

Scheme of Work 2020 - 2021
Subject: Level 2 National Cambridge Certificate

Year Group: 10

Specification: National Cambridge Certificate - Sport

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
1&2	Introduction to new qualification, features of the unit and method of assessment.	<ul style="list-style-type: none"> • Introduce the types of questions that have been used in past papers. 	<ul style="list-style-type: none"> ○ Multiple choice questions ○ Tick boxes in tables ○ Fill in the blanks in a paragraph/table ○ True/False questions ○ Drawing link lines to correct answers ○ Answers using sentences ○ Q15* - the 8-mark levelled question <ul style="list-style-type: none"> • Question's Key Command words <ul style="list-style-type: none"> ○ Give ○ Identify ○ Suggest ○ Describe ○ Explain why ○ State your reason ○ Which of the following ○ What are What does <p>In what ways</p> <p>Key command word exercise –</p> <p>Learners are given a picture of the front of a house – includes car on drive, people walking</p>		<p>Complete specification - https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/</p> <p>Delivery guide - https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>Past papers and Mark Schemes – in Assessment area of website - https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>past, suspicious person in garden by side window of house.</p> <p>Questions are be made up by teacher using common command words.</p> <p>Examples:-</p> <p>Describe the house. Identify three places you could enter the house. Describe the car. Identify anyone looking suspicious in the scene. Give reasons/state your reason for your choice. Explain/in what ways could the person 'break in' to the house. Suggest ways to make the house more secure.</p>		<p>studies-level-1-2-j803-j813/assessment/</p> <p>Resource link – covering R051 and R052 https://www.ocr.org.uk/Images/68551-resources-links.pdf</p>	
3&4	<p>Learning Outcome 1: Understand the issues which affect participation in sport</p>	<p>The different user groups who may participate in sport</p>	<p>Who are the different groups recognised in the Unit Spec?</p> <p>Learners make a list of the different groups they feel exist.</p> <ul style="list-style-type: none"> • ethnic minorities • retired people/people over 50 • families with young children • single parents • children • teenagers • disabled • unemployed/economically disadvantaged • working singles and couples <p>Are there any specific needs for each of the user groups? What is a need?</p>	<p>Exam question (multiple choice) – User groups</p>	<p>Resource link covering whole unit (R051) https://www.ocr.org.uk/Images/221133-resources-links.pdf</p> <p>Lesson element: Issues which affect participation in sport</p> <p>Instructions and answers for teachers - https://www.ocr.org.uk/Images/221126-issues-which-affect-participation-in-sport-teacher-instructions.pdf</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>

			<p>Add to list/ produce a table.</p> <p>Can users belong to different groups? example</p> <ul style="list-style-type: none"> • People over 50 • Disabled • Ethnic minority • Unemployed 			
5&6	LO1	The possible barriers which affect participation in sport (with reference to the different user groups)	<p>What is a barrier? What are the barriers to participation?</p> <ul style="list-style-type: none"> • Employment/time • Work/family commitments • Disposable income • Accessibility of facilities/equipment • Lack of role models • Provision of activities • Awareness of activity provision <p>Portrayal of gender issues</p>	Exam question multiple choice – Barriers to participation	<p>Lesson element: Barriers to participation</p> <p>Delivery guide page 5. https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>Resource link pages 3 – 5. https://www.ocr.org.uk/Images/221133-resources-links.pdf</p> <p>Task 1 -Word doc https://www.ocr.org.uk/Images/122757-barriers-to-participation.doc</p> <p>https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/planning-and-teaching/ and PDF teacher resource https://www.ocr.org.uk/</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

					Images/122758-unit-r051-barriers-to-participation-teacher-instructions.pdf	
7&8	LO1	The solutions to barriers which affect participation in sport.	<ul style="list-style-type: none"> • Provision • Promotion • Access <p>Task 1 – https://www.ocr.org.uk/Images/122757-barriers-to-participation.doc https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/planning-and-teaching/</p>	Exam question - 4 marks – solutions to barriers	<p>Delivery guide page 5 https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>and PDF teacher resource https://www.ocr.org.uk/Images/122758-unit-r051-barriers-to-participation-teacher-instructions.pdf</p>	
9&10	LO1	The factors which can impact upon the popularity of sport in the UK.	<p>Introduction activity Learners could participate in a class survey to see which activity is the most popular in their class.</p> <p>Participation Provision The environment and climate Spectatorship Role models Social acceptability</p>		<p>R052 Introductory presentation (ppt) Slides 3 - 7 https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/planning-and-teaching/</p> <p>Current trends in popularity of sports in the UK. Sport England – Active lives survey https://www.sportengland.org/media/13217/v-mass-markets-digital-</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

					<p>content-editorial-team-active-lives-march-2018-active-lives-adult-survey-nov-16-17-final.pdf</p> <p>Delivery guide page 6. https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p>	
11&12	LO1		LO1 content test preparation and test		<p>Exam builder Use free OCR resource – OCR ExamBuilder to build bespoke exam/assessments specific to LO1.</p> <p>https://exambuilder.ocr.org.uk/marketing/Security/login</p> <p>Past papers and Mark Schemes – in Assessment area of website - https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/assessment/</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

13&14	LO1/ LO2 Learning Outcome 2: Know about the role of sport in promoting values	Sporting values	<p>Test feedback – purple pen</p> <p>Values which can be promoted through sport</p> <ul style="list-style-type: none"> • team spirit • fair play • citizenship • tolerance and respect • inclusion • national pride • excellence <p>Lesson Element - https://www.ocr.org.uk/Images/221128-the-role-of-sport-in-promoting-values-teacher-instructions.pdf Task 1 and Task 2 tasks</p> <p>https://www.ocr.org.uk/Images/221127-the-role-of-sport-in-promoting-values.doc</p>	Exam question – 5 marks sporting values	<p>R052 Introductory presentation (ppt) Slides 8 - 10 https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/planning-and-teaching/</p> <p>Delivery guide page 7. https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>Resource link page 7. https://www.ocr.org.uk/Images/221133-resources-links.pdf</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
15&16	LO2	Olympics and sporting initiatives	<p>The Olympic and Paralympic movement</p> <ul style="list-style-type: none"> • The creed • The symbol • The Olympic and Paralympic values <p>Lesson Element - https://www.ocr.org.uk/Images/221128-the-role-of-sport-in-promoting-values-teacher-instructions.pdf Task 3 and Task 4</p> <p>Other initiatives and events which promote values through sport (e.g. FIFA’s ‘Football for Hope’ campaign, ECB’s ‘Chance to Shine’ programme, Sport Relief, Premier League’s Examples on Youth Sport Trust website</p>	Exam question long answer – Olympic/Paralumpic movement	<p>Delivery guide page 7. https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>Delivery guide page 8. https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>Examples on Youth Sport Trust website</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			http://www.youthsporttrust.org/how-we-can-help/programmes.aspx		http://www.youthsporttrust.org/how-we-can-help/programmes.aspx	
					Delivery guide page 8. https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf	
17&18	LO2	The importance of etiquette and sporting behaviour of both performers and spectators.	<p>The importance of etiquette and sporting behaviour of both performers and spectators.</p> <p>What do the following terms mean?</p> <ul style="list-style-type: none"> • Etiquette <ul style="list-style-type: none"> ○ Performers ○ Spectators • Sportsmanship • Gamesmanship <p>Examples of each Importance of each</p> <p>The A-Z of cheating in sport http://www.theguardian.com/sport/2009/oct18/cheating-in-sport</p> <p>Sports initiatives to break down barriers.</p> <ul style="list-style-type: none"> • Kick out racism in football <ul style="list-style-type: none"> ○ Why does the campaign exist ○ Aims ○ Examples • Sporting Equals <p>Website link 'Kick out racism in football'. http://www.kickitout.org/about/</p>	<p>Exam question – 2 marks – sportsmanship/gamesmanship</p> <p>Exam question – 1 mark – name a sport initiative to break down barriers</p>	<p>Delivery guide page 8. https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>Resource link pages 9 - 11 https://www.ocr.org.uk/Images/221133-resources-links.pdf</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>Sporting equals http://www.sportingequals.org.uk/about-us/</p> <p>Women in sport https://www.womeninsport.org/</p> <p>This Girl Can https://www.sportengland.org/our-work/women/this-girl-can/</p>			
19&20	LO2	PED's (Performance enhancing drugs)	<p>The use of performance-enhancing drugs in sport, i.e.</p> <ul style="list-style-type: none"> • Reasons why they are used • Reasons against use <p>World Anti-Doping Agency (WADA), i.e.</p> <ul style="list-style-type: none"> • whereabouts rule • testing methods, i.e. blood sample collection, urine sample collection, hair sample collection, nail sample collection • current initiatives (e.g. sanctions) 	Exam question – 6 marks – reasons for and against drug taking	<p>Doping in sport – What is it and how is it being tackled? BBC sport article https://www.bbc.co.uk/sport/athletics/33997246</p> <p>World Anti-Doping Agency website https://www.wada-ama.org/en/what-we-do</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
21&22	LO2	Drug offence's	<p>Drug offences by elite performers (e.g. Dwain Chambers, David Millar)</p> <p>Gaining a greater awareness of scale of drug misuse in UK alone.</p> <ul style="list-style-type: none"> • Independent research • Feedback to class <ul style="list-style-type: none"> • Impact of drug taking on the reputation of sport (e.g. mistrust of results/events such as Tour de France as a result of so many scandals) 	Exam question – 2 marks – name drug violators	<p>Current violators - UK Sport Anti-Doping website area. https://ukad.org.uk/anti-doping-rule-violations/current-violations/</p> <p>Is drug taking 'fast becoming a crisis?' https://www.bbc.co.uk/sport/38884801</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> Ethical issues related to drug taking (e.g. should there be a distinction between use of performance enhancing drugs and recreational drugs?) <p>Class discussion/debate</p> <p>LO2 test preparation</p>		<p>Why we should allow performance enhancing drugs in sport – BMJ article</p> <p>https://bjsm.bmj.com/content/38/6/666#block-system-main</p>	
23&24	LO2		LO2 Learning Outcome 2: Know about the role of sport in promoting values test		<p>Past paper and Mark Scheme from Assessment area of website -</p> <p>https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/assessment/</p> <p>Or</p> <p>Exam builder</p> <p>Use free OCR resource – OCR ExamBuilder to build bespoke test.</p> <p>https://exambuilder.ocr.org.uk/marketing/Security/login</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
25&26	LO2/LO3 Understand the importance of hosting major sporting events	Features of a major sporting event	<p>The features of major sporting events</p> <ul style="list-style-type: none"> Regularity Scheduling Regular and recurring International element Level of investment 		<p>Delivery guide page 9, Activity 1</p> <p>https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>Lesson element Task 1</p> <p>https://www.ocr.org.uk/Images/221130-hosting-</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

					major-sporting-events-teacher-instructions.pdf https://www.ocr.org.uk/Images/221129-hosting-major-sporting-events.doc	
27&28	LO3	Benefits/drawbacks from hosting an Major Sporting Event	<p>Researching sporting events</p> <p>Delivery guide page 9, Activity 2 https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>The potential benefits and drawbacks of cities/countries hosting major sporting events</p> <ul style="list-style-type: none"> • Benefits • Drawbacks <p>Learners can mind map the potential benefits of hosting a major sporting event. These might include benefits to:</p> <ul style="list-style-type: none"> • The host country • The economy • The public • The participants • The sports <p>Once learners have a list they can explain why and in what way each aspect they have highlighted may benefit. Learners' thoughts can be recorded on Lesson Element The role of sport in promoting values. Lesson Element Task 2 https://www.ocr.org.uk/Images/221130-hosting-major-sporting-events-teacher-instructions.pdf</p>	Exam question – 3 marks - benefits of a major sporting event	Delivery guide page 10, Activity 3 https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>https://www.ocr.org.uk/Images/221129-hosting-major-sporting-events.doc</p> <p>The potential benefits and drawbacks of cities/countries hosting major sporting events</p> <ul style="list-style-type: none"> • Drawbacks <p>Learners can mind map the potential drawbacks of hosting a major sporting event. These might include drawbacks for:</p> <ul style="list-style-type: none"> • The host country • The economy • The public • The participants • The sports <p>Once learners have a list they can explain why each aspect may be negatively affected and in what way each aspect they have highlighted may suffer. Learners' thoughts can be recorded on Lesson Element The role of sport in promoting values.</p>			
29&30	LO3	Legacy of events	<p>Potential legacy What is a Legacy?</p> <ul style="list-style-type: none"> • Sporting • Social • Economic <p>Class Debate</p> <p>Is it worth the cost to 'host the Olympic games?'</p> <p>Preparation for LO3 test</p>		<p>Delivery guide page 10, Activity 5 https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>Resource Link page 12 http://www.debate.org/opinions/is-it-worth-the-cost-to-host-the-olympic-games</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

31&32	LO3		LO3 topic Test		<p>Exam builder Use free OCR resource – OCR ExamBuilder to build bespoke exam/assessments specific to LO1.</p> <p>https://exambuilder.ocr.org.uk/marketing/Security/login</p> <p>Past papers and Mark Schemes – in Assessment area of website - https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/assessment/</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
33&34	LO3/4 Know about the role of national governing bodies in sport	National Governing Bodies	<p>LO3 test feedback - purple pen</p> <p>LO4 What is a National Governing Body (NGB)? Activity 1 https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>What do NGBs do?</p> <ul style="list-style-type: none"> • Promotion • Development • Infrastructure • Policies and initiatives • Funding • Support <p>Activity 2</p>	Exam question – 2 marks - NGBs	<p>Delivery guide page 11, Lesson element https://www.ocr.org.uk/Images/221132-the-role-of-national-governing-bodies-in-sport-teacher-instructions.pdf</p> <p>https://www.ocr.org.uk/Images/221131-the-role-of-national-governing-bodies-in-sport.doc</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf			
35&36	LO4	NGB's	<p>Promotion and participation</p> <p>The teacher could ask learners to select one NGB (or could allocate to ensure a cross section) to focus on. Ask learners to use the NGB's website and any other sources (local officers for example) to find out how the NGB:</p> <ul style="list-style-type: none"> • Encourages new participants • Supports performers • Publicises the sport • Ensures equal opportunities for all • Promotes etiquette and fair play <p>Learners can record their findings on Lesson Element The role of national governing bodies in sport and create a presentation, poster, webpage or similar to share their findings with others.</p>	Exam question – long answer – promotion and participation	<p>Delivery guide page 11, Activity 3</p> <p>https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>Lesson element Task 2 https://www.ocr.org.uk/Images/221132-the-role-of-national-governing-bodies-in-sport-teacher-instructions.pdf</p> <p>https://www.ocr.org.uk/Images/221131-the-role-of-national-governing-bodies-in-sport.doc</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
37&38	LO4	NGB's	<p>Development and structure of NGBs</p> <p>The teacher could ask learners to select a different NGB (or could allocate to ensure a cross section) to focus on. Ask learners to use the NGB's website and any other sources (local officers for example) to find out about the NGBs:</p> <ul style="list-style-type: none"> • Support of participants at grass roots level 	Exam question – long answer – development, structure and funding	<p>Delivery guide page 12, Activity 4</p> <p>https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf</p> <p>Lesson element Task 3</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

		<ul style="list-style-type: none"> • Development pathway from grass roots to elite performance • Support of elite performers • Coaching awards, award schemes and work in schools • Training of officials • Competitions and tournaments <p>Learners can record their findings on Lesson Element The role of national governing bodies in sport and create a presentation, poster, webpage or similar to share their findings with others.</p> <p>Funding</p> <ul style="list-style-type: none"> • Where does the money come from? • Where does the money go? 		https://www.ocr.org.uk/Images/221132-the-role-of-national-governing-bodies-in-sport-teacher-instructions.pdf https://www.ocr.org.uk/Images/221131-the-role-of-national-governing-bodies-in-sport.doc	
		<p>Preparation for external UNIT exam R051 Contemporary Issues in Sport</p> <p>Reminders</p> <ul style="list-style-type: none"> ○ 1 hour exam ○ 15 questions ○ 60 marks <p>Q15* - levelled question</p>		<p>Past paper and Mark Scheme from Assessment area of website - https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/assessment/</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>