthy. Individualism was a central theme of the department, personal achievement being complemented by a belief in empowering students to make informed personal choices. Pupil led teaching was important, therefore, and the notion of the teacher as a facilitator rather than a director was high on the agenda. Some tension was evident over the examinable element of the programme, i.e. GCSE and 'A' Level, and its effect on other aspects of the curriculum. Wearing the correct kit was regarded as essential to the maintenance of standards and a reflection of a central school value.
5.2 The German School

5.2.1 The View From The Top: The Head Teacher

The head teacher was in a difficult environment and one that must be typical for many in his position. With a staff consisting almost entirely of teachers from the former German Democratic Republic (GDR) he was straddling something of a dichotomy between those who were trying hard, with reasonable success, to adapt to a new situation and those who were unable or unwilling to cast off their former beliefs and values. In addition there proved to be a third category of teacher for whom the former system had been relatively easy in as far as teaching material was provided, the structure and operation of schools were determined by the system and all that was left was to implement their part of it. This could be accomplished with little thought if a teacher was so inclined and for these teachers, of which there seemed to be two in the PE department, the new developments seemed to be all too much effort. Getting inside another approach to education, restructuring programmes to allow for personal growth beyond that prescribed in the set curriculum, evolving more interactive modes of teaching and adjusting to new approaches to discipline and control all require considerable commitment and persistence. The line of least resistance seemed to be the favoured option, with sufficient development and change accepted to ensure survival in the system.

When asked about the importance of PE to the overall educational package offered by the school the head teacher was equivocal; it was important in one sense and "peripheral" in another. It was important to offer pupils a break from other lessons and PE, like art and music, did this well since they required little mental effort, in his view, and pupils could relax. Furthermore, since one of his greatest concerns was that the school had no tradition, PE, sport and health were seen as important contributors to a critical process. This can be regarded as a classic use of sport and PE as they have been employed in a variety of societal contexts. Hoberman (1984) outlined the use of sport in the former GDR as a model for the new type of citizen, envisaged as almost machine like in their efficiency and effectiveness, Riordan (1991) identified the importance of sport to the former Soviet Union in nation building and promoting its cause at international level, and Hargreaves (1985) wrote in relation to the UK that PE could make a unique contribution to developing a sense of community within a school, also in helping to remove barriers between a school and its local community.
On the other hand, the head teacher had in his view bigger problems than concentrating on PE, although some of them overlapped with it. Critical subjects like English, German and Science were not being taught well. The teachers, particularly in English, had insufficient background in their subject, the GDR had placed a low priority on this language, had insufficient skills in teaching to the new curricula, and some objected to it anyway. Many teachers, including some of those in PE, were worried about the new freedom pupils had and about their own ability to exert control. There was no money available to the Head Teacher for staff development, he had to rely on the state's "Further Education" programme for teachers, organised by the Pädagogisches Landesinstitut Brandenburg. However, he pointed out that in the six month period from July to December 1993, few courses were available for PE in their area, Potsdam. The main one on offer was concerned with assessment which proved to be a contentious issue with pupils in PE. Nine other courses were available, but seven of these were oriented towards primary level (der Grundschule). The PE staff were willing to go on these courses, but it was difficult to release them frequently enough since their classes had to be covered and there were no arrangements for supply cover. Discussions with colleagues in Berlin revealed that responses from PE teachers to further education courses there had been rather poor; whether from lack of interest, resistance to the process or lack of relevance of courses to their needs was not clear.

Attempts had been made to take the whole staff to a Western German school for two visits of one day each, to experience at first hand the sort of process in which they should be engaged. Notwithstanding the obvious resistance from many staff at this seeming affront to their professionalism, the Head Teacher pointed out that "in fact it was nothing, but it was all I could do". His view, unchallenged here, is that it will take years to effect significant change in this situation.

Of particular concern to the Head Teacher was the new system of assessment, which was being introduced into schools to bring them in line with Western practice. In years eleven, twelve and thirteen, leading up to the Arbitur qualification, PE is accorded equal status with other subjects and carries equal weight in the calculation of a pupil's final school grade, an average of all subjects taken. It was his view that PE should not be treated in this way and, by inference, that the testing of PE could not be equated with, say Mathematics. Regardless of the merits of the case for or against PE's inclusion in the
assessment process, the implementation of testing in lessons proved to be a significant issue in the way the curriculum was being mounted and in pupils' experiences of it.

5.2.2 The PE Teachers' Views

There were five PE staff at the school, two female and three male, which appeared to be considerably advantageous for a school population of almost six hundred in comparison to their English counterparts, who had a population approaching one thousand six hundred pupils. In fact they did not all teach a full week, some of them teaching in other schools as well. In the first visit to collect data, one of the male teachers was sick during the period of visiting the school and another male teacher was unavailable. For reasons explained above, the interview was conducted with the remaining three as a group, together with two student teachers who had been invited by the staff to observe what was happening.

The atmosphere for the first interview was cordial; for two of the teachers it was the second opportunity to talk in depth having been involved in the preliminary discussions. It was clear from the start that the head teacher's summary of the difficulties experienced by staff in general was fairly accurate. His assertion that two of the staff regarded the previous situation and curriculum as superior and that three were adjusting well appeared to be sustainable, but with one exception views were expressed fairly carefully as might have been expected (see Appendix 12). It was the head teacher's contention that there was friction between the two groups in the department and whilst this cannot be substantiated directly, the responses of the teachers to this research would seem to indicate that this was so. The co-ordination of PE had been the responsibility of Teacher C (below), but this had proved to be unsatisfactory and co-ordination was now in the hands of Teacher A, one of those making a serious attempt to adapt to difficult circumstances.

What was immediately clear from the initial stages of the process of collecting staff views, at one and the same time disappointing and yet revealing, was the limited ability, perhaps unwillingness of the staff to articulate their rationale for the subject beyond the confines of the official syllabus. The central thrust of their beliefs in the subject amounted to two main points.
In the first place:

Teacher A: "The main aim is for pupils to qualify for a lifetime enjoyment of sport after leaving school."

Secondly:

Teacher B: "Another goal is to keep them interested in voluntary sport after school." (App. 12, p. 56)

It is the belief of the researcher, supported by the reception received when meeting the staff for the second time and having met several members of two of the PE teacher's families, that a good rapport had been established with this group. One is led to the conclusion that they were finding it difficult to break out of their previous operational mode, perhaps the ideological framework as well although this must remain conjecture. The depth of these ideological roots for at least one of these teachers emerged in the final point on the goals of PE:

Teacher C: "There needs to be education for all, no, on all types of socialistic personality." (Laughter)

RJF: "I understood that, the socialistic personality!" (More laughter)

Teacher C: "and how to transfer it to sport as a socialist."

RJF: "Do you feel that is important?"

Teacher B: "Yes, yes, it is. To be competent..(Pause) in all aspects."

RJF: "But not for the socialistic personality now." (Laughter)

Interpreter: "Not as much." (App. 12, p. 56)

Concern was expressed about the "injury" to young people resulting from sedentary lifestyles, watching TV etc., and health and fitness were regarded as important. It was clear, though, that the major difficulty lay in the transition from an absolute structure to the more person oriented perspectives of the new official guidelines and this will clearly take some time. In relation to the change of curriculum there was general agreement that it
was something they could work with. Indeed the point was made that opportunities had existed to interpret the former curriculum; this was interesting in view of the unease that was expressed later at working in the new situation. As one teacher put it:

Teacher C: "To be essential, it is more or less the same."

With a slightly different perspective, however, one of the others noted that:

Teacher B: "The big difference between the new and the old curriculum is that now you have the possibility to decide by yourself what you do. Before you were obliged to do everything that was on the curriculum and now it depends on the staff, what they want to do and what the pupils want." (App. 12, p. 58)

The assertion of Teacher C, not at all uncommon in curriculum development and in many ways a defence mechanism against the uncertainty of change, may well demonstrate a lack of appreciation or acceptance of the fundamental essence of the new curriculum. This is unsurprising in view of the rapid ideological shift they had experienced, but may explain why a more relaxed style of lesson appeared to have been supplanted on largely unchanged content and organisation, at least with some teachers. Even for the more forward thinking it is difficult; grasping the essential essence of something and delivering it to pupils when you have never experienced it properly yourself requires more than some "Further education". What does exist is a superb repertoire of activities, exercises and technical knowledge which English teachers, for example, would struggle to demonstrate.

Asked about pupils' responses to the PE curriculum, reference was made both in the interview and casually that it was far more difficult to motivate pupils now than previously, when the substantial weight of officialdom was there to reinforce practice. Without these supports the teachers felt that progress was difficult, and it would seem that for them it was the removal of the structure more than specific content changes which caused difficulty and insecurity, together with a fundamentally different educational process.
Teacher C: "It is more difficult to motivate the pupils now because there was a lot of pressure and they just had to do it, they just had to with no arguing and now we have to argue with them. You have to motivate them, persuade them and that is more difficult and it is even more difficult to establish discipline."

Teacher B: "One goal is to educate the pupils with some sense of responsibility and now if you give them choice, they just can't handle it. It is too much. Make a warm-up by yourself, but they cannot do it because they do not know what to do. You have to give them instructions now."

Teacher C: "The students still expect teachers to say or to tell them what to do and it is really difficult for them to learn by themselves, and it is a long process which will take years." (App. 12, p. 59)

Great concern was expressed on the limiting effect of facilities. Since two or three teachers always had to share one facility or the other, and the playing fields which were scheduled for renewal were unusable, staff usually had to negotiate in the light of the demands of other staff. Offered a final opportunity to say anything they wished about their PE curriculum, it was facilities which were mentioned again.

When discussing the relationship of the elite to the mass of the population in sport, they agreed there was a clear move in general towards an emphasis on "Sport for All" at the expense of elite sport, with clear ramifications for PE. All regarded this as something of a loss since they felt that achievement of high standards was very much a focus of PE.

Teacher C: "But we do not agree with this approach. We would still prefer to emphasise achievement and performance because you just get, well, enjoyment out of sport, yes, or movement, if you are excellent." (App. 12, p. 60)

This is interesting in view of the fact outlined by a local PE inspector during a previous visit to East Berlin in the days of the GDR, that most talented children, and certainly the highly talented, left the school programme for different provision as their talent became evident. The sports system was geared essentially towards the promotion of the elite, regardless of official ideology to the contrary and this may well underpin the views of this teacher. The place of the low to average performer was construed in terms of "try their best". The implementation of testing within the new circumstances was not, therefore,
something to which the staff objected unduly, indeed it accorded fairly well with previous practice in some respects. They were particularly keen to recognise individual achievement and had placed special emphasis on rewarding effort as a motivational feature of their testing programme.

5.2.3 Teaching Lessons

Lessons were observed over several weeks in all and a number of points were identified and discussed with the research assistant, herself a qualified teacher, to compare what was being watched in relation to good practice elsewhere in Germany and England. The following issues were noted as being central to the research:

(i) Content

The content of the lessons was based in theory on the official Brandenburg guidelines, although these were rather new and still being absorbed into current practice. Lessons in track and field athletics, aerobics, gymnastics, basketball and health and fitness were observed. The content, as expected, was very formal with practice of specific skills through formal exercises and without the exploratory emphasis encouraged in the new curriculum. The educational advantages and disadvantages of these approaches are not a part of this discussion, but they do form an important part of the context within which pupils construe PE. The new curriculum proposes that in selecting and structuring their content teachers should be aware that learners should be "able to search without being guided by someone...decide for themselves about main roads, side streets or detours. Learning doesn't happen in one way roads..." These teachers had not lapsed into the laissez faire approaches reported in other schools (Naul 1992) and taught conscientiously, but were some way from being able to structure their programme to achieve such aims, due in some cases to an unwillingness to change paradigms and in others to a lack of suitable experience.

(ii) Process:

In spite of the very real difficulties associated with facility provision, it has to be said that the level of organisation within lessons was not particularly good. Previous organisational structures were fairly rigid and prescribed, so adjusting to an interaction based teaching
process was difficult. Lack of experience and training in more process oriented approaches, inherently more difficult anyway, combined with pupils who evidently relished their new status, were real challenges. Certainly it was disappointing frequently to see large sections of the big hall unused, together with such things as basketball practices taking place alongside a vaulting session and lines of pupils waiting for turns. The obvious opportunity to create good work stations and a sensible system of rotation had been lost. One could do little with their tiny gymnasium, but in the large sports hall a different mode of operation would have reaped great benefits. It is worthy of note that some German teacher education courses (certainly the one experienced by the research assistant and several others familiar to the researcher) tend to be strongly oriented to subject knowledge, far more so than their British counterparts, but have much less interface with the reality of school life through practical experience of a block or serial nature. There also tends to be less emphasis on teaching methodology and general educational theory.

The personal relationships between staff and pupils appeared excellent. In most lessons and certainly those of the more forward thinking teachers, there was humour, spontaneous applause of good work and a sense of enjoyment in what was going on. What was absent was a concept of learning as a shared experience between teachers and pupils, and pupils themselves through interaction in problem solving, the use of question and answer techniques and the many other ways in which pupils can contribute to the development of a lesson. Teaching was essentially a matter of delivery and acceptance, which was clearly the usual style of operation and pupils appeared to have no difficulty with it since it will have been their dominant experience at school anyway. The concerns of Naul (1992) and others about the evolution of rather loose, recreation oriented programmes in which pupils generally amused themselves at the expense of structured learning opportunities was an interesting issue in observing these lessons. With some teachers activities were structured, but there was a lack of ongoing teaching and pupils seemed to be working things through themselves. With others there was specific skill oriented teaching going on. It is worth reiterating that the programme did not appear to have been abandoned to a poorly conceived recreational orientation as has clearly happened elsewhere. Indeed several teachers had made serious efforts to improve and modernise their programme and introduce more interesting activities, particularly in some of the girls' lessons.
(iii) Outcomes

As in the English school, outcomes in terms of pupils' experiences follow later. With regard to progress as a whole, there seemed to be a good level of accomplishment among pupils in the sense of formal progress within specific skill-based activities or particular sports. The constant testing programme was an incentive to achieve and pupils mostly matched up to the requirements which were partly competency based, for example keeping a volleyball in the air by yourself for seventeen consecutive goes with a particular action such as a "dig", and partly game-oriented as explained earlier. Few pupils seemed to be overweight, most seemed to have a reasonable level of ability and last year only one boy had received a grade six for PE, the lowest possible and mostly due to lack of effort. The overall level of achievement probably owed at least something to the former curriculum and is no less than one would expect of such a disciplined approach to the subject. It was impossible to ascertain fully the level of understanding pupils had of what they were doing, something the British curriculum puts great store on, but in general it has to be said has not managed to evaluate sufficiently well as yet.

5.2.4 The Essence of Physical Education

For the PE teachers in the German school the essence of PE was contained in a relatively few clearly defined concepts. While several teachers were progressing steadily but surely to a deeper, more sophisticated analysis of their subject, others were still locked securely into the more concrete conceptions of yesteryear. Achievement emerged as a guiding principle and testing was followed rigorously, discussion of process was limited and the main preoccupation was with product. Health and fitness were regarded as a central plank of the programme and the development of a lifelong interest in, and affection for, sport were regarded as important. The pursuit and development of technical ability dominated teaching approaches and commitment and effort were essential components expected of pupil participation. Pupil involvement was restricted to concrete operations such as choice of activity and was not woven into the fabric of lessons as an essential part of the educational experience.
CHAPTER 6

EXPERIENCING PHYSICAL EDUCATION: THE ENGLISH PUPILS' INTERPRETATIONS

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Within the general methodological framework adopted, two main approaches were employed to elude pupils' interpretations of PE in each school. Central to this aspect of the research and a feature of the investigation as a whole, was the first approach, a systematic investigation of pupils' constructions of PE as a subject within their school's curriculum, using repertory grid technique. The second approach required pupils to indicate three things they liked and three things they disliked about PE. In addition, the lesson observations mentioned in Chapter Five, and used initially to gain further insight into teachers' interpretations of the PE curriculum, provided a useful supplement to these two main approaches since they gave access to pupils' overt responses to the curriculum in operation. This information, together with informal conversations that arose naturally during the research, were regarded as valuable supplements to that gleaned from the two major approaches indicated above.

Finally, key aspects of the information collected were fed back to small groups of pupils, and responses invited. These pupils were able to see and discuss their own grids, pass comment on the pattern of likes and dislikes revealed by the class, and to make any further observations they wished on PE in their school. The same process was followed in each school, although the exact pattern and time scale varied owing to the different cultural circumstances. This chapter deals with the process in the English school.

In order to provide a coherent picture of the information gathered and the associated processes, a suitable plan for reporting was developed (see Figure 4). This indicates the main thrusts of this part of the research, the general sequence in which the various types of information were collected, and the section of the chapter in which they can be found. A similar process was followed in each school.

It is worth noting here that the early indications were that some differentiation of interpretation according to sex would emerge. It seemed sensible to allow this to evolve and the following analysis is based on this principle.
These pupils had been taught together as a group throughout the year, although they had experienced different teachers for various parts of the programme. In the main their lessons had been mixed sex, with the exception of rugby and netball. They were mostly fourteen years old at the time of the main part of the investigation, and in general were receptive to its objectives, also expressing an interest in the results from the German school.
6.1 Construct Elicitation and Initial Analysis

Following the procedure outlined in Chapter 2 the grid was elicited, and Figure 5 contains a completed grid showing the constructs elicited, the ratings assigned in the cells and, at the side, the ranked order of importance of constructs as far as this pupil was concerned.

An examination of the nature and importance of elicited constructs precedes more detailed scrutiny of their application in the grids. The constructs elicited and approved by the class, as an appropriate representation of those applicable to PE within the school curriculum, are shown below (Table 5). The rankings given by the pupils to each construct were averaged, in order to give an overall indication of importance, and the constructs are listed in this overall rank order (R). For example, the construct designated the most important by the class as a whole (R:1) had an average class ranking of 2.00, as opposed to that regarded as least important (R:11), which had an average class ranking of 5.33. Also included in italics beneath each construct are the raw scores for boys and girls.

It has to be acknowledged that two boys misinterpreted the exercise, and some pupils decided they wished to designate less than six constructs, which was agreed at the time. It was felt that these minor changes did not affect unduly the overall picture of which constructs this class regarded as important. It has to be acknowledged also that average scores can be misleading and are used here simply as descriptive statistics in order to give a general flavour of the overall picture, and to give an early indication of trends which emerged and informed subsequent analysis.
<table>
<thead>
<tr>
<th></th>
<th>TECHNOLOGY</th>
<th>DRAMA</th>
<th>ART</th>
<th>MUSIC</th>
<th>FRENCH</th>
<th>RELIGION</th>
<th>GEOGRAPHY</th>
<th>MATHS</th>
<th>PHYSICS</th>
<th>SCIENCE</th>
<th>ENGLISH</th>
<th>HISTORY</th>
<th>TEAM BUILDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can take part in lessons - involved</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Doing what the teacher says</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Exciting</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
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<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Doing same thing all the time</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Working things out - learning better</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Very serious</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Interesting to me</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Can hardly talk at all</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
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<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HOME ECO.</td>
<td>HIST.</td>
<td>SCIENCE</td>
<td>ENGLISH</td>
<td>MATH</td>
<td>GEOGRAPHY</td>
<td>REL. STUDY</td>
<td>FRENCH</td>
<td>MUS.</td>
<td>ART</td>
<td>DRAMA</td>
<td>TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>-------</td>
<td>---------</td>
<td>---------</td>
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<td>--------</td>
<td>------</td>
<td>-----</td>
<td>-------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Relev. to me &amp; my life</td>
<td>1.</td>
<td>5.</td>
<td>1.</td>
<td>2.</td>
<td>2.</td>
<td>3.</td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>3.</td>
<td>3.</td>
<td>Not relevant to me and my life</td>
</tr>
<tr>
<td>Learning about yourself</td>
<td>3.</td>
<td>5.</td>
<td>3.</td>
<td>3.</td>
<td>2.</td>
<td>3.</td>
<td>3.</td>
<td>1.</td>
<td>4.</td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
<td>Learning facts</td>
</tr>
<tr>
<td>Dislike</td>
<td>3.</td>
<td>1.</td>
<td>5.</td>
<td>3.</td>
<td>4.</td>
<td>3.</td>
<td>3.</td>
<td>5.</td>
<td>4.</td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
<td>Like</td>
</tr>
</tbody>
</table>

Boy? (Girl?)
Please Circle One

NAME:_________
Table 5  English Pupils' Constructions of PE Within The School Curriculum

<table>
<thead>
<tr>
<th></th>
<th>(Raw Scores - Boys)</th>
<th>(Raw scores - Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Number = 9)</td>
<td>(Number = 10)</td>
</tr>
<tr>
<td>Exciting___________</td>
<td>R: 1 (2.00)</td>
<td>Boring</td>
</tr>
<tr>
<td></td>
<td>(1,1,1,1,2)</td>
<td>(1,2,1,3,4,1,1,4,4,3)</td>
</tr>
<tr>
<td>Very serious_________</td>
<td>R: 2= (3.00)</td>
<td>Can have fun</td>
</tr>
<tr>
<td></td>
<td>(3,5,4)</td>
<td>(2,4,3,3,2,3,1)</td>
</tr>
<tr>
<td>Like_________________</td>
<td>R: 2= (3.00)</td>
<td>Dislike</td>
</tr>
<tr>
<td></td>
<td>(3,3,3)</td>
<td>(6,2,1)</td>
</tr>
<tr>
<td>Can take part in lessons: -________</td>
<td>R: 4 (3.14)</td>
<td>Mostly writing and slow things</td>
</tr>
<tr>
<td></td>
<td>(6,4)</td>
<td>(1,2,2,3,4)</td>
</tr>
<tr>
<td>Interesting to me_________</td>
<td>R: 5 (3.15)</td>
<td>Can't keep my attention</td>
</tr>
<tr>
<td></td>
<td>(4,5,3,1,1)</td>
<td>(4,5,2,1,1,5,4,5)</td>
</tr>
<tr>
<td>Can hardly talk at all________</td>
<td>R: 6 (3.43)</td>
<td>Can talk to others</td>
</tr>
<tr>
<td></td>
<td>(4,3,5)</td>
<td>(6,2,2,2)</td>
</tr>
<tr>
<td>Working things out-__________</td>
<td>R: 7 (3.60)</td>
<td>Teacher gives the work learning better</td>
</tr>
<tr>
<td></td>
<td>(5,2)</td>
<td>(4,3,4)</td>
</tr>
<tr>
<td>Doing what the teacher________</td>
<td>R: 8 (3.63)</td>
<td>Using my own ideas being creative</td>
</tr>
<tr>
<td>Says_________________</td>
<td>(3,2,2,6)</td>
<td>(6,5,5,3)</td>
</tr>
</tbody>
</table>
Table 5 (Continued)

<table>
<thead>
<tr>
<th>Construct</th>
<th>Rank (Average Rank)</th>
<th>Rank (Average Rank)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing the same thing all the time</td>
<td>R: 9 (3.67)</td>
<td>(5,3)</td>
</tr>
<tr>
<td>Learning about yourself</td>
<td>R: 10 (4.33)</td>
<td>(6,3)</td>
</tr>
<tr>
<td>Relevant to me and my life</td>
<td>R: 11 (5.33)</td>
<td>(6)</td>
</tr>
</tbody>
</table>

A construct on whether lessons were boring or exciting was not unexpected; it had figured prominently in the elicitation process. It emerged clearly as the most important, markedly so for the boys, with an average ranking of 2.00 over 15 pupils; every girl included it in her list of most important constructs. Later analysis of the grids and discussions with pupils revealed that for many pupils, boring or exciting was defined further through other constructs and frequently involved variety, interest and having fun. It was interesting that the girls who later exhibited more positive interpretations of PE, accounted for all the first and second place rankings, very similar to the boys, while the girls who later showed a more negative stance, placed it lower in importance. Whether lessons were exciting or boring was of less importance to girls who distanced themselves from PE.

The extent to which a subject was very serious or could be fun can be seen as a related construct and unsurprisingly, therefore, was ranked second overall (average: 3.00), and designated by just over half the group. Serious was associated with concentration and compulsion, frequently to be found in the world of classrooms and text books. Fun, on the other hand, encompassed a freer, more relaxed environment, often involving "having a laugh" or working with friends, and requiring lower levels of concentration. The girls placed this construct rather higher on their list of priorities than boys. The extent to which a subject was liked or not also occupied second place. It was used by fewer pupils than its partner in the rankings, but the two girls who placed it high on their list later proved to be members of the sub-group whose view of PE was less than positive. The
The notion of like and dislike of subjects was to be expected and, like boring and interesting, pervaded pupils' descriptions of their life and school. The fact that such an apparently well used construct was ranked by so few can be interpreted in several ways; additional comments and subsequent feedback suggested that it was frequently seen as arising from small combinations of other constructs, an impression supported by the pattern which emerged in the grids.

The construct ranked fourth overall was concerned with the level of personal involvement in lessons, as opposed to sitting and writing (average: 3.14). Being involved was interpreted in a variety of ways from simply contributing to a discussion or being active in the lesson, to making an extensive input to the learning process, through project work for example. It related in many ways to what the German pupils aptly referred to as "dry learning". The girls placed this construct slightly higher on their list of priorities, and on their rankings alone it was second in importance. The girls appeared to have a more mature and discriminating approach to life, a number of the boys were considered to be "silly", and the opportunity to have an active part in the process was considered to be important.

Only marginally lower overall was a construct associated with interest in subjects (average: 3.15). Unlike the previous construct it had a fairly balanced range of rankings from boys and girls, and was selected by well over half the pupils. Related in part to the first construct it proved to be one of the key distinguishing criteria applied to PE. The definition of interesting was not a simplistic button-hole, it related to personal choices, group work, and frequently to things that were modern and part of their lived experience in and out of school.

The possibility of talking to others emerged in sixth place (average: 3.43), and signified that the opportunity to interact is important, slightly more so for the girls. The opportunity to work things through in a lesson, as opposed to what might be termed teacher direction, emerged as seventh on the list (average: 3.60). Somewhat different to the construct on involvement, which could still be subject to teacher direction, it can be regarded as an indication of the nature and structure of effective learning situations as far as pupils are concerned, and related quite well to the next construct, the extent to which pupils could use their own ideas (average: 3.63). These two constructs proved to be very informative on pupils' interpretations of PE, and were ranked slightly higher by the boys. While the
interpretation of what counts as teachers giving the work can be problematic, there proved to be a clear view that having some personal responsibility for what is learned, and being able to call on their own resources was considered to be important. The extent to which this is a reality for pupils, rather than a well intentioned, but superficial gesture on the part of teachers is an important part of the debate, as is the place of pupil centred learning within the framework of more formal and directive approaches favoured by the New Right. The notion of variety contained in the construct ranked ninth (average: 3.67) has appeared in many definitions of young peoples' lifestyles, and informed later comments about likes and dislikes in PE.

The remaining two constructs were selected by relatively few pupils, and usually as a lower choice. However, they attracted three rankings each and offered the possibility of useful insights of a different order into the general framework of constructions. Harre (1983, p. 256) argued for a theory of personal development which could be said to involve four phases. Initially the process involves transition from dependence on the "circumambient social order", or what Harre describes as the appropriation of socially generated linguistic and social practices, to the creation of a distinctive personal being. In this way, individuals take over their own personal development within culturally determined structures, and evolve personal theories which guide later presentations, reorganisations and re-categorisations of self. Whilst Harre's explication was not specifically related to adolescence, it is not unreasonable to interpret these last two constructs as part of this process of transition and, therefore, of significance in a different way to the other dimensions of the grid. In a different, but related, vein, Fisher (1979) found that the dimensions of schoolboys' personal space associated with PE and sport showed a distinct tendency to polarise over the period of secondary education, as fairly homogeneous concepts of their physical selves crystallised into more differentiated interpretations with the evolution of maturity. This, together with Harre's theoretical position, helped to inform the interpretation of this aspect of these young peoples' interpretations of PE.

Overall, the fact that every construct had a place in at least three pupils' most important list of six would suggest that the parcel of constructs educed and offered to pupils were both relevant, and a reasonable sample of the range of those available to pupils. It is clear from the pattern that has emerged so far that the extent to which the curriculum facilitates personal orientation to learning is important for pupils, as are factors mediating interest,
excitement and variety, and the extent to which it matches their developmental perspective. The most important constructs were associated with whether lessons were liked, or exciting, or offered opportunities for fun. Some divergence of opinion was evident between boys and girls with regard to the most important constructs, and these are picked up in the analysis of grids and of likes and dislikes (6.2).

The pupils then completed the grid, placing a rating of one to five in each cell, depending upon whether a particular subject was more towards one pole or the other (Appendix 13 contains copies of completed grids). It was deemed to be appropriate to begin the scrutiny of the grids by studying the average class rating for PE on each construct. It is emphasised again that average figures have been used as descriptive statistics only, in order to grasp the overall picture. The average ratings for the class as a whole have been differentiated to show those for boys and girls, in view of previous indications that distinctive patterns for boys and girls were likely to emerge. The pattern of responses is shown in Table 6, indicating the extent to which the group as a whole, or the different sexes within it, responded more towards one pole or the other, 1 - 5 (all figures rounded to two decimal places in the interests of clarity). The constructs are listed in the order in which they appeared on the sheet, and also shown are the ranges of ratings given by boys and girls.
### Table 6: Average Construct Ratings: English Pupils

<table>
<thead>
<tr>
<th>Construct</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can take part in lessons:</strong></td>
<td>1.26</td>
<td>1.50</td>
</tr>
<tr>
<td>(Number = 9) (Range)</td>
<td>(0)</td>
<td>(1-3)</td>
</tr>
<tr>
<td>Mostly writing and slow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Doing what the teacher says:</strong></td>
<td>2.84</td>
<td>3.11</td>
</tr>
<tr>
<td>(Number = 10) (Range)</td>
<td>(1-5)</td>
<td>(1-3)</td>
</tr>
<tr>
<td>Using own ideas: being</td>
<td></td>
<td></td>
</tr>
<tr>
<td>creative</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exciting</strong></td>
<td>2.32</td>
<td>2.32</td>
</tr>
<tr>
<td>(Number = 12) (Range)</td>
<td>(1-2)</td>
<td>(2-5)</td>
</tr>
<tr>
<td>Boring</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Doing same thing all the time</strong></td>
<td>3.37</td>
<td>3.56</td>
</tr>
<tr>
<td>(Number = 15) (Range)</td>
<td>(1-5)</td>
<td>(2-5)</td>
</tr>
<tr>
<td>Doing different things</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Working things out:</strong></td>
<td>2.84</td>
<td>2.33</td>
</tr>
<tr>
<td>(Number = 24) (Range)</td>
<td>(1-4)</td>
<td>(2-5)</td>
</tr>
<tr>
<td>Teacher gives work</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning better</strong></td>
<td>4.16</td>
<td>4.78</td>
</tr>
<tr>
<td>(Number = 30) (Range)</td>
<td>(4-5)</td>
<td>(2-5)</td>
</tr>
<tr>
<td>Can have fun</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6:  Continued

<table>
<thead>
<tr>
<th>Construct</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting to me</td>
<td>2.21</td>
<td>Can't keep my attention</td>
</tr>
<tr>
<td></td>
<td>1.33</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>(1-3)</td>
<td>(1-5)</td>
</tr>
<tr>
<td>Can hardly talk at all</td>
<td>4.74</td>
<td>Can talk to others</td>
</tr>
<tr>
<td></td>
<td>4.89</td>
<td>4.60</td>
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<tr>
<td></td>
<td>(4-5)</td>
<td>(3-5)</td>
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<tr>
<td>Relevant to me and my life</td>
<td>3.00</td>
<td>Not relevant to me and my life</td>
</tr>
<tr>
<td></td>
<td>2.78</td>
<td>3.00</td>
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<tr>
<td></td>
<td>(1-5)</td>
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<tr>
<td>Learning about yourself</td>
<td>1.63</td>
<td>Learning facts</td>
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<td></td>
<td>1.22</td>
<td>2.00</td>
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<td></td>
<td>(1-2)</td>
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<tr>
<td>Dislike</td>
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<td>4.78</td>
<td>3.20</td>
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<td></td>
<td>(4-5)</td>
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The rating on the first construct (average: 1.26) indicated that pupils felt involved in lessons, and the girls had ranked this as one of their more important constructs. An average rating of 2.84 on the second construct suggested some ambivalence over the extent to which personal ideas could be used in PE. In fact the boys were fairly divided on the matter and the girls showed a disposition towards the teacher directed end of the construct. Girls were also more disposed to construe PE as subject matter given by the teacher, on the fifth construct, with boys oriented towards "working things out", but again with a bigger spread of ratings. This is noteworthy in view of the teachers' philosophy on individualism, and the general thrust of personal exploration favoured by the National Curriculum in PE, both of which would appear to have some way to go in pupils' eyes.
A distinct difference between the sexes is evident on the construct associated with boredom or excitement (average: 2.32). While the boys construed PE as definitely exciting, the girls, all of whom ranked this as an important construct, were divided on the basis of two distinct subgroups which emerged later. The fourth construct was concerned with variety. Despite the teachers' belief in a broad and balanced curriculum, PE was not construed as particularly varied (average: 3.37). This is unsurprising in England, where many schools have traditionally portrayed a games dominated curriculum, particularly in the independent sector, whilst espousing the virtues of breadth and balance (see Hill, 1985; Dickenson and Sparkes, 1988; Harris, 1993). The National Curriculum and regular inspections will clearly effect change in this regard, as is happening in the research school for example, but for the present this view of the curriculum is understandable. Harris (1993) has demonstrated recently a greater awareness on the part of teachers to emphasise previously neglected aspects of the curriculum, such as dance and outdoor and adventurous activities, but it is likely that the general pattern remains largely unaltered as yet.

Whether PE was considered to be serious or fun had been revealed as more important to the girls than the boys. It is significant then that the girls were clearly divided on the matter (average: 3.00), while the boys construed PE strongly as fun (average: 4.78). Similarly the boys found PE more interesting (average: 1.33) than the girls (average: 3.0), who again had a wide spread of ratings. Pupils indicated on construct ten that they learned about themselves in PE (average: 1.63). However, there was no clear feeling that the subject was relevant to them and their lives, construct nine (average: 3.00). What emerged in subsequent discussions with pupils was a poorly developed idea of the relevance of PE, beyond a general sense of release from other subjects and the need to be healthy. From pupils' standpoints, the contribution it might make to your life now and in the future were not particularly well developed and, indeed, were not well emphasised in lessons. You could discover, however, what you were capable of, in which areas you were more or less able, and so could learn about yourself. This might well be learning about your level of incompetence, and so the relevance of PE might well decrease still further while, on the other hand, others reinforced their sense of competence. On construct eleven, the boys were clearly focused on liking PE (average: 4.78), not so for the girls, who again were divided, and on a construct designated by those with a less than positive view of PE as one of their important constructs.
6.2 Socio and Individual Grid Analyses

Following the initial scrutiny above, all the grids were Focused. For clarity of presentation and discussion, a graphical output was selected for individual grids (see Figure 7, for example). It would be unrealistic, indeed unnecessary in the strategy adopted in this research, to present and discuss each individual grid in detail, nineteen from the English pupils alone, but every grid from both schools is included in Appendix 13.

In order to organise the analysis and presentation of the grids, and to select those most relevant for discussion, the Socio option from RepGrid 2 was employed to discover how pupils' grids related to each other. Starting with high requirements for levels of match, for example where at least 50% of constructs matched at 85% or better, the demand was reduced successively by 0.5 % at a time, less where appropriate, to see which pupils' grids were the first to link up, which pupils' grids showed them to be central figures in the pattern for the group, and when the various pupils could be said to have checked in, meaning that the specified level of match had reached a point where their grid could be linked up. After trying requirements of match so high that none of the pupils linked up, to such low requirements that it was impossible to distinguish meaningful patterns from the mass of link lines, a number of levels proved to be of particular interest, and these were selected for presentation. In the following discussion, it makes sense to refer to how pupils are linking up and showing patterns of construction, it simply needs to be remembered that it is their grids which are the basis of comparison and contrast.

Since PE was the only subject to be present in all the triads used for construct elicitation, it might be expected that constructions of PE would be the major factor in linking pupils. This is not necessarily so, however, since it is whole grids which are compared, and patterns among the other subjects can influence relationships, which has to be borne in mind when analysing results. Indeed, a lot of interesting information on the other subjects is contained in these results, which was of significant interest to the senior managers of both schools, particularly in Germany. A request to make this information available following completion of the research will be given serious consideration.

It was clear that differential patterns were likely to emerge for at least some of the girls, in view of strong indications of such a trend in the initial scrutiny of grids. It seemed sensible to allow this trend to drive the presentation of this aspect of results, and to start with
separate analyses for boys and girls, a decision which was vindicated as results unfolded. Indeed, it proved to be such a dominant trend that to start with an analysis of the whole class, by no means impossible, but in any case more complex and so more difficult for the reader to follow, would have been difficult without the advantage of this information. It is worth noting again that despite the predominance of mixed sex teaching, boys and girls changed in separate buildings, with each facility bearing the connotation of the boys’ facility and vice versa. Furthermore, observation of lessons showed that the different sexes rarely worked together by choice, usually preferring their own friends/sex.

6.2.1 Girls

The highest point at which a match could be demonstrated, that is where 50% of constructs are matching at the specified level or higher, as explained above, was at 84% and involved two girls, Sarah and Nicola, as shown in Figure 6:

**Figure 6:** Girls: Construct Links (at least 50% over 84)
Scrutiny of these grids (see Figures 7 and 8) showed similarities in the English/Mathematics grouping, although the pattern of constructions differed somewhat, and Science linking at over 80% in both cases. The two girls' constructions of History, Home Economics and French were reasonably close.

For both girls PE was in, or close to, groupings including art and science, but in terms of construing the subject it was more a question of touching at the edges. There was agreement on such things as the opportunity to use ideas and be creative, and on learning about yourself, with some similarity on being able to talk to others. Mostly though, the two grids showed a tendency to drift apart, with Nicola viewing PE as fun, of greater relevance to her life and relatively exciting, and Sarah's grid displaying a contrasting perspective. This initial link was the starting point of differences within the girls' group, differences which had emerged in the initial scrutiny, especially on these constructs. The pattern was by no means unequivocal, but subsequent information confirmed and developed it. Both girls showed some ambivalence on a number of constructs, and some hesitancy to be completely committed on those mentioned, which suggested certain, but not entirely committed, perspectives on the subject. They offered an entrance into two groups of girls, who collectively displayed quite different constructions of PE.
Figure 7: Focused Grid - Sarah

- CAN HAVE FUN
- LEARNING FACTS
- CAN'T KEEP MY ATTENTION
- CAN TALK TO OTHERS
- TEACHER GIVES THE WORK
- DOING WHAT THE TEACHER SAYS
- RELEVANT TO ME AND MY LIFE
- EXCITING
- DOING DIFFERENT THINGS
- CAN TAKE PART IN LESSONS - INVOLVED
- DISLIKE

- VERY SERIOUS
- LEARNING ABOUT YOURSELF
- INTERESTING TO ME
- CAN HARDLY TALK AT ALL
- WORKING THINGS OUT - LEARNING BETTER
- USING MY OWN IDEAS - BEING CREATIVE
- NOT RELEVANT TO ME AND MY LIFE
- BORING
- DOING SAME THING ALL THE TIME
- MOSTLY WRITING AND SLOW THINGS
- LIKE

- DRAMA
- FRENCH
- GEOGRAPHY
- RELIGIOUS STUDIES
- HOME ECONOMICS
- PE
- MUSIC
- ART
- TECHNOLOGY
- SCIENCE
- HISTORY
- MATHS
- ENGLISH
Figure 8: Focused Grid: Nicola
The next level of match (see Figure 9) developed matters in that Shahlia and Paula joined the picture. While exhibiting similarities with Nicola on English, Mathematics and the mainly sorry tale that was to become History, they showed a good degree of similarity with Sarah in her construction of PE. These three confirmed and detailed the existence of one of the groups among the girls, one that was mainly antipathetic to PE. Nicola on the other hand, began to link with an alternative group of girls in relation to their interpretation of PE, joining with Sharon and through her to Stacey.

The arrows on the link lines indicate that some constructs link with those on another pupil's grid, and that reverse relationships exist for arrows in the opposite direction. This is extremely useful in particular types of relationship studies, marriage guidance for example, but serves little purpose here and so has been ignored. They cannot, though, be removed from the printout.

Figure 9: Girls: Construct Links (at least 50% over 82)
In the first of these groups, Shahlia, like Sarah, linked to Nicola and she grouped subjects in a similar pattern (see Appendix 13). In PE there was also some ambivalence and it was viewed as a subject where you could have fun, there was variety and you were involved. But in the main it was boring, uninteresting, and teacher dominated. Shahlia linked to Paula, who was the most committed member of this group, and easily the most vociferous. She maintained that she could talk in any lesson and was frequently in trouble for doing so, which would explain the almost perfect set of ratings on this construct. As far as PE was concerned (see Figure 10), it shared with History the ethos of a teacher directed, boring, serious and irrelevant subject, which "can't keep her attention". It offered opportunities for learning about yourself, negatively in this case, and there was ambivalence on whether you could have fun or do different things. Involvement for Paula turned out to be a matter of doing something, as opposed to contributing to the process. For Paula, PE shared an association with History at just over 80% level of match, which itself grouped at about the same level with English, Maths and Geography, all mainly construed in negative terms, like several other subjects as well.

During the "three things" exercise Paula asked if she had to think of something she liked about PE. Discovering that it was not obligatory she thought of one thing, trampolining, but otherwise expressed the view that she disliked everything. During a casual conversation she was quite happy to discuss her view, that there "wasn't anything" that could be offered, on or off-site, which would create a positive feeling about PE. It had no place in the educational process, could be pursued at some other time by those who were inclined to do so, and was a burden to be carried in her school life.
Figure 10: Focused Grid: Paula
In the second group, opened up through Nicola, membership expanded through Sharon and Stacey. Sharon, like several others in the group, construed PE in a similar vein to subjects such as Art, Music, Drama and Technology, in her case linking with Music at over 90% and Drama at around 90% (see Appendix 13).

Stacey (see Figure 11) construed PE in similar terms to English and Home Economics, linking at over 80%, with another group including Art, Drama, Music and Religious Studies joining at just below this level. She demonstrated the most positive construction of PE in this group, and had the most committed profile of all the girls.

For Stacey it offered variety, fun, excitement, interest and was seen as a subject in which you learned about yourself, and which was liked. However, there was an expression of ambivalence in relation to using her own ideas and working things out. She was, in fact, an accomplished track athlete who felt that the staff were insufficiently versed in her area of expertise, and lacked understanding of elite sport.
The next critical point in the Socio analysis came at 78%, when all the girls had checked in, as it were, and the overall pattern of relationships became clearer (see Figure 12).

Figure 12: Girls: Construct Links (at least 50% over 78)

It is unrealistic in the context of this research to explain the nature and detail of all these links which, as indicated earlier, also involve patterns beyond PE. The circumstances associated with PE remain the focus of the analysis. The pattern revealed in Figure 12 was final confirmation of the two groups and the remaining analysis has been conducted on the basis of such groupings.
Group 1:

Caroline (see Appendix 13) proved to share similar constructions of PE with Sarah and Paula, and linked accordingly. Although she also linked with Sharon and Nicola, these were not the most committed members of the other group, that is Stacey and Melissa, with whom she did not relate at this level. Debbie (see Appendix 13) also linked to Sarah's group, although more marginally, rather like Sarah herself. It was a group which epitomised and informed our understanding of one of the major issues confronting secondary PE, namely girls in middle adolescence. Analysis of their grids confirmed general unity in thinking about PE, but with shades of opinion varying between the more moderate Sarah, Shahlia and Debbie on the one hand, and Paula and Caroline on the other. In general, whereas PE was construed as having some potential for fun and was not entirely disliked by two of them, the others were more dismissive. It was mostly boring and of little relevance to their lives.

Further discussion revealed that the leisure activities of these girls revolved around what Roberts (1989) referred to as "home centred" activities, by far the most popular leisure area for adolescents in general. Beyond a general wish to be healthy, they saw little use for PE in their future lives. Lack of interest and commitment meant that some went no further than complying with the teachers' essential directions, pursuing themes and work no further than was necessary, which itself seemed to contribute towards the construction of PE as teacher directed, reflecting several underlying issues.

For this group there was some ambivalence on the learning facts - learning about yourself construct. Most were aware that they had learned things about themselves, mostly that they were not very good. Moreover, they learned that performing in front of others (demonstrating) was an embarrassment, which was clear in their responses to these situations in lesson time, when inhibition and reluctance preceded production of the minimum display necessary to comply. Almost every subject appeared to be one in which you could talk to others, which may partly reflect Paula's view, but also seemed to have been interpreted by the girls as being possible, even if it did not always happen.

The grouping of subjects for these girls showed PE to link often with subjects such as Maths and History, which were mostly teacher directed and often construed even more negatively than PE. Unlike the other girls' group, PE did not link much with Drama, Art
and Home Economics. With regard to the constructs, there was a reasonably clear relationship between using their own ideas and learning better, which indicated one of the critical elements PE seemed to be failing to address. Learning about yourself and the construct on relevance to life also tended to link to this group at around 80%, both of which can be seen to reinforce the idea that they have learned about their low level of self competence, which was confirmed in conversations and lesson observations, and most saw little relevance for the subject in the real world.

Group 2:

Melissa and Joanne can be seen to express their membership of the other PE group, although they did relate to the more ambivalent members of the first group. Most of these girls were reasonably accomplished performers in one aspect of PE or another, and took an active and full part in lessons. Comparing the grids for this group showed several trends. There was a tendency to ambivalence on opportunities to use your own ideas and some ambivalence on working things out---- learning better; interesting again in view of the department's commitment to individualism and pupil-led learning. The biggest difference came on the issue of variety, where the different ratings almost covered the range, which seemed in discussions to reflect individual interests. Variety for Stacey could be interpreted as another game within a games programme, whereas Melissa looked for larger changes of emphasis. Most saw the subject as relevant to their life, all enjoyed the opportunity to talk and all saw PE as a subject in which you could have fun, and which was liked. The relationship between the constructs within this sub-group was interesting in that they were similar to the first group in pattern, but rather less so in the way they were used. A consistent pattern could not be identified, but some general relationships were evident. Learning about yourself and PE being relevant to their life emerged as a relationship of reasonable strength, around 80% was common and it was stronger for some, Nicola for example. Being able to use their own ideas was often near this grouping and being able to talk to others often linked loosely. There was some indication here of a pattern that was partially shared with group 1, also suggested in the boys grids, namely two loose clusters of constructs related to an enjoyment/pleasure element on the one hand and a personal development/social experience element on the other.
6.2.2 Boys

The Socio analysis of the boys' group commenced at 85%, slightly higher than the girls but, like the girls, involved two members of the group, Jason and Clive (see Figure 13).

Figure 13: Boys: Construct Links (at least 50% over 85)

Jason's profile in PE (see Figure 14) was almost entirely at the extremes of each construct, with the subject construed as highly interesting, varied, amenable to personal involvement and a generally exciting experience as far as he was concerned. Only a marginal deviation on the relevance construct interfered with a complete set of ratings, to conclude what would be considered an extremely positive approach to PE.
Figure 14: Focused Grid: Jason

Not Relevant to Me and My Life: 9
Dislike: 11
Doing Same Thing All the Time: 4
Can't Keep My Attention: 7
Very Serious: 5
Can Hardly Talk At All: 8
Doing What the Teacher Says: 2
Mostly Writing and Slow Things: 1
Teacher Gives the Work: 5
Boring: 8
Learning Facts: 10

Relevant to Me and My Life: 9
Like: 11
Doing Different Things: 4
Interesting to Me: 7
Can Have Fun: 6
Can Talk to Others: 8
Using My Own Ideas - Being Creative: 2
Can Take Part in Lessons - Involved: 1
Working Things Out - Learning Better: 5
Exciting: 3
Learning About Yourself: 10

Drama: 12
PE: 5
Art: 11
Home Economics: 1
French: 9
Maths: 6
History: 2
English: 4
Technology: 18
Science: 3
Music: 10
Religious Studies: 8
Geography: 7
The strength of Jason's interpretation of PE can be gauged from his constructions of other subjects, with blocks of areas shaded 3 or towards the other poles. Clive (see Figure 15 overleaf) had a similar pattern to Jason, but was more ambivalent on whether PE offered different things, and on its relevance to his life. He was also slightly less certain on whether it was interesting, exciting and offered opportunities for fun, but the main difference with Jason lay in constructions of the pupil-led nature of the subject. Clive felt that he was unable to use his own ideas and that most work was given by the teacher. Both boys grouped PE, Art and Drama together at more than 80%, more than 90% for Jason, with Home Economics not far away; a raft of practically oriented subjects.

The interpretations of the boys were further illuminated by the next level of match, 84% (see Figure 16).

Figure 16: **Boys: Construct Links (at least 50% over 84)**
Figure 15: Focused Grid: Clive
Jason was not particularly able in PE, but generally keen, lively and sociable in lessons. He linked to Paul and Darren, while Clive linked only to Darren (see Figure 17), who demonstrated a similar, slightly less committed profile for PE. These two shared the construction that the teacher usually gave the work and that PE was not particularly relevant to their lives. Darren was also less convinced as to the interest of the subject.

In general the profiles of Clive and Darren were similar and, together with Craig, constituted what might be thought of as the fringes of the group for PE, although not in any extreme sense. Paul linked strongly to Jason on PE with one notable exception, PE was viewed strongly as a function of the teacher giving the work. It was not possible to talk this through with him, but in any case there was a definite tendency in the boys' group as a whole to see work as teacher oriented, to a greater or lesser extent. Once again PE linked closely with Art and Drama, with technology not too far away. Darren blazed something of a lonely trail for History, seeing it as fairly relevant, interesting and offering opportunities for fun and relevance in his life. It was, however, still teacher directed and slow.
Figure 17: Focused Grid: Darren
It can be seen that Clive linked with Craig, as might have been expected, and also that he linked through Andrew, who himself was slightly more ambivalent about PE than those like Jason and Paul. Even so the grouping was fairly weak and by no means a feature of the analysis. It seems better to regard the situation as something of a continuum encompassing a limited range of interpretations of PE, moving from a small, loose cluster of pupils generally well disposed towards PE, to those who clearly identified strongly with the subject. Overall the boys were fairly homogeneous in their constructions of PE, such variation as did occur strayed little from the main trends in most instances, and a corporate construction of PE for boys in this class could be justified.
strongly with the subject. Overall the boys were fairly homogeneous in their constructions of PE, such variation as did occur strayed little from the main trends in most instances, and a corporate construction of PE for boys in this class could be justified.

With regard to the pattern of constructs, several clusters seemed to emerge, which can be identified in Darren's grid and which were evident in those of a number of the others, albeit with varying degrees of clarity. One cluster could be interpreted as an enjoyment or pleasure oriented area of construction, incorporating fun, interest, excitement and the degree to which it is liked. The other cluster seemed to be associated with the notion of personal development/social experience, involving relevance, using own ideas, involvement and frequently including the opportunity to talk to others. This was not unequivocal in the boys group, but neither was it completely refuted, appearing as a variant of this theme in Jason's grid for example. This pattern related reasonably well to observations made in the analysis of the girls' grids.
6.3 Likes, Dislikes and Observations

The data collected on likes and dislikes in PE, as represented in the "three things" exercise, and that gleaned from the lesson observations, provided the final focus on, and interpretation of, pupils' interpretations of PE. Following the same principles applied to the analysis of the grids, these data were analysed separately for boys and girls. Pupils' likes and dislikes were grouped into general clusters in accordance with the way pupils expressed their views, but they were not subjected to a formal item count for statistical purposes, since it was not felt to be appropriate and the nature of the data would not support it. Rather the pattern of responses was used as an indication of strong and weak clusters, and of tendencies for either group, or a sub-group, to respond in a particular way. The nature and strength of the clusters were checked with pupils in the feedback sessions, to ensure that their views had been interpreted correctly. (Appendix 6 contains some examples of pupils' responses). The pupils were very at ease with the research at this stage and readily gave their names so that group membership could be established in relation to the comments made, and the information matched to the grids.

With regard to the lessons observed, examples of field notes collated are included in Appendix 8. In all, six lessons were observed; two indoor games, two outdoor games (one rugby, one netball), one gymnastics and one athletics. These observations are fed into the patterns identified below in order to add life to the portrayal.

6.3.1 Girls

In general the responses clustered reasonably well into identifiable categories, and these were substantiated in discussions with pupils. The pattern of likes and dislikes did not split so clearly into two groups, as was the case with the grids, although there were some important differences, and there was a strong measure of agreement on some clusters.

Likes

The essential clusters centred most strongly on being able to work with friends, either in a team or in groups; experiencing different types of activities and equipment; having fun lessons; doing dance to modern music in particular, and having a break from other lessons.
The importance of PE as a social experience was reinforced in informal conversations and emerged as an important aspect of liking or disliking PE, reinforcing the pattern identified in the grids. Grouping was an important aspect of behaviour in lessons and working with friends was a focus that preceded attention to the task or theme at hand, for both sub-groups. Beyond those that were good at PE, there were few attempts to present significant individual performances, a number of indications of reluctance, mostly from those in group 1 above, but no refusals to complete or address whatever requirements were at hand.

Liking different types of activities usually meant those that were inside, warm and involved apparatus or equipment. Trampolining, for example, was a popular activity with most girls, since it took place in the warm, was a different and less pressurised activity without a competitive element, had frequent breaks and allowed a good deal of social interaction. It was one of the fun lessons, which epitomised having a break from other lessons.

The like of modern things came through in several respects, including the dress, demeanour and clothing of staff. While staff essentially were disliked or liked for what they were, failure to wear modern shoes or keep hairstyles in fashion were regarded as "sad". Modern music incorporated with dance or gymnastics was very popular and seen as very much part of their world. A few pupils did refer to their liking of outdoor lessons and fitness elements in the programme, and several of the more able pupils expressed a wish to do the entire school programme, including the "boys" sports. Overall though, the pattern of likes was distinctly weaker in focus and strength of opinion than that of dislikes.

Dislikes

The strongest clusters focused on the body, the physical environment and the issue of compulsion. There was intense feeling about having to wear the official school sports knickers, either under the games skirt or on their own. This applied to all the girls, whether they liked PE or not. Having to remove skirts, particularly in front of the boys, and generally having to wear these monuments to yesteryear were the seat of deep feelings of antagonism. Observation of lessons showed a variety of tactics to cope with this situation, including letting Tee shirts hang loosely to provide extra cover, keeping to the periphery of the class, trying to be the last to remove the skirt and re-enter the lesson, and taking every opportunity, particularly with substitute staff, to keep the skirts on regardless
of the rules governing when these should or should not be worn. Conversations with pupils revealed that they were regarded as old fashioned and uncomfortable, with dislike heightened by embarrassment for those who simply did not wish to expose their body.

Exposure of the body in showers was another source of embarrassment. In addition, not only were the showers described as dirty, but "in any case we don't get sweaty". Staff acknowledged the poor state of the showers and had made strenuous efforts to get them improved, but communal showers for mid-adolescent girls was clearly fraught with negative feelings.

Compulsion in lessons, particularly where it involved competition and lack of personal choice, was also a strong aspect of pupils' dislikes. At a time when many of these girls were increasingly sophisticated in their personal lifestyles, the curriculum did not appear to offer sufficient flexibility to cope with their changing lives. Moreover, dislike of compulsion was heightened when they had to perform something they felt incapable of, many pupils clearly feeling that at this stage in their lives they had defined where their capabilities lay. Less significant overall, but strongly felt by the sub-group involving Sarah and Paula, was the sense of embarrassment experienced when giving demonstrations in class and when working with the boys. Both situations, however structured, were the cause of unease. Clear conceptions as to their ability in this subject and the presence of the boys made a well intentioned and, it has to be said, usually well conceived situation for demonstrations, something of an ordeal for these pupils. Two pupils disliked the talk and detail of PE and one, of course, disliked everything.

Observation of lessons showed that the female teachers, one in particular, tended to be less relaxed in their teaching style than the men, and somewhat more directive. While relationships with pupils were good, they never quite matched the banter and more relaxed approach offered in the main by the men, although little adverse comment was passed by pupils on any teacher. There was an interesting exchange between one of the male teachers and one of the less interested girls following performance of a small sequence in gymnastics. It suggested a sub-plot in which everybody knew their part and what was required of them:
Teacher: "That was very nice Caroline."

Caroline: "No it wasn't, it was rubbish."

Teacher: "Yes I know, but I just wanted you to feel good." (laughter)

Caroline: "I know." (more laughter)

It has to be said that this was followed by another performance which was visibly better.

6.3.2 Boys

In the same vein as the analysis for the girls, it was not possible and there was no intention to provide an item count within the clusters of likes and dislikes that emerged for the boys. There was a fairly balanced response to likes and dislikes and, unsurprisingly after the grid analysis, relatively tight groupings in both categories.

Likes

The most significant, and clearly dominant cluster, was associated with the idea of PE being a "break from other lessons", a "break from school work" - an interesting observation - and "relaxation". Support for the concept of the subject being a break was evident in the notion of being "outside", that is, not in class. Whether the PE lesson was physically indoors or outdoors mattered little, unless environmental conditions were actually bad, since it was all viewed as being away from real work. "No writing" and "no homework" followed in the same vein, complemented by the notion of it being fun and easy in the sense of requiring little concentration.

Other clusters were minor compared to this, which frequently took up two of the three likes stated by the pupils. A smaller, but distinguishable, cluster expressed pleasure at involvement with actual sports, as opposed to learning through more general areas of practical experience. This was interesting in relation to the views of teachers, who valued the idea of working through categories of activities rather than specific sports, particularly in Year 8, and sometimes for these pupils in Year 9. Several pupils mentioned the pleasure of learning new skills and several expressed pleasure at working in groups or
teams. Single observations were made in relation to being fit and variety. Overall, the overwhelming pleasure of PE was getting out and being active.

Dislikes

Like the girls, a cluster generally associated with the body emerged quite strongly. Getting changed and showers were a source of embarrassment and generally seen as a waste of time, even if they were muddy. Adolescent bodies, which were now revealing secondary sex characteristics, were usually "snatched" from behind towels, "flashed" at the shower and concealed again.

Clothing was mentioned, but with nowhere near the strength associated with the girls' comments, and with considerably less frequency. With regard to the activities on offer it was mainly the so-called "boring" sports which were unpopular, which usually meant gymnastics. Also under the general concept of "boring" could be placed the few comments on long warm-ups for lessons. There were several observations that Health Related Fitness was a programme with too little action. One pupil disliked things he was not good at, and one disliked "show offs". One also disliked having to say "please" to get his watch back; this was clearly antipathetic to PE's efforts on behalf of the school's policy of encouraging polite behaviour.
6.4 Feedback and Summary

The feedback was provided to, and discussed with, pupils in the summer term, using small groups of pupils as described below. It is appropriate to treat boys and girls separately in the first place, but this is followed by analysis of the overall picture.

6.4.1 Girls

A clear picture of two sub-groups among the girls had emerged and been confirmed. One was exemplified by Nicola, who enjoyed being active, valued the social experience of PE and, like the others in her group, particularly enjoyed the modern dance and music elements of the curriculum. PE was active relaxation from other lessons and may have its drawbacks, but was essentially an experience to look forward to. These girls emerged as the SAMs: Social, Active and Modern. For them PE had some relevance in their lives, was one of the subjects viewed positively, and one with which they could identify and be an active part of the process. There were aspects of it they disliked, some of which were shared with the other group, but in the main it was a subject which had something to offer. The SAMs were:

Joanne, Melissa, Nicola, Sharon and Stacey.

The other group was exemplified by Sarah and Shahlia who, apart from dance, generally disliked the physical nature of the subject, especially when it was outdoors, recognised the limitations of their capabilities in the subject, expressed as a like "the end of the lesson", viewed PE as a marginal subject in the curriculum as a whole, and in general saw PE and sport as largely irrelevant at this stage of their lives. Their interpretation of PE evoked an image that was almost Churchillian, with PE as a latter day manifestation of "blood, toil, tears and sweat". The interpretations which define this group brought to mind the comments of a colleague of much the same inclination and so, in view of the essence of these pupils feelings, the group were described as PAMs: in the main and at this stage of their lives, Prejudiced Against Movement. The PAMs figured little in the expression of likes associated with PE and focused more strongly on dislikes. However, important dislikes were shared with at least several of the SAMs, especially the feelings associated with the clothing and the physical environment. It would seem that, whereas one group could see the essential benefits and value of the subject and could, in a sense, live with the
drawbacks, for the others it simply reinforced the picture which emerged in the grids, that PE was a peripheral subject which could easily be done in your own time at the local sports centre. The PAMs were:

Caroline, Debbie, Paula, Sarah and Shalia.

It was not possible to talk to all the girls to discuss their reactions to the information presented above. Timetable problems caused by the discovery of a difficult asbestos problem in a major teaching block, and a sense that enough had been asked of the department at this stage, meant that feedback was conducted with two girls from each group. Without naming groups it was arranged that Stacey and Joanne came for the SAMs, Sarah and Shahlia for the PAMs, and all were happy to do so.

The SAMs felt that the results reflected their feelings reasonably well, adding that although they quite liked the teachers they did regard them as rather "boring and old fashioned". They were keen on mixed sex PE lessons and relished the idea of doing the boys' sports. Asked if all the girls felt as they did, they offered a breakdown of the group which corresponded reasonably to that indicated above, certainly at the extremes. They commented further on showers and clothing, but these have been well rehearsed already. Discussion of their grids commenced with a review of the overall pattern, and amusement over views of French, Maths and, unsurprisingly, History. It was felt that the profile for PE was accurate as far as they were concerned and particular attention turned to being able to use their own ideas and influence the course of learning. Their emerging sense of maturity demanded more input in the structuring of PE, as well as greater choice, although it emerged that they really meant a free choice of anything they wanted to do. In any case they did not see themselves as the driving force in the educational process, in spite of the intentions of teachers. Following discussion on aspects of the grid selected by them, which mostly confirmed their pleasure in activity, other aspects were explored including relevance. Beyond a simple notion of activity being good for you there was no real sense of what the subject was about, and little idea of how it might be useful in their lives, even though it was seen to be relevant. It was, however, a subject they looked forward to and was valued most for getting away from the tedium of other lessons.

The discussion with the PAMs took a similar path in that they were aware of general inclinations in the class towards PE. These two, the less extreme members of their sub-
group, were willing to entertain the idea that PE could be structured in a way that was meaningful, but as things stood the grids were accurate. The essence of the discussion was that young women had moved beyond wearing sports knickers, or even shorts, and were looking for something more sophisticated and relevant to their lives. Dance and music were genuinely enjoyed, but beyond that they made little effort in PE, and were aware that more could not be forced out of them. Again there was no real conception of what PE might be able to do for them other than making them fitter, which was of no great concern anyway. It was inferred that the teacher being nice was of greater importance in subjects like PE, which could not automatically command the status of subjects which had to be taken seriously, like Science. Whether a PE teacher was knowledgeable or skilful was less significant than the atmosphere they created which, together with the nature of the programme, determined much of the response to what has been identified as the enjoyment/pleasure aspects of the curriculum.

6.4.2 Boys

In the main PE was regarded as a subject which offered a release from the classroom and a break from "real" work. The general banter between staff and pupils which occurred at the start of most lessons, enquiries as to the day's activity and mostly rapid changing, suggested that responses to the grid were accurate, and that there was a sound commitment to PE from most of these pupils. There appeared to be two general clusters of constructs which were shared loosely with the SAMs, an enjoyment/pleasure field and one that was oriented more to personal development/social experience. On the whole, the boys construed PE similarly around these clusters, with the most deviation occurring in relation to the extent to which their own ideas could be used, which several boys felt to be marginal. Analysis of the things that were liked and disliked often included comments such as "there is not a lot that I dislike in PE". If a similar acronym were sought for the boys it would simply be JIMs, Joy In Movement.

Feedback with the pupils who agreed to help was relatively straightforward. The grids represented their feelings about PE and it was thought that the group would think the same. The fact that teachers gave the work was not necessarily a critical point for the boys, many of whom were happy to take part in formal sports under direction and rules; being active and enjoying themselves was more important than personal input in most cases. Having fun and variety were constructs chosen first for discussion and the notion of
having "a good laugh", much of it engendered by teachers, was a significant element of the process. Like the girls they had little idea of PE's contribution to education or their lives, beyond the notion that they ought to be fit and PE helped, together with the simple enjoyment of it, which should not be underestimated. Exposure of the body was a significant element in changing and showers, but the official school clothing was not disliked with any great strength, other than the fact that it was rather old fashioned. Far more so than the girls, but with a definite similarity with the SAMs, PE tended to group with the expressive arts and, therefore, construed in similar terms.

6.4.3 Boys and Girls

Having allowed the data to drive the analysis, it is now useful as a final exercise to look at the pattern for the whole class, as revealed by Socio, in the light of the information uncovered on the different sexes. At a match of 86.5% the first group of pupils checked in, as can be seen from Figure 19, which shows that the SAMs were first to check in for the girls and link to the boys rather than each other. Stacey (Figure 11), with the strongest PE profiles for these girls, related to Jason (Figure 14), the strongest profile for PE among the boys. In part this link relates to similar patterns in French, Maths and History, but the relationship in PE is also reasonably close. Melissa's grid was extremely close to Craig's on PE and Sharon's was similar to David's, differing by no more than a point on one or two ratings. It was clear that the SAMs related well to the boys on PE, never quite matching the strength of those such as Jason, but clearly in tune with their general constructions of the subject.
At 84% a few more pupils checked in, including the first PAM, Sarah, who only related to Nicola, as she did in the first girls' grid and vice versa, but in general the pattern remained the same with one more SAM, Joanne, and the boys linking to each other. 82% proved to be a significant level with a large number of pupils checking in (see Figure 20).
The most positive and committed members of the SAMs, Stacey and Melissa, only related to the boys while the more marginal Nicola, linked with both sexes, but only the less committed members of the boys. Two of the PAMs had not checked in yet, and the other two had limited links anyway. Only at 78.9% had everybody checked in, Debbie being the last. By this stage the pattern of links was too complex to interpret meaningfully and 80% was the last level used here (see Figure 21).
The PAMs were distinguished by their weak relationships to the rest of the group. One must acknowledge though that different patterns can easily emerge with a "Socio" of the whole group, to that displayed in any sub-section, and so Caroline only links to John, and not very well on PE. Nevertheless, it is still the case that one of the PAMs had not checked in at this point (Debbie), another had only one link, and the remainder had only four or five, mostly with each other. Compared to the broad spectrum of links developed by many of the other pupils, this would appear to be important.

In view of this pattern it is interesting to contemplate additional ramifications. Ability in, and commitment to, PE and sport have been shown over many years to be significant
elements of popularity and status among pupils (see Evans, 1972; Hendry, 1983; Van Wersch et al, 1990), and it is not unreasonable to extend the relationships shown above to include this idea here. The links suggest more marginal placings for the PAMs in construing PE and other subjects, and this was clearly reflected in relationships and behavioural patterns in the lessons that were observed. It is speculative as to how far this extended into other aspects of school and social groupings as a whole, but the PAMs did not appear to be major figures in general class activity as far as it was possible to judge, although they may have regarded that as irrelevant anyway. Even so, marginal status in, and various levels of, dismissal of a major arena for adolescent status, and the only subject that can make a substantial contribution to the National Curriculum's aim of physical development, as opposed to social, emotional and intellectual progress, typified 50% of the girls in this group. The remaining pupils construed PE in more positive terms, but in several important ways, their personal role in lessons for example, they exhibited significant variation with the intentions held by teachers in this, a school which holds its PE in high regard.
# CHAPTER 7

**EXPERIENCING PHYSICAL EDUCATION: THE GERMAN PUPILS' INTERPRETATIONS**

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Introduction

The same approach was followed in the German school to that outlined for the English school, with adaptations to cope with inevitable cultural differences. There was understandable unease in the school at pupils having detailed and private access to an outsider, probably for the first time ever. It is a mark of the effort generated to allay fears and create a sound investigative environment that I was invited back to repeat the investigation with another class a year or so later.

As in the English school, the essence of the research revolved around pupils' constructions of PE, elicited through repertory grid technique, supported by pupils' expressions of three things liked and three things disliked about PE, together with lesson observations and informal discussions. The final part of the process was to feed back the information gained to the pupils themselves. The plan for analysing and reporting this information is shown in Figure 22. Another version of Figure 4 in Chapter 6, it shows the type of information collected, the approximate sequence of collection and the section of the chapter in which it can be found.

Similar differentiations of interpretation according to sex to those observed in the English school were evident here and, once again, these have been allowed to emerge in the following analysis.
Boys and girls shared a similar basic curriculum, but with appropriate variations to accommodate male and female versions of sports and activities, as in gymnastics for example. The girls also did dance, while the boys did more basic fitness work and games. They had been taught as separate groups, with male and female teachers respectively, although the groups frequently worked in the same facility, as was explained earlier. The pupils were only too willing to voice their opinion; having a say in affairs was a new experience and one that was taken eagerly.
7.1 Construct Elicitation and Initial Analysis

The technique of construct elicitation had been developed in England, and two preparatory visits were made to Germany to train the research assistant, become familiar with the school and to ensure that the technique transferred, as theorised, across cultures. These visits and the elicitation techniques were all described in Chapter 2. Once the grid had been completed by the class they were asked to rank the six most important constructs as they occurred to them. Figure 23 contains a completed grid showing the constructs elicited, the ratings assigned in the cells and, at the side, the ranked order of importance of constructs as far as this pupil was concerned.

It has to be acknowledged that words do not always translate from another language with identical meanings, and this was always considered in the interpretation here. Similarly, some ideas do not translate accurately, and this has to be recognised as well. "Being necessary", for example, could not be refined further since it said what the pupils wanted it to say, meaning that there were aspects of compulsion and restriction in PE, as opposed to being able to "let yourself go". Considerable discussion took place with the research assistant to address these issues, and any uncertainties were checked with the pupils. The fact that the research assistant was a physical educationalist as well as a fluent linguist was a considerable advantage in this process.
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Boy? ( ) Girl? ( )
Please Circle One

NAME: B.O.O.K.E.R.
Like the analysis of data for the English school, examination of the nature and importance of elicited constructs precedes more detailed scrutiny of their application in the grids. The constructs elicited and approved by the class, as an appropriate representation of those applicable to PE within the school curriculum, are shown below (Table 7). Again the rankings given by pupils to each construct were averaged in order to give an overall indication of importance, one without statistical significance, and the constructs are listed in this overall rank order (R). Also included in italics beneath each construct are the raw scores for boys and girls. In discussions with pupils, general preference for a scale of 1-5 for the rankings was expressed, rather than 1-6, probably since that was to be the scale for the ratings in the grids, and this was agreed. Two of the boys and one of the girls, like several of their English counterparts, misinterpreted the requirements on rankings, and some preferred not to use all five positions. Again, it was felt that this did not affect unduly the overall picture.
Table 7: German Pupils' Constructions of PE Within The School Curriculum

<table>
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<tr>
<th>Constructs with</th>
<th>Overall Rank Order-R</th>
<th>Average Pupil Ranking</th>
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<tr>
<td>(Raw Scores - Boys)</td>
<td>(Raw Scores - Girls)</td>
<td>(Number = 9)</td>
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<tr>
<td>Mentally exhausting</td>
<td>R: 1 (1.89)</td>
<td>Fun</td>
</tr>
<tr>
<td>Can make a personal contribution</td>
<td>R: 2 (2.3)</td>
<td>Topics are fixed</td>
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<tr>
<td>Boring</td>
<td>R: 3 (2.75)</td>
<td>Being necessary</td>
</tr>
<tr>
<td>Learning things like</td>
<td>R: 4 (2.8)</td>
<td>Interesting</td>
</tr>
<tr>
<td>Technical</td>
<td>R: 5 (2.89)</td>
<td>Being able to talk</td>
</tr>
<tr>
<td>Can try things out</td>
<td>R: 6 (3.11)</td>
<td>Creative</td>
</tr>
<tr>
<td>Use the things you’ve learned</td>
<td>R: 7 (3.42)</td>
<td>Dry learning</td>
</tr>
<tr>
<td></td>
<td>R: 8 (3.5)</td>
<td>Don't know when to use it and why</td>
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Like the English pupils, one construct stood out from the rest: the extent to which a subject was mentally exhausting, or fun. In view of the number of times it was used in elicitation and discussion, it could be considered as superordinate. It was consistently ranked as one of the most important constructs (average: 1.89), both by boys and girls alike, indeed the notion of fun in general not only pervaded much of the discussion about PE and other subjects, but was used also in several related, but separate contexts. Here it is used in contrast to lessons that demand concentration and attention, and refers to the extent to which pupils could relax and enjoy themselves, literally have fun.

Not far behind (average: 2.3) was a construct related to opportunities to contribute something individual to lessons, instead of following the set curriculum. The girls regarded this as slightly more important than the boys, and overall it was significant for half of the...
The spread of scores appeared to relate, certainly as far as PE was concerned, to the teacher involved; a reflection of some of the issues raised in Chapter 5, about the differential reactions of staff to their new situation. Discussions with pupils seemed to substantiate this.

The construct ranked third overall was also held to be reasonably important (average: 2.75). It appeared to reflect what proved to be very strong feelings about the nature of PE within the curriculum, namely the expectation that it was one of the subjects where you could "let off steam". The fourth construct was one which proved to link quite well with the first, focusing on whether subjects might be boring or interesting (average: 2.8). Pupils were well aware of changes in curricula and lesson content since unification, and they now expected the educational process to claim their attention. Symbolic of the new expectations these pupils had for their education were the practically oriented Shakespeare lessons with the Head Teacher, and English, which focused on life in other countries and was conducted by a rather eccentric, but much loved, teacher from West Berlin.

Similar to their English counterparts, the German pupils also expressed a construct on possibilities to talk in lessons, as opposed to formal, silent learning of prescribed content, like formula. This had an average rank of 2.89, and reflected the developing social experience that was becoming education for these pupils, in contrast to the restrictions of the previous era. The girls ranked this one slightly higher than the boys.

The sixth ranked construct related to whether subjects were inclined more to creative or to technical work (average: 3.11). The girls considered this to be more important than the boys, with most of them designating this construct one of their first three. It seemed to be used in several ways, including in PE, activities regarded as creative such as gymnastics, even though these are actually extremely stylised and conceptually constrained. It was also applied in a looser context, including notions of self invention and the use of personal ideas. Once again, girls ranked this construct slightly higher than boys; a pointer to one of the differences in grid patterns which emerged for boys and girls, with forthright views expressed as to what constituted appropriate programmes for each sex. Unsurprisingly perhaps, the construct ranked seventh was loosely related to the sixth, being associated with the possibility of trying things out, as opposed to more formal constructions of schoolwork. Over half of the pupils picked this construct as one of their five, and ranked it at an average of 3.42; over half of the boys considered it rather more important than the
girls. The notion of trying things out proved to relate to the idea of being able "to have a go at different sports", particularly valued by the boys, but it meant experimenting with activities rather than being part of an educational process founded on exploration.

The eighth ranked construct had an average rank of 3.5. However, it was designated by only two boys, and so had less significance overall on the face of it. Nevertheless, whether pupils can use what they have learned seemed to equate to the English pupils' construct on relevance, and it presented the possibility of some interesting comparisons. In pupils' psychological frameworks, the extent to which subjects can be considered "useful", as one of them put it, is one of the criteria they apply, and this forms an important part of the debate in PE. Whether subjects can be considered to be exciting, or no fun, was selected by almost half of the pupils (average: 3.56). No fun in this context was a general indication that a subject was essentially dreary, and in PE most often referred to "kraft training", best interpreted as circuit training or general strength/power training.

The construct ranked tenth offered a useful insight into the educational process experienced by pupils. Expressed as a distinction between subjects that involved straightforward writing and those where pupils watched, noted and copied, it actually said much about the process in PE, and illuminated the views expressed by teachers about their preferred teaching methods. It was only selected by two pupils, at three and five respectively, but even so it was more significant for these two than most of the other constructs, and it added a useful dimension to understanding pupils' interpretations of PE. In eleventh place came an interesting construct which touched the area of self esteem and self worth, the improvement of which is one of the key aims of many physical educationalists. It was relatively more important to the girls, but seven pupils thought it worth a place in their top five. Lastly came a construct associated with variety (average: 4.33), reminiscent of the one educed from the English pupils. Selected by only three pupils, it nevertheless proved to be an important part of the picture.

Overall, every construct was selected by at least two pupils as one of their five most important constructs. It is not unreasonable to claim, therefore, that a representative sample of pupils' constructions of PE in the curriculum had been uncovered. It is interesting to note that there was greater consensus among these pupils as to the most important constructs than was observed in England. It is tempting to allude to the regimentation of the previous era, but this could not be substantiated. Like the English
pupils, however, there was a very strong central construct which often combined with other, what might be termed pleasure/enjoyment oriented dimensions. There was also a significant focus on aspects of personal development related to the educational process, including the extent to which pupils felt they could contribute to lessons, together with a concern for the effect of subjects on their self esteem, and for the utility of subjects.

Appendix 14 contains copies of completed grids, with the rankings for the most important constructs indicated at the side. The analysis of pupils' responses in the grids commenced with scrutiny of the average class rating for PE on each construct. Average figures were used, as before, as descriptive statistics only, in order to demonstrate the overall picture. The average ratings for the class as a whole are further divided into those for boys and girls, since there were already indications from the ranking of constructs that distinctive patterns would emerge, as they did in England. The average ratings for each construct are shown in Table 8, indicating the extent to which the group as a whole, or the different sexes within it, responded more towards one pole or the other on a scale of 1 - 5 (all numbers were rounded to two decimal places in the interests of clarity).
### Table 8: Average Construct Ratings: Whole Class and Boys/Girls

<table>
<thead>
<tr>
<th>Construct</th>
<th>BOYS (Number = 9)</th>
<th>GIRLS (Number = 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Range)</td>
<td>(Range)</td>
</tr>
<tr>
<td>Can try things out</td>
<td>1.90</td>
<td>2.42</td>
</tr>
<tr>
<td></td>
<td>(1-2)</td>
<td>(1-4)</td>
</tr>
<tr>
<td>Can let yourself go</td>
<td>1.86</td>
<td>2.25</td>
</tr>
<tr>
<td></td>
<td>(1-2)</td>
<td>(1-4)</td>
</tr>
<tr>
<td>Observe and imitate</td>
<td>1.05</td>
<td>1.08</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(1-2)</td>
</tr>
<tr>
<td>Exciting</td>
<td>2.48</td>
<td>3.12</td>
</tr>
<tr>
<td></td>
<td>(1-2)</td>
<td>(1-5)</td>
</tr>
<tr>
<td>Something special:</td>
<td>2.43</td>
<td>3.08</td>
</tr>
<tr>
<td>Variety</td>
<td>1.56</td>
<td>3.08</td>
</tr>
<tr>
<td></td>
<td>(1-3)</td>
<td>(1-5)</td>
</tr>
<tr>
<td>Mentally exhausting</td>
<td>4.10</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>(4-5)</td>
<td>(1-5)</td>
</tr>
<tr>
<td>Construct</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td><strong>Technical</strong></td>
<td>3.67</td>
<td>0.68</td>
</tr>
<tr>
<td><strong>Creative</strong></td>
<td>3.12</td>
<td>0.70</td>
</tr>
<tr>
<td><strong>Learning things like formula</strong></td>
<td>4.57</td>
<td>0.73</td>
</tr>
<tr>
<td><strong>Being able to talk</strong></td>
<td>4.83</td>
<td>0.71</td>
</tr>
<tr>
<td><strong>Can make a personal contribution</strong></td>
<td>3.10</td>
<td>0.70</td>
</tr>
<tr>
<td><strong>Topics are fixed</strong></td>
<td>4.00</td>
<td>0.70</td>
</tr>
<tr>
<td><strong>Discouraging</strong></td>
<td>3.62</td>
<td>0.71</td>
</tr>
<tr>
<td><strong>Improves self confidence</strong></td>
<td>2.92</td>
<td>0.70</td>
</tr>
<tr>
<td><strong>Use the things you've learned</strong></td>
<td>3.19</td>
<td>0.70</td>
</tr>
<tr>
<td><strong>Don't know when to use it and why</strong></td>
<td>3.58</td>
<td>0.70</td>
</tr>
<tr>
<td><strong>Boring</strong></td>
<td>3.38</td>
<td>0.70</td>
</tr>
<tr>
<td><strong>Interesting</strong></td>
<td>2.83</td>
<td>0.70</td>
</tr>
</tbody>
</table>

It is clear from a scan of the range of scores on each construct that the girls have a greater spread of responses on a number of constructs, indicating a broader range of opinion. It is clear also that there are several constructs, whether topics are fixed or not for example, which indicate important differences of opinion between boys and girls as separate sub-groups. As far as the class as a whole was concerned, PE was a process in which things could be tried out, with an average rating of 1.90. It was indicated above that for the boys especially, it was more a question of having a go at different activities than it was exploring aspects of the learning process. The girls were more ambivalent and clearly
some of them construed PE as a "slower" subject; having a go at different activities and sports was of little interest to them, and time passed slowly. Indeed they had ranked this construct slightly lower in importance than the boys. It is clear from the ratings on the second construct (average: 1.86), that PE was construed in the main as a subject in which you could "let yourself go". All of the boys and a number of the girls saw the subject in this light, although the spread of ratings for the girls, together with their higher overall rating, indicated a greater sense of obligation in PE for a number of them.

There was no doubt that PE was dominated by observation and imitation. This confirmed the intentions and methods of previous curricula, and in itself indicates the enormous level of development required to achieve the process envisaged in the Brandenburg curriculum guidelines. Constructs four and five, concerned with the extent to which PE was exciting (average: 2.48) and to which it offered variety (average: 2.43), both revealed a similar pattern. The boys and some of the girls were disposed to regard PE as both exciting and varied, whereas the higher overall rating for the girls and the greater spread of scores, suggested again a group within the girls with a different view.

The extent to which PE was fun or required too much effort and concentration, had emerged as the most important construct for the pupils. The overall rating was clear at 4.10, but while the boys were very strong in declaring it fun, the girls covered the whole range of ratings, with a number at the opposite pole. This was significant in view of the declared importance of the construct, and suggested a pattern of constructions among the girls which reflected that found in England. A similar pattern was found on the extent to which PE was creative or technical (average: 3.67), with some of the girls going against the general trend and construing PE as more technical. This was also a fairly important construct for the girls, and likely to be influential in their overall interpretation of PE.

There was greater consensus on whether you could talk in PE (average: 4.57), but a distinct difference between the sexes on the extent to which a personal contribution could be made (average: 3.1). This had been declared the second most important construct, and the girls ranked it even higher than the boys. The girls saw PE as fixed and rigid and, at a time when they were becoming fairly mature young women, could see little opportunity to fashion their own programme. The boys oriented towards the other pole, but still had a fairly broad range and, therefore, differences in interpretation.
A clear split was evident in the construct associated with self confidence and discouragement (average: 3.62). Some of the girls construed PE in similar terms to the boys, while a number of girls found PE to be discouraging. There was general agreement in the ambivalence shown on whether they would know when to use the subject (average: 3.19). While this was not an important construct for the pupils, from the profession's point of view it is a critical issue. In the increasingly accountable world that these new Lander have entered, it is important that PE develops its advocates and protects its position. This is likely to be more difficult if pupils cannot see when PE will be of use to them, other than a good break from the real work of school. Responses to the last construct, whether PE was boring or interesting, reflected those to a number of constructs above (average: 3.38). A distinct split was evident in the girls' group, covering the full range of ratings, while the boys were mainly disposed to construe PE as very interesting.

It has been pointed out already that the two sets of pupils in Germany experienced a similar basic curriculum, with variations for traditionally acknowledged differences in particular activities, but were taught separately by teachers of the same sex, although frequently sharing facilities. The class was mixed for all their other subjects. It is of some interest that a number of pupils took the option of choosing a pseudonym to go on their grid sheet, or of not recording a name at all. This was offered and they were perfectly entitled to do it, but was something the English pupils felt was unnecessary. They were at ease in discussions, very open with their views and happy to indicate which pseudonym referred to them, but many preferred not to leave their real name on the sheet.

It is worth reiterating that PE is the term used throughout this research, expressing as it does the essential nature of the topic under investigation. The word Sport appeared on the grids because that is what the subject is called in German schools, and it avoided the possibility of confusion among the pupils. The subject is in fact PE, and consistency of terminology has been maintained throughout.
7.2 Socio and Individual Grid Analysis

Following the pattern of analysis for the English pupils, the grids were Focused, and then Socio from RepGrid 2 was employed to guide the presentation and interpretation of data. Chapter 2 provided the essential details of this process and indicated some important limitations in interpretation. In particular, the reader must be aware that while constructions of PE are the dominant feature of individual grids and of links between pupils, whole grids are being compared and it is possible for the construal of other subjects to influence the pattern exhibited by pupils.

There were clear indications here that a similar pattern for boys' and girls' PE might exist in Germany, as that exhibited in England. This reinforced the decision to allow the next stage, analysis of the grids, to be driven by these differences, and this was vindicated again as the analysis unfolded. Indeed, it raised an interesting issue for PE, since the two schools offered radically different experiences to the pupils, but with the increasing likelihood of a similar pattern of interpretations by pupils.

7.2.1 Girls

The highest level at which a match could be demonstrated came at 87%, with two girls linking up as shown in Figure 24 (Silke 1 and Silke 2 were both pseudonyms allocated by me). 87% agreement is quite high and should be reflected in strong relationships in the respective grids (see Figures 25 and 26):

As can be seen from Figure 25 and 26, strong links were evident at around 90% between Mathematics and Physics on both grids, with German in a related grouping and Political Education and Chemistry not far away, grouping at around 80% or higher. This was a block of subjects which were construed negatively, offering little interest, excitement or encouragement to pupils to learn. Links between the grids with regard to PE were not quite so strong, but showed a similar orientation in construction. PE was viewed as boring, no fun, had fixed topics, and they were unable to see when it might be useful. Silke 1 was also strongly of the view that it was discouraging, although Silke 2 was more ambivalent on this point. Both agreed that it involved mainly observation and imitation. Ambivalence was shared on whether PE was creative, whether you could try things out and the extent to which it could be fun, in the sense of relaxation. The two girls disagreed
on the issue of variety, and Silke 2 was much more convinced as to the monotony of PE. She was less certain than Silke 1 about whether it could be considered as "being necessary", with the implications of compulsion and obligation contained in that construct. It is interesting that the first two girls to link should bear some relationship to the PAMs in England.

**Figure 24:** Girls: Construct Links (at least 50% over 87)
Figure 25: Focused Grid: Silke I
Figure 26: Focused grid: Silke 2
There was no particular pattern to be distinguished in subject groupings containing PE, the subject linking with History at 80% in one grid, the beginning of another difficult time for this subject, and with Music at 75% in the other. There was some suggestion of a grouping with science and other seemingly "dry" subjects, but no significant pattern for PE as yet.

The construct tree gave one fairly neat grouping on both grids, involving four constructs, all to do with the dry, discouraging, technical aspects of subjects. These all linked in excess of 80%, over 90% in one case for Silke 2, and PE was viewed either ambivalently or more towards what would be considered the negative pole.

The next level of interest in the Socio analysis was 86% (see Figure 27), still quite high, particularly in relation to the English pupils. The German girls checked in earlier, in greater numbers and with more linkages than their English counterparts, indicating greater consensus in their constructions of the curriculum.

**Figure 27:** Girls: Construct Links (at least 50% over 86)
Since whole grids are being compared, it is unlikely that patterns of relationships for PE will be uniform or problem free. Nevertheless, a reasonably distinct picture had developed by this stage, once again involving the emergence of two groups. Silke 1 linked only to Ulrike, and through her to Booker (another self chosen pseudonym). Ulrike's grid is shown in Figure 28 and located PE within a similar framework to Silke 1. PE was discouraging, no fun, she was not sure when to use it or why, there was little scope for personal contributions, and it required too much concentration. Like Silke 1 she was reminiscent of the PAMs in England, perhaps part of European adolescent female culture in general.

PE linked weakly with other subject areas, but elsewhere in the grid similar constructions grouped the science areas again, and the best that could be said of History was that it fared no worse than several other subjects. The construct tree for Ulrike did not reflect so clearly the grouping evident in the first two grids, but the same four constructs (10,1,6,7) still link at over 80%, and again PE was either viewed ambivalently on these, or more negatively.

Silke 2, the other girl of the original two, linked directly with Anja, and with Aileen, who in turn linked up with Anja. Anja (see Figure 29) offered a different profile for PE to those identified above, one that was similar to Booker (Pseudonym, see Figure 31), although these two did not link directly until the next level.
Figure 28: Focused Grid: Ulrike
Figure 29: Focused Grid: Ania

<table>
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<tr>
<th></th>
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<th>4</th>
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<th>11</th>
<th>12</th>
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<th>1</th>
<th>2</th>
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<td>2</td>
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<td>3</td>
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<td>DISCOURAGING</td>
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<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>MENTALLY EXHAUSTING</td>
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<td>LEARNING THINGS LIKE FORMULAE</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>2</td>
<td>3</td>
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<td>3</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>TOPICS ARE FIXED</td>
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<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<td>EVERYDAY STUFF AND MONOTONOUS</td>
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<td>2</td>
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<td>5</td>
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<td>NO FUN</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>3</td>
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<tr>
<td>BORING</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

- 11 DON'T KNOW WHEN TO USE IT AND WHY
- 10 IMPROVES SELF CONFIDENCE
- 7 CREATIVE
- 6 FUN
- 8 BEING ABLE TO TALK
- 9 CAN MAKE PERSONAL CONTRIBUTION
- 2 CAN LET YOURSELF GO
- 1 CAN TRY THINGS OUT
- 3 OBSERVE AND IMITATE
- 5 SOMETHING SPECIAL: VARIETY
- 4 EXCITING
- 12 INTERESTING
- 10 SPORT
- 6 MUSIC
- 2 ART
- 1 PHYSICS
- 5 BIOLOGY
- 8 POLITICAL EDUCATION
- 13 ENGLISH
- 7 GEOGRAPHY
- 12 CHEMISTRY
- 11 RUSSIAN
- 3 HISTORY
- 4 GERMAN
- 9 MATHEMATICS
Anja, like Booker in fact, exhibited a profile reminiscent of the SAMs in England. It represented a fairly strong declaration of PE as fun, varied, creative, exciting and interesting. Anja was ambivalent about the utility of PE, like many of the pupils, and about whether it improved confidence. Booker, who was also unsure as to the utility of PE, indicated ambivalence over whether a personal contribution was possible, and over the interest and variety dimensions. Together they represented a separate group of girls to those who had emerged first, although it can be seen from the grids of Aileen, Christina, Victoria and Julia (see Appendix 14), that a number of this group were rather more mixed in their constructions of PE, offering a similar thrust, but in a less committed way. Hence, a group of pupils emerged who construed PE similarly, were generally favourably disposed towards the subject, but with differences in the strength of profiles.

Examination of the construct trees for Anja and Booker shows an extremely tight pattern, with only one construct on both grids linking at less than 80%. Both had a small set associated with interest and variety, and one related to what might be called release, trying things out, letting yourself go and being creative.

At a match of 84.6% all but one of the girls had checked in, whereas the English network was relatively undeveloped at this stage (see Figure 30). The high level of match between the grids in general made the PE network more complicated to unravel. There was much similarity in construing blocks of subjects in a number of the grids, and this is evident from the pattern in Figure 30. German, Russian and the Science subjects tended to group together, mostly with a negative set of constructions. In the event, PE shook out reasonably clearly and by this stage the identification of two groups could be justified. The dangers of grouping pupils were recognised, particularly with the added attraction of being able to demonstrate matching patterns across cultures. Nevertheless, these grids do indicate two differing sets of constructions of PE, and discussions with pupils supported this stance. Hence, whilst recognising that it can be problematic, two groups are postulated.
Figure 30: Girls Construct Links (at least 50% over 84.6)

Group 1

PW (an anagram for Pretty Woman!), soon to be followed by Ramona, had grids which displayed a picture of PE in keeping with the first two girls (see Appendix 14). Almost half of the girls, therefore, construed PE in a similar, rather negative fashion. The fact that PW should link first with Anja, when their interpretations of PE differed so widely is indicative of general patterns of agreement which encompassed a number of grids. For both girls, subjects like Mathematics, German, Physics, Chemistry and Russian, were construed in similar ways, mostly negative. Given the nature of the educational diet fed to pupils in the past, such matching is unsurprising, and for PW, PE was grouped in and around these subjects. For this sub-group of pupils, for whom the designation PAMs also
seems appropriate, PE is often construed in a similar vein to the science subjects mentioned above, if not in the same group then linking at around 80% or better.

Indeed, scrutiny of the overall pattern of shading on the grids for these girls, the PAMs, revealed an interesting picture. PE can be seen, in most of the grids, to be part of a large section disposed towards the poles indicating boredom, no fun, dry learning etc. With ratings in these blocks mostly no higher than 3, it suggested constructions of the curriculum which are still pervaded by their previous experience of education; unsurprising since the developments envisaged in the new guidelines have yet to "bite" in any meaningful way. On the other hand, their constructions of Art, Music and English were far more positive. The rather eccentric English teacher, for example, the content of whose lessons was actually fairly traditional, had a very relaxed and easy relationship with the class, and pupils regarded him as "the best teacher in the school". Together with the head teacher, he was the only West German in the school. Art and Music allowed pupils to work through their own ideas and generally to avoid the sterility of many of the other subjects, where teachers were rooted in established ideology and practice.

For two of the pupils, PE was construed rather differently than the other subjects, and one of these pupils, Ulrike, was included in the feedback. The other, Ramona, had a grid which differed significantly from the other pupils, with much looser groupings of constructs and subjects. Unfortunately it was not possible to follow this up; constructions from the fringe of a group can often be extremely interesting.

With regard to the construct trees, it was possible to identify small, but interesting patterns. As has been mentioned already, the groupings were very tight overall anyway, far more so than with the English pupils, and links at less than 80% were the exception. Within this pattern, constructs 10, 6, 1 and 7 had a tendency to combine reasonably well, or be fairly close to each other, in a grouping suggesting links between being able to try things out, be creative, have fun and improving self confidence. The construct on using the things that had been learned rarely combined with other constructs as strongly as the rest, confirming comments made above about pupils' uncertainty over PE's contribution to their education. The girls in this group were:

PW, Ulrike, Ramona, Silke 1 and Silke 2.
Group 2

What emerged from the other seven grids was a group of pupils generally favourably disposed towards PE, but with differing levels of commitment. Anja, Booker and Shannen (pseudonym) were all strongly disposed towards positive constructions of PE, while Aileen, Christina, Julia, and Victoria have less committed membership. It is interesting that this sub-group had similar subject groupings as those above. Art, Music and often English were regarded, together with PE in this case, as the areas offering fun, variety and interest, and where you could relax and enjoy yourself. Most other subjects frequently grouped on the opposite poles or, at best, were regarded ambivalently. This pattern is not entirely justifiable on the basis of all the grids in this group, but it does exist and Booker's grid, rather like Anja's, offers a good example (see Figure 31):

Music, Art and English group with PE at around 80%, although Political Education is included as well in her case. Four of this group are uncertain as to the utility of PE, and only the more committed members of the group feel that a personal contribution can be made, the others construing the PE curriculum as fixed. Only two of the more committed members of this group saw any great variety in PE, the others all being ambivalent on this construct.

The construct trees showed no outstanding pattern overall, although there were interesting little groupings involving numbers 5, 4 and 12, in a variety, interest, excitement element, with the improvement of self confidence often not far away.

The girls in this group were:

Aileen, Anja, Booker, Christina, Julia, Shannen, Victoria.
Figure 31: Focused Grid Booker
7.2.2 Boys

The first links were demonstrated at 84%, rather lower than for the girls. Figure 32 shows Wolf 3 (all the Wolf grids are pseudonyms), linking with Wolf 2 and Martin.

Figure 32: Boys: Construct Links (at least 50% over 84)

The constructions of PE were very similar in these grids, with one or two exceptions, such as knowing when to use PE and why. Wolf 3 (see Figure 34) is certain that he does not appreciate the utility of PE, and Wolf 2 is ambivalent. Wolf 2 is also ambivalent about whether PE is technical or creative. Martin's grid (see Figure 33) showed a perfect set of scores on PE, matched by almost identical scores on Music and Art, so that these subjects grouped at almost 100% in the element tree.
It is clear that Martin's grid does not exhibit the general tendency demonstrated in those of a number of the girls, namely to orientate large portions of the curriculum towards what could be termed the more negative dimensions of the grid, something of the reverse in fact. Wolf 3's grid displayed similar tendencies towards PE as that of Martin's, but was less clear cut on the rest of the curriculum.

Wolf 3, like Martin, also grouped PE with Music and Art, the first indications of a tendency that was to be confirmed for many of the group. As for many of the girls, these three subjects offered relief from what was still a rather dreary curriculum. Both grids demonstrated similar constructions of Mathematics, German, Russian, Physics and Chemistry, rather negatively oriented, although History began to experience something of a reprieve. PE was construed strongly as exciting, fun, a chance to let yourself go and be active, as well as improving self confidence, and very much a process of observation and imitation.
Figure 33: Focused Grid: Martin
At 82%, it was clear that the boys were matching more slowly than the girls, suggesting a lower level of consensus in the boys’ grids as a whole, but within PE the pattern was more uniform. Overall, the steady process of checking in continued at 80.5%, with the central figures for the group tending to link with the newcomers, in contrast to the rapid burst of linkages that characterised the girls' grids, as can be seen from Figure 35:

**Figure 35:** Boys: Construct Links (art least 50% over 80.5)

Both JCE and LL exhibited, in the main, similar profiles on PE to the first three grids (see Appendix 14). LL’s grid reflected Martin’s groupings of subjects, but with History and Political Education joining with PE at just over 80%, and with Art and Music just below
this level. Differences that were evident between the grids at this stage included variance on whether PE was technical or creative, on the utility of the subject, whether topics were fixed, and on whether personal contributions could be made. The broad consensus on PE which commenced with the first three grids continued, however. Wolf 6 (see Appendix 14) had a similar grid to Martin, one with a relatively clean profile involving neat groupings of subjects and blocks of identical ratings. The construction of PE was very similar to Martin's, but with PE, once again, grouped strongly (95%) with Art and Music.

The Grunwald (Thomas), on the other hand, offered a profile of PE which was largely oriented the same way, but somewhat less committed (see Figure 36). There was a little less certainty overall about PE, and ambivalence with regard to the extent to which personal contributions can be made, whether it improves self confidence, and on the issue of variety.

As far as PE was concerned, Thomas represented the more marginal wing of the boys' group, but with constructions that were mainly in line with the general thrust of all the grids; the differences could easily be contained within the range of those observed in either of the girls' sub-groups. Thomas, like a number of the boys, showed a disposition towards the curriculum that was reasonably balanced. Both the subject and construct trees are less tightly knit than the girls, and the overall interpretation of school could not be deduced as negative. PE for Thomas was not linked tightly to Art and Music, unlike the general pattern among the boys.
At 78% the network was fairly well developed, with Enrico the last pupil to appear in the picture (see Figure 37).

**Figure 37: Boys: Construct Links (at least 50% over 78)**

Enrico's profile for PE was identical to Martin's, and a similar, rather clinical approach to construing was evident overall (see Appendix 14). He linked PE with English at 85%, and with Art and Music at almost 80%. Unlike many of the others, he also linked English and PE with Mathematics at 80%. It is interesting to note that Enrico, like a number of boys and some of the girls, construed Political Education similarly to PE, frequently linking them at around 80%. It was not possible to pursue this in detail, but it appeared to relate to the enormous changes following German re-unification. This had produced much class
discussion and a strong awareness of the personal significance of unification; the subject had come alive for these pupils. Moreover, they were very well aware of the changes in education following re-unification, including those in PE and Political Education, and of their changed status as participants in the learning process. They were not practised at articulating the finer points of these issues, but were aware, as Enrico indicated, that "things are very different now", and of how they were different.

It was not possible to find a significant pattern among the constructs for the group, or subsets of the group. Overall, it can be said that, like the English boys, they were far more homogenous in their constructions of PE than the girls. Differences tended to be small, other than on the question of utility, where discussion tended to be restricted to notions of being healthy and enjoying themselves. These pupils had just begun their theory course in PE and were exploring more detailed conceptions of PE's contribution to their lifestyle, but this was still rather limited since staff themselves were only just developing more comprehensive conceptions of the nature of the subject. Different patterns were evident in the overall profiles of the grids, but PE more often than not linked with Art, Music and English, together with Political Education as a related, but more peripheral subject.
7.3 Likes, Dislikes and Observations

As for the English pupils, responses to the "three things" exercise provided a final focus on, and interpretation of, the identified groups and sub-groups. Responses were sifted and used to indicate strong and weak clusters rather than submitting them to statistical analysis, as was explained in Chapter 6. The nature and strength of the clusters were discussed with pupils to ensure that their intentions had been interpreted accurately. (Appendix 6 contains some examples of pupils' responses)

As for the analysis of the English pupils, data from lesson observations were used to supplement the pattern of likes and dislikes, and examples of field notes are included in Appendix 8.

7.3.1 Girls

As for the English pupils, the pattern of likes and dislikes did not separate neatly into the two groups identified, although there were some differences.

Likes

The overwhelming response here focused on PE as a release from the main curriculum. Many girls used two of their three choices on related aspects of this general thrust, with "letting off steam", "having a change", and the ubiquitous "fun" being mentioned most frequently. To be away from what was still a fairly regimented curriculum, taught in a largely unchanged fashion, was the most important feature of PE. This view transcended to some extent the two sub-groups identified above. Almost half of the girls mentioned the importance of being able to chat, move around and work in a group. The social experience of PE was regarded as one of its strengths and offered scope for development that several of the teachers had yet to capitalise upon. This appeared anomalous in view of the importance attached in Socialist times to team games and co-operative activities as a means of engendering a corporate sense of identity. In reality it seemed to exemplify the nature of the school building, designed to inhibit the sort of free social exchange valued by the pupils. Several pupils, all from the group appearing to equate to the SAMs, regarded the opportunity for movement and activity to be important. Related to this point was a small, but strongly expressed wish to develop their own work and "exercises", which for
some meant dance and gymnastics to music, and for a few meant swimming. Only one pupil referred to the physical challenges offered by PE, expressing pleasure in being able to gauge how much courage she had. This was only one pupil, but interesting in view of responses recorded on dislikes, which contained a strong fear/anxiety element for half of the girls.

All the girls found things they liked about PE. Whether this was acquiescence, a constant problem for qualitative research, or an indication that PE had possibilities for everybody if only they were provided, is not easy to answer. Great care had been taken to establish the right sort of context for the research, and pupils did not appear to be inhibited. On the surface they had left the previous political era behind, but it would be surprising if they had not retained elements of its operational style, which stressed conformity and a clear definition of the well educated person, in contrast to the more individualistic and process oriented approaches demonstrated in the West. It may be simpler in that even the strongest of the German PAMs was ready to identify pleasurable aspects of PE, despite being very willing to indicate strong views against the subject, and a reorientation of content and process might address many of the problems these girls expressed. It has to be said that this has been the conventional wisdom of PE in England for some years now, and the PAMs still thrive.

Dislikes

The majority of the dislikes went in three main directions, mostly equal in number and strength. There was a strong feeling that PE was "too strenuous", "too demanding", "the same every year, but harder", and it was generally regarded as an unpleasant physical experience. After discussion, some distinction emerged between the approaches of the different teachers involved and the extent of the unpleasantness, but it was there none the less. A related point concerned dislike of the amount of compulsion and obligation, which merged with their aversion to the continuous marking of work in a general reaction against formality in the curriculum, despite the best efforts of one of the teachers. Pupils disliked having to complete everything in the curriculum, commenting that they had little right to participate in the process, and they objected to the "impersonal" nature of PE. The dislike of assessment represented a gulf between the official implementation of the curriculum and the expectations of pupils. While teachers sought to adjust marking schemes and procedures to be more motivating for pupils, most of the pupils themselves
just wanted to get on and do PE. A number of assessment sessions were seen, and pupils queued in gymnastics to get their sequence assessed, or played hard to get their grade in a game. This was all rather serious.

The third area of significance was pupils' apprehension about the element of risk in PE. Fear of accidents and injury was mentioned by half of the group, and seemed to arise from the formal nature of the curriculum, which offered few possibilities for differentiation of work; this is regarded as a critical part of the new National Curriculum in PE in England for example. Minor dislikes were expressed about having to do PE after lunch, or having to go to the next lesson "still sweaty", there being no showers on the school site. Two pupils mentioned the lack of space and poor facilities, surprisingly few in view of the provision for PE; but in general pupils rarely seem to be aware of facilities as a major issue, and certainly not in these two schools. Two pupils referred to the lack of opportunity to practice, and having to join a club after school to pursue their own development. Several pupils mentioned that PE lowered their self confidence; both were less able performers and felt that the subject, as mounted, showed up their inadequacies. Minor criticisms were raised regarding the marking system itself, which was perceived as unfair; this was a point which emerged quite strongly in the feedback and discussion.

7.3.2 Boys

The same basis was adopted for analysis of the boys responses as that for the girls.

Likes

The likes of the boys were as clear cut as those of the girls. They saw PE primarily as a contrast to the rest of the curriculum. This was expressed in two main ways, the first a physical matter of being able "to let off steam", "relax", "calm down" (by playing football for example) and, unsurprisingly, to have "fun". The other main dimension was more psychological; PE was a "big break" from real work, a "change from difficult lessons", and it offered some "variety" in their school life. It is immediately apparent that the curriculum as conceived and practised until now was not geared essentially to these ends, although it did not exclude them. Pupils, on the other hand, regard these aspects of PE as the central reason for its existence, and other likes about PE were subsidiary to the idea of getting out of other lessons. Several pupils referred to the social experience of PE, being able to move
around and chat, and several mentioned the quality of the teaching. There were minor emphases on being able to find out strengths and weaknesses, and those that referred to activities specifically mentioned games.

**Dislikes**

Some strong dislikes were expressed, but not on as many fronts as the girls; essentially most of the boys liked sport. The main dislike concerned the strenuous and demanding nature of the curriculum. Comments such as "the exercises are too hard", "it's too strenuous" and "the tests are too difficult", indicated where the curriculum did not meet their expectations of PE. Being active, especially in games was a source of great enjoyment for all of them, but the regimented training and assessment procedures were a problem. There were several references to the large number of tests, as well as to their difficulty, and the notion of compulsion was disliked, as it was for the girls. The extent to which PE demonstrated primarily a "physical dependency" and left little space for personal ideas and programmes, was a minority view, but expressed strongly. Several pupils mentioned the poor facilities, but again not many, and the activities disliked were athletics (1 pupil) and gymnastics (3 pupils). Not enough games was mentioned by only one pupil, but reflected the group's main interest. It was clear from the observation of lessons that every opportunity to get into a more relaxed game was taken
7.4 Feedback and Summary

Pupils' views were fed back to them and discussed in the light of what they felt were the most important issues. As a result of arrangements in the school, the procedure had to be adjusted to allow for a vocabulary test which the English teacher felt obliged to give, and an impromptu question and answer session involving the researchers, which he introduced at the last minute. In fact, this facilitated the research process, because the lack of prepared questions led to a general discussion on pupils' views of PE, which was followed on this day and two others by detailed sessions with pairs of pupils (their choice), who represented the various groupings to emerge in the analysis of grids. The pupils gave up a free lesson and their own leisure time to engage in these discussions.

The main issue to arise from the class discussion was the almost complete absence of any support for the idea of mixed sex PE. Boys and girls both agreed that it would be a waste of time; their needs and interests were different and it was best kept that way. Several girls pointed out that they might prevent the boys from enjoying their sport, and moreover:

Christina: "They might laugh at us."

Enrico: "It is good because boys are more active."

RJF: "How do you mean active?"

Enrico: "More fit and strong."

This was generally agreed, and the girls were happy to acknowledge their greater aptitude in, and need for, activities such as dance. The boys in the main did not regard modern dance as suitable for them, although one later admitted to going to a dance group in his own time, a source of some amusement to those who heard it. This represented something of a surprise, since in some East European nations like the GDR PE and sport had been an important vehicle for the emancipation of women, and women's sport had transcended gender issues in many ways. It might have been expected that the girls would perceive their involvement in physical activity in broader terms. It may be significant that these pupils had easy access to Western media and it is not irrelevant, therefore, to posit the transference of Western stereotypes of what it is to be feminine (see Scraton, 1986;
Cockrill and Hardy, 1987; Thomas, 1991). Such conceptions of femininity could easily account for these views. The extent to which it is a problem is one of the philosophical issues raised by the research.

There was general agreement that hard training was not a particularly pleasant aspect of PE, and that being able to contribute to the process of learning was important and under-developed.

7.4.1 Girls

Like the English girls, two clear sub-groups can be identified and defined with a combination of the grids and "three things" exercise. One group is exemplified by Silke and Ulrike, who saw little relevance for PE in their schooling so that, as far as Ulrike was concerned, "if you want to do it, you should go to the sports centre in your own time". This sub-group, close although not identical in outlook to the PAMs in England, contained the majority of those who expressed fear in PE and, furthermore, the view that "there's not much about PE that is exciting". It was also construed as "necessary", lacking in variety, boring, offering insufficient relaxation, not involving sufficient personal input to lessons, was primarily a subject founded upon observation and imitation, and was discouraging for most of them. This group did, however, see that things could be done which could make PE more attractive and less of a threat. It is interesting that a number of the PAMs (it is useful and not unreasonable to refer to them in this way) oriented quite large sections of the curriculum towards the more negative poles of constructs. In discussion it became clear that these subjects had not developed at the same pace as pupils' expectations in the new order of things.

The other group was exemplified by Anja, who closely resembled the English SAMs. In spite of being unsure of its utility, PE was generally construed as exciting, fun, varied and interesting. It did not allow sufficient personal contribution or generate self confidence always, mainly due to the formal tests and rigid structure. It was though, for these pupils, good to be away from other lessons, enjoyable to be active, particularly in dance and gymnastics. It was, none the less, rather disturbing to hear observations on the utility of PE.
Margit (Shannen), and now using her own name, spoke up for PE as follows:

Margrit: "Well, you would have to do another lesson if you didn't do Sport."

RJF: "You mean you would have to do more Mathematics or something."

Margrit: "Yes, I mean there are only so many lessons in a week, and they have to be filled, so you might as well have Sport."

Julia interpreted utility in more orthodox terms. She felt that it was important for health, and to interpret advertisements, such as those on health products and activities. Her family was very sport oriented and it was important to keep with the family tradition.

Having identified the sub-groups, which clearly differed in their construction of, and feelings about PE, it has to be said that there was considerable overlap between the groups on some important issues, both in relation to the curriculum in general and to PE in particular. The question of personal input from pupils, as opposed to fixed topics, was confirmed as an important construct, and was one of the first selected for discussion by several pupils. This was being developed by one of the teachers, but pupils sought such things as games from other countries, swimming and activities that were more relaxing (snowball fights was mentioned!), together with more individual approaches to exercise. It became clear, however, that it was not the activities themselves which were the difficulty, so much as the principles and methods adopted. Pupils felt that the teachers in the main were "friendly and fun", but that the content was rigid and so "it is not their fault". It is interesting that blame is placed on officialdom, when in fact the teachers say they have plenty of scope to interpret the curriculum in their own way. Few nations, particularly those with a Socialist states' experience, are slow to blame the system first.

The girls felt that teachers did not adapt sufficiently well to the needs of the group, or different pupils within it. As far as they were concerned this could happen in several ways. Firstly, teachers could be more sensitive to the mood and physical condition of the pupils; recently a hard days' skating had left them feeling tired and stiff, but the next day it had been followed by the usual 1,000 metre run - "the same as always". Secondly, pupils felt that they could address the structure of lessons which, according to Margrit, are organised
such that "you know what will happen, it is organised the same every time". The pupils maintain that there is always a five minute run to warm up, followed by the main content, which is then marked if you "show it", that is as part of the assessment. Intense dislike of the constant marking was expressed, "even for participation", which, ironically, teachers had introduced to encourage the less able. The lack of differentiation in lesson plans led to problems for the more able, like Julia, who felt frustrated at having to wait for the whole group to complete tasks and assessments, and who longed, as did the less able, for a better individual focus in lessons.

The other main bone of contention, which proved to underpin the construct associated with "no fun", was the work in "kraft training" (circuit or general strength/power training). As Ulrike observed, she disliked it:

"When it is exhausting, so much you can't concentrate on the next lesson
...... Always for a mark, you have to do it, you have to concentrate."

In general the pupils agreed, with some surprise, at how well the grids expressed their views, and they enjoyed the excursion through their thoughts.

7.4.2 Boys

Two pairs of boys were involved in the feedback, and the views were remarkably similar; like the English boys, they proved to be a relatively homogenous group. Like the girls, they were intrigued at how well the grids revealed their interpretations. They confirmed also the breakdown of likes/dislikes. Offered a choice of where to start on the grids, they opted for "exciting" and "no fun". Excitement was associated with working together, doing stimulating things and enjoying a good social experience, usually through games. The other pole was expressed in dislike of the "hard exercises" which seemed to go on forever, as well as gymnastics (Olympic version), and in having to do theory in a way that was unrelated to practice. Discussion soon switched to personal choice and the relatively fixed nature of the curriculum, which offered insufficient choice and opportunities for personal development. They were, however, quite clear as to the changes that had taken place, indicating that the atmosphere in lessons was more relaxed and, as Martin pointed out, they were delighted "to lose all the military drill".
In terms of the utility of PE, it was stressed that the main function was to loosen them up after the other classes, to enable them to relax and lose their aggression. Building their body and knowing their physical limits were mentioned, but sounded a little rhetorical and theory driven, matched against the overwhelming stress on "letting off steam". The contribution to mental exhaustion and boredom came mainly from the tests, which were perceived as repetitive and lacking in relevance, including such things as keeping a volleyball in the air with a particular action, a "dig" for example, for seventeen times without letting it hit the floor; this indicated shades of competency based education. Overall, they enjoyed a physical experience and relished the thought of activity as a break in the day. Those who wished to pursue sport more seriously, went on to school or other clubs in the area. Any opportunity in a lesson for a good game of one type or another was seized, and a number stayed at school for game practice, particularly in basketball, which was a particular strength of the school.

7.4.3 Boys and Girls

The final part of the analysis was to examine the pattern for boys and girls together, in the light of the information presented above. A "Socio" analysis of the whole class was the final stage in uncovering pupils' interpretations. At 88% the first link proved to be the pupils who led the girls network, Silke 1 and Silke 2. This is unsurprising in view of the greater consensus demonstrated in the girls' network as a whole. Indeed, the next level of match, 85% (see Figure 38), repeated the rapid development of girls' links, but with only two boys joining in, one of whom, Enrico, was the last to join the boys' network.
Both boys linked to Booker and all three offered a similar profile for PE, which is grouped with, or near Art, Music, English and Political Education. Otherwise, the network was the same as that given earlier for the girls. At 84% match, all but two of the boys and Ramona have checked in, but the PAMs linked almost exclusively with girls (see Figure 39).
The only exception is Ulrike who linked with Wolf 6, owing to similar constructions of science subjects, their interpretations of PE being highly dissimilar. The links between the SAMs and the boys were more extensive, although the boys had not entered the network significantly as yet. The final level at which meaningful relationships can be uncovered is 82% (see Figure 40).
The PAMs had still not linked very much with the boys, who had not developed extensive links either with each other or with the girls as a whole. The girls, particularly the SAMs, dominated the network and clearly had tighter patterns of construing. The distinction between the boys and the PAMs is founded on fundamentally different constructions of the curriculum as a whole, including PE. The disposition of this group of girls towards a less positive view of education and their rejection of PE as inconsequential to their needs and interests was confirmed here. The boys exhibited quite a close affinity with each other on their constructions of PE, but had a broader spread of constructions and greater individuality overall, which would explain their lower profile in "Socio". There are insufficient data to interpret this pattern fully, the focus remaining centrally on PE, but it
would repay further investigation. Matthias is the only person yet to check in. Inspection of his grid revealed a rather looser pattern of construing overall, which is reflected in less tightly formed "trees" for subjects and constructs than most of the others. It was not possible to follow this up, but in future it would make an interesting focus, namely whether grid profiles overall remain as tightly knit as at present, or loosen up as new educational methods begin to bite.

There was no available information on gender issues in PE in the former GDR, in the same way that this issue has been analysed in countries like England. Furthermore, it is dangerous to make assumptions for these pupils from such research as has been conducted in the former West Germany. It is not difficult, though, to see the applicability of Franke's (1991, p. 469) views on the relevance of PE to young people in the former West Germany, which were raised in Chapter 4. Their reactions against "defined achievement requirements", the predominance of formal Olympic sports, and the failure of PE to be aware of actual results with pupils is important within the context above. PE certainly has not met the requirements of half of the girls in this group, and the rest have serious reservations about process and structure, although they are generally well disposed towards the subject.
## CHAPTER 8

**COMPARATIVE REFLECTIONS**

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Introduction

The principal theoretical premise underpinning this study owes much to the work of Holmes (1965, 1981, 1991), and his approach to comparative study has guided the nature and presentation of these reflections. Comparison is a difficult and frequently complex procedure involving the manipulation of quite large data sets in many instances. While this study has a more precise focus than most of Holmes' work, it too has a lot of varied data to present, compare and reflect upon. It will, therefore, be conducted in three stages, in line with the ideas set out in the Introduction and Chapter 2.

Firstly (7.1), the normative patterns or as Holmes' expressed it, "what ought to be the case", will be compared in terms of official aims and objectives for PE in the light of socio-political influences.

Secondly, within Holmes' notion of "institutional pattern", the circumstances of the particular schools will be addressed (7.2), including the ramifications of the normative patterns and the general status of PE.

Finally, what Holmes' has referred to as the "mental states pattern" will be compared (7.3), namely the beliefs internalised by participants in the process, and the meanings that PE had for teachers and pupils. This was the core of the research, an approach which has opened up new ways of working in comparative PE and sport.

In addition to these comparative reflections it seemed appropriate to include here teachers' reactions to the feedback they were given on pupils' interpretations, which was explained in Chapter 2 and detailed in Chapters 6 and 7.

An interesting theme which underlies the discussion in this Chapter has been taken from Argyris and Schon (1978) and Argyris (1993). Adapting their views to the context here it is possible to identify different theories of teaching in schools depending upon the level of operation, starting with those that are officially imposed. In England this means national guidelines and requirements which schools then interpret to suit their own circumstances, whereas in Germany they stem primarily from the Lander. However, in addition to these formal requirements, we can identify what can be called espoused theories, or those rooted in the personal philosophies of the teachers themselves. The similarities and
differences between the two sets of teachers in this regard are interesting, but just as important is the extent to which these espoused theories relate to those which have been imposed. There is potential for conflict in this relationship which could well affect the delivery of the curriculum in practice. Indeed, the next level of theories about teaching is concerned with those which are actually employed in the class, as opposed to those that are espoused or required. Observation of lessons and information from pupils provide an interesting angle on this third level, and on the relationship of the different theories in general.
8.1 Normative Patterns

Holmes (1991) pointed out that general norms about human beings, society and knowledge find specific expression in such sectors of society as politics, religion, economics, education and fine arts. Not all are significant features of this investigation, but for both systems the political and economic factors have been important determinants of the nature of education and PE. Subsumed within these factors are other important elements such as tradition, which emerged as an important issue in both systems, and whose significance has been illustrated by researchers like Bennett et al (1985).

The radical agenda begun by the New Right in England after the Conservative Party general election victory in 1979, has implemented change less abruptly than developments in the former GDR, but ultimately it has been just as significant. Allison (1993) raised an important point about the nature of political change which, although related primarily to the former Socialist countries, also has implications for England. He argued that in order to have been able to predict such changes as occurred in these countries, or in order to understand them properly, it is necessary to abandon a power model of politics in favour of one that focuses instead on authority and legitimacy. Instead of examining the possession of power and the structures that maintain control, we should focus on the extent of grass roots acceptance of authority to govern, which ultimately gives legitimacy to those in power. Any particular political system may make change of authority more or less difficult, but ultimately the political beliefs and will of the populace will exert a powerful influence. Speaking of the Soviet Union, for example, Allinson (1993, p. 2) pointed out that:

"....change at the grass roots in ways which are not controllable from above; regimes cannot indefinitely survive an unsuitable structure of beliefs, and ruling classes and military enforcers are necessarily permeated and undermined by attacks on the belief-systems which legitimise their regimes.......the important processes at work in the Soviet Union were first the steady erosion of any pretence that the Soviet Union was the head of an international communist movement, and then the erosion of Marxism-Leninism by western ideas, transmitted by television and radio, by photocopies and by video and audio tapes...."

In England the impetus of a market oriented view of society has been accompanied by a drive for centralisation, highlighted in Chapter 3, which has been high profile and subject
to much critical comment, but seemingly unrelenting for all that. Nevertheless, there have been remarkable policy shifts following intense national pressure, notably the rejection of the so called "Poll Tax" in 1992. Similar patterns are evident in education, with the publication of The Dearing Report (December 1993) bearing testament to slow, but ultimately irresistible, public antipathy towards the level of compulsion and assessment in the National Curriculum. Essentially, the teaching profession and parents resisted the state's authority and forced a significant change of direction. The Dearing Report, produced after the data for this research was collected, recommended significant changes to the National Curriculum, and was accepted in its entirety by the Government which, at least on this issue, had recognised and acceded to public opinion.

The basic social context remains unaltered though, and the political philosophy of the New Right is joined with the evolution of a post modern society. Without reworking the arguments of a previous chapter, it can be reiterated that sensationalism, immediate gratification, materialism and self orientation, all features of a post-modern society, were evident to some extent in the English school, among both teachers and pupils, and form an important part of the context of PE in this school and many others. Whether PE can cope with these developments is a significant part of the debate about the future of the subject in England.

In Germany the situation has been more complex. The will of the populace, weakened for so long by "exit" and lack of "voice" (see Hirschman, 1993, in Chapter 4), was significant in bringing an end to Communism, assisted by the unwillingness of the Soviet Union to intervene and the attractions of the West German economy. Now the state is attempting to introduce a new type of society, including new education systems and curricula, to a population which rejected the former system, but by no means all of which are convinced of the new values.

Those who helped to force the change are now resisting the effects of that change. The extent to which this fairly powerful undercurrent of "Ossie" (former GDR citizens) resistance will have any significant effect remains to be seen, but it represents an important dimension of the issue of legitimacy and authority, and its influence on practice in schools should not be underestimated.
Following resistance in England, The Dearing Report proposed significant changes to the National Curriculum, in that assessment will be reduced, twenty per cent of curriculum time will be reserved for schools' own direction, and compulsion overall will be reduced. It is interesting that practising teachers, having been largely ignored for the working group which prepared the original National Curriculum for PE, now figure prominently in the subject groups formed to implement The Dearing Report. Well co-ordinated lobbying on behalf of PE ensured its place in all four Key Stages of the National Curriculum, albeit with a reduced time allocation (60 minutes at Key Stage 1 and 75 minutes at Key Stages 2, 3 and 4), and the committee to revise the PE programme is dominated by Primary and Secondary school teachers; this is in stark contrast to that which drew up the original proposals for PE.

The general thrust of the National Curriculum remains unaltered, though, and PE's function, now generally accepted by the profession as a whole, is to contribute to a curriculum which is balanced and broadly based and which:

"(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and

(b) prepares such pupils for the opportunities, responsibilities and experiences of adult life."

(Department of Education and Science; 1989, p. 2)

In Germany the situation in sport and PE reflects the essential dilemmas. Hoberman (1984) pointed out that in the former GDR, the notion of a symbiotic relationship between man and machine was central to the ideological view of labour evident in Marxist-Leninist thinking. Sports performers were seen as good exemplars of this relationship, and provided a vision of the new type of socialist citizen, not to mention the benefits of international prestige. Hoberman (1993, p. 26) saw the practical manifestation of this principle in "the scientisation of sport by rationalising the athlete's exposure to risk and stress".
Athletes were, according to Hoberman, the charismatic face of what he called "Pavlovian man":

"...a crudely decomplexified type of man who could be presented in the charismatic figure of the high performance athlete - a conveniently mute and self disciplined hero whose body acted out a dramatic version of the Stalinist cult of Labour." (page 28)

This may be a rather extreme interpretation, but it is true that the scientific boosting of athletic performance and the drive for performance at top levels were key elements which helped to define the context within which PE teachers worked. Official philosophy was based on broad conceptions of equal education for the mass and the elite, but reality frequently revolved around feeding the elite sports system. The normative pattern in the new Germany is, therefore, more complex than in England, with continued emphasis on developing the elite (see Hoberman, 1993) intertwined with rapid expansion of more leisured conceptions of sport and PE, and new pupil centred philosophies in schools.

Three of the five teachers in the research school were actively resisting the general thrust of the new curriculum, if not the actual content, and resented the replacement of Socialist philosophy and practices in PE. The frustration of the German head teacher when he asked "what do I do about it?", reflects the reality of life in many such schools.

It is tempting to applaud the greater flexibility in thinking and educational practice which a system like England's has produced, as opposed to the greater rigidity and subsequent difficulties in adaptation which are the hallmark of teachers and schools in the former GDR. Whilst this is defensible to a certain extent, the English curriculum is now highly centralised, far more so than its German counterpart, and in any case tradition continues to exert a strong influence upon education in both societies. Indeed, in policy making it can be seen that while both countries have embraced radical reforms, they have remained to a large extent, albeit in different ways, dominated by, even envious of, the past.

In England the "back to basics" philosophy advocated by the Conservative Party at its 1993 Conference rapidly descended into a confused baggage of contradictions between the moral oriented Right and the broader thinking Left of the Party. Nevertheless it represented the influence that tradition continues to exert upon life in general, and educational legislation and practice in particular. With regard to PE, for example, important external bodies like the Central Council for Physical Recreation (CCPR) have
been vociferous in advocating the promotion of traditional competitive sports and the fitness of the nation's youth as the prime justification for the subject in schools. Such a traditional view of PE, highlighted in Chapter 1 as part of a biologistic model, is by no means bereft of support in schools either. Moreover, England's failure in 1993 to qualify for the World Cup Finals produced a national outcry about PE, reviving memories of reactions to the teachers' strike in 1986 and the subsequent decline of inter-school sport. It was not the inherent educational value of PE that was at issue, but the promotion of the nation's sporting tradition.

The essential point lies in Hoberman's (1993, p. 15) claim that:

"the ideological interpretation and exploitation of sport, while of historical significance, have always been subordinate to a generic phenomenon I call sportive nationalism, and its unquestioning acceptance of the high-performing ideal and the competitive ethos."

Hoberman argued that sportive nationalism is a mass psychological phenomenon in many societies. Its manifestation will alter from culture to culture; for some it has a symbolic role while for others it can represent blatant outbursts of nationalistic fever. Whatever the complex socio-political role played by elite sport in any particular culture, its influence on PE has been significant in both Germany and England, both nations seeking to protect traditional reputations in the international sporting arena, and both relying on schools to play a part in the process.

The position adopted on PE in the final version of The Dearing Report (1993) is extremely important, therefore. Confronted with a choice between emphasising a traditional approach centred on competition and traditional sports, as advocated by the CCPR and supported by the Minister for Sport in the Department of National Heritage, Ian Sproat, or a more balanced, educational thrust associated with promoting healthy lifestyles and a broad range of physical experiences, including competitive sport, as advocated by the Physical Education Association of Great Britain and Northern Ireland as well as the Sports Council, Dearing (1993, para 5.23) expressed unequivocal support for the latter:

"We must encourage our young people to develop a fit and healthy lifestyle. I recommend that physical education should remain a statutory requirement, taking about 5% of teaching time in Key Stage 4."
This has not been accepted by the Government and at the time of writing (February 1994) the Prime Minister and the Minister for Sport are engaged in negotiations with the PE profession to increase emphasis on games, in spite of the fact that the curriculum has been overloaded with games teaching at the expense of other, equally valid, forms of physical activity. Nevertheless, in spite of the influence of sporting tradition, much highlighted of late, major curriculum development in England in the last two decades has been driven in the main by professionals in the face of resistance from traditionalists, notably in recent years those from the New Right. This is in marked contrast to the new states of Eastern Germany, and also it would appear to the rest of Germany.

Germany has had a complicated mixture of tradition and change. The PE curriculum in Western Germany has been dominated, as Franke (1991) pointed out, by external influences, mainly traditional sports. It is true that re-examination of curricula is underway in Germany (see Blumenthal, 1993; Schmidt, 1993, for example), but the impetus for change varies greatly between the different Lander of the former FRG, and PE remains more formal and traditional than in England. On the other hand, in the new states of the East, as indicated above, rapid westernisation and speedy implementation of new curricula are being imposed upon a part of the system which had its own powerful traditions, now mainly swept away, although Brandenburg had attempted to retain some of the better features from the previous era. Furthermore, they are being implemented by a teaching force which is mainly rooted in these traditions, and resentful of much that has happened to them.

An interesting dimension of the issue of tradition can be seen from inside the schools. A number of teachers in the English school complained about some of the traditions they were forced to uphold, persuading very reluctant pupils that singing hymns at assembly was a good idea for example. On the other hand, they held true to many traditions in the face of change, the school and PE clothing, for example. In comparison, one of the most pressing problems for the German head teacher was the complete absence of any tradition upon which he could call. Whether the opportunity to make one's own tradition is more or less advantageous than trying to adapt an existing one is arguable, but either way there are difficulties.
Overall then, in both systems there have been significant changes in the policy for, and practice of, PE in schools and teacher education institutions. Both countries implemented new school curricula for PE in 1992, a National Curriculum for England and new Land curricula for the former German Democratic Republic (GDR). They appear to represent similar philosophies about PE, but have rather different methods of achieving the contingent aims and objectives. The Brandenburg curriculum guidelines (see Appendix 1) provide a detailed analysis of content and method, which reflect a cultural tendency in PE to focus on form and content rather more than on process (see Naul, 1991, for example), although the new curriculum recommends new approaches in teaching, particularly in individualising the curriculum and opening up the pathways to knowledge. It is in stark contrast to the previous PE curriculum which, according to Hummel (1992), was founded on the following essential principles:

(i) a normative view of human kind, the so-called socialistic personality, involving all round education of mind and body;

(ii) a utilitarian perspective which was defined by the objective demands of society, including work on defence and physical fitness;

(iii) concentration on a limited number of institutionalised, historically important sports;

(iv) efficiency and intensity of teaching, regularly measured and evaluated;

(v) the interweaving of school PE and institutionalised sport.

There is clearly a considerable leap to be made here in PE, much more so than the situation in England which, though rather forward looking for many departments, was founded on existing good practice and ongoing curriculum development. The new Brandenburg guidelines are a major step forward, but remain highly structured and prescriptive in relation to the new National Curriculum in England. Indeed, the working group which drew up the National Curriculum for PE in England visited Germany to see what could be learned, and regarded the process as too formal and traditional for the process oriented approach envisaged for this country. In England the guidelines for PE are more general, process is a central feature of the package, and work is grouped in areas of
activity rather than in specific sports or activities. In so doing it offers possibilities of free thinking and exciting teaching which are incomparable, but it carries all the dangers that insufficient direction can provide; it is interesting to note that the lack of detail and firm guidelines for PE have caused serious problems in Primary schools in England, where general class teachers have rarely been able to get to grips with the demands of a relatively sophisticated concept of teaching the subject.

Reference has been made already to the significant place retained in the curriculum by biologicist conceptions of PE (see Crum, 1993, highlighted in Chapter 1). It is interesting here to recall the other major model dominating PE, according to Crum, a pedagogologistic conception which views PE as a means of developing a whole range of worthwhile effects in pupils. This is clearly still relevant in both cultures, since England clings to the notion of sport as a means of developing character, moral behaviour, individual responsibility and good citizenship, and Germany now seeks to promote similar attributes in its pupils, PE having been used for over forty years to inculcate a completely different set of values under a Communist regime.

In relation to the implementation of new curricula, it was Holmes (1981) who referred to Dewey's concept of "cultural lag" in educational developments in order to explain differential aspects of change, and this was confirmed in a broader context by Inglehart (1990) in his report on the Euro-barometer and World Surveys, as indicated in Chapter 3. What is common to both cultural circumstances is the gap that is already apparent between the demands and intentions of these new curricula and the experience and beliefs of teachers. PE teachers in the English school, generally regarded as good practitioners by their peers and ones who had embraced a process oriented approach to teaching PE, are having to review their programme to meet these new requirements. There are many schools where the gap between what is, and what ought to be, is likely to be much greater, and where espoused theories and personal beliefs are some way from new requirements. In Brandenburg, as indicated above, teachers are struggling to understand a curriculum for which they have little background experience and, in some cases, little motivation to do so.

Economic factors are also important and have been dominant influences of late in both countries. The recession in England was caused by world-wide forces and exacerbated by Government policies, but in any case has fuelled political initiatives for greater
competitiveness and efficiency. In a political context which promotes a marketplace philosophy as a central element of the normative pattern, such things as the sale of playing fields to balance local authority and school budgets, highlighted in the British Broadcasting Corporation's "On The Line" series in 1994, should come as no surprise. The Sports Council's efforts to establish a register of playing fields is but one of many attempts to resist such practices, and to hang on to what many would regard as a cherished part of national heritage. It is perhaps symbolic of a change first and think later mentality, that the Minister for Sport in 1994 called for the re-purchase of the playing fields whose sale had been encouraged by his own government less than a decade before.

Whilst this particular issue had not affected the English school in this research, the general economic scenario had certainly impinged upon its work in PE. Government capital finance given to schools for buildings has been tightly tied to the initiatives of the moment, currently technology, and the school had no hope of gaining its much needed sports hall. Reductions in real terms in financial provision have put pressure also on staffing levels, resources and facilities. The high regard in which this PE department is held, and a belief in the value of the subject, have to some extent protected the department from the worst of these developments. Elsewhere, the pruning of specialist PE staff in order to balance budgets, or their replacement with sports coaches, cheaper and easier to hire and fire, are some of the ramifications of PE in the current financial climate.

In Germany the recession has been exacerbated by the escalating costs of unification. This school had been lucky to be refurbished, but was insufficiently funded to be equipped properly. The poor facilities for PE were likely to remain a problem and insufficient funding to hire external facilities, a swimming pool, for example, was likely to persist. Hopes that facilities were soon due to be refurbished showed no chance of fruition in the period of visiting the school, and must be regarded as hope more than expectation. The reality for this department was that the subject carried low status in the face of more pressing needs, although curricular PE in the former GDR never carried the prestige or funding of elite sport anyway, and the priorities in these new states lies elsewhere in the curriculum.

It is surely the case for both schools that the generation of private income from the hire of facilities, the mounting of fee paid sports programmes and other entrepreneurial activities will increasingly become a feature of their lives. This will be sooner for the English school
no doubt, but by no means an unrealistic possibility for the Germans, where the legacy of provision for public sport in the new Lander is considerably below that of its western counterparts, and easy access to facilities is not the routine matter it is for their western neighbours.
8.2 Institutional Patterns

According to Holmes (1991), institutions are created to realise aims and objectives demonstrated in the normative pattern and should also, therefore, be interpreted in terms of religion, politics and economics. Furthermore, the relationship between institutions can be significant, as in the provision of finance in different ways to different types of schools. In this study the important issues were the nature of the school, its position in relation to the systems of control, and the extent to which it believed in, and then interpreted, the official guidelines for PE. The two schools represented alternative conceptions of the nature of a school in a modern or post modern society.

The English school, with an astute head teacher, had changed from a grammar school to a comprehensive school, which had then "opted out" of local authority control (see Chapter 3) and, at the time of writing was well on its way to becoming one of a new breed of City Technology Colleges, specialising in science and technology. It was answerable directly to the Department for Education, and had a large amount of independence in financial and organisational matters. It could be regarded as something of a blue print for the current Government's conception of a school for today's society: one that is unfettered by, and unaccountable to, local government; that is organised upon business principles and, at least in theory, more responsible to local parents and the market place. The reactions of staff in general to the new developments were mainly positive, and occasional grumbles about the management's "lack of understanding", were no worse than one might have heard in many a previous decade. Most resentment at all levels of operation was reserved for the speed of change and lack of adequate resourcing to meet it. The nature of the change was not necessarily questioned, most staff agreeing with staff appraisal and better systems of assessment and reporting, for example, but the speed and frequent reversals of official policy were deeply resented. Unlike their German counterparts, though, there was no sense of rejection of the system, and PE staff in particular were ready to absorb the latest developments. Change in the institution had been driven by the school, in the sense that it had sought potential in political and financial changes and fashioned its own opportunities within it.

In many ways the German school represented much of what had occurred in England before changes to the nature of the educational process in that country. It was controlled and funded by the local town, with curriculum guidelines provided by the Land of
Brandenburg, and it represented a level of local and public commitment to education that is now a fading memory in England. The head teacher, faced with an enormous task of educational regeneration in this post unification era, expressed little short of jealousy of the situation experienced by his English counterpart, although it was difficult to convey the reality that went with the theory in England. The kudos attached to being the Gymnasium for the town was played down, but clearly enjoyed. The inherent potential for tension in such schools in Eastern Germany manifested itself in a number of ways. The understandable resistance to change in many of the staff arising from an imposed ideology and almost total rejection of their own concept of education was raised above. Not for them the impetus of fashioning a future by turning opportunities to their own advantage, they were conforming to a new order about which many were having second thoughts. Even those who were seeking to develop their teaching in appropriate ways were finding it difficult without the props afforded by a Socialist system of education, particularly formal as it had been in the GDR.

Both schools suffered some resentment within their local circumstances. Other local schools in England had stayed with the local authority when this school had opted for Grant Maintained Status, and competition appeared to have heightened as a result. In Germany there was clear resentment from other local schools at the status of the research school as a Gymnasium, which was clearly perceived as an advantage for the pupils. Changes to the normal order of things had produced apparent winners and losers, an inevitable consequence of a market place philosophy and one that is eagerly sought by the New Right.

A particular feature of the functioning of both schools was the need for, and importance of, In-Service Education for Teachers (INSET). The English school had its ration of INSET days, but funding for staff to attend courses outside was restricted, and ensuring that the school could meet its requirements under new legislation was a priority, as was the case in many schools. Schools now have a devolved budget to purchase their own INSET, and the traditional support of the local authority through its advisory service is now but one agency in the market offering INSET wares for sale to the new budget holders. Nevertheless, one of the PE staff had received funding to undertake a higher degree, and the PE department was working well with other local schools to develop aspects of the curriculum, assessment for example. In the German school there was virtually no money for "further education" for teachers. Financial constraints had placed
the head teacher in a situation where he had to re-educate his teaching force to adopt a process for which they had little experience, but with little help to accomplish this, particularly in PE. More provision was available in other subjects, but this was still insufficient to unpack and remake a whole set of personal meanings about the nature of the educational process held by the staff. It was never more apparent that INSET is a critical part of professional development, and yet it has been one of the first areas to suffer from financial constraints in both systems.

In the institutional patterns developed by both countries the place of PE in the school curriculum was subject to great variance, depending upon the interpretation of any particular school. In English schools, although PE has recently been confirmed as a curriculum requirement in all four Key Stages, overall reductions in time and the actual emphasis it is given in many cases can render requirements rather hollow. In this particular school PE was held in high regard, as much for the positive public image it created as for a genuine belief in its contribution to the education of young people. Its overall time allocation was better than the national average (see EUPEA, 1992; Harris, 1993), and senior management took a genuine interest in its development and staffing.

In the German school the priorities lay elsewhere, which was regrettable but understandable. The need to create a corporate sense of identity and to establish the more "important" areas of the curriculum were the prime concerns. It was interesting that the contribution that PE can make to the school as a community, emphasised by Hargreaves (1985), had not figured prominently as yet in the head teachers' thinking in spite of his concern for the lack of tradition. He was aware of the need to address the situation in PE, but had not been able to do so properly as yet. The situation outlined by Naul (1992, p. 18), that PE is now regarded as "less important and having only minor significance in school education like it is more or less in West Germany", can to some extent be supported here. However, Hardman's (1993, p. 14) claim that "discipline, order and performance have largely disappeared from the teaching situation" was not supported in this school which had held a recognisable programme together, in spite of the teachers' view that things were a lot worse compared to their previous experience. PE was a compulsory part of the curriculum, including the pattern of assessment, up the end of Secondary Level 1.
Finally in relation to the institutional pattern, attention must be paid to the actual delivery of the PE programme, a reflection of teaching theories in practice. In the main the English school would regard itself as a good model of practice for the current scene in England. Gaps had been identified in the last school inspection, but the programme was generally forward thinking and staff believed in what they were doing. Serious attempts were made to offer a truly educational experience as opposed to a collection of sports and activities, and staff mounted an extensive extra-curricula sports programme.

In the German school it would seem that Hardman (1993, p. 14), abstracting from the work of Naul (1992), was essentially right as far as the process of teaching was concerned in that, "the 'open instructional methods' introduced, have produced conflicts and chaos with teacher confusion on methods". Nevertheless, two of the teachers were making strenuous efforts to reorient their practice, with some degree of success. However, Hardman’s assertion that problems arose because "pupils are faced with unfamiliar lesson formats" requires clarification now. Since several years of unification have passed this may well be less true than it was. In any case changing the format may well not have been problematic anyway, and certainly as far as this school is concerned a change of format was a development much welcomed by pupils.

Indeed, a more fundamental question is raised here, although on the basis of information from one school there is need for circumspection. If the documented evidence such as that referred to above and earlier is examined, the advantages of the previous system, the rejection of which is frequently regretted as having "thrown the baby out with the bath water", have been explicated with conviction, but perhaps not in as much detail or with as much substantive justification as one might have expected. The general programme presented in schools in the previous era was restrictive, boring to many pupils who regarded it as "drill", and in many cases a rather sterile experience. Few sources detail precisely the losses of the previous curriculum, particularly as it was actually practised, and one wonders to what extent the regret is politically correct and to what extent it has substantive merit.
8.3 Mental States Patterns

Mental states, according to Holmes (1991), are the deeply held beliefs of individuals which motivate behaviour and, as indicated in Chapter 2, must, therefore, be known if new aims are to be achieved. For this reason these formed a central part of this investigation. However, Holmes' (1991, p. 24) assertion that these patterns are likely to be "logically consistent" since they have been internalised by members of a group from "logically coherent patterns" needs examining further. Personal construct psychology informs us of potentially different patterns of interpretation in a group faced with identical circumstances. In as far as coherent groups might construe situations, institutions or processes in a similar way, consistent patterns might be demonstrated. However, as was the case in this investigation, different sections of a group can demonstrate quite marked differences in their "mental states". Indeed, the different patterns revealed in the interpretations of teachers and pupils, and among pupils themselves, showed quite marked disparities between intentions and beliefs on the one hand, and interpretations of the experience received on the other.

There are a number of ways to present this information, but the most logical appeared to be a comparative analysis by group membership, and this has been followed below. Tables 9 and 10 give a summary of the interpretations of teachers and pupils in both schools. The different types of data collected have been assembled in tabular form to make the final comparative analysis as clear as possible. The different meanings the subject had for teachers, boys and girls, including constructions of PE, likes and dislikes about PE, and my impressions of behaviour and attitudes gained from working in the school have been conflated to this end. Classification of this type of data can be misleading, but to assist the reader the information has been grouped in general, rather loose, categories which emerged naturally from the data. These were the general interpretations of PE held by the various groups involved, the intentions and beliefs of teachers, and aspects of the context of PE for teachers and pupils. This separation is by no means clear cut or beyond question, and is merely a useful way of aiding a clearer discussion on the basis of patterns in the data.

Most of the discussion in the following sections is based upon the information in these tables, and constant reference to both is assumed to avoid repeated references to either or both of them.
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8.3.1 Teachers

Comparison of the intentions and beliefs of the two groups of teachers revealed the sort of fundamental distinctions that one would expect from professionals from such different cultural backgrounds. The English teachers reflected a political ideology founded on concepts of individual worth and development, reshaped over the last decade to encompass stronger elements of competitiveness, vocational orientation and the climate of the marketplace. Current influences included not only those associated with the philosophy of the New Right, but the emergence of so called post modernism, as explained above. Whilst they were basically happy with what they were able to teach, and felt reasonably at ease with the new National Curriculum, they were aware of the increased pace of life in schools, and the younger members of staff resented what they were expected to achieve for the salary they were paid.

The German teachers were in the midst of an extremely unsettling period of social upheaval. The surety of yesteryear with its definitive concepts of humankind, society and education, based on the principles of Marxism-Leninism, had lent clarity and certainty to their teaching. Four years on from the collapse of the Wall, and three years after unification, they were still engaged in seeking to understand a fundamentally different concept of society and education, and a new social role for themselves. Financial stringency meant that their new world had not been the glossy attractive place it had promised to be from behind the Wall, and support mechanisms to help them change their professional practice were largely unavailable. On the final visit to the school it was pleasant, but rather sad, to see the excitement in the town when a new, rather small, supermarket opened. Teachers rushed away from school to attend an opening event which would scarcely have raised an eyebrow in the West, and in a small, but poignant way it showed how far there is to go to full integration into western culture.

Several key differences are evident between the intentions and beliefs of the two sets of teachers and, in the case of the German school, between the new official ideology and their own espoused beliefs. The English teachers' beliefs about the essential experiences of PE mostly matched the ethos of the new National Curriculum: pupils should enjoy PE; come to understand the choices that were available to them; develop positive attitudes, and adopt a healthy lifestyle. A balanced and progressive programme was an important part of the process, and reference to skill development or the promotion of particular
types of activity or sport took second place to more general educative notions of personal and social development. As the head of department pointed out in Chapter 5, their programme was geared to giving each pupil a satisfying experience, in the hope that they would absorb the value of physical activity as a worthwhile experience in their life.

On the face of it there was some overlap with these intentions and those advocated by the German teachers, whose belief in lifelong participation, fitness and health and the whole person would seem to express a similar ideology. In reality they proved, unsurprisingly, to be a reworking of or, for several of the teachers, a direct abstraction from previous experience. The fusion of mind and body which is implicit in the concept of the socialistic personality, underpinned the stated promotion of the whole person. It seemed doubtful that even the more enlightened members of the department had made the leap to the rather different concept of personal development embraced by the English teachers, one that appears to be central to the new Brandenburg guidelines. It is not the essential notion of developing the whole person through PE that is in question, but the stereotyped interpretation of that vision and the uniform expectations of pupil development that it contains, both of which are at odds with stated intentions for education in the new Germany and clearly different to the English teachers' beliefs. It was clear that the espoused theories of teaching did not match those that had been imposed, still carried a strong performance and achievement orientation, and contrasted with the English school where the teachers believed in the essential thrust of the National Curriculum and purported to implement its process oriented, pupil centred, philosophy.

Nevertheless, the German teachers had great clarity in what they were trying to achieve, and clear notions of when they had achieved it. Specific development of fitness levels and the learning of particular skills are clear enough objectives, demonstrably achieved or not by pupils. Lifelong participation is a common aim in many cultures, although the development of the whole person, so clearly etched in their minds, is as difficult to demonstrate here as it is anywhere else. In England by comparison, it has not been easy for rather traditionally minded PE teachers in many schools to interpret the more open ended intentions of the National Curriculum. Indeed, discussions with colleagues conducting OFSTED inspections (Office for Standards in Education) suggest a rather mixed pattern of achievement for these sorts of aims. In the research school, there was familiarity with the language and ideals, and a serious attempt to interpret this in practice, but whether it is being achieved in reality is difficult to judge. The responses of pupils
might question the extent of achievement of such intentions, but with post school reflection they might well re-evaluate their experience in a different light. It was also noticeable that skill development was not stated as a main intention, but it figured prominently in practice, and is by no means counter productive to the achievement of their central beliefs. In any case there are lessons to be learned from the Germans about simplicity and clarity of objectives for PE, and the extent to which they are achievable.

Another major difference lay in the emphasis the German teachers placed on performance and achievement. Brettschneider (1991, p. 5) outlined the essence of PE in the former GDR which gave rise to this orientation:

"Physical Education was compulsory and more or less identical throughout the whole country, since it was based on a central curriculum. Its dominant characteristics were effectiveness and intensity. Progress in performance was constantly recorded and evaluated according to set standards."

This influence had remained in their minds and their practice and had been reinforced in the new system, as is evident in pupils' interpretations of PE. The cross-cultural debate is very interesting here. Improving standards have been one of the clarion calls of the New Right in England, underpinned by more stringent inspection and testing procedures at all levels of education. Teachers in schools literally buckled under the pressure of the new regime and the reaction was outlined above, with assessment and compulsion due to be reduced considerably. In PE the discussion about performance and assessment has had several dimensions. For the world of sport and much of society in general, pupil performance and school standards have been measured traditionally by sporting success, although the decline of inter-school sport and fresh emphasis on the quality of the curriculum available to all pupils have redefined this situation. The research school had maintained a competitive inter-school programme, but at a reduced level, and had placed much more emphasis on developing its general curriculum. The teachers believe that former standards of sporting performance are now returning, and that they have a good balance between curricular PE and school teams, although by no means all parents share this view. As far as formal assessment in PE is concerned the debate has embraced extensive and extremely detailed schemes on the one hand, and fairly loose and informal patterns on the other. Sylvester's (1993) extensive survey of assessment in PE for the former School Examinations and Assessment Council showed some schemes in use to be
burdensome and, therefore, as much of an obligation as that in the German school (see Appendix 9 for some examples from the survey). Currently though, in the wake of The Dearing Report (1993), assessment is likely to continue to emphasise planning, performance and evaluation, but much less formally than the task oriented approach in Germany. The English school had opted for a more relaxed approach to assessment and had not really developed an extensive scheme at the time of the research.

There is a sense in which both schools and both education systems have explored the outer reaches of the possibilities for assessment in PE. Between them they have embraced an excessive emphasis on the task, the same for the process, and an approach that is too loose to be really effective. The middle ground appears to offer the best prospects for progress: general indications of achievement in major areas of the curriculum, some exploration of the contexts in which this achievement can be used, and the extent to which a pupil is making progress - within his/her own band of expectations and abilities.

Variations in intentions led inevitably to different conceptions of the context in which learning took place. The English teachers espoused a pupil centred, learner led process, while the Germans feared for the ability of their pupils to structure even a warm up, and saw the process as essentially teacher led and skill/performance based. To compare the German orientation with England in the 1950s and 1960s is compelling and not inappropriate. To praise the educational foundation of the English school's PE is appropriate, but needs qualifying when performance and achievement standards are addressed in relation to the Germans. Both groups were concerned about standards, but for the English teachers this was associated with such things as kit, unsurprising given the country's seeming obsession with school uniform as an indicator of high standards. For the German teachers standards were inseparable from performance and achievement.

But perhaps the most telling difference in context was the level of certainty and conviction in what they were teaching. Teachers in one school were secure in their beliefs and their programme, the others exhibited considerable uncertainty about the process they were now experiencing. The stifling of personal and professional development which results from over prescription was clear, and it is to the credit of the two more progressive staff that they were ready to re-examine fundamental beliefs and practices.

The extent to which the beliefs these teachers espoused were enacted in practice is one of the important themes in the next section, which addresses the interpretations of pupils.
8.3.2 Pupils

A brief rehearsal of the context in which this part of the analysis is set provides a useful reminder of the basis for comparing pupils' interpretations. In England the context of PE and sport for children and young people is one which presents several, sometimes confusing, patterns. Research has shown (Balding, 1988; Jones, 1988; Warburton et al, 1991; Van Wersch et al, 1992; Fox, 1994, for example) that physical activity levels are declining in this sector of the population, that participation in sedentary activities is increasing as that in formal activities and sports decreases, that these trends are accentuated as pupils get older, especially in the mid adolescence period of 13-15 years, and that they are differentiated by sex, with girls displaying more negative perspectives of physical activity and sport. However, the Sports Council's (1993) report on children and young people indicates that participation levels are increasing, although the lack of extensive physical activity remains a problem. In PE in particular, Gourdas and Biddle (1993) have shown that enjoyment is a key determinant of sport and exercise motivation, and that intrinsic factors such as excitement and personal accomplishment are more important than extrinsic ones such as winning and rewards.

In Germany, Brettschneider (1994) has pointed out that while young people in the former GDR were more "Westernised" than their leaders cared to admit, or were attentive enough to notice, they have retained more formal conceptions of sport and leisure activities than their counterparts in the former FRG. Such conceptions are natural products of systems that value order, discipline and conformity. Brettschneider claimed that these former East German youngsters value performance, effort and achievement more than their western counterparts, who are more inclined to focus on relaxing and having fun. How the removal of the dominance of the elite sporting system and its suffocating effect on PE in schools and mass sport will alter these views is part of the debate here, as is the extent to which the young people in this research confirm or refute the general pattern proposed by Brettschneider and others (see Emnid, 1991; Behnken, 1991, for example).

It was pointed out above that the various meanings of PE have been conflated into tables 9 and 10 to facilitate the process of comparison. But before exploring the opportunities presented in this way, it is useful to compare briefly the nature of the constructs revealed by pupils from each school (Chapters 6 and 7 contain the specific details and tables upon
which these observations are made). It is interesting that in spite of the deep cultural differences involved, a good level of congruence can be detected in the patterns of constructions they displayed. There were different emphases in these constructions, sometimes apparently similar constructs differed in important ways, and in any case the danger of transferring apparent similarities too readily across cultures was always in mind. Nevertheless, two very different educational experiences from contrasting socio-political systems have realised some reasonably close constructions of PE and other subjects within the curriculum.

Both sets of pupils revealed constructs associated with whether lessons were fun or serious, and these were ranked as either the most important or second most important overall. Whilst the German pupils' concept of fun was more ubiquitous than that for the English pupils, there was a good sense of commonality in what it meant. The English pupils' most important construct concerned excitement, which together with fun confirms observations in previous research (see above) about the identification of important aspects of pupils' interpretations of PE. Whether subjects were boring was ranked highly by both classes, but was matched against excitement for the English pupils, and against interest for the Germans. Both sets of pupils also revealed constructs associated with the degree of compulsion in PE, and the extent to which it was possible to make an input to lessons, and so to be an active part of the process. For the German pupils these were very important areas, and an indication of the failure of much of their educational experience thus far.

The opportunity to be creative was uncovered for both sets of pupils. For the Germans it was the opposite pole of having technical work, once again a direct reference to the formal nature of their previous curriculum, but for the English pupils it compared to having work supplied by the teacher. Both classes in different ways referred to the social experience of lessons; being able to talk and communicate were relatively important to them, although this was defined more clearly in the analysis of likes and dislikes. Variety was important to both classes, as was the extent to which a subject had some relevance to their lives, an ever more important dimension for the more sophisticated adolescents who are today's pupils.

Differences in the two educational processes were highlighted by the interpretations of the learning process. German pupils referred to lessons as being either observation and imitation or writing, while the English pupils referred to "working things out and learning
better" as possibilities in learning. German pupils did draw upon the idea of being able to try things out, but this was in a concrete sense of "having a go" at different activities. Further differences were evident in the personal implications of the learning process. The English pupils focused on whether they were learning about themselves or learning facts, whereas the German pupils focused on the extent to which the process discouraged them or boosted their confidence.

Comparison of these construct systems leads to several fundamental observations. Firstly, that within pupils' constructions of PE there are central aspects of the process which appear to transcend cultures. Whilst this would have to be a tentative proposition on the basis of this research, the links are strong enough across two very different educational experiences to merit mention. Secondly, that evidence of more restricted constructions of PE and other subjects among the German pupils, both in relation to nature of some of the constructs and the pattern of responses within the class, would seem to reflect, even confirm, criticism of formal and rigid approaches to education. The English system has been criticised as being too relaxed, especially by the New Right, but much resistance from teachers to a number of the new initiatives in education has been based on trying to prevent narrowing of the educational thrust of the curriculum, and ensuring that pupils are less prone to develop restricted ways of thinking and working.

The data do not entirely support the point, and it is far too big a leap from these, already tentative, observations to proposing that the GDR's relative lack of success in sports requiring inventiveness and flexible thinking, soccer for example, compared to highly technical sports such as track and field and gymnastics, is further evidence of the limitations of a national ideology based on conformity, order and a utopian view of the perfect society. Nevertheless, it is an interesting thought.

Whilst the constructs for boys and girls in both classes did not group in a consistent pattern, there was evidence, especially among the girls of several loose clusters. One was associated with the notion of being involved in the learning process, experiencing greater enjoyment and more effective learning, and the other concerned the most "important" constructs of excitement, fun and interest. PE must acknowledge the importance of pupil involvement in the process, in a realistic rather than notional fashion, and highlight the essential experience of fun and enjoyment. At a recent meeting of EUPEA, the French delegate was the butt of some critical comment, not to say amusement, when he expressed
the dated and, as conventional wisdom would have it, naive view that enjoyment was the prime aim of PE. This may need rethinking.

It was also noticeable that within the greater consistency of constructions among the German pupils, there was more evidence of the blocking of groups of negative/positive subjects. This was not entirely sustainable but it was recognisable, and PE was located accordingly by individual pupils.

8.3.2.1 Boys

General Interpretations of PE

The most significant point to emerge, and it did so with some force, was the virtually unanimous view that PE was a break from normal lessons, and an opportunity to relax or "let off steam". Gourdas and Biddle (1993) identified the significance of this aspect of pupils' enjoyment of PE among English pupils, confirming earlier work such as that by Dickenson and Sparkes (1988). The German boys were equally convinced on this matter. Having fun and the element of excitement were closely related to this basic idea of being active and away from real schoolwork. Both sets of boys saw PE as a valuable social experience, confirming much research on the nature of social interaction in adolescence. There was an element of personal development in the interpretation of PE, which for the English boys focused on learning about themselves as opposed to learning facts, while for the Germans it was about PE building confidence. Once again the English pupils appeared to have a slightly more insightful view of the process, building confidence being a more utilitarian notion related to success/failure whereas there was an element a personal discovery in learning about yourself.
The Context of PE

With regard to the context of PE, it is interesting that the English boys did not consider that PE contained much variety compared to the German boys, when in fact their programme was more expansive. The more sophisticated perspectives and expectations of Westernised young people could well account for this difference. To have had little opportunity to choose and little experience of variety can make a few choices seem to be significant. As expectations increase, the situation will become even more complex for the teachers. There is an interesting dilemma here concerning the place of games in the curriculum. Whilst the profession seeks to break the domination of games by broadening the programme, the boys in both cultures are strongly of the view that it is the best part of the programme. Professionals such as Almond (1989) have argued that this is because the full range of activities has not been taught effectively or in a sufficiently pupil-centred way, and the Sports Council (1993b) pointed out that young people are interested in a wide range of sports and many find one that they "particularly enjoyed". There is more work to be done here.

It is interesting also that both sets of boys considered the learning process to be mediated principally by teachers. This was to be expected in Germany, but in the English school it suggested that beliefs where not necessarily being enacted in practice, or possibly that teaching developments could not keep up with the development of young people's expectations. In fact, discussion with the English teachers suggested that it may be important to identify for pupils exactly what was happening in the learning process, that they were being given a large amount of self direction and had not appreciated it since most of them had known little else. It was also the case that the hurly burly of school life can easily interfere with the best of intentions, and the current educational climate has increased the pressure on time and resources in many schools.

Both groups of boys demonstrated little appreciation of the utility of the subject, particularly in relation to teachers' beliefs and intentions. The debate with teachers, particularly in England, as to whether this mattered was quite active. That it mattered little as long as they enjoyed themselves was balanced against the need for a new generation of informed individuals, some of whom would be the decision makers of the future, who could articulate the case for PE. The teachers could not agree on the matter. It is a most important issue and confirms the thoughts of Kirk and Tinning (1990) that physical
educationalists consistently fail to acknowledge in practice and research that political issues are a dominant force in the provision for, and shape of, PE.

The boys in both schools construed PE in the same terms as subjects such as art, music and drama, all of which seemed to allow them access to lessons with personal meaning and involvement. It is unfortunate that both cultural systems are increasingly undermining such subjects in the interests of more utilitarian objectives such as vocational preparation. It is also unfortunate that assessment has threatened the success of the subject in the German school, and might well have impinged seriously on work in England had the national obsession with testing not been curtailed. It did not equate to the essential meaning that PE has for boys in either school and seriously interfered with the educational effectiveness of the programme in Germany.

The most marked difference concerned gender stereotyping. The English boys referred little to the girls or to gender specific activities, whereas the German boys were very clear that distinctions had to be made between activities appropriate for boys and those for girls. It was a gender distinction shared readily with the girls and was clearly reflected in the programme. In the profession at large this would be considered to be problematic, as argued by such writers as Dewar (1990), Thomas (1991) and Evans (1993), to name but a few. As far as these pupils were concerned it was part of the natural order of things, but the lack of data from the former GDR renders interpretation difficult. Research from the UK and elsewhere would show a reduced level of such overt displays of gender differences, but that the official discourse of PE, and indeed the behaviour of pupils themselves, is in accord with many of the views expressed by the German pupils.

The English boys, like the girls in their class, disliked showers because they had to expose their bodies in public. This remains a constant problem for adolescent pupils and is an important part of the context of PE. Facilities in the German school did not allow showering and pupils simply went home, and, therefore, it was not possible to make effective comparisons.
8.3.2.2 Girls

The emergence of two distinct sub-groups, SAMs (Social, Active and Modern) and PAMs (Prejudiced Against Movement) in a class with approximately half the girls in each one had not been anticipated, and to find a similar pattern in both schools must have significant implications for PE. But first it is necessary to consider the two groups of girls in general.

General Interpretations of PE

At a general level both groups of girls, in common with the boys, saw PE as a good social experience; it was an opportunity to chat and work with friends or groups/teams. In terms of other general interpretations of PE, little else was shared between the two groups, although there was greater concordance between the sub-groups, as will be seen later. Like the boys, both sets of girls expressed a personal development element, in that the English girls felt that they learned about themselves in PE, and the Germans revealed a dimension associated with improving confidence or offering discouragement.

The Context of PE

Within the context of PE there were some important relationships between the classes in general. Both sets of girls saw PE as largely teacher directed, more so than the boys in both schools. The greater physical and psychological maturity of girls at this age requires more sophisticated treatment than the experience they were receiving at the time. Both groups saw compulsion as a feature of PE, again more so than the boys, and the need for differentiated curricula for boys and girls at this age seems undeniable if pupils' interpretations mean anything. Both classes included a physical aspect to their interpretation of PE, one that was associated with the environment for the English girls, and the physical "grind" of lessons for the Germans. In both cases these aspects of PE were strong mediators of the quality of experience. In the English school showers were a contentious part of the physical aspect of PE, as they were for the boys, but the facility problem prevented this being an issue in Germany. As with the boys, adolescents' needs were compromised by inadequate facilities which failed to allow pupils a reasonable amount of modesty at a time of adjustment to growing bodies.
Like their male counterparts, the German girls were strongly against the perpetual assessment that pervaded the PE curriculum. Even the more positive girls could see little value in it and found it a distraction from the true nature of PE, which is revealed below.

The issue of mixed-sex PE was an important point of comparison. The English girls, who shared much of their PE with the boys, expressed embarrassment at their clothing which, unlike that of the German girls, was tightly prescribed including the dreaded knickers. Having to expose their bodies in this way in front of the boys was the worst aspect of the clothing. At this age these pupils also felt that they wanted more of the type of activity which was relevant to their particular needs, especially dance. The German girls were very clear that they needed a different programme from the boys, not only because they felt that girls naturally should have different activities to boys, but because the boys should not be held back. With the exception of those girls who were good at PE and who wished to do more of the "boys" sports, which was a minority of the English girls, it has to be said once again that, on the basis of the constructions and likes/dislikes of these girls, the issue of mixed PE remains highly problematic. Conventional wisdom would advocate the continuation of mixed PE with increased emphasis on such things as skill rather than power related activities to curb the strength advantages of boys after the onset of puberty. It would also advocate deeper changes in the official discourse of PE which continues to transmit gender stereotypical messages. However, the interpretations of two sets of girls from two different cultures and experiences of PE would suggest that single sex PE has much to offer. The extent to which their interpretations can be accepted, or to which they should simply be treated as a casualty of sex stereotyping at large and, therefore, a perspective in need of changing, is too large a question to be addressed here.

Both sets of girls shared with the boys some uncertainty as to the utility of PE, and the extent to which this might be a problem has been aired already. The German girls, like the boys, understandably rejected completely the old regime, which was not an issue for the English pupils. However, it is interesting to note that the English school had come through a crisis in PE a few years earlier, when a very traditional "streamed" approach to PE had led to the beginnings of public rejection of the programme by sections of girls.
The Girls: SAMs and PAMs

There were some close relationships between each of the two sub-groups and their counterparts in the other school. The SAMs and the PAMs were not defined in precisely the same way in each school, but there were sufficient indications of similarity to make the distinction meaningful in both sets of circumstances.

The SAMs in both schools identified quite well with the boys. In terms of personal experience they generally enjoyed being active and away from other lessons. Both groups of SAMs liked activity that could be described as modern, mostly dance, and in so doing indicated a changing preference for the type of activity relevant to girls in mid-adolescence. They saw PE as interesting, although more of the English girls found the subject had variety, whereas the German girls found it to be rather repetitive. Both groups saw it as exciting and a fun lesson and not surprisingly, therefore, liked it. Like the boys in both classes, these two sub-groups of girls equated PE to subjects like art, drama and music, but only the English SAMs saw any hope for mixed PE. Although only the German SAMs indicated that PE improved their confidence, it was clear from the "Socio" patterns that those pupils, male and female, who were good at, or liked, PE tended much more often to be at the centre of relationships among the class as a whole, both in terms of the grid relationships produced and in general class activity. This is not necessarily a problem for those who were not central in the socio-nets, and indeed the pattern might be no more than one might expect given the nature of the grid used. Nevertheless, it would seem to confirm the research cited earlier on PE and sport as significant factors mediating popularity and esteem among adolescents.

The PAMs shared a common antipathy to PE in both schools. Boring, serious, dislike, irrelevant and "can't keep my attention", were general interpretations among the English PAMs, which compared to boring, necessary, no fun and technical among the Germans. The most important constructs for the girls in both schools were associated with fun and excitement, and this grouping emerged quite strongly as a cluster in the grid patterns. PE fell short on both counts for these girls. Conspicuous in the German school was the element of fear through activities being risky or dangerous. This is easily accounted for in the performance ethos which had persisted into the new era. Performance improvement is based principally on progressive resistance and overload (Dick, 1990), and should be applied with caution in an educational setting where ability is diverse.
Both sets of PAMs uncover one of the apparent Achilles' heels of PE. Politicians with an eye to efficiency, together with some of the influential bodies in the world of sport, see PE as no more than a sporting leisure experience, and this is not an uncommon view among parents. It is only a short step from here to the seemingly logical argument that pupils can do such activity in their own time at the leisure centre, or that all is needed in schools is a few coaches to organise some sporting experiences. Never was the need to argue the educational case for PE more necessary and, therefore, its place in the curriculum taught by professionally qualified physical educationalists. Both of the national associations for PE in each country (The Physical Education Association of GB and NI; Deutscher Sportlehrerverband) have expressed concern on this issue, and the recent declaration of the Dearing Report (1993) in which PE is substantiated on the basis of teaching active healthy lifestyles, rather than a competitive sporting experience, is timely but by no means the end of a contentious issue. At the same time, PE has to address the ways in which it is failing to meet the declared needs of these adolescents. Another significant difference between the PAMs and the SAMs/Boys, is the grouping of subject areas. The PAMs grouped PE with the "boring" subjects such as History and Mathematics, as opposed to the links with art, drama, music and English demonstrated by the other pupils. What for some pupils was a positive, interactive experience, was for others one of the subjects which has to be done because it is school. It is noteworthy that some of the PAMs in both schools, especially Germany, thought that PE had potential for fun; it was just that the programme did not meet their requirements, although a high level of activity was not included in this scenario.

In closing the comparative analysis of mental states patterns, it is interesting to note several additional points. One might have expected a more overt emphasis from pupils on ability in PE. It appeared in various guises, and clearly underpinned the interpretations of some pupils, but it did not emerge as a strong independent element. Several of the English PAMs, for example, were quite reasonable performers, but more important for them and the others were notions of fun, enjoyment and having a break, and this was applicable to both schools. Direct reference to teachers did not emerge as a strong element, although it too underpinned many interpretations of PE. Most of the teachers were liked and there is no reason to question the old adage that "what a teacher is transcends what he/she knows".
8.4 Teacher's Reactions

A similar format was adopted for the feedback of information to both schools, although in practice some adaptation occurred as a result of particular local circumstances. A review summarising the information from pupils' grids, the "three things" exercise and other observations was prepared for both schools. The one for the German school was translated into that language. These were to be given to the teachers at least one week prior to discussion to allow time for reflection and internal discussion.

8.4.1 England

In the English school, providing the feedback was approached as sensitively as possible, but still produced something of a surprise in several respects. The prepared document designed to provide a basis for discussion (see Appendix 15) was presented at a staff meeting and talked through, to be received initially with some disappointment, in spite of assurances that judgement and criticism were not the issue, but rather coming to understand pupils better. Committed, thoughtful and well intentioned staff who had projected their subject a long way forward in recent years, were disappointed to see some of the things pupils felt about PE. In an educational world awash with accountability, inspections, performance indicators and the expectations of parents and senior management, together with understandable sensitivity to external scrutiny from a colleague, even one they had known for years, this was not surprising. A fruitful, constructive debate began to emerge and the information was regarded as more productive and a contribution to the ongoing process of education in the department.

At the meeting to discuss the feedback two members of staff were present, the head of girls' PE and one of the younger male members staff. Great disappointment was expressed at the pupils' view that PE was a break, in view of efforts to move away from a general recreation ethos to one where educational quality could be demonstrated. Various reasons were advanced, mostly defensive, including the view that the group was not representative of the rest of the pupils. Later in the day one of the staff returned and pertinently observed that they had been very defensive and, despite being a department that prided itself on being a thinking group of staff, had failed to think sufficiently critically of themselves. Additionally an important point of process was raised, concerning the research in general.
Whereas I was very well known to the staff, once the research mantle had been assumed, "you were no longer Dick Fisher, but someone who was investigating us".

The issue of a pupil centred approach to learning started an interesting discussion, one that involved some disagreement between the staff. In general there was a feeling that they were not children’s entertainers and that pupil choice and influence had their limits, even if it did affect pupil enjoyment. More contentiously, the male member of staff observed:

"I can't say that I'm that bothered about what the pupils think. It couldn't affect what I teach and I feel I offer sensitive, pupil led, lessons and that's as far as I need to go."

When discussion turned to whether a department which professed a pupil led philosophy could ignore the evaluations of pupils, the response was that "I'm not paid enough and I don't have enough time to evaluate. There's just too much pressure". In general there was a feeling that it was true that more teacher direction was evident, indeed necessary, in the early years, but that this developed into more pupil centred teaching in later years. The pressure and lack of time are not matters that are questioned here, and reflect much of what Evans and Clarke (1988) and Evans (1993) pointed out. It has to be said that in relation to this discussion there seems to be have been some confusion in the minds of teachers in relation to pupil centred teaching as opposed to pupil choice. Choice might well be limited in the early years, but less use of pupil led teaching does not necessarily follow.

Considerable discussion took place on the subject of whether pupils understood the relevance of PE to their lives. It was not felt that this was important as long as they enjoyed themselves and took away a positive experience of PE. That informed and knowledgeable pupils might one day be able to articulate and defend the cause of PE was not considered relevant. One of the staff later started an MA course and demonstrated changes of perspective in relation to the political issues affecting PE, and the need to take a larger view of matters. Once again the arguments advanced by Kirk and Tinning (1990) on the lack of appreciation of the political circumstances surrounding and affecting PE, raised in Chapter 3, seemed very relevant.
Differences according to gender, in this a school which believed in mixed PE, were resolved as being inevitable. Since it could not be changed it would have to be lived with. The issue of the girls' clothing was another source of fruitful debate, and again some disagreement between the staff. The debate on "knickers" was already under way and shorts were due to be introduced, not modern, popular, "Lycra" versions, but traditional shorts.

Two issues followed, the question of why pupils could not wear the type of short they would surely have chosen, and the extent to which the clothing debate had a deeper significance for the girls. Traditional shorts were chosen partly because of price, but also because it was felt to be more in keeping with the sort of standards which the school portrayed; it is tempting to posit the influence of a grammar school mentality, part of which is the importance of traditional uniform/PE clothing, one which the current government promotes strongly. It can easily be argued that this is what parents desire, and in this respect the teachers are probably right and showed a good sense of political awareness. At another level, there was a failure to see that the clothing issue with girls was a superficial manifestation of a whole range of matters to do with gender stereotyping; there was a feeling that to change knickers to shorts was to solve the problem.

The final discussion concerned the physical environment. It was agreed that the comfort and warmth of the learning environment were significant for pupils, particularly girls. It was accepted that the showers were a poor experience, but it was important and, therefore, should go ahead. The question of whether the principle was more important than the result remained open.

8.4.2 Germany

In the German school the review was to be given to teachers at least two weeks prior to meeting them to discuss their reactions (see Appendix 15 for review). This would give time for them to exchange views and reflect before discussing their responses. In the event the German head teacher had not passed on the information, and a second version was supplied on arrival, with a view to discussing the information next day. In fact, the teachers who were willing to attend, the two who were most interested in development and a colleague who had been ill for the initial interviews, elected to hold the discussion on the first day of arrival and the information had to be presented directly, which was
completed as sensitively as possible. The first two teachers mentioned were immensely interested in the results, while the third was happy to listen and make the occasional comment, and discussions lasted well beyond the allotted time.

It is significant that Teacher C (female) in the original interview proved to be unavailable for the second visit. In fact, the head teacher identified her as one of those who accepted the new situation in Germany with great reluctance, and for whom the previous ideology could still be sustained. Her absence seemed to stem from a lack of interest in exploring pupils' views, or in reflecting upon the development of PE in the school.

In fairness to all these teachers, though, it should be noted that they were experiencing simultaneous change at more than level. On the one hand they were adapting to radically different overall social circumstances, whilst on the other they were attempting to grasp what for them were revolutionary curricula. It is important to respect the complicated set of circumstances this has created for many teachers in the former GDR.

I decided not to record the conversation, as explained in Chapter 2, but to rely on notes and a shared view of the discussion between myself and the assistant, and this proved to be successful. The discussion was reasonably uninhibited and certainly Teacher B (Female) had clearly been giving detailed thought to the development of the curriculum and was moving to a deeper level of discourse and analysis. The other two were interested, but had some way to go to become the sort of analytical, reflective practitioner assumed in the curriculum guidelines for Brandenburg.

It should be acknowledged that this created differential treatment of the two groups of teachers and, therefore, might be said to involve difficulties in the comparative interpretation of results. However, the thrust of this research has been qualitative in nature and the emphasis has been on providing as accurate a reflection as possible of individual and group interpretations of PE. Treating the two groups slightly differently in the recording of information allowed this to happen, and I did not feel that it detracted significantly from the comparisons made, or the conclusions drawn from those comparisons. Indeed, the rationale provided above for these differences in approach is one particular point of comparison to be made.
A major point of discussion concerned the recognition that what pupils expected and needed now was some way from what the teachers had experience of teaching. They readily recognised a major philosophical shift from previous curricula to what they referred to as an "educational" emphasis. For them educational meant "relaxation" and "leisure", and in such simple observations lie the seeds of the difficulties they experience. They recognised their previous curriculum as being more akin to drill, but this naive reinterpretation of the educational process appears to reflect the worst practice observed or transmitted from Western counterparts. It is unfair, though, to be too critical of their lack of appreciation of a quality educational experience or process, since they have little background in such matters, and insufficient "further education" money is available to help them develop. They have yet to grasp the essence of what education is about in the West, which results in the sort of confused practice referred to earlier. What is depressing is the fact that at least two of these teachers are desperate to develop their practice, but the system fails to support them. It was encouraging that two of the teachers recognised that whereas drill was too formal, their present practice was too loose and a "middle way" would improve matters.

Within their dilemma lies one of the important debates in German PE, namely the distinction between the concepts of Erziehung and Bildung. The terms do not translate well, but the former is more concerned with imparting facts or knowledge or, as in the case of the former GDR PE journal, Körpererziehung, in promoting the abilities of the body. Bildung on the other hand implies a more developmental, understanding, indeed educational, approach such as those professed by the new Germany and by England. Such approaches are rooted in the growth of the person in the holistic sense that Bruner and Connolly (1974) indicate in their concept of competence, or the general and specific cognitive, social and emotional skills necessary to deal with, and have an effect on, the environment encountered in the various phases of life. In such a debate one can appreciate the dilemma faced by these new members of Western culture.

These teachers acknowledged that several of the pupils' reactions represented their own biggest difficulties, especially those of the PAMs, and girls were described as "always a problem". Teacher B was making a real effort to find new things to do and different ways of working to develop interest among more girls. It has to be said that she was faring no worse than her English counterparts, was very popular with the girls, and agreed with the
importance of locating PE within a modern framework for the girls. She was seeking help, but had little concept of what a radically different educational experience might mean.

They all recognised pupils' reluctance to push themselves physically, and observed that volleyball was popular because it involved little running! The possibility of changing the teaching process rather than assuming that the problem was a matter of the right activity was discussed, with some success. Introducing variety was also accepted as a good idea, but developing the personal involvement of pupils was still regarded as problematic, although the point that pupils will not learn to take responsibility for their own learning until they are actually given the chance was acknowledged.

There was understandable dismay, even disbelief, that pupils were not able to articulate the relevance of PE to their lives, since it was covered in the theory lessons. After discussion it was agreed that the presentation of information and its absorption by pupils were different matters, and that perhaps it could be emphasised more and in different ways.

A fourth teacher returned from a "further education" course after the discussions had finished. He had attended none of the sessions and represented the least adaptable element of teachers from the former GDR. Loud and intransigent, he stood in stark contrast to those who represented the future, and for whom I had nothing but the utmost respect.
## CHAPTER 9

CONCLUSIONS AND RECOMMENDATIONS

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Introduction

This research was a comparative analysis of two schools in different cultures, at a time when both were introducing new curricula as a result of social changes. The effect of such changes on PE in general and in these schools in particular, and the lessons that can be learned from past practice and current initiatives were important issues. More specifically, and at the heart of the research was the effect that this experience in PE had on those most directly involved, teachers and pupils. Ultimately the intention was to provide recommendations for professional practice in PE in accordance with Sadler's (1900) guidelines, as outlined in Chapter 1.

Utilising the general thrust of Holmes' (1965, 1981, 1991) model and ideas, the socio-political environments affecting PE in England and Germany were probed, analysed and compared, together with the philosophies and practice of PE at national and local level. This contextualised the major focus of attention, what Altbach (1991, p. 506) referred to as "in-school factors", in particular the interpretations of teachers and pupils. As such it has followed one of the main thrusts of modern comparative research in education by making the content of schooling and its impact on pupils and teachers of central importance.

The intention here, then, is to summarise the implications for pupils, teachers and PE in general, as far as one can within the limitations of the research framework adopted, and as Holmes (1991) would have it to make policy recommendations. It became clear during the research, however, that the traditional aim of comparative education of better understanding one's own system and associated issues was in fact a reciprocal process in which the implications for Germany were equally important as this school endeavoured, along with the whole of the former GDR, to make extensive changes to the nature of society and to the population's personal frameworks and beliefs. Consequently, recommendations for the German school were seen as a useful contribution to the development of PE in that country. Indeed, while universal recommendations for education are rarely appropriate without much qualification according to contextual factors, a number of the issues were clearly relevant to both countries, and this has been acknowledged in the conclusions.
More fundamentally, as the research unfolded it underwent the sort of metamorphosis identified by Lyons (1992) and highlighted in Chapter 2, whereby research about teaching becomes development with teachers; this process was replicated in many ways in this research, albeit differently in each cultural context. Investigation of two schools in different cultures not only developed understanding and knowledge about the systems of PE in general and the schools in particular, but through professional interaction with staff what started as a study of structures and processes became both curriculum development and a personal learning experience for all concerned. Possibilities for the future unfolded, and whilst some of these must be qualified in view of research constraints, others are clearer as a result of the investigative stance adopted and the experience gained.

The conclusions have been arranged into four sections: the timing and context of the investigation (9.1); the principles and conduct of the research (9.2); implications for PE arising from the results of this investigation (9.3), and recommendations for future research (9.4).
9.1 The Timing and Context of The Investigation

In many ways this has been a study of change; on the one hand very rapid, explosive and unpredictable, and on the other more evolutionary and inexorable, albeit with a distinct increase in pace during the last decade. The sudden demise of the Eastern Bloc contextualised the situation for one school, while the growth of the New Right in politics and the onset of a post modernism defined the situation of the other. The territories for PE and sport which have been delineated by these different contexts have many similarities, however. Neither system has developed a consensus on progress and development, both are subject to enormous financial and commercial pressures, and both are victims of tradition, including nationalistic ambition and the need to serve elite sport. There has also been teacher resistance to change in both systems. In Germany much of this has come from those whose background lies in performance, achievement and rigid educational principles, and who resent the more "laissez faire" approaches of the West as embodied in the new post unification curricula. In England much of it has come from a profession reared on local interpretations of the curriculum and who resent the increase in direction and central control, as well as the uncertain pattern of change and the pace at which it has proceeded, although the general notion of adopting a National Curriculum has been largely welcomed by the profession.

Differences were exposed as well. The impetus in the former Eastern Bloc has been to turn away from elitism in sport and PE and to promote "Sport for All", while England is experiencing pressure in the opposite direction with significant implications for PE. Both shifts in policy have created tensions in schools. Also, there are differences in the capacity of teachers to cope with change, since those in the former GDR have little background in reflection and critical examination of curricular issues, while the English are used to the cut and thrust of curriculum development and renewal. Fundamentally different beliefs are also evident in approaches to the PE curriculum, with Germany retaining a stronger hold on its traditional, formal strengths, while England has a mixture of traditional games dominated curricula, together with more forward thinking approaches such as that demonstrated in the research school.

The practical realities of this change and development in both countries are interesting, since it is easy for change in reality to be no more than the rattling of old bones. Hence, while it is real enough in the new curricula published for Brandenburg, for example,
changes in practice are likely to be far more patchy given the factors indicated above. In England change may well be more forthcoming since OFSTED inspections will enforce minimum levels of development, but this remains to be seen. In any case in both countries the current political climate means that the subject frequently occupies the periphery of the educational playing field in relation to other more "important" subjects.

The timing of any research is unique, particularly when personal interpretations are involved, but the cultural and political circumstances which provided the backdrop to this research in particular were rare moments in history. Only one school population could experience the immediate educational ramifications of the momentous events in Germany, and the personal interpretations of teachers and pupils have been captured, albeit in a small way, which can never be repeated. In England, the first National Curriculum in PE for over half a century may not be as historically significant as the events in Germany, but it was important for those involved and teachers' and pupils' interpretations of the subject at the start of the process also can never be repeated. This research has provided a view from the "bottom" of major curriculum development in both systems at critical points in history.
9.2 The Principles and Conduct of the Research

There were several essential and related aspects to the methodology adopted for this research. Within a main comparative thrust special attention was directed to the interpretations of pupils and teachers, with personal construct psychology figuring prominently in this process, particularly the application of grid techniques. In reviewing the methodology, therefore, it seemed sensible to address general issues associated with comparative research as a whole, and then to focus specifically on the use of personal construct psychology within a comparative framework.

9.2.1 Comparative Methodology in PE and Sport

It was claimed in Chapter 2 that the methodology represented a good example of current developments in comparative study, in that it brought a new, more interpretative approach to the field, particularly within PE and Sport. On reflection this has been substantiated. For the first time in a genuinely comparative study in PE a systematic attempt was made to unravel the personal meanings that the subject had for the participants in the process, difficult though that was within a nexus of normative, institutional and personal influences. Holmes died during the writing up of this thesis, but his criticisms of comparative research in PE were substantially addressed in this research, particularly those directed at the predominance of quantitative approaches in comparative PE and sport. It was research in line with advice offered by Crossley and Broadfoot (1992, p. 110), who urged those in this field:

"......if they can collectively engage in addressing more of the critical ethical issues, if they can identify more explicit points of contact with other social science theories and methodological debates; we may be poised for exponential growth in the scope and significance of teaching and research from a comparative and international perspective."

In this case it can be seen that the utilisation of grid techniques, together with observations, interviews and a like/dislike exercise, offered good opportunities for getting inside Holmes' mental states pattern in a way that has provided valuable insights into the PE curriculum.
Moreover, what has been demonstrated is that a view of the real world of PE in the classroom, part of the "in-school" environment, can inform debates on policy and professional practice with a sense of reality it would be naive to ignore. In this way there was consensus with Adams' (1990) views on the dangers of "forcing the messy real world into a sanitary conceptualisation of planning", rather more than with researchers such as Psacharapoulos (1990) who claimed that the goal of comparative research is one that:

"...can only be achieved through conceptualisation, methodological design, statistical sampling, rigorous data analysis, and hypothesis testing." (cited in Adams, 1990, p.382)

One must acknowledge, however, the danger of assuming polarity between qualitative and quantitative approaches. This research was not entirely of a qualitative nature, as a colleague committed to using grid techniques only in their original, individual, form constantly pointed out to me. Moreover, as was indicated in Chapter 2, it is not necessary to adopt forced choices between extremes since convergence is both possible and desirable at times. Indeed in many ways this research has addressed the space between these extremes, and in a comparative context addressed epistemological issues such as the relationship between "hard" facts and the meanings attributed to them.

There has been some congruence with proposals in comparative PE and sport for triangulation (see Olafson, 1991), in which dissimilar methods are adopted in the interests of consistency. Where this research has differed is that in investigating the meanings that phenomena hold for individuals and groups, it becomes clear that it may well be impossible to arrive at a consensus position and the consistency sought by researchers such as Olafson may itself be inherently problematic. Indeed, perhaps the most important objective is to articulate the strains that exist internationally, intra-nationally and intra-institutionally, uncovering the interpretations of politicians, legislators, practitioners, pupils and parents. The tensions which fill the spaces, a number of which have been identified here, are critical aspects of the dialogue.

Ultimately though, comparative research like much of that in the social sciences is a compromise between extent and intensity, depending on the problem being addressed. In the interests of sufficient depth, a number of possibilities for additional data were rejected, using attitude questionnaires and seeking the views of parents for example, but at the same time care was taken to attempt a sufficiently holistic picture of PE in each school. It
should be acknowledged that it would have been interesting to include a couple of the
established questionnaires on attitudes to PE that have been used in comparative studies in
order to see how results related to the approach used here, but it would have
compromised the focus of the study and extended it unduly. This remains, though, an
interesting thought for future research.

Moreover, it was always likely that the implementation of the methodology would be
compromised by the extent of access allowed to the schools, the one in Germany in
particular. This proved to be the case and revisions of approach were inevitable, as for
example in interviews and interactions with staff, and more extensive access was needed to
develop the process further than was actually possible. Nevertheless, history provides only
occasional opportunities such as that afforded by the unification of Germany; it was taken
and, as indicated above, the data collected is a unique commentary which subsequent
research can build upon.

An important facet of the research process was the feedback provided for teachers in the
schools. Within the context of developing a professional dialogue with possibilities for
future research and development, particularly in Germany, this may well prove to be a
major outcome of the study. The research has facilitated change in the practice of teaching
PE, more immediately in Germany than in England it is true, where a little more time and
reflection are needed to encourage questioning and possible revision of teacher certainties
about their own process and structure.

9.2.2 Personal Construct Psychology in Comparative PE and Sport Research

Whilst it could not be claimed that the fundamental processes and approaches of personal
construct psychology or of grid techniques have been advanced by this research, their
application in a new context has been explored and found to be both fruitful and relevant.
The choice of a repertory grid approach was based partly on its suitability for uncovering
meanings, rather than attitudes or perceptions, and partly on its apparent suitability for
comparative study. Utilising a flexible methodology across cultures was felt to be a
considerable advantage over more standard approaches such as questionnaires, in that it
was content free but allowed comparison through similarities in the way data was
generated. The fact that valid and relevant comparisons have been made is testament to
the appropriateness of the choice and, therefore, the utility of this technique in
comparative study. More specifically it allowed portrayal of pupils' interpretations of PE unfettered by the provision of a fixed framework, and in so doing demonstrated interesting tensions with teachers' intentions and beliefs.

It has to be acknowledged, though, that there is a sense in which liberties were taken with the essential ethos of personal construct psychology, and the use of grid techniques. For example, they were applied in whole group situations following development of a consensus grid, rather than holding to an individual approach. This was justified on several grounds in that other researchers in the main field had taken such an approach, Kelly (1955) himself had opened the possibility through his "commonality" and "sociality" corollaries, and earlier versions of the Grid package used here, RepGrid 2, contained facility for consensus grids where suitable groups such as school classes were involved. Moreover, the expertise of the researcher and in depth knowledge of the field can allow reasonable judgement as to the efficacy of such an approach. Nevertheless, it is a use of Grid technique which has evolved beyond the original intention and care is needed with assumptions based upon knowledge gained in this way. It must also be acknowledged again, that more time to discuss grids with pupils, in particular in the German school, would have helped to fill out the picture of personal meanings which PE held for pupils and to ensure greater pupil ownership of the process. Indeed, more opportunity to explore the intentions of staff and their own sets of meanings would have been an advantage. For the reasons indicated above this was not possible, indeed in the German school the staff would not have tolerated either greater access to the pupils, or to their own thoughts. Indeed, some of these members of staff were unwilling to divulge anything or even to entertain the existence of possibilities for debate; their world had been ordered, ordained and complete in itself. Even in the English school there was a feeling that sufficient intrusion had occurred, for it is clear that this is what it remains in spite of what one can read in research journals and what I might claim, even after years of developing a sound relationship with staff and pupils alike.

Furthermore, in assembling a range of beliefs, intentions and interpretations of PE in two cultures, my own intuitive theories cannot be excluded entirely, in spite of good intentions, and in Germany another researcher's personal frameworks were involved as well. Indeed, the very presence of the researcher in the context under investigation is in itself a difficulty, as Evans (1992) and Lyons (1992) demonstrated and the teachers in the English school confirmed. If the untidy realities of school PE are to be portrayed, however, such
problems are unavoidable and care was taken to reduce their effect in ways outlined in Chapter 2, but like Lyons I now regard terms such as "data" and "evidence" as problematic, and the researcher's presence as a dilemma which casts an inevitable shadow. This does not negate the value or relevance of the knowledge gained, but again it signals caution over its interpretation and use. It also emphasises the need for the research itself to remain a process rather than simply a method to be repeated, and in such a way there is more scope for unintended consequences at various levels of analysis to appear, be recognised, and be incorporated as part of the developing context.

In spite of understandable caution over the use of grid techniques in a cross cultural context, it was clear that useful information had been uncovered of a different order to that normally displayed in comparative studies, and that it contributed to valuable discussion on the place of PE in these two schools. It is a way of gaining access to the personal world of the participants in PE, in this case the pupils, and, therefore, of appraising the effectiveness of the curriculum in terms of people as opposed to outcomes. The purpose of any grid was the first major consideration outlined by Pope and Keen (1981) and Pope (1980) in their methodological analysis, and it was clear that this approach was highly appropriate and successful for the purposes of this research. Other considerations they identified included various aspects of the practicalities of using grids, especially the method of elicitation. The triadic approach adopted for these pupils appeared to be well within their grasp, which was unsurprising given the care taken to select it from many different approaches which had been tried and rejected. A five point rating scale appeared to offer good differentiation, both between and within grids, and pupils had no difficulty in applying it. RepGrid 2 was confirmed as an elegant and sensitive package for portraying and analysing grids, and one which is ideally suited to comparative investigation. It remains a matter of regret that a consensus grid could not be generated, but this did not preclude interesting analyses of both groups and their sub-groups, as well as of individual pupils.

Pupils' constructions of PE were investigated in detail, but the range of convenience spilled into other areas of the curriculum and offered good possibilities for analysis and discussion of the wider context. Collaboration with the broader world of educational research in general, particularly those working with personal construct approaches, would seem to be a distinct possibility and a fruitful line of development.
9.3 Implications for Physical Education

The implications for PE can be approached by using a simplified version of Murray's (1994) throughput model of school as a social form, which can be unwrapped to provide a framework for summarising the implications of the research for PE in three major sections (see Figure 41):

**Figure 41: Throughput Model of School as a Social Form**

<table>
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<tr>
<th>INPUT</th>
<th>THROUGHPUT (INTERACTION)</th>
<th>OUTPUT</th>
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</thead>
<tbody>
<tr>
<td>Personal</td>
<td>Person to Person</td>
<td>Personal and</td>
</tr>
<tr>
<td>Material</td>
<td>Person to Organisation</td>
<td>Organisational</td>
</tr>
</tbody>
</table>

Source: Adapted from Murray (1994, p. 12)

Not all aspects of the model are appropriate here, but it provides a useful framework and incorporates much of what Evans (1988) and Clarke (1992) were outlining in relation to Bernstein's concept of Frame, which was referred to in Chapter 3. It is an unusual choice perhaps, given much of what has been said earlier, but in my preliminary discussions on this research some years ago, I contacted a well known comparative researcher in Germany, whose interested response focused on the point that I was opening the "black box". To present the conclusions in such a way has some personal attractions. Moreover it indicates the limitations of such models when not used in this way.

Under these three broad aspects of schooling general observations are made about PE in general where this is appropriate to both systems, but culturally specific points are identified as appropriate. In spite of the dangers of applying "universal" recommendations, in many cases it can be seen that culturally specific points are often different facets of a
similar professional issue, and advantage has been taken of this. Observations are also made about the significance of the interpretations uncovered.

It is important to re-emphasise that the pupils concerned were in middle adolescence, which is usually accompanied by major physical changes, mostly referred to as pubescence, and important aspects of personal and inter-personal development. Pubescent growth and development have not been covered in any detail in this research, since the major focus of attention has been on meanings associated with PE. However, this is not to denigrate the importance of maturational factors which, in another context, would constitute major sources of data.

9.3.1 Input

(i) The lessons to be learned from the former GDR are that over prescription and excessive centralisation restrict personal and professional growth. England may not have ventured so far down this road, but the danger signs have been present. Local interpretation and individual teacher orientations are important parts of education in a Western European culture, and national direction is best viewed in terms of frameworks to be rendered meaningful in local contexts. The GDR was ideologically opposed to such notions, with evident results in the nature of the teaching force they developed, and England learned a hard lesson through the circumstances leading to The Dearing Report, with its recommendations on reducing prescription. Educational systems have a responsibility to engender growth of the system itself, and of the individuals who deliver it, which can only occur in a dynamic context of reciprocal interaction between the various elements.

(ii) Within the context of formal curriculum requirements, plans for assessment in PE need rethinking, significantly so in the German school, where it dominates rather than aids curriculum development and infuses the subject with negative meanings for pupils, indeed for teachers as well if only they were able to stand back and reflect on their circumstances. Similar dangers have appeared in attempts to introduce assessment in PE in England. It seems clear that the nature of the subject, the interpretations of pupils and the circumstances of schooling require schemes which are less demanding and less prescriptive - schemes which give general guidelines of what has been achieved, in which contexts it can be used, and how the pupil has progressed in general terms.
(iii) Tradition should be treated as a tension, to be resisted or rejoiced in according to the needs of the school. The German school showed the vacuum created by lack of tradition, but the English school demonstrated some of the restrictions in thinking and practice that it can produce. There are at least two aspects to this issue in relation to PE. Firstly, sport is a major tradition in both countries and one that has tended to dominated PE, but in continuing to support the national heritage PE, nevertheless, needs to maintain its educational thrust. This requires approaches utilising more than just sport in a balanced range of physical activities, but with continued attention to pupil centred approaches and to individual needs in order to cope with today's more sophisticated young people who are more aware of their rights and needs than previous generations, and more ready and able to articulate them. The needs of the gifted and more committed must be dealt with in different ways than hitherto has been the case. In both schools this could be achieved partly through better differentiation of work in class time. In England it could also be achieved through promoting the sort of partnership schemes with governing bodies and local authorities which are evolving now in different parts of the country, but which have not figured significantly as yet in this particular programme. In Germany there is still a reasonable programme of extra-curricula sport for the more able, as there is in the English school, but the legendary elite system of the former GDR will never reappear, and new development schemes based on the West German club model need developing further. The schools must deliver programmes which lay foundations and generate potential, in ways that are accessible to all.

Secondly, PE and sport can create tradition in a school, and more fundamentally can contribute to a corporate sense of identity and sharing. The German school has yet to utilise this valuable aspect of PE as advocated by Hargreaves (1985) and, in a more sophisticated sense, by Almond (1993) who saw PE as a central element in the development of a caring school community. The English school has shown some productive developments in its use of PE as a social gel in its internal community, and as a means of reaching out into the larger community.

9.3.2 Throughput

The research showed that in the main PE can be a popular subject, and that it engenders very positive teacher-pupil relationships. More importantly, where it fails to be successful
on these or other dimensions of schooling, uncovering personal and group interpretations of the experience can be of significant value in addressing the issues.

Perhaps the overriding conclusion of the research is that encouraging teachers to reflect on the meanings PE has for them, and to marry those to pupils' interpretations is one of the most valuable aspects of curriculum development. Practical issues such as time and resources will mediate any such possibilities, but less so than teachers' philosophies about the most important aspects of their job. Whether English teachers will forego extracurricula sport and other activities to some extent to promote their understanding of pupils and to focus more deeply on curriculum renewal, to what extent the system will help or hinder in the way that it evolves its policies, and how far teachers from the former GDR can switch out of their content/product mode of thinking, will be some of the ongoing issues in this debate in both countries. Specific points arising from personal and organisational interaction are as follows:

(i) The importance of INSET, especially in Germany, was never more important, but is lacking both funds and priority in the order of things. Expectations for professional practice contained within the Brandenburg guidelines in particular, will remain pious hopes for years without a significant change of direction on this issue.

(ii) Teachers must address the possible mismatch between their intentions for PE and pupils' interpretations of the experience. This need not impinge upon practical lesson time since it can be done in form/tutor periods. To fail to do so is to fail to understand pupils at a critical time of their lives: middle adolescence.

(iii) The importance of the process as opposed to the content and product of education has been played down in recent years in England by the New Right, and was viewed very prescriptively in the former GDR. Pupils' in both schools registered the process as a critical factor mediating their interpretation of the subject. The English National Curriculum in PE adopted just such an approach, but is under severe threat from more traditional elements in society, which wish to promote more functional and restricted approaches to the subject. These should be resisted in the interests of a relevant and valuable experience for all pupils. In general terms though, it would seem that some of the structure of the Brandenburg curriculum would help to frame the English curriculum for many teachers, especially those in Primary schools although these were not the focus here.
On the other hand the new Brandenburg curriculum seems to lack sufficient emphasis on process to make its aims achievable. Introducing the right process into the repertoire of skills of the teachers of the German school would appear, however, considerably more difficult than improving the structure for England. There are significant issues here for teacher education.

(iv) Within the context of (iii) specific attention must be paid to developing pupils as active decision makers and managers of their own lives; a point that was raised in Chapter 1. If children are to make effective choices concerning the adoption of a healthy lifestyle and participation in physical activity, they need exposure to information and a range of experiences which encourage or allow them to make informed choices. More importantly, this needs to be done in a way which is more compatible with adolescent incentive systems and adolescent interpretations of the world. Focusing more on achievement rather than winning, utilising the potential of PE as a fun lesson and as different from other lessons, developing a positive body image and self esteem in physical situations, and using activity as a means of belonging and identifying with others, both inside and outside school, are all central issues here, and ones that emerged from pupils' interpretations of the subject.

(v) The differential interpretation of PE by boys and girls, and within the different groupings of girls, would seem to indicate that conventional wisdom on mixed PE needs serious rethinking when applied to middle adolescent pupils. From this research the arguments for separation and greater attention to sex specific needs and interpretations are greater than those for integration, however educationally sound the latter may appear. Whether continuation of current approaches to develop more appropriate integrated PE curricula will effectively address these issues remains to be seen. It has to be said that while researchers such as Evans (1993) have portrayed gender issues in PE with clarity and rigour, indeed they would regard this as one of their main roles, practical guidelines and proposals for mixed settings remain less well developed. Taking the broader context of sport it may be that Allison (1993) has something to offer to the debate. He identified the two main strands of contemporary feminist thinking in sport as anti-patriarchalism and sports feminism, and in short criticised the first for being so radical as to have little practical content, and the latter for ignoring, among other things, the inherent and unalterable performance advantages possessed by men.
He adopted a utilitarian, not to mention controversial, view that ultimately the issues rest on personal choice rather than the need to generate any specific pattern of participation:

"For what it is worth, my (non-feminist) argument suggests that anti-sport feminism is far more capable of coherent development than is pro-sport feminism. I should add, lest this argument is interpreted too simplistically, that there is nothing here which implies opposition to women getting the full benefits of sport if that is what they wish. But you don't have to be a feminist to be in favour of that, nor to have any principle of male-female equality or inequality, homogeneity or heterogeneity. All you have to be (as I am) is a Utilitarian who believes in female emancipation to the degree that it is to the aggregate benefit of our actual society in the foreseeable future." (page 14)

The findings of this research would seem to offer much support for this line. The PAMs in both schools were looking for something else in PE and could not adjust to the boys' interpretations and needs, most notably and in a traditional frame of mind in the German school. However, most acknowledged that PE could do something for them if only it were relevant. The boys were set on pursuing their own requirements which appeared to encompass very different needs and expectations. Much can be read in the educational literature about personal empowerment and individual choice, if this is to mean anything rather than be another part of professional rhetoric, then adolescent girls should be allowed their points of departure from where the profession feels they ought to be. It would be another thesis to explore these issues fully, but important arguments have been raised regarding current lines of thinking on gender in PE.

9.3.3 Output

Ultimately the education profession is concerned with the sort of person who emerges from the process. Important Output issues can be identified as follows.

(i) PE is a compulsory part of the school curriculum in both countries, so it must surely be important that pupils should leave school aware of the utility of PE and the basis upon which they can take physical activity forward in adult life. The evidence in Chapters 6 and 7 is that this is not happening. Educating the personal relevance of PE for pupils must be a higher priority, especially if time is to be limited and education about possibilities becomes more important than physically exploring them.
(ii) The development of personal confidence in physical activity needs to be a greater priority, so that pupils emerge more aware of what they can do and what they have achieved rather than where they have failed. As Fox (1994, p.18) pointed out:

"Children who focus attention on their own improvement (task orientation) are much more likely to remain motivated......Already by 12, some youngsters, predominantly girls, emerge with low task and ego orientation and are clearly demotivated regarding sport participation"

To this end it would seem to be important to control the amount of competition in PE programmes, in spite of political pressure in the UK in particular for extension of such experiences. Whilst not mentioned in a detailed way by pupils, it is a success/failure environment which if overused can easily alienate the less capable. It was an environment enjoyed by many of the boys and the SAMs among the girls, but if the curriculum is to be oriented more to pupils needs and individual achievement then competition must be kept in its place; it has an important but not unlimited function in school PE.

(iii) The former GDR had little tradition of producing sporting excellence in regular schools, whereas England used schools as the prime "seed bed" of sporting talent. Our much improved knowledge of the nature and development of talent in sport (see Fisher and Borms, 1990, for example) indicates that selection and development of the talented should be delayed as late as possible, dependent upon the sport. The aim of PE must be to delay specialisation and concentrate on developing a broad and balanced repertoire of skills and abilities, which pupils can take on to whichever level is appropriate for their interests and capabilities. The curriculum in both countries promotes such a concept, it needs to happen in reality in these and many other schools.

9.3.4 Some Final Thoughts

The European Physical Education Associations have highlighted what is probably the major issue confronting the profession today, namely the identity of PE in the late twentieth century. Their proposed research project, due to start in 1994, is crucially concerned with clarifying the nature of a relevant physical education these days in the context of young peoples' lives and the demands of a societies that are experiencing rapid change, but whose responses to such change can best be described as "back to the future". Reference was made in Chapter 1 to Crum's (1993) view of PE as the recycling of
increasingly discredited ideologies of PE, and since much of the information that was uncovered here offers support for his views, it seems relevant to complete this thesis with some points related to the issues he raised. Crum (1993, p.340) pointed out that "PE has to cope with serious scepticism about its basic social relevance" and argued the need to address the parlous state of PE from two main angles, both of which have been confirmed in this research, namely the need for curriculum innovation and for reorientation of pre-service and in-service education of PE teachers.

More specifically there is a need to promote several essential ideas within the identity of PE, ones that would go some way to addressing the critical issues raised in this research. Firstly there is a good argument for the notion that participation in a broadly conceived movement culture can contribute to the quality of life. Not a restricted involvement in competitive sport, although this may well satisfy many such as myself, but the generation of a belief among more people, young people in particular, that important values such as health, adventure, excitement, social belonging and self fulfilment are available within this culture. The provision of suitable opportunities within schools and education of pupils about these possibilities is a priority.

Secondly, that participation requires competence and the provision of quality teaching-learning processes is critical. More fundamentally, a steady evolution away from the restricted teaching ideologies of yesteryear, founded on education of, and through, the physical, to a central focus on the learning of relevant skills and knowledge, in the same way that all subjects must earn their place on the curriculum.

Thirdly, that schools have children and young people in their care for more than a decade of compulsory schooling, and must assume responsibility for education into, and generation of, this movement culture. The world of sport has much to offer in the promotion of a movement culture, but only physical educationalists are in a position to provide experiences that are pupil, rather than sport, centred. This is a central belief of the European Physical Education Association and crucial to the identity and existence of the PE profession. However, if pupils' views of PE, as they were for some in this study, are that it can easily be done at the leisure centre, then the profession has failed and cannot justify its place at the educational table.
9.4 Recommendations for future research

As a result of the points raised above there would seem to be five main areas of development arising from this research.

(i) An analysis has been conducted of PE at a time of great social change, and it would seem to be important to continue what might be considered as a dialogue with history. The meanings the subject holds for future generations of pupils, the way that teachers' interpretations develop, and the evolving pattern of the curriculum in the light of experience would repay future visits, indeed the German school has requested just such a project.

(ii) Presentations on using grid techniques in a cross-cultural context have been made at several international conferences. This has resulted in approaches about a cross-cultural project involving Japan and China, as well as Germany and the UK. The possibilities are being explored at present, with particular attention being paid to the applicability of grid techniques in Eastern cultures. Better knowledge of pupils' interpretations of PE curricula in different cultures would seem to be useful. More particularly it is clear that within our own culture there is a need for more sensitive, pupil centred, exploration of the what PE means to pupils, and how the subject is evolving in relation to their needs and expectations. More specific probing of particular curriculum areas or sets of experiences within PE might be a suitable entry point for such research.

(iii) Following trends in comparative study as a whole, attempts should be made to link research of this nature in PE, particularly in relation to grid techniques, with that in the main educational field. Broader based studies exploring meanings of school and leisure, or personal lifestyles, would seem to offer a number of opportunities. In any case the implications of this research spilled into other school subjects, and examination of the wider context of the whole curriculum, which was beyond the scope of this study, would repay further investigation.

(iv) It was impossible to explore in detail the relationship of PE to sport, including provision for talented young people which emerged as a point of tension in schools. This would be a fruitful area for further comparative study, one which would take comparative PE and sport into more productive areas in line with developments in the main field. Of
particular interest here would be the personal world of talented young people in sport, and how they made sense of the different demands on their life, balancing education and personal development with their sporting ambitions. Much has been written about the effect of an intensive sporting experience on young participants (see the Training Of Young Athletes study, TOYA, for example), but personal meanings of the experience have received less attention than physical and general social parameters. A comparative study utilising the approaches adopted here would be a novel and exciting project.

(v) This research did not set out specifically to explore gender issues in PE, but they could not be ignored. It might well be that further investigation of the meanings that PE and sport hold for girls would question some of the assumptions about equality of opportunity in PE which have evolved in research and writing to date. If the integrity of pupils' interpretations of, and wishes about, physical activity are held to be central to the type of experience they are offered, then at least some of the conventional wisdom on gender issues in PE and sport may need reworking in the interests of providing girls with what they want, balanced against our view of what they need.


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## APPENDICES

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APPENDIX 2

FORMAL APPROACHES TO THE SCHOOLS

England

Germany
Dear

As you know I have been working in the school, on and off, for some time now looking at pupils' perceptions of PE. I should like to extend this to a full study of PE in the school, including the views of staff and pupils as we discussed.

I should like, therefore, to seek your permission formally to undertake this project which is part of a comparative study with a school in Germany, and is being prepared for submission as a doctoral thesis at the University of Surrey.

I shall, as agreed, provide a synopsis of the project to be kept in the lower school and, as ever, will observe all the ethical considerations of working with children.

Thank you again for you co-operation with my various investigations.

Yours sincerely,

R.J. Fisher

ENGLAND

Waldegrave Road, Strawberry Hill, Twickenham TW1 4SX.
Tel: 081-892 005; Fax: 081-744 2080
A College of the University of Surrey

ST. MARY'S
COLLEGE
Strawberry Hill

17.2.91
from: Richard Fisher MEd, FPEA, FCollP,  
HEAD OF SPORT SCIENCE AND PHYSICAL EDUCATION

ST. MARY'S  
COLLEGE  
Strawberry Hill  
15.10.92

GERMANY

Dear

As you know I have been discussing with a couple of your staff and Professor Brettschneider of Freie Universität Berlin, the possibility of doing some research in a school in the former German Democratic Republic. I understand that you would be agreeable to this happening in your school and I am writing formally to ask permission for this to happen. I am interested in doing a comparative study of PE in England and Germany, involving your school and one in England, and in particular I am keen to understand the views of pupils and staff in relation to the important changes that have taken place over the last three years. I should like, therefore, to talk to and interview some pupils and staff about PE and have some particular ways of doing this which I shall be happy to explain beforehand.

I have a great deal of experience in these matters and will conform to all the usual ethical guidelines for interviewing people, particularly those applicable to working with children. The research is for a doctoral thesis at the University of Surrey, and will be conducted in collaboration with the Freie Universität Berlin.

I shall be happy to come on a preparatory visit and explain the project in detail and would welcome some suggestions of suitable dates. Thank you for your co-operation and I look forward to visiting your school.

Yours sincerely,

R.J. Fisher

Waldegrave Road, Strawberry Hill, Twickenham TW1 4SX.  
Tel: 081-892 0051  Fax: 081-744 2080  
A College of the University of Surrey
APPENDIX 3

KELLY'S FUNDAMENTAL POSTULATE AND COROLLARIES
(See Kelly, 1963)

Fundamental Postulate

"A person's processes are psychologically channelised by the ways in which he anticipates events" (page 46)

Corollaries

1. "Construction Corollary: A person anticipates events by construing their replications" (page 50)
Construing involves an interpretation of features from a series of elements in terms of similarity and contrast. Constructs are thus erected as bi-polar in nature thereby allowing a logical system of differentiation. Once we recognise recurrent themes it is possible to predict them in terms of their "replicative aspects" and so to anticipate events.

2. "Individuality Corollary: Persons differ from each other in their construction of events." (page 55)
Different approaches to the anticipation of events and to their interpretation are a natural consequence of this theory. However, the experience of others can be construed along with an individual's own interpretation and so clearly it is possible to identify and acknowledge common ground.

3. "Organisation Corollary": Each person characteristically evolves, for his own convenience in anticipating events, a construction system embracing ordinal relationships between constructs." (page 56)
Individuals create organisation systems for constructs which cope with such things as contradictions. The system will depend on the framework the individual creates for him/herself using, for example, an ethical or religious system.

4. "Dichotomy Corollary: A person's construction system is composed of a finite number of dichotomous constructs." (page 59)
Much of language and thinking implies contrast even if it is not explicitly stated. If something is good or blue it is distinguished from those things within the same range of convenience which are not good or blue in order for it to have meaning. Kelly gives the example of a table which can be defined in terms of different types of furniture which it is not, whereas it would make little sense to define it in terms of a host of other things it is not, a sunset for example. Dichotomous thinking is a fundamental part of our psychological processes and gives essential form to the method of eliciting constructs.
5. "Choice Corollary: A person chooses for himself that alternative in a dichotomised construct through which he anticipates the greater possibility for extension and definition of his system." (page 64)
Choices are made when necessary on the basis of the alternative which appears to offer the best opportunity for anticipating ensuing events.

6. "Range Corollary: A construct is convenient for the anticipation of a finite range of events only." (page 68)
Few, if any, constructs are relevant to everything so that most have a limited focus or range of convenience. In the context of this study it is necessary to uncover those constructs pertinent to PE for example.

7. "Experience Corollary: A person's construction system varies as he successfully construes the replications of events." (page 72)
As events unfold a person's construction system undergoes something of a validation process and is modified in the light of experience.

8. "Modulation Corollary: The variation in a person's construction system is limited by the permeability of the constructs within whose range of convenience the variants lie." (page 77)
The progressive variation associated with the Experience Corollary has to take place within an orderly evolution of the system itself, otherwise there is psychological chaos. In practice we do not learn things merely from the nature of the event in question, rather from the extent to which our present framework will allow us to accommodate new elements of experience.

9. "Fragmentation Corollary: A person may successively employ a variety of construction subsystems which are inferentially incompatible with each other." (page 83)
New constructs are not necessarily based on older ones and what a person thinks today may well alter tomorrow. This is clearly possible but will take place within the framework of the larger system.

10. "Commonality Corollary: To the extent that one person employs a construction system which is similar to that employed by another, his psychological processes are similar to those of the other person." (page 90)
This is an implicit ramification of the fundamental postulate and allows for the fact that two or more people can construe events in a similar fashion. Clearly this is important to the present study. Salmon and Claire (1984) recognised the possibility of applying personal construct theory in group situations and found a good level of commonality in the groups of pupils they studied.
11. "Sociality Corollary": To the extent that one person construes the construction processes of another, he may play a role in a social process involving the other person." (page 95)

Common or similar cultural backgrounds may give rise to similar behaviour patterns, but in order for meaningful social interaction there must be some mutual acceptance of the other's outlook. The emphasis here is on interpersonal understanding and in the present research context this supports the existence of group or class perspectives, particularly where there is extensive and continuous interaction on a daily basis.
GUIDELINES FOR INTRODUCING GRID CONVERSATIONS/COMPLETION

General Introduction for Individual and Class session

1. I/we are involved in an international project to understand better how physical education is working in two schools, yours and one in England/Germany. Most importantly I/we are interested in what the pupils think. To do this properly we have to collect your views very carefully and with as much detail as possible, so we have worked out a special way of doing this. We shall be asking you about PE and how it fits in with all the other subjects you do.

Physical education means all the things you do in school PE lessons - indoors or outdoors (Clarification by school).

2. You do not have to be involved if you do not wish to, but we would like your help to understand what pupils think and perhaps you do not get many chances to give your views.

3. I/We will be talking to you to find out what you think and then asking you to fill in a form for us. We will not be reporting back to anybody on what individual pupils say.

4. If you do help us it is extremely important that you give us your honest views and do not say things about PE or any other subject because you think that is what we want to hear or it sounds good. It is only useful if what you say is what you really believe.

THEN

Individual pupils:-

start construct elicitation procedure if a good working rapport has been established. Instructions and procedure as outlined.

OR

Class session:-

repetition of points 1-4 followed by instructions to complete grids. Blank form and plain sheet provided and proceed as follows:

THIS IS NOT A TEST - IT IS IMPOSSIBLE FOR YOUR VIEWS TO BE RIGHT OR WRONG - THEY ARE SIMPLY YOUR VIEWS
1. Remember - please give your own honest assessment on each line.

2. Complete each row. You may find it useful to use the additional sheet to cover all the rows below the one you are completing, then move it down.

3. For each subject (shown at the top), put down a number of 1-5 in each box on the row depending on whether you feel it belongs more to one side of the sheet or the other, or both the same (i.e. 3).

4. At the end of the sheet you can use your own name since it will only be for us to know, BUT you are very welcome to put another name than your own if you wish but please use one that you will easily recognise again if necessary.

Upon completion the following was requested at an individual level:

Please put in rank order i.e. 1,2,3,4,5/6 what you feel are the most important rows when you are thinking about lessons. If you can't rank 5/6 it does not matter, please do as many as you feel you can.

NEXT SESSION:

Like/Dislike Exercise

I/we are interested in what you like or dislike about PE. Please think carefully about how you feel when you come to PE and take part in the lessons, and then list on piece of paper:

Three things I like most about PE

Three things I like least about PE
APPENDIX 5

FLOW DIAGRAM FOR GRID ELICITATION
(Pope and Keen, 1981, p. 48)

Negotiation of purpose

Elicitation of a representative set of elements

Check 1
Is the set representative? NO
YES
Consider first 3 elements
elicitation of construct 1
name poles

Check 2
Do pole names reflect what Person means? NO
YES
Assign ratings 1-5 to each element in turn for construct 1

Check 3
Does Person want to change ratings?
YES
NO
Check 4
Does Person want to change pole names?
YES
NO
Consider next 3 elements
elicitation of construct 2

Assign ratings for construct 2

Repeat checks 2, 3 & 4

Continue taking elements in groups of 3 – elicitation of further constructs
Assign ratings and repeat checks 2, 3 & 4 for each construct

When several constructs have been elicited using triadic method switch to full context form

Check 5
Has Person offered all the constructs he/she feels are relevant
NO
YES
FINISH
APPENDIX 6

EXAMPLES OF PUPIL RESPONSES TO LIKE/DISLIKE EXERCISE

Transcribed/translated from the original sheets and produced exactly as written.

**England: Boys**

**Pupil 2**
I like all the things about pe because I like all sorts of sport. The only thing I don't like is the showers because you always fell hotter than before you had one and having to bring a towel and your pe kit and school book is hard.

**Pupil 3**
Do like:

(i) Not a lot of writing - because its boring

(ii) Get to go outside - because its better than being stuck in classroom for a whole lesson

(iii) Its better for you than lessons inside writing

Don't like:

(i) There's not a lot I don't like except for gymnastics

(ii) The showers

**Pupil 4**
I like all sports and there's nothing I don't really dislike

Schools should be able to get better and up to date equipment because a lot of it is out of date. I would like more time to do PE because it gives us a break from school work.

**England: Girls**

**Pupil 8**
What I like about PE

1. Outdoor activities

2. Summer sports because I feel they are more fun

3. Working as a team, in team sports
What I dislike about PE

The only thing I dislike about PE is not having the choice of area I want to take part in.

Having to go out in the cold and having to take off our gym skirts. It would be a lot easier if we could wear cycling shorts.

Pupil 9

Like

1. Dance - calm mood - good music
2. Having friends in the class
3. End of lesson

Dislike

1. Being forced to do something you can't
2. Gym - take off skirt
3. Outdoor PE - too cold

Pupil 14

3 Things I like

1. Trampolining
2 & 3 Otherwise Nothing

3 Things I don't like

1. Out side
2. Not wearing skirts

3 *Everything*
Germany: Boys

Pupil 8
What I like least about PE:
1. sometimes it's too strenuous
2. exercises that are too hard
3. too demanding

What I like most about PE
1. you can relax
2. letting off steam
3. it's varied

Pupil 17
What I like least about PE
1. athletics
2. apparatus gymnastics
3. floor exercises

What I like most about PE
1. ball games, e.g. basketball
2. also, that you can let off steam and it makes a change from lessons. I also like the fact that you can move around freely and also exchange a few words.

Pupil 18
What I like least about PE
1. too few games
2. lots of tests
3. doing it when its very hot (very strenuous)
4. No personal ideas considered
What I like most about PE
1. it's varied
2. letting off steam
3. good teachers

Germany: Girls

Pupil 9

What I like most about PE
1. the body gets exercised
2. it makes a change from mental work
3. you can talk

What I like least about PE
1. it undermines your self-confidence when you can't do it
2. great pressure to do well
3. high risk of injury

Pupil 14

What I like most about PE
1. it makes a change from school routine
2. activity
3. letting off steam

What I like least about PE
1. it's sometimes dangerous (lots of exercises)
2. sometimes too demanding
3. if there's something you don't have the nerve to do, you get a mark lower or even two marks lower.
4. high risk of injury

Pupil 15

What I like most about PE

1. it makes a change from school routine
2. it keeps you fit
3. you can let off steam

What I like least about PE

1. sometimes it's too demanding
2. sometimes very dangerous (certain exercises)
3. if there's something you don't have the nerve to do, you get a bad mark (even a 6!)

Sorry about my scrawly handwriting but I've got a broken wrist.
APPENDIX 7

GUIDELINES FOR TEACHERS

Introduction

The project concerns PE in two schools, one in the former German Democratic Republic, and one in England. The central objective is to compare PE in these two schools, viewing them as examples of the respective countries, but not of course as typical of all the country. Of particular importance are the views of teachers and pupils, and the intention is to collect information from both sides of PE as it were.

The pupils will be involved in "grid conversations", a form of interviewing, to discover what PE means to them and the sort of criteria they apply when thinking about PE in relation to the rest of the curriculum. Eventually they will complete a common grid sheet (blank version attached) which will be analysed to see what patterns emerge in the group, if any. The pupils have been assured of anonymity if they wish it, confidentiality unless they agree to the release of information, and of their right to withdraw from the process at any time.

Information from teachers

I should be grateful if the information from both schools could be collected in a similar fashion to help the process of comparison, and propose the following format:

1. On the attached sheet I have written some key questions about PE in your school. Please discuss these as a department and feed back your initial responses so that I can get a feel for your views.

2. Once I have analysed this information I should like to interview the head of department, or whoever you select, to discuss the initial views in more detail.

3. Eventually I will have a lot of information from pupils and would like to feed this back to the department, with your agreement, and it would be helpful if you could discuss it as a group.

4. Finally, I would appreciate the opportunity to discuss your responses to this information with a small group of staff.
Conclusion

As you know I shall be watching some lessons and will also be talking to the head teacher about PE in the school. I shall, of course, treat all the information I receive as confidential, unless you agree otherwise, and wish to make my visits as low key as possible.

I am most grateful for your co-operation and hope that we can finish up with something of mutual benefit.
APPENDIX 8
EXAMPLE OF FIELD NOTES

German School  Date - 17.3.93  Time - 2:00 - 3:00pm
Venue - Stadthalle  Observers - RJF and SB
Class - Research Group (plus additional girls from another group)-
3 sections - Games (Boys), Gymnastics (Girls - Beam) and
Gymnastics (Girls - Asymmetrical Bars)

Aim - Games section: fitness - Gymnastics (assym. bars):
assessment - Gymnastics (beam): developing routine.

Intro.
Trad. warm up - jogging around hall, teacher directed stretching, three groups doing
similar things but separately.

Atmosphere cordial and relaxed.

Organisation
Apparatus out, fairly slowly and inefficiently, but with good humour between staff and
pupils.

Large sports hall with the beam group working along the side wall, the assymetrical bars
group in half the central third, a basketball group in other half of central third, small games
group in half of the remaining third.

c 20% of space unused, basketball running close alongside assym. bars with balls running
under bars at times.

Content
Games - pupils switched between the fitness game and the basketball, fitness game similar
to bench ball but played with a medicine ball!

Basketball consisted mainly of small s. game. pupils gen relaxed and enjoying their game,
little teaching going on - more supervision of activity.
Assym. bars - Detailed and v. thorough assess. Pupils wait for turn and produce routine. Others applaud at completion - standard gen. high, exceptional in some cases. Teacher sits and records marks, congrats. each pupil and encourages the weaker ones to prod, good perf. Some chatting among pupils between routines but all requ. to be quiet for perf. Pupils mount, routine according to ability, but with several set moves (transfer etc.) and same dismount.

Beam - standard moves prac. one pupil at a time, others queue for turn. Not serious attempts in general, apart from one or two better pupils. Going thro the motions. Simple travels, one or two balances.

Final 15 mins. pupils put away app. and have choice of game. Many choose basketball, with a mixed game going on. Some boys kick around a ball on the side. Some girls just stand and chat.

Teacher delivery

All rather nervous at being watched. Tried to remain low profile but Ts unsure about how they are doing, except assym. bars T, seems confident. No exploration of ideas with pupils, instructions given and responded to - generally teach. directed.

Games - Teacher A (male) - Little intervention in teaching, rather detached from activity. Steps in to change focus of game or move to next stage of activity. Pleasant exchanges with pupils, mostly social or encouragement. T comes across for chat at several times to explain about their prog. and assess. Towards end of lesson, prac. basketball himself. ready for team prac. after school.

Gym. Assym. Bars. - Teacher B (Female) Carefully prep. session, carefully delivered. Concentrates fully on task, excell. rapp. with pupils, exchanges jokes with all, but serious att. to assess. Does not move away from group.

Gym Beam - Teacher C (Female) Impression of same lesson delivered a thousand times. Set delivery, little humour but not unpleasant. Seems happy to be away from main action, clearly ill at ease with being watched.

Pupils

Generally responded well in all groups, rather less in beam group, but still gen. worked at task. Atmosphere of pupil confidence as opposed to teacher uncertainty. Worked most of the time - usually relaxed, lots of laughter.
APPENDIX 9

EXAMPLES OF ASSESSMENT SCHEMES IN PHYSICAL EDUCATION

Source: Sylvester (1993)

1. Planning for Assessment
2. Assessment Criteria
3. Evidence of Learning
4. Teachers' Records
5. Report Sheets
# National Curriculum Physical Education ——— Course Planning Sheet

<table>
<thead>
<tr>
<th>POS</th>
<th>Unit</th>
<th>Course Length</th>
<th>K.S.</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE OBJECTIVES</td>
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<tr>
<td>These should combine elements from the PoS (activity specific) and selected performance indicators.</td>
<td></td>
<td>ASSESSMENT INDICATORS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include also the process of planning performing and evaluating.</td>
<td></td>
<td>These should be selected from the bank of statements appropriate to the unit of work.</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>National Curriculum References</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>These should relate to:</td>
<td></td>
<td>Consider:-</td>
</tr>
<tr>
<td>1. General requirements (page 3)</td>
<td>A structured, progressive framework developed over a realistic period of time in order to achieve the course objectives.</td>
<td>1. Specific equipment needs.</td>
</tr>
<tr>
<td>2. PoS (general)</td>
<td>Consideration should be given to:</td>
<td>2. Particular texts</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Assessment (Learning)</th>
<th>Assessment (Achievement)</th>
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<tbody>
<tr>
<td>This should relate to levels of knowledge and understanding.</td>
<td>This should relate to physical accomplishments and also the development of personal and social qualities.</td>
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</table>

(Refer to Assessment Criteria)
Physical Education Activity Blocking Sheet

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION TIMETABLE: AUTUMN TERM</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>1</td>
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<td>3</td>
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<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION TIMETABLE: SPRING TERM</th>
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<tbody>
<tr>
<td>Week 1</td>
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<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION TIMETABLE: SUMMER TERM</th>
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<tbody>
<tr>
<td>Week 1</td>
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<td>3</td>
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<td>4</td>
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</tbody>
</table>
## ANALYSIS of the PHYSICAL EDUCATION CURRICULUM

<table>
<thead>
<tr>
<th>% of time spent on activity</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
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<tbody>
<tr>
<td>SWIMMING</td>
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<td>ATHLETICS</td>
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<tr>
<td>ADVENTURE ACT.</td>
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<tr>
<td>GAMES</td>
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</tbody>
</table>

### Use of Facilities:
- INDOOR
- OUTDOOR
- OFFSITE

### Name of school: ________________________________

### Colour in the chart for each Year Group:
- BLACK = Year R
- RED = Year 1
- BLUE = Year 2

---

**DEVON Education**

Physical Education Advisory Team
A proposed framework for delivering National Curriculum Physical Education

| Physical Education Curriculum Model - Based on the requirements of the NC programmes of study. |
|---|---|---|---|
| Based on 2 hours per week ie KS2 = 2(45min)+1(30min) KS1 = 4 (30min) | % of PE time Allocated to activity | Number of lessons in a 38 week year | Number of lessons in KS1 ie-2years | Number of lessons in KS2 ie-4years |
| GAMES | 36% | 43 lessons | 86 | 172 |
| ATHLETICS | | | |
| GYMNASICS | 25% | 28 lessons | 56 | 112 |
| DANCE | 25% | 28 lessons | 56 | 112 |
| SWIMMING | 12% | 14 lessons | 56 lessons | |
| OUTDOOR ADVENTURE | No time to be allocated on a weekly basis but time to be generated through Cross Curriculum work. | | |

The model is based on the following variables:

1. All pupils swim for 56 lessons, programmed into KS1/2
2. 2 hours PE per week is allocated for all pupils.
3. This should be split into:
   - 3 sessions for KS2 children: 2(45min’s) + 1(30min’s)
   - KS1 children should be allocated 4(30 min’s) session on 4 different days.
4. 2 periods of indoor PE is required per week for both KS 1 and 2
5. No specific time is allocated for the delivery of Outdoor Adventure activities, on the basis that time will be drawn from all areas to facilitate this cross curricular area.

The model is based on a basic 38 week year, giving some extra time at the beginning and end of some terms.
<table>
<thead>
<tr>
<th>End of Key Stage Statement</th>
<th>LEARNING</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) plan and perform safely a range of simple actions and linked movements in response to given tasks and stimuli.</td>
<td>Can plan / compose effectively. Responds appropriately to tasks/stimuli. Can make realistic judgements/decisions. Can understand and apply safety procedures/practice.</td>
<td>Can perform basic movements and actions confidently. Is spatially aware. Can produce quality in movement: e.g. quick/slow, strong/light, high/low Can link movements appropriately. Can move rhythmically. Can respond to contrasting sounds/stimuli. Can apply simple rules to a variety of activities. Can work cooperatively e.g. when lifting, carrying and moving equipment.</td>
</tr>
<tr>
<td>b) practise and improve their performance.</td>
<td>Can improve responses to tasks by adapting, modifying and refining. Can sustain involvement and concentration.</td>
<td>Shows improvement in body management: e.g. fluency, control, coordination, adjustment in relation to moving objects. Can show expression and style in a variety of movements. Can remember and repeat short sequences of movement.</td>
</tr>
<tr>
<td>c) describe what they and others are doing.</td>
<td>Can understand and use simple terminology. Can recognise and describe the movements of others. Can make simple judgements about their own and others' performance.</td>
<td>Can show tolerance and sensitivity towards others. Can undertake simple responsibilities.</td>
</tr>
<tr>
<td>d) recognise the effects of physical activity on their bodies.</td>
<td>Understands the physical changes that occur during exercise.</td>
<td>Can sustain activity for reasonable lengths of time.</td>
</tr>
<tr>
<td>End of Key Stage Statement</td>
<td>LEARNING</td>
<td>ACHIEVEMENT</td>
</tr>
<tr>
<td>----------------------------</td>
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<td>-------------</td>
</tr>
</tbody>
</table>
| a) plan, practise, improve and remember more complex sequences of movement. | - Can plan and compose effectively longer sequences of movement.  
- Shows imagination and inventiveness in responding to tasks.  
- Can improve performance by adapting, modifying and refining.  
- Is able to remember, consolidate and repeat outcomes/movement patterns. | - Can combine a range of actions with increased confidence.  
- Can reproduce specific movement patterns, e.g. step patterns in Dance, copy a gymnastic sequence devised by others, a recognised swimming stroke.  
- Can produce quality in movement:- e.g. fluency, control, coordination, accuracy, poise, body tension. |
| b) perform effectively in activities requiring quick decision making. | - Can make quick decisions and appropriate judgements.  
- Understands basic concepts, tactics and strategies. | - Can anticipate cause and effect of actions, e.g flight of a ball, movement of others, correct use of equipment.  
- Can achieve movement precision. |
| c) respond safely, alone and with others, to challenging tasks, taking account of levels of skill and understanding. | - Can understand and apply safety principles and practices.  
- Can analyse situations and plan appropriate responses. | - Can work independently with increasing confidence.  
- Can participate cooperatively with variable numbers of peers.  
- Can demonstrate good sporting behaviour.  
- Can respond physically to rhythms, moods, and stimuli.  
- Can invent their own games, selecting appropriate equipment, suitable playing area and numbers of participants.  
- Can express ideas and feelings clearly. |
## Key Stage 2 Assessment Indicators

### End of Key Stage Statement

<table>
<thead>
<tr>
<th>d) swim unaided at least 25 metres and demonstrate an understanding of water safety.</th>
<th>LEARNING</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
</table>
|  | • Can recognise water hazards and respond safely.  
• Is aware of own ability and limitations. | • Can swim 25m. or more with good technique.  
• Can use a variety of techniques to move efficiently through water.  
• Can perform and demonstrate basic survival skills in water. |
| e) evaluate how well they and others perform and behave against criteria suggested by the teacher and suggest ways of improving performance. | • Can recognise and describe quality performance and apply set criteria.  
• Can identify when know skills are used effectively in games | • Can apply given criteria to monitor and adjust personal performance.  
• Can compare two performances using given criteria.  
• Can share opinions and accept constructive criticism from peers.  
• Is able to suggest ways of improving performance by giving feedback to peers against given criteria. |
| f) sustain energetic activity over appropriate periods of time in a range of physical activities and understand the effects of exercise on the body. | • Can understand how and why the body responds to exercise.  
• Understands and is able to apply warm up principles.  
• Shows an awareness of the relationship between exercise and personal well-being. | • Can sustain activity to raise heart rate.  
• Maintains and extends personal exercise habits.  
• Shows good levels of fitness/stamina. |
<table>
<thead>
<tr>
<th>End of Key Stage Statement</th>
<th>LEARNING</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Devise and adapt strategies and tactics</td>
<td>• Can make appropriate judgements and decisions in known and new situations.</td>
<td>• Can select and apply tactics to outwit an opponent.</td>
</tr>
<tr>
<td>across appropriate activities within the P.O.S.</td>
<td>• Can understand and apply tactics and strategies in both cooperative and competitive situations.</td>
<td>• Can apply quick decision making when confronted by a changing situation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can plan and devise appropriate tactics and strategies.</td>
</tr>
<tr>
<td>b) Adapt and refine existing skills and develop</td>
<td>• Knows how to apply and extend known skills in solving problems in new and different situations.</td>
<td>• Can perform refined, skilful and aesthetically pleasing sequences.</td>
</tr>
<tr>
<td>new skills across the activities in the P.O.S.</td>
<td>• Can analyse situations in terms of safety and recognise limitations of self and others.</td>
<td>• Can respond safely and correctly in challenging and hazardous situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adapts quickly and effectively in unforeseen or swiftly changing situations.</td>
</tr>
<tr>
<td>c) Practise and perform movement compositions</td>
<td>• Can persevere to refine outcomes.</td>
<td>• Consolidate and extend previously learned movement skills.</td>
</tr>
<tr>
<td>devised by themselves and others in appropriate activities in the P.O.S.</td>
<td></td>
<td>• Can assist others to improve their performance.</td>
</tr>
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<td></td>
<td></td>
<td>• Can prepare and perform work for others, both alone and in group situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can copy and remember movement sequences.</td>
</tr>
<tr>
<td>End of Key Stage Statement</td>
<td>LEARNING</td>
<td>ACHIEVEMENT</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>d) Understand and evaluate how well they and others have achieved what they set out to do, appreciate strengths and weaknesses and suggest ways of improving.</td>
<td>• Can compare and analyse two performances.</td>
<td>• Can apply etiquette and safety principles in particular activities.</td>
</tr>
<tr>
<td></td>
<td>• Identify and comment upon key elements in their own and other’s performances and suggest ways of improving.</td>
<td>• Can demonstrate responsibility in group/team situations.</td>
</tr>
<tr>
<td></td>
<td>• Can appraise the local community sporting and leisure opportunities.</td>
<td>• Can both lead and follow others, taking into account strengths and weaknesses.</td>
</tr>
<tr>
<td>e) Understand the short and long term effects on the body systems and decide where to focus their involvement in physical activity for a healthy and enjoyable lifestyle. Learning</td>
<td>• Is able to appraise the function of activity in the maintenance of good health.</td>
<td>• Can perform a balanced, safe exercise programme and monitor participation.</td>
</tr>
<tr>
<td></td>
<td>• Understands the requirements of the body in extreme weather conditions.</td>
<td>• Can demonstrate ways in which performance can be improved in terms of physical efficiency.</td>
</tr>
<tr>
<td></td>
<td>• Can understand essential requirements of personal hygiene.</td>
<td>• Can monitor heart rate and recovery after exercise.</td>
</tr>
<tr>
<td></td>
<td>• Shows a knowledge of elementary First Aid.</td>
<td>• Can warm up and cool down appropriately in relation to specific activities.</td>
</tr>
<tr>
<td></td>
<td>• Can appraise the local community sporting and leisure opportunities.</td>
<td>• Can effectively utilise the available local sporting and leisure facilities to enhance personal participation.</td>
</tr>
</tbody>
</table>
KAYAKING

1. When did you go Kayaking? In the evening on the 25.1.93.
2. What other type of boat did you go on? I went on a Canadian boat.
3. What is Kayaking? It is a one person boat.
4. How do you operate the paddles? You put one of the paddles in the water and pull it back then you turn your right hand and put the other side in and pull it back.
5. How do you turn right in a Kayak? You put a paddle in and pull it back and you will turn right.
6. How do you turn left in a Kayak? You put the right paddle in and pull it back and you will turn left.
7. How do you go forwards in a Kayak? You put the paddle in pull back and turn your hand and put the other paddle in and pull back.
8. On the back, write a diary report of your day out.
9. Draw and label a child ready to go Kayaking.

---

Buoyancy Aid

Paddle

Kayak

---

Water bag

Paddle
During Key Stage 3 every pupil should experience:
1. A Movement Programme: Gymnastics, Dance, Swimming and Athletics.

FURTHER COMMENTS, CLUBS, TEAMS AND SUCCESSES:

PUPIL COMMENT:
1. What have you particularly enjoyed?
2. What do you feel that you have done well at?
3. Where do you feel that you need further help?

PARENTAL COMMENT:
<table>
<thead>
<tr>
<th>NAMES</th>
<th>PLANNING</th>
<th>EVALUATING</th>
<th>SAFETY</th>
<th>H R E</th>
<th>P. S. E</th>
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APPENDIX 10

SUMMARY INFORMATION : ENGLISH SCHOOL

(Taken from School Prospectus, 1993)

1. Type and Age Range of School

Grant Maintained co-educational comprehensive day school.

12 to 19 years 12 forms of entry

2. Accommodation

The school has three major buildings and a separate Learning Resources Centre, to house the Lower School (Year 8 and 9 pupils), the Senior School (Year 10 and 11 pupils) and the Sixth Form centre.

Specialist accommodation includes thirteen laboratories, three Home Economics rooms, one Needlecraft room, five Craft, Design & Technology rooms, three Business Studies rooms, six Art rooms (including a pottery room and darkroom), four Computer Studies rooms, two Gymnasia, one Drama Studio and two Halls with stages. In addition, in the middle of the campus a Learning Resource Centre has been developed during recent years which includes a library, a TV/Video viewing room, a meteosat weather station, computers including a CD-ROM player. The computer facilities are at present being upgraded to provide two 20 station rooms of IBM compatible machines fully networked and 1 smaller Nimbus (RML) networked room. In addition, two other buildings are now linked to the network in order to develop the system in the LRC and in the Kingston Road building. The fourth room contains a 30 station BBC network. The Business Studies Department is fully equipped with word processors, typewriters and PCs. Recently a training office for BTEC courses has been developed. One of the school halls is fully equipped with lighting and sound for productions.

On the school campus a private squash complex has been built, and during the school day most of the courts are available to the school. A gymnastics hall has been built on the campus by Camberley Gymnastics Club. This provides international competition standard facilities and is available to the school throughout each school day. Hockey, soccer and rugby pitches and tennis courts are on the premises.
3. **General Information on Admission Arrangements and Miscellaneous Matters**

The following sets out the Governing Body's policy and arrangements for admission to the school:

Pupils will be admitted at age 12 without reference to ability or aptitude. The number of intended admissions for 1 September 1993 will be 387.

Where applications for admission exceed the number of places available the following criteria will be applied, in the order set out below, to decide which children to admit:

i) children who have or have had a brother or sister or parent attending the school.

ii) where there are medical grounds (supported by a doctor's certificate) for admitting the child.

iii) children living in the local wards of the Borough.

iv) children living in the other wards of the Borough.

In the event of the school being oversubscribed admissions within the categories will be based on proximity of the child's home to the school, with those living nearer being accorded the higher priority.

It is the Governors' intention that applicants should be notified by the start of Spring Term 1993 of the result of their application.

4. **Curriculum**

i) **Lower School**

All Year 8 and 9 pupils follow a core curriculum based on National Curriculum requirements. Special emphasis is placed on a broad, relevant education that allows for progression from Middle School.

ii) **Senior School**

All Year 10 and 11 pupils follow a core curriculum of English, Mathematics, Balanced Science, Physical Education, Personal and Social Education and Religious Education. Some choice is allowed within the framework for other subjects. Implementation of the National Curriculum will require adjustments during the next few years but it is intended that an element of choice be retained.
iii) Sixth Form

Almost 60% of pupils join the Sixth, and a considerable number from other schools join them. The main criterion for entry is determination on the part of the pupil to improve his or her attainments. Some 75% of these pupils follow 'A' Level courses while the rest select from one-year courses such as GCSE (Mature), City and Guilds qualifications and BTEC National courses.

iv) Religious Education - Throughout the School regular assemblies are held for each separate year group, which include a prayer and a reading or short talk of a moral nature. This part of the assembly is followed by information of forthcoming or past events. Where, in rare cases, parents wish their children not to attend for the first part of the assembly special arrangements can be made. All pupils in Years 8-11 follow a Religious Education programme. At Sixth Form level aspects of religious education are included in the tutorial programme.

v) Personal and Social Education is covered within the curriculum once every week in Tutor Groups. Included in this programme are topics such as sex education, health and safety education, study skills and other related issues to prepare the student for "life".

vi) Formal Careers lessons are given to Year 9 pupils to enable them to assess their own abilities and aptitudes and to assist them in understanding the importance of the GCSE programme. Careers education is also programmed for Senior School pupils, including work experience, specialist talks and videos. The Co-ordinator of Careers and Vocational Guidance, and our consultant Careers Adviser, are available to advise parents and pupils throughout the year. Since August 1990 they have been available from mid-August to give advice on further and higher education following publication of examination results.

vii) The Learning Support Department caters not only for those who have learning difficulties throughout the school but also makes special provision for pupils who are particularly gifted in any way.

5. Homework

Homework is set in all years, and all pupils have a homework timetable and homework notebook to help with planning and supervision of homework. Naturally the amount varies according to age and ability. Parents/guardians are encouraged to view homework diaries.
6. **Internal Organisation for Pupils**

i) **Registration Forms**

Pupils are placed in one of twelve/eleven forms for registration and social purposes. Stress is laid on keeping pairs of friends, and usually groups of about four, together when they transfer from Middle Schools except where parents feel that this might lead to problems. Friendship groupings are recommended by the Middle School teachers.

ii) **Teaching Groups**

By February half-term in their first year all pupils are placed in "sets" according to ability in Science, Mathematics, English, Modern Languages and the Social Sciences. Sets are not "watertight". Generally there is much more promotion than demotion. Setting depends largely on information from Middle Schools and the cooperation between our staff and Middle School teachers is considerable. Pupils coming from other schools are tested fully before being placed in sets.

7. **Examinations and Assessment**

i) **Internal**

Regular assessments take place during the year for all year groups. For Year 10 and 11 pupils a booklet outlining assessment deadlines is prepared during September of Year 10. This helps parents to plan ahead. For pupils preparing for external examinations "mock" examinations take place in November for G.C.S.E. and January for 'A' Level. Year 8 and 9 pupils receive a similar booklet to explain their assessment targets. This will include guidance for parents on KS3 testing.

ii) **External**

The G.C.S.E. examining boards are: Southern Group, London and East Anglian Group and Midlands Group. For students in the one-year Sixth G.C.S.E. (Mature) is available. At 'A' Level we are retaining our association with London, A.E.B. and Oxford and Cambridge examining boards. For pre-vocational courses, City and Guilds of London Institute examinations are available in a few subject areas. For commercial subjects, R.S.A. and Pitman's are available. From September 1992 BTEC courses will be available.

There has always been the opportunity for parents to discuss examination entries with subject staff.
8. **Reporting Assessment**

Parents of Year 8, 9 and 10 pupils will receive one full profile and one mini-assessment each year. This leads to a Record of Achievement for all Year 11 pupils. Year 11 pupils will receive one assessment during the year before the final document. Lower Sixth Year pupils will receive one full profile and Upper Sixth pupils will receive one report following their 'A' Level mock examinations.

National Curriculum testing will be reported for Year 9 and Year 11 pupils in accordance with the regulations.

9. **School Discipline**

The school operates a system of sanctions including extra work, referrals to senior staff, weekly or daily report to Year Heads, detention during break or lunch times and detentions after school. In the last named case, parents are informed in writing 24 hours in advance. (This is a notification to parents that a pupil is to be detained and not a request to parents to grant permission for such action to take place.

In more serious cases pupils may be temporarily suspended or permanently excluded. This is naturally a very rare occurrence and involves the Governors' Discipline Committee. An appeals procedure exists, details of which are given when required.

10. **Out of School Activities**

Extra-curricular activities are encouraged as they form an important part of the student's general education. A wide range of activities is available to pupils, each under the supervision of a teacher. Activities currently available include Duke of Edinburgh's Award Scheme (Bronze, Silver and Gold), Rugby, Soccer, Basketball, Netball, Hockey, Rounders, Cricket, Athletics, Squash, Tennis, Badminton, Computing, Electronics, Choirs, Wind Band, Orchestra, Chess, Christian Union, Trampolining, Gymnastics, Canoeing, Cycling, Camping, Skiing, Swimming, Drama, Art, Photography and Pottery.

When a number of pupils wish to create a club it is usually possible to find a member of staff to supervise it.
11. **School Uniform**

It is extremely desirable that all pupils should wear a school uniform at school, and we ask all parents to support this. A full list of uniform is found in the school prospectus and is also listed in the information sheet given to new parents before enrolment.

12. **Examination Results**

A number of different examining boards are used by the school for external examinations. The school enters all pupils/students who have been prepared for each examination and who at the time of entry have completed all necessary coursework.

Some teaching beyond 'A' Level is given in a number of subjects, and interested students may, if they wish, take a Special Paper. Results at 'S' Level, whilst of interest, do not necessarily relate to 'A' Levels.

**SUMMARY OF A/AS RESULTS FOR PUPILS AGED 17**

A Level/AS Level Score:  
- A Levels: Grade A = 10 points, B = 8, C = 6, D = 4, E = 2
- AS Exams: Grade A = 5 points, B = 4, C = 3, D = 2, E = 1

| No. of pupils in school aged 17 entered for one or more A/AS | 136 |
| No. of boys in school entered for one or more A/AS | 58 |
| No. of girls in school entered for one or more A/AS | 78 |

<table>
<thead>
<tr>
<th>Per cent</th>
<th>0-4</th>
<th>5-9</th>
<th>10-14</th>
<th>15-19</th>
<th>20-24</th>
<th>25-29</th>
<th>30+</th>
<th>Average Score (per candidate aged 17)</th>
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<td>13</td>
<td>7</td>
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**PUPILS AGED 15 SUMMARY OF GCSE RESULTS**

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<th>PUPILS (per cent)</th>
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<th>Achieving</th>
<th>Achieving</th>
<th>Entered for</th>
<th>Achieving</th>
<th>Achieving no passes (A-G)</th>
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</thead>
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<tr>
<td></td>
<td>5+ GCSEs</td>
<td>5+ A-C</td>
<td>5+ A-G</td>
<td>1+ GCSEs</td>
<td>1+ A-C</td>
<td>1+ A-G</td>
</tr>
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<td>Boys</td>
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<td>58</td>
<td>93</td>
<td>96</td>
<td>76</td>
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<tr>
<td>Girls</td>
<td>98</td>
<td>63</td>
<td>95</td>
<td>98</td>
<td>84</td>
<td>98</td>
</tr>
<tr>
<td>All Pupils</td>
<td>97</td>
<td>61</td>
<td>94</td>
<td>97</td>
<td>80</td>
<td>97</td>
</tr>
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</table>
PHYSICAL EDUCATION

POLICY STATEMENT

Physical education is a unique and integral part of the school curriculum. It provides for all pupils physical, creative, social and intellectual development, irrespective of their abilities, gender and/or cultural background. Through the opportunity to experience a balanced and relevant range of activities and learning experiences, pupils are encouraged to lead an active life style and develop those attitudes necessary for the effective and productive use of leisure time.

AIMS

1. To enable the discovery (acquisition and application to physical skills) and so encourage each pupil to appreciate and develop his/her potential.

2. To develop positive attitudes towards (personal health, hygiene and fitness) through increased knowledge and understanding of all relevant issues.

3. To educate the pupils with regard to (safety) and the importance of safe practice.

4. To enable pupils to (appreciate skill and competence) in physical movement as a participant, involved observer and informed spectator.

5. To develop (creative and imaginative ability) through active involvement in decision making situations.

6. To allow for pupils to work co-operatively and to develop social and communication skills.

EXTRA-CURRICULAR ACTIVITIES

The Physical Education Department run a great range of clubs and teams. It has produced recent National, County and District Champions as well as providing the facility for all pupils to take part.

Activities include:

<table>
<thead>
<tr>
<th>Gymnastics</th>
<th>Trampolining</th>
<th>Basketball</th>
<th>Volleyball</th>
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<tr>
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<td>Rugby</td>
<td>Dance</td>
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<td>Squash</td>
<td>Rounders</td>
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<tr>
<td>Athletics</td>
<td>Hockey</td>
<td>Cross County</td>
<td></td>
</tr>
</tbody>
</table>
SYLLABUS

Year 8 (Mixed Sex Groups)
Games for Understanding
Health Related Fitness
Body Management
Gymnastics
Swimming
Athletics

Year 10 (All Single Sex Groups)
Boys: Fitness, Squash, Athletics
Cricket, Basketball, Rugby
Girls: Fitness, Badminton, Basketball, Hockey, Athletics
Tennis.

Year 9

Single Sex Groups
Boys: Basketball, Rugby
Girls: Netball, Dance

Mixed Sex Groups
Gymnastics, Hockey, Athletics
Cricket, Tennis.

Yr 11 + 6th Yr (Option System)
Swimming, Basketball, Badminton
Hockey, Table Tennis, Water Sports, Aerobics, Weight Training
Squash, Golf, Soccer, Tennis, Softball.

FACILITIES

On Site:
Two School Gymnasia
Camberley Gymnastics Club
Camberley Squash Club
One School Hall
Concrete Playground Area

4 Netball Courts
6 Tennis Courts
1 Grass Track
2 Rugby Pitches
2 Soccer Pitches
2 Hockey Pitches
DIVIDED COURT GAMES SYLLABUS

YR II

AIMS: To provide a basic knowledge & understanding of the skills & demands of any divided court game.

The course will generally be divided into two term blocks, one of which will run during the Autumn or Spring term & the other in the Summer term. This will hopefully allow all group opportunity to use both indoor and outdoor court areas.

Having achieved the aims of this course in YR II, the students will be able to study each individual area in greater depth during YRS III &/or IV.

i.e.

Badminton
Volleyball
Tennis
Squash
Short Tennis

STAGE ONE

INTENTION - (Must be made clear)

To ground the object in the apposing court so that it cannot be returned.

STAGE TWO

Demands

Manoeuvre opponents to create space to ground the object.

Cover own court area to deny space to the opposition.

Send the object with increased power to make it more difficult to return.

Disguise placement to give opponents less time to respond

STAGE THREE

Skills

Move with agility to be ready to play the object.

Send object accurately to all areas of the court.

Get object high and close to the net to power it downwards.

Disguise direction and timing of shot
WK 1. Use small court areas (must be divided, although not necessary to use regulation posts & nets etc).
Start 1 v 1

Allow pupils to use range of equipment with aim of 'grounding' the object on opponents court.
Encourage the idea of 'manoeuvring' opponent using variety of speed and/or direction.
Let pupils devise their own handling rules. Finish with 2 v 2 & discuss implications on tactics.

WK 2 Start 1 v 1
Experiment with court shapes eg:
1) Long/narrow court - must play alternate short & long shots to keep opponent moving.
2) Broad/short court - alternative shots to (R) & (L).

When players respond to idea of outmanoeuvring opponent discuss effective ways of covering own court. Finish 2 v 2 & further ideas covered in session.

WK 3 Start 2 v 2
Experiment with height of nets.
Look at using partner to achieve aim of grounding object. Discuss ideas of 'attack'
Best position of object for attack? Height? How close to net? How to set object in ideal position - use partner? One touch or multi-touch?
Allow pupils to develop own rules - do not restrict them by regulation of specific games e.g. 3 touch badminton etc.
How to play the attacking shot - Angle, Speed etc.
Finish 3 v 3?
WK 4  Start 2 v 2
Recap on attacking play.
Discuss effective ways of defending.
Court position?
Hand position? Racket position? Experiment with all ideas to come forward e.g. allow partners to stand one behind other & side by side etc.
When to adopt defensive position.
Finish 3 v 3 - how does it affect positions?

WK 5  Start 2 v 2 & allow each pair to formulate own game and rules.
Move into 4 v 4 & assist in developing tactical changes.
Remember the ultimate aim is always the same for each game.
If practical, attempt 6 v 6 - keep limited as it may well result in chaos!

WK 6  2 v 2 or 3 v 3
Allow pupils to develop own game & rules.
Look at the start (ie serve).
Encourage firm rules for serve i.e. position of server, target, style of serve etc.
Encourage firm ideas for scoring. Help pupils look at more than one method.

WK 7-12 This set of lessons will fall in the summer term & the opportunity should arise to recap these basic ideas on the tennis courts or outdoor grass court areas. The challenge of a much larger playing area will mean that the pupils will gain much from attempting the same ideas, using different equipment & perhaps a greater variation of strength & speed.
The knowledge of the game form should be sufficient to begin to shape the ideas into some form of the regulation game e.g. Volleyball, Short-tennis or Tennis.
Progress will be hindered at this stage if the teaching becomes too technical. Allow the pupils to develop at their own pace. This probably will mean teaching at several different lessons within the lesson.
It is not necessary or desirable for all pupils to attempt a full regulation game.
ASSESSMENT

All pupils are assessed on each module either through continuous assessment and/or end of course test. The following criteria are used for marking:

Attainment

1. **Excellent technique**
   - Skill maintained in competitive/performance/pressure situations
   - Thorough understanding of rules/tactics/principles and procedures in all situations and
   - Ability to be highly creative/flexible/adaptable at need

2. **Technique good but still not always maintained under competition/performance/pressure**
   - Good understanding of rules/tactics/principles and procedures
   - Ability to be creative/flexible/adaptable in most situations

3. **Technique average but lacks finesse**
   - Skill breaks down in competitive/performance/pressure situations
   - Understands most rules/tactics/principles and procedures
   - Some ability to be creative/flexible/adaptable in some situations

4. **Limited basic technique**
   - Very low level of skill in competitive/performance/pressure situation
   - Poor understanding of rules/tactics/principles and procedures
   - Little ability to be creative/flexible/adaptable shown in most situations

5. **Inability to co-ordinate basic technique**
   - "Lost" in competitive/performance/pressure situation
   - Very poor level of understanding of rules/tactics/principles and procedures
   - Rarely creative/flexible/adaptable in any situation

Effort

A **Excellent work rate**, very reliable and co-operative, very determined and competitive, very attentive, good leadership qualities and initiative.

B **Good work rate**, reliable and co-operative, determined and competitive, attentive.

C **Poor work rate**, unreliable, lacks determination and competitive spirit, short concentration span, lacks initiative.

D **Very poor work rate**, very unreliable, no determination, total lack of concentration span, lacks initiative.

PARENTAL INVOLVEMENT - Parents are welcome at all extra-curricular events, including Open Evenings, fixtures and Sports Days.

Parents are welcome to contact the Head of Department concerning their son's/daughter's physical education programme.

Physical Education Department
July 1991
DEPARTMENT OF PHYSICAL EDUCATION
RECORD CARD/PROFILE

NAME ........................................
FORM ........................................
MEDICAL INFORMATION ........................................

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<th>3rd Year</th>
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Member of staff

Additional Comments (Kit, Discipline etc.)

Extra-Curricular Activities/Representative Honours
ATTAINMENT

A. Excellent technique
   Skill maintained in competitive/performance/pressure situations
   Thorough understanding of rules/tactics/principles and procedures in all situations
   Ability to be highly creative/flexible/adaptable at need

B. Technique good but skill not always maintained under competition/performance/pressure
   Good understanding of rules/tactics/principles and procedures
   Ability to be creative/flexible/adaptable in most situations

C. Technique average but lacks finesse
   Skill breaks down in competitive/performance/pressure situations
   Understands most rules/tactics/principles and procedures
   Some ability to be creative/flexible/adaptable in some situations

D. Limited basic technique
   Very low level of skill in competitive/performance/pressure situation
   Poor understanding of rules/tactics/principles and procedures
   Little ability to be creative/flexible/adaptable shown in most situations

E. Inability to co-ordinate basic technique
   "Lost" in competitive/performance/pressure situation
   Very poor level of understanding of rules/tactics/principles and procedures
   Rarely creative/flexible/adaptable in any situation

EFFORT

A. Excellent work rate, very reliable and co-operative, very determined and competitive, very attentive, good leadership qualities and initiative.

B. Good work rate, reliable and co-operative, determined and competitive, attentive.

C. Satisfactory work rate, fairly reliable, relies on other pupils' initiative, passive, does not compete under pressure.

D. Poor work rate, unreliable, lacks determination and competitive spirit, short concentration span, lacks initiative.

E. Very poor work rate, very unreliable, no determination, total lack of concentration and initiative.
SUMMARY OF THE GERMAN EDUCATION SYSTEM
AND THE GERMAN SCHOOL

Federal Republic of Germany

The Federal Republic of Germany consists of 16 "Länder" (regional states):

- Baden-Württemberg
- Bremen
- Niedersachsen
- Sachsen
- Bavaria
- Hamburg
- Nordrhein-Westfalen
- Sachsen-Anhalt
- Berlin
- Hessen
- Rheinland-Pfalz
- Schleswig-Holstein
- Brandenburg
- Mecklenburg-Vorpommern
- Saarland
- Thüringen

Each regional state has its own educational and cultural independence, i.e. it is itself responsible for schooling within that state.

The Hamburg Agreement of 1964, supplemented in 1968 and amended in 1971, governs the indispensable commonalities of German schooling ("Agreement between the states of the Federal Republic on standardisation in the field of schooling").

This Agreement lays down the following:

* the beginning and end of the school year
* the beginning and end of compulsory education
* the fixing and duration of holidays
* the terms used to describe the structure of the school system according to school level and its organisation into school types
* the provisions for moving on to school types above compulsory education and for changing school
* the provisions on teaching experiments which differ from the provisions of the agreement
* the recognition of examinations and certificates including teaching examinations and certificates
* the terms used for grades on certificates
* the provisions for implementing and terminating the Agreement
The German school system is three-tiered. After the "GRUNDSCHULE" (primary school) (classes 1 - 4, except for Berlin and Brandenburg: classes 1 - 6) come the "HAUPTSCHULE" (extended primary school) classes 5 - 9, the "REALSCHULE" (secondary school) classes 5 - 10 and the "GYMNASIUM" (grammar school) classes 5 - 13. Terms used to denote these according to state legislation are "ORIENTIERUNGSTUFE" or "ERPROBUNGSTUFE", "differenzierte MITTELSCHULE", "SEKUNDARSCHULE", "REGELSchULE", "GESAMTSCHULE", in addition to "HAUPTSCHULE", "REALSCHULE" and "GYMNASIUM".

In teacher training, a distinction is made between 5 teaching posts:

A teaching post at a:

"GRUNDSCHULE" and "HAUPTSCHULE"
"REALSCHULE"
"GYMNASIUM"
"BERUFSBILDENDE SCHULE" (technical school)
"SONDERSCHULE" (special school)

All teaching posts require a university/college education and candidates therefore have to have passed their "Abitur" school-leaving examination (= "A" levels). In addition to these standard courses, there are a considerable number of special courses, many of which were introduced as stopgap measures.

Teacher training takes place in two stages, i.e. a college education followed by a "Referendariat", a specialist teaching course at a study seminar.
GERMAN SCHOOL

Pupils/Classes

Pupil Numbers:

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<td>Class 10</td>
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<td>45</td>
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Lower School

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<tr>
<td>263</td>
<td>178</td>
<td>441</td>
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Class size in Lower School

Ø 25.9

Class 11/introductory phase

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Class 12

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Upper School

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</thead>
<tbody>
<tr>
<td>593</td>
<td>347</td>
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</table>

The LMG is licensed as a four-stream school in the lower and upper schools.

LMG Staff/Headmasters

The staff comprised 39 teachers (25 women, 14 men), plus one form teacher who takes a number of lessons.

Headmasters: Mr. Bonorden-Lindner (headmaster); Mr. Riebel (deputy headmaster); Mr. Lehmann (teaching co-ordinator).

Language Tuition

First foreign language: English; second foreign language: Russian or French. (In three class 7s: English and French; in one class 7: English and Russian).

Third foreign language (from class 9 onwards, as optional subject): French, Latin.

Range of options available from class 9 onwards

Latin, French; biology (chemistry); computer science (physics); geography (history).

Range of (compulsory) options available from class 10 onwards

French, Latin, chemistry, computer science, physics, geography.
Courses available in the upper school (introductory phase - class 11)

The following are offered as core courses: German, English, mathematics, biology, physics, chemistry, computer science, art, music.

Pupil societies (in the afternoon)

The following societies are offered:

Boys' handball society; boys' basketball society I; boys' basketball society II; rhythmic sports gymnastics society (girls); girls' volleyball society; girls' apparatus gymnastics society; domestic history society I; domestic history society II; amateur dramatics society; philosophy society; active music society; art society; vehicle technology society; initiative group; school radio society.
APPENDIX 12

TRANSCRIPTS OF INTERVIEWS WITH STAFF

1. English School

Interview took place in the PE office (19.2.93) with the head of department (ET), and during a free period after break - 10.45 am. Preliminary chatting first to work out of school responsibilities and into the interview proper.

RJF: Well, this must be unique, a chance to talk and nobody to interrupt.

ET: It probably won't last, one of the substitutions will go wrong and there'll be a call.

RJF: Yourself and the staff have had a chance to discuss the points I gave you, and TF provided some feedback on the initial responses, which was very helpful. If we can talk through it in some more detail and perhaps you could speak on behalf of your colleagues, if you feel that's appropriate.

ET: That's fine, we discussed it and they gave me my orders (Laughter)

RJF: Shall we start by looking at what you are trying to do with your PE programme?

ET: We think that enjoyment and skills are important, developing positive attitudes and a lifelong habit for physical activity. Also, it sounds corny, but we think that personal and social education is really important and we take it very seriously.

RJF: Good, how do you go about it, what is the essence of the programme?

ET: We offer areas of experience in Year 8, a broad mixed curriculum to give them a base for specialisation later on. We start to specialise in Year 9, get more sport specific with some of it single sex and some mixed depending on the activity. We try to extend the experiences and their knowledge from the Year 8 programme...(pause)... the overall thing for us would be, it sounds corny again, but positive attitudes. I mean, somewhere, more than any other subject, we want them at the end of the sixth form or Year 11, to go on and do, to know that PE should be an important part of their life...(Pause)...If they choose not to that's for them, but we've got to give them the knowledge so that they can make informed choices.

RJF: OK, how about the essential experiences?
ET: We try to provide a balanced set of experiences, including games, aquatic activities, body management, track and field and gymnastics. We try to make things enjoyable, but also look for a fitness permeation and a lot of pupil involvement. Each year pupils seem to get less and less fit and in 75 minutes its difficult to cover the ground. You can see the type of experiences we offer from the schemes of work for each area.

RJF: How about the implementation of the programme for the class we have been dealing with, or indeed classes in general?

ET: Do you mean style of teaching?

RJF: If you like

ET: If I was to say there's an area at the moment we are talking more about, it's teaching style. (Pause) I've seen in the last 6 months some of the most exciting teaching I've ever seen in PE, probably as a result of having new teachers and the impact of the national curriculum.

RJF: What do you mean by exciting teaching?

ET: What we are looking at is pupil led really and I suppose teachers setting the task and, again another corny phrase which I was very dubious of, as a facilitator. That is where we've asked for all our INSET time (Pause) We are looking at reciprocal teaching a lot more, we're looking at kids designing - given the task they're designing the outcomes. They're now starting to shape lessons a lot more and what we are finding is that they are a lot more interested.

RJF: That's interesting, go on some more.

ET: Pupils help in choosing the syllabus. It's actually pre-decided but the final form is negotiated with pupils. You're there (means himself) and I'm very worried about jargon, but now I've actually seen it a certain way. I'm all for it and that's what the staff like.

RJF: What do you think the pupils think about that?

ET: I wonder whether some of them realise or whether they don't know any different (Pause) although kids are a lot more sophisticated now. I don't know that they actually sit back and think, hang on, he's not teaching us like that, but I think the bottom line must be that they are thought of a lot more, they're just not one of the sardines that are going out and doing the drills, they've got some sort of input into how they do the sequence, what games they play, what rules there are.
RJF: Tell me more about your impression of what the pupils think.

ET: Generally, as a subjective view, I think they do get an awful lot out of PE. Because it's a balanced programme they find things they are good at (Pause) and they find things they are not good at, which they have to work at. I also think there's the personal and social thing, they are working with people they like.

RJF: That's very interesting. How do you think the implementation of the National Curriculum has had an effect at the school?

ET: My initial thought was we do that, and we do that (gesticulating), and I think a lot of colleagues probably said that. But when you look at the small print, no we don't do that (gesticulating), we don't have perhaps as balanced a programme as we thought. We haven't got as much creative work for boys that we should have, we haven't got the racquet games, we certainly haven't got the outdoor and adventurous activities.

RJF: How are you addressing these issues?

ET: We are working through a number of ideas in our departmental meetings and trying to reorganise the programme for next year. We also have panel meetings (for PE) with the other two local schools and we share ideas about each others' programmes. We don't all share the same ideas about PE and I don't personally agree with some of the things the others do, but they are all conscientious and we work well together.

RJF: What sort of things don't you agree with - between you and me! (Laughter)

ET: Well .................. school spends a lot of time on fixtures (sport) and on getting their teams in good shape for the district sports and that sort of thing. We prefer to concentrate on the curriculum and all the kids, although we still have teams and do quite well - as you know (Laughter - I played for the staff basketball team against the pupils, victoriously!). We have also been doing some work on assessment.

RJF: What sort of things?

ET: Well we are not very advanced as yet, but we will be putting some ideas together for next year.

RJF: Are there any other differences?
ET: Well we go for mixed ability teaching. You remember when .................. was head of department and all the pupils were given an ability test on day one in the school, well ever since then we've always promoted mixed ability teaching.

RJF: What do the pupils think?

ET: Any comments I get always seem to appear from the top two or three per cent, I mean in terms of quality of performance. The very good kids would really like it back in the old days, being in a top group, playing the game and being stars. But from the 97% or so silent majority that I talk to quietly, I think they like being in mixed ability groups.

RJF: Have you any final thoughts on your PE programme?

ET: Well, as I said to you before, its the teaching which is the most important part of the job. Everything else, the balanced programme, everything else is destined to give that individual kid a good programme (Pause) Its the different way the staff are trying to relate to the kids all the way along, right from when they turn up and we don't scream at them, to the much more informal approach, to the different sorts of teaching styles.

RJF: That's great - thanks very much.

ET: Back to reality and the sub board (had an additional responsibility for arranging cover for absent colleagues throughout the school)

Duration approximately 40 minutes
2. German School

The interview took place at the end of a school day (18.3.93) and was preceded by refreshments and a general chat to switch out of the demands of teaching and relax for the interview. The interpreter was a research assistant from the Free University of Berlin.


RJF: I have looked at the curriculum, the official curriculum, but as far as you are concerned as a group of teachers, what for you are the main goals or aims of physical education in the school.

T.A: The main aim is for pupils to qualify for a lifetime enjoyment of sport after leaving school.

T.B: Another goal is to keep them interested in voluntary sport after school.

RJF: OK, right.

T.C: There needs to be education for all, no on all types of socialistic personality (Laughter).

RJF: I understood that, the socialistic personality! (Laughter)

T.C: And know how to transfer it to sport as a socialist.

RJF: Do you feel that that is important?

T.B: Yes, Yes, it is. To be competent..(pause).. in all aspects.

RJF: But not in the socialistic personality now (Laughter).

Inter. Not as much.

RJF: OK. How do you regard physical education as a part of the school curriculum?

Chatting and laughter

T.A: You should ask someone more neutral.

RJF: OK
T.B: Taking into consideration that there are a lot of pupils already suffering from injuries and they take part in sports lessons, it is really necessary that they really have two or three lessons a week to prevent them from further injury.

RJF: What do you mean by injury? Injury from what?

Inter: Lack of health, watching TV.

RJF: OK, the typical life style of young people today.

All: Yes.

T.A: We have bad facilities, especially with the small gym and even in the big gym (Sports Hall) there are two classes who have to share, its not much

Inter: Two or three?

T.A: Two

Inter: OK.

T.A: The pupils are supposed to have three lessons a week, but actually they are just having two because we do not have the facilities.

RJF: OH, OK. That was one of the questions I was going to ask. What things stop you from doing what you want to do with physical education? Time? Facilities? What is the biggest problem?

T.A: The special case remains we do not have a pool and perhaps a chance to use an outdoor pool, but the students have to pay for it.

T.B: For example, a swimming pool, there is one and just a minute from the school, but the town won't give its permission that the school can use it for free.

RJF: Oh, is that unusual?.

T.B: In former times the school was allowed to use the swimming pool whenever they wanted to, without paying.

RJF: That is now the same in England. Schools must begin to pay, but your school is a town school, isn't it?

T.C: It's a problem with the budget because the school is quite new and have just got their budget. There was no money to pay the fees for swimming.
RJF: OK. Can I ask you about the new curriculum, it is just starting, yes? The physical education curriculum.

T.B: Last August it was introduced.

RJF: So this is the first year.

T.B: Yes

RJF: Can I ask how you feel it is going. I mean do you find it is working out well for you or are you having some problems? What is going well, what is going not so well do you think?

Long silence

RJF: Everything is good!

Laughter

T.C: The curriculum has quite a lot to offer and they try to offer what is within the facilities, either in money, materials or whatever so we try to, but it is impossible to offer everything which is on the curriculum.

RJF: OK, but the curriculum itself, does that mean that they quite like the curriculum?

Discussion

T.B: The big difference between the new and the old curriculum is that now you have the possibility to decide by yourself what you do. Before you were obliged to do everything which was on the curriculum and now it depends on the staff what they want to do and what the pupils want.

Teacher A gets up to leave for a team practice and apologises.

RJF: Yes, I understand, thank you very much.

RJF: So you have more opportunity?

Stud: Yes, but it depends on the teacher how hard it is for the pupil to get special treatment. (Last part of sentence lost)

RJF: Yes. How do you feel about having more choice for themselves, rather than a strict curriculum from before?
T.C: Even in former times you still had every opportunity, choice to drop something or to be a bit more relaxed with the pupils. So there is not that much that has changed.

RJF: Right, so you still had some choice from the curriculum

Inter: Yes, so there was not that much pressure, there was supposed to be but you could handle it for yourself.

T.B: Even in former times the marks you get were just a recommendation and so you still had the choice. What you were told was that he has made an effort so he will get a three or whatever.

RJF: OK. Do you feel that the new curriculum is very different to the old one? You explained that you had some personal choice, but that is fine.

T.C: To be essential it is more or less the same.

T.B: The main point is, or the main difference is that you can offer now, and before you could offer a difference if you want to and now you can drop it. I do not want to do it, I just want to offer basketball, handball.

RJF: Good and the last one. What do you feel about the way the pupils respond to physical education? Is it any different with the new curriculum or is it just the same?

Laughter

T.C: It is more difficult to motivate the pupils now because before there was a lot of pressure and they just had to do it, they just had to with no arguing and now we have to argue with them. You have to motivate them, persuade them and that is more difficult and it is even more difficult to establish discipline.

T.C: One goal is to educate the pupils with some sense of responsibility and now if you give them choice, they just can't handle it. It is too much. Make a warm-up by yourself but they cannot do it because they do not know what to do. You have to give them instructions now.

T.B: The students still expect the teachers to say or to tell them what to do and it is really difficult for them to learn by themselves, and it is a long process which will take years.

RJF: The students must learn how to learn differently.
T. B: Are there any differences between the pupils in England and Germany?

RJF: In England the students have had more opportunity to make decisions and choices, but in many schools they have had too much choice too early. I would say that from what I have seen that the students in England are better at being more responsible and making choices, but they need more, it has gone a bit too far in physical education, they need more structure, they need more, yes, structure.

Nodding from the group

RJF: You have come from a very tight curriculum to more freedom and we are going the other way, from too much freedom to a National Curriculum. I was told, and I am asking if it is true, in England we are going away from "Sport for All" towards a bigger emphasis on excellence in sport and I understand that you are now going away from excellence towards more "Sport for All". Is that correct? Does that make sense?

Teachers nod consent

RJF: That is true, yes? OK.

T. C: But we do not agree with this approach. We would still prefer to emphasize achievement and performance because you just get, well, enjoyment out of sport, yes, or movement, if you are excellent.

RJF: OK. Although I said that the last question was the last one, this is the very last question. This is the last, last question. Is there anything else, is there anything you would like to say about P.E. in your school, that occurs to you?

T. B: The main problem is actual facilities, material, money, that we have to teach groups together, that pupils cannot move around, or the teachers. Too many children in one class. As a P.E. teacher you can never decide on your own what to do with your class. You always have to agree or ask the others what are you going to do, what can I do, which part of the gym can I use.

RJF: Difficult.

T. C: We used to teach smaller groups and had more time for the individual and now we can't. So the groups are quite big and you cannot explain in detail to pupils who are a bit behind.

RJF: Thank you.
T.B.: You offer as well, as we talked about, the voluntary programmes after school.

Teachers showing signs of needing to leave.

RJF: Good. Vielen Danke!
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PUPILS' GRIDS: ENGLAND
FOCUS: DARREN
Elements: 13, Constructs: 11, Range: 1 to 5, Context: PE AND SCHOOL SUBJECTS

|                                                                 | 5 | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| DOING SAME THING ALL THE TIME                                    | 4 | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| RELEVANT TO ME AND MY LIFE                                       | 9 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 0 |
| DOING WHAT THE TEACHER SAYS                                     | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 0 |
| CAN HARDLY TALK AT ALL                                          | 8 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |
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| BORING                                                          | 3 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |
| VERY SERIOUS                                                    | 6 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |
| DISLIKE                                                         | 11 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |
| CAN'T KEEP MY ATTENTION                                         | 7 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |
| TEACHER GIVES THE WORK                                          | 5 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |
| LEARNING FACTS                                                  | 10 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |

DOING DIFFERENT THINGS                                           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

NOT RELEVANT TO ME AND MY LIFE                                   | 9 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 0 |

USING MY OWN IDEAS - BEING CREATIVE                              | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 0 |

CAN TALK TO OTHERS                                               | 8 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |

CAN TAKE PART IN LESSONS - INVOLVED                              | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |

EXCITING                                                        | 3 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |

CAN HAVE FUN                                                    | 6 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |

LIKE                                                            | 11 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |

INTERESTING TO ME                                               | 7 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |

WORKING THINGS OUT - LEARNING BETTER                            | 5 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |

LEARNING ABOUT YOURSELF                                         | 10 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |

12 DRAMA                                                        | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

11 ART                                                          | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

5 PE                                                            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

13 TECHNOLOGY                                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

1 HOME ECONOMICS                                                | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

10 MUSIC                                                       | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

3 SCIENCE                                                       | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2 HISTORY                                                      | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

8 RELIGIOUS STUDIES                                             | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

7 GEOGRAPHY                                                     | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

4 ENGLISH                                                      | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

9 FRENCH                                                        | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

6 MATHS                                                        | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
FOCUS: JASON

Elements: 13, Constructs: 11, Range: 1 to 5, Context: PE AND SCHOOL SUBJECTS

NOT RELEVANT TO ME AND MY LIFE
DISLIKE
DOING SAME THING ALL THE TIME
CAN'T KEEP MY ATTENTION
VERY SERIOUS
CAN HARDLY TALK AT ALL
DOING WHAT THE TEACHER SAYS
MONEY WRITING AND SLOW THINGS
TEACHER GIVES THE WORK
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LEARNING FACTS

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12 DRAMA
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WORKING THINGS OUT - LEARNING BETTER
EXCITING
LEARNING ABOUT YOURSELF

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50 40 30 20 10
FOCUS: MELISSA
Elements: 13, Constructs: 11, Range: 1 to 5, Context: PE AND SCHOOL SUBJECTS

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FOCUS: Paula
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DOING DIFFERENT THINGS 4
CAN HAVE FUN 6
CAN TAKE PART IN LESSONS - INVOLVED 1
USING MY OWN IDEAS - BEING CREATIVE 2
WORKING THINGS OUT - LEARNING BETTER 5
EXCITING 3
LIKE 11
RELEVANT TO ME AND MY LIFE 9

CAN TALK TO OTHERS 8
LEARNING FACTS 10
CAN'T KEEP MY ATTENTION 7
DOING SAME THING ALL THE TIME 4
VERY SERIOUS 6
MOSTLY WRITING AND SLOW THINGS 1
DOING WHAT THE TEACHER SAYS 2
TEACHER GIVES THE WORK 5
BORING 3
DISLIKE 11
NOT RELEVANT TO ME AND MY LIFE 9

Drama 12
RELIGIOUS STUDIES 8
FRENCH 9
GEOGRAPHY 7
MATHS 6
ENGLISH 4
HISTORY 2
PE 5
HOME ECONOMICS 1
TECHNOLOGY 13
SCIENCE 3
MUSIC 10
ART 11
FOCUS: SARAH
Elements: 13, Constructs: 11, Range: 1 to 5, Context: PE AND SCHOOL SUBJECTS

CAN HAVE FUN
LEARNING FACTS
CANT KEEP MY ATTENTION
CAN TALK TO OTHERS
TEACHER GIVES THE WORK
DOING WHAT THE TEACHER SAYS
RELEVANT TO ME AND MY LIFE
EXCITING
DOING DIFFERENT THINGS
CAN TAKE PART IN LESSONS - INVOLVED

DISLIKE

12 DRAMA
9 FRENCH
7 GEOGRAPHY
8 RELIGIOUS STUDIES
1 HOME ECONOMICS
5 PE
10 MUSIC
11 ART
13 TECHNOLOGY
3 SCIENCE
2 HISTORY
6 MATHS
4 ENGLISH

60 50 40 30 20 10 0

100 90 80 70
FOCUS: SHAHLIA
Elements: 13, Constructs: 11, Range: 1 to 5, Context: PE AND SCHOOL SUBJECTS

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APPENDIX 14

PUPILS' GRIDS: GERMANY

**Elements:** 13, **Constructs:** 12, **Range:** 1 to 5, **Context:** PE AND SCHOOL SUBJECTS

| USE THE THINGS YOU'VE LEARNED | 11 |
| DISCOURAGING | 10 |
| TECHNICAL | 7 |
| MENTALLY EXHAUSTING | 6 |
| LEARNING THINGS LIKE FORMULAE | 8 |
| TOPICS ARE FIXED | 9 |
| BEING NECESSARY | 2 |
| DRY LEARNING | 1 |
| WRITING | 3 |
| EVERYDAY STUFF AND MONOTONOUS | 5 |
| NO FUN | 4 |
| BORING | 12 |

| DON'T KNOW WHEN TO USE IT AND WHY | 11 |
| IMPROVES SELF CONFIDENCE | 10 |
| CREATIVE | 7 |
| FUN | 6 |
| BEING ABLE TO TALK | 8 |
| CAN MAKE PERSONAL CONTRIBUTION | 2 |
| CAN LET YOURSELF GO | 1 |
| CAN TRY THINGS OUT | 9 |
| OBSERVE AND IMITATE | 5 |
| SOMETHING SPECIAL: VARIETY | 4 |
| EXCITING | 3 |
| INTERESTING | 2 |

| SPORT | 10 |
| MUSIC | 6 |
| ART | 2 |
| PHYSICS | 1 |
| BIOLOGY | 5 |
| POLITICAL EDUCATION | 8 |
| ENGLISH | 13 |
| GEOGRAPHY | 7 |
| CHEMISTRY | 12 |
| RUSSIAN | 11 |
| HISTORY | 3 |
| GERMAN | 4 |
| MATHEMATICS | 9 |
FOCUS: JCE (BOY)
Elements: 13, Constructs: 12, Range: 1 to 5, Context: PE AND SCHOOL SUBJECTS

- CAN LET YOURSELF GO
- BEING ABLE TO TALK
- FUN
- EXCITING
- IMPROVES SELF CONFIDENCE
- INTERESTING
- CAN TRY THINGS OUT
- CREATIVE
- OBSERVE AND IMITATE
- CAN MAKE PERSONAL CONTRIBUTION
- DON'T KNOW WHEN TO USE IT AND WHY
- EVERYDAY STUFF AND MONOTONOUS

2  BEING NECESSARY
8  LEARNING THINGS LIKE FORMULAE
6  MENTALLY EXHAUSTING
4  NO FUN
10  DISCOURAGING
12  BORING
1  DRY LEARNING
7  TECHNICAL
3  WRITING
9  TOPICS ARE FIXED
11  USE THE THINGS YOU'VE LEARNED
5  SOMETHING SPECIAL: VARIETY

- PHYSICS
- GERMAN
- POLITICAL EDUCATION
- MUSIC
- RUSSIAN
- CHEMISTRY
- BIOLOGY
- HISTORY
- ENGLISH
- ART
- SPORT
- GEOGRAPHY
FOCUS: JULIA
Elements: 13, Constructs: 12, Range: 1 to 5, Context: PE AND SCHOOL SUBJECTS

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FOCUS: MARTIN
Elements: 13, Constructs: 12, Range: 1 to 5, Context: PE AND SCHOOL SUBJECTS

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CAN LET YOURSELF GO  | 2
BEING ABLE TO TALK   | 8
FUN                   | 6
SOMETHING SPECIAL: VARIETY | 5
EXCITING             | 4
INTERESTING          | 12
CAN TRY THINGS OUT   | 1
OBSERVE AND IMITATE  | 3
USE THE THINGS YOU'VE LEARNED | 11
IMPROVES SELF CONFIDENCE | 10
CAN MAKE PERSONAL CONTRIBUTION | 9
CREATIVE              | 7

BEING NECESSARY      | 2
LEARNING THINGS LIKE FORMULAE | 8
MENTALLY EXHAUSTING | 6
EVERYDAY STUFF AND MONOTONOUS | 5
NO FUN               | 4
BORING               | 12
DRY LEARNING         | 1
WRITING              | 9
DON'T KNOW WHEN TO USE IT AND WHY | 11
DISCOURAGING         | 10
TOPICS ARE FIXED     | 9
TECHNICAL            | 7

POLITICAL EDUCATION  | 8
ENGLISH              | 19
RUSSIAN              | 11
GERMAN               | 4
MATHEMATICS          | 9
CHEMISTRY            | 12
PHYSICS              | 1
BIOLOGY              | 5
GEOGRAPHY            | 7
HISTORY              | 8
SPORT                | 10
MUSIC                | 6
ART                  | 2
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FOCUS: RAMONA

elements: 13, Constructs: 12, Range: 1 to 5, Context: PE AND SCHOOL SUBJECTS

EVERYDAY STUFF AND MONOTONOUS 5
DRY LEARNING 1
WRITING 3
BORING 12
NO FUN 4
FUN 6
CREATIVE 7
DON'T KNOW WHEN TO USE IT AND WHY 11
BEING ABLE TO TALK 8
CAN LET YOURSELF GO 2
CAN MAKE PERSONAL CONTRIBUTION 9
IMPROVES SELF CONFIDENCE 10

12 SOMETHING SPECIAL: VARIETY
1 CAN TRY THINGS OUT
3 OBSERVE AND IMITATE
12 INTERESTING
4 EXCITING
6 MENTALLY EXHAUSTING
7 TECHNICAL
11 USE THE THINGS YOU'VE LEARNED
8 LEARNING THINGS LIKE FORMULAE
2 BEING NECESSARY
9 TOPICS ARE FIXED
10 DISCOURAGING

12 CHEMISTRY
1 PHYSICS
9 MATHEMATICS
11 RUSSIAN
13 ENGLISH
10 SPORT
8 POLITICAL EDUCATION
5 BIOLOGY
6 MUSIC
2 ART
7 GEOGRAPHY
3 HISTORY
4 GERMAN
FOCUS: SHANNEN
Elements: 13, Constructs: 12, Range: 1 to 5, Context: PE AND SCHOOL SUBJECTS

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| SOMETHING SPECIAL: VARIETY    | 5 |
| INTERESTING                   | 12|
| IMPROVES SELF CONFIDENCE      | 10|
| FUN                           | 6 |
| BEING ABLE TO TALK            | 8 |
| CAN LET YOURSELF GO           | 2 |
| OBSERVE AND IMITATE           | 3 |
| CREATIVE                      | 7 |
| USE THE THINGS YOU'VE LEARNED | 11|

| MUSIC                      | 6 |
| POLITICAL EDUCATION        | 8 |
| BIOLOGY                    | 5 |
| ART                        | 2 |
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| HISTORY                    | 3 |
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| PHYSICS                    | 1 |
FOCUS: alike 2
Elements: 13, Constructs: 12, Range: 1 to 5, Context: PE AND SCHOOL SUBJECTS

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3. Observe and imitate
5. Something special: variety
8. Learning things like formulae
7. Technical
6. Mentally exhausting
12. Boring
1. Dry learning
4. No fun
10. Discouraging
2. Can let yourself go
9. Can make personal contribution
11. Don't know when to use it and why

3. Political education
2. Art
6. Music
10. Sport
5. Biology
12. Chemistry
9. Mathematics
1. Physics
11. Russian
13. English
4. German
7. Geography
3. History
FOCUS: ULRIKE
Elements: 18, Constructs: 12, Range: 1 to 5, Context: PE AND SCHOOL SUBJECTS

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APPENDIX 15

REVIEWS PREPARED FOR PE TEACHERS

These reviews were supplied with list of average pupil ratings on Grids, and arranged according to the school concerned.

1. England

Analysis of Grid Conversations and "Three Things" - Girls

Two Groups emerged with fairly distinctive profiles, although inevitably some of the points overlapped. I have summarised the computerised grid analysis and responses to three things I liked and three things I didn't like about PE in one go, in order to try and keep the documentation simple and to a minimum.

A. Largest group - PE was viewed rather ambivalently:

1. On the one hand they allied with 'modern subjects e.g. technology, in that it represented an active, exploring environment.

2. On the other hand it allied with more traditional subjects e.g. Maths, English, Science, in as far as they are not particularly pupil centred, fairly teacher directed, pupils can't particularly be inventive or creative.

For these pupils exciting lessons equate with working things out and learning better, using your own ideas etc. Learning about yourself equates strongly to being relevant to them and their life and things they like. Being involved equates well with things that are interesting and doing different things. The reverse applies of course.

PE is generally liked and represents a good social environment. It is not a serious subject, in their terms, and is mainly seen as a break from other lessons. Serious lessons i.e. real work for them involves writing, homework and working in classrooms.

Strong feelings exist about clothing, which involves both the "knickers" and having to take off the skirts. This appears to be more than just a comment on the kit itself. Exposure of adolescent bodies in mixed groups seemed as important as comfort and fashion. Differential treatment of gender groups? Showers tended to be dismissed as irrelevant and a poor environment.

Insufficient choice was mentioned frequently and dislike of a cold environment.
Dance, particularly with modern music was liked, lessons were frequently seen as fun and satisfaction at working with groups/teams was mentioned frequently. The social experience was important to them. Working with apparatus and equipment was liked.

The pupils were ambivalent as a group about working with boys - some thought everything should be mixed and they should do all the "boys" sports, others felt it was difficult with boys in the group.

B. Small but distinctive group.

PE for these pupils was allied strongly to History, Maths and Geog. in that they were teacher directed and boring.

It also equated with History, Music and Science in as far as it was not relevant to them and their lives.

For these pupils things that were disliked were those that were not relevant. In common with the other group, compulsion was not liked and in their eyes seems, as far as I am able to comment, to be counter to their view of the subject as a relaxing break, fun etc. The notion of choice, using your own ideas was important and not being met sufficiently well in their view (This was the case for some in the other group); interesting in view of the school's and department's philosophy which has a strong individualistic thrust.

Teacher directed approaches equated strongly with subjects being boring. PE was seen as fairly slow and couldn't keep their attention.

These pupils disliked being forced to do things they couldn't do (so did some of the others), disliked competition and found demonstrating in front of a group embarrassing.

Comments on the clothing, showers and environment are the same as other group.

Analysis of Grid Conversations and "Three Things" - Boys

The boys were more homogenous as a group and distinctive sub-groups could not be identified.

In general PE was seen as an active, exploratory subject which was varied and interesting.

In general it was felt that you learn about yourself and that it was relevant to them and their lives.

PE frequently grouped with drama and art as subjects where you could work things out, be involved and generally have a good interactive social experience.
Excitement, interest and variety all equated strongly for these pupils. Learning about yourself and working things out—learning better were linked strongly.

There were a number who felt that lessons were teacher directed. Whether this matters depends on what you profess to be doing.

Like the girls PE is seen primarily as a relaxing break from the serious stuff of learning, and getting outside the classroom was mentioned frequently. No writing, no homework and fun were important.

It was the doing of sport which was mentioned most frequently and working with groups on varied things was important.

Boring sports, gymnastics was identified, were disliked as were lessons where there was a lot of talking - HRF/Ex was mentioned by a few. Some mentioned disliking doing what they are not good at and compulsion, but not as strongly as the girls.

Showers were viewed pretty much as the girls saw them and kit was mentioned, in a fashion sense.

2. Germany

Following my discussions with the pupils and after analysing their responses I should like to share with you some information which we can then discuss.

Please be kind enough to bear in mind that pupils trusted me with this information, and although I told them that I would share the group's feelings with other people, it would not be right to confront them with their views if we agree or disagree with what they have said. I have outlined how they feel about Sport lessons in school; I offer it to you to help understand what your pupils think, and as a contribution to curriculum development in your school. It is not a judgement, or praise, or criticism, it is simply information which may be of interest to you and, hopefully, of help as the new curriculum unfolds.

General

The information came from two sources. Firstly I had some detailed conversations to discover the sort of criteria pupils use when thinking about Sport in relation to other lessons. They then decided how Sport was viewed on these criteria and recorded it on a form. I also asked them to write down three things they liked about PE and three things they didn't like. I have summarised all this into a short report for you. Although I did not ask them to comment on the teachers, a number of pupils said that experienced and good teachers was a helpful feature of Sport. Several pupils, but not many, commented on the poor facilities and conditions.
Overall the average ratings the pupils gave to Sport (on a range of 1-5) is shown on the form attached, which I have adapted from the one the pupils filled in. PLEASE NOTE THAT 1 - 5 DOES NOT MEAN BETTER OR WORSE - IT MEANS MORE TO ONE SIDE OR THE OTHER - E.G. MORE TECHNISCH OR MORE KREATIV, OR A BIT OF BOTH IF IT IS A 3. I have used the Sport column to gives the average rating for the group on each pair of criteria and I have rubbed out the two subjects on either side to show the average rating for Sport for Junge (J) and Madchen (M). As you can see there are some significant differences between the views of boys and girls - it was exactly the same in England where they are all taught together for most of their programme - so most of the summary is presented separately for the sexes.

The criteria that the pupils considered were the most important for lessons have been asterisked: e.g. you can see that an important criteria for them was:

Etwas personliches einbringen.......................... Themen sind festgelert

Boys

The boys were fairly homogenous in their view of Sport lessons. In general it was viewed as an interesting and relaxing subject which was valued for its break from other lessons and the opportunity it afforded for letting off steam. It is viewed as non-serious in the sense that many other lessons involve writing, deep thinking etc. About half of them were unsure as to when they would use the things they learned and the process of learning was viewed mainly as observing and imitating.

For these pupils there was a strong correlation between being able to work things out in lessons, improving your self confidence and lessons that were exciting. Making a personal contribution linked quite well to knowing when to use the things you've learned. Sport did not link consistently to any other subject although it was often associated with art and music.

Being able to move around freely and working with others, particularly in games, was liked and variety was important. Dislikes were often associated with lessons that were too demanding, too strenuous. A preference for more choice with less adherence to the set curriculum was mentioned several times and tests were disliked by several pupils.

Most of the pupils were generally associated with this pattern.
Girls

The girls had two identifiable groups in several important respects - just as they did in England.

The larger group liked being active, saw Sport as a relaxing break from normal lessons, found it to be a good social experience and generally liked to see it as fun.

The other group, smaller but a group none the less, found Sport to be rather dull and not particularly relevant to their life. They particularly disliked strenuous effort and demanding lessons and felt that the programme was rather too inflexible and in need of more personal choice. They couldn't see when they would use what they had learned and for several of them Sport was a discouraging experience. The words were different but an identifiable group in England said much the same thing. This group could see Sport as having possibilities for relaxation and it was welcomed by all as an opportunity to enjoy a good social experience.

In general for the girls, variety and trying things out linked with enjoyment and interesting lessons. Improving self confidence often associated with being able to try things out, having fun and being creative.

For all the girls the social nature of Sport was important and letting off steam was mentioned by many of them. Using their own ideas was regarded as important and one of the basic reasons for disliking Sport was that it could be impersonal, you had to do everything that was in the syllabus and it lacked personal choice. A number of the girls mentioned a dislike of demanding and strenuous lessons and there was a group who expressed concern over the risky, dangerous nature of Sport.