

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

Year Group: 11

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 the unit and understanding the key terms used in assignment briefs	<ul style="list-style-type: none"> - Will know the amount of tasks they will need to complete in the unit - Will gain an understanding of what is meant by the marking brackets - Understand how many marks they will need to get in this unit to get their target grades - Understand the command words that are used in the assignment briefs 	<ul style="list-style-type: none"> - Give a copy of the URS sheets to them and see if they can highlight or recognise where the key words are - What does MB mean? - What are each of the tasks and what will they need to do in each of them - How many marks do they think they need to get to get there target grade if split equally over the four units - To fill in match the key word to their definition so they know what they will need to do - Plenary: they will think of something that means a lot to them, and will need to answer questions based on what they have chosen. They will then pass the piece of information to someone else in the class and see if they can guess what is being wrote about. 		Unit Record Sheet: https://www.ocr.org.uk/Images/73045-unit-r054-unit-recording-sheet-urs153-.pdf	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
3&4	LO1: Know how sport is covered	<ul style="list-style-type: none"> - Will know how media is covered across all television media outlets 	<ul style="list-style-type: none"> - Starter: have a picture of the different sports that are televised. Ask the students if they are able to identify any of the sports and maybe the TV channel 	Worked completed on their worksheets	Do extra research on the different sports that are shown on TV.	C1, C3, C5, SO7, SP1, SP2,

	in the media	<ul style="list-style-type: none"> - Examples of sports that are covered on these different television sources 	<p>they are shown on. Challenge: could they name the type of television it is shown on.</p> <ul style="list-style-type: none"> - Students can make notes on the different television media sources ready for a matching task later on in the lesson. Information on the slides will be based on: <ul style="list-style-type: none"> - Terrestrial - Satellite - Pay-per-view - Give out a differentiated worksheet which is colour coordinated to the pupils where they will need to identify the different television media outlets, then start to describe them and then finally find examples of these from a wide range of different sports. - Plenary: go back to the starter slide and see if they are able to do any better than what they did before the start of the lesson. Challenge: can they name any different sports that may be shown that are different to the ones shown. 		Articles to help with research: <ul style="list-style-type: none"> - https://yougov.co.uk/topics/arts/articles-reports/2017/04/13/terrestrial-sport-tv - https://en.wikipedia.org/wiki/Sky_Sports - https://www.bt.com/sport/box-office/ - https://en.wikipedia.org/wiki/Pay-per-view 	SP3, SP9, SP10
5&6	LO1	<ul style="list-style-type: none"> - Will know how media is covered across all written press media outlets - Examples of sports that are covered on these different written press sources 	<ul style="list-style-type: none"> - Starter: have examples of newspapers talking about different sports for the class to have a look at. See if they can see the difference between each of them, what sports are shown in each of them, how much of them is made up of sports, are they mainstream or are they upcoming sports. - Go through PowerPoint and get them to make note based on the different written press media outlets, including: <ul style="list-style-type: none"> - Newspaper - Broadsheet and tabloid - Magazines 	Completed article for the written press media source		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> - Books - Fanzines - Get the class to create an article to go into one of these different types of media sources based on the information they have given to them about it all based on a sport that is likely to be shown in one of these. - Plenary: Get the written press sources back out and see if they are able to name any of these better than before and be able to spot anything different from what they have done before. 			
7&8	LO1	<ul style="list-style-type: none"> - Will know how media is covered across all radio media outlets - Examples of sports that are covered on these different radio sources 	<ul style="list-style-type: none"> - Have some clips of radio broadcasts of sports on the board and see if the class can tell what sport is being covered. Challenge: what radio station is it on? - Go through powerpoint on the different radio stations/coverage there is when looking at this type of media source, including: <ul style="list-style-type: none"> - Dedicated sports radio stations - Local radio coverage - National radio coverage - Internet radio stations - Class to split up into groups to look into one of these types of radio station/coverage. Needing to look at what sports are covered, how they are speaking on the radio station, how big is the event being broadcasted. - From the research they will need to design their own radio coverage piece based on a mini video clip they have found on the sport. - Plenary: Back to the starter activity but this time see if they are able to state 	Script and performance on the radio station/coverage they have been given to look at.		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			what type of radio station/coverage it is being shown.			
9&10	LO1	<ul style="list-style-type: none"> - Will know how media is covered across all internet media outlets outlets - Examples of sports that are covered on these different internet sources 	<ul style="list-style-type: none"> - Starter: have a question that asks the class about the different types of internet media sources there are and to see if they can find examples of these - Go through the PowerPoint based on all of these different sources, including: <ul style="list-style-type: none"> - Blogs - Video-sharing sites - Social media - Fansites - Live Streams - P2P sharing - Podcasts - Students can pick 2 or 3 of these different media sources and see if they can see the differences there are of each one of them. - Create an information sheet based on these and do it in detail so they can be shared with others in the class to help with the assignment when it comes to completing it. 	Completed information sheets.		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
11&12	LO1	Assessment Preparation	<ul style="list-style-type: none"> - Starter: get the pupils to write down all of the different sports they can think of that may be different from what others may have. Get each student to name a sport they have on the list, if it is the same as somebody else's they must cross it off. See who has the most left at the end. - Give the class examples of what a good poster looks like so they can see how they could design theirs for their assessment. 		<ul style="list-style-type: none"> - different posters that show how a poster should be designed - A copy of MB1 and MB3 quality of work - Worksheets for them to work through 	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> - Give them worksheets on all of the different worksheets for them to work through based on the information they could include in their work to help them when it comes to writing up the piece of coursework. - Show the class examples of MB1 and MB3 work to see the difference in the quality of the work produced to gain the grades needs and go through a checklist of what to include to get the best marks possible when completing the piece of work 			
13&14	LO1	Assessment	<ul style="list-style-type: none"> - To create, complete and submit a poster based on how sport is covered across the media 	<ul style="list-style-type: none"> - A poster which includes how sports is covered across the media by: <ul style="list-style-type: none"> - Television - Written Press - Radio - Internet 		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
15&16	LO2: Understand the positive effects that the media can have on sport	<ul style="list-style-type: none"> - Will know the positive effects media can have on sport - Will know examples of these from a wide range of different sports 	<ul style="list-style-type: none"> - Starter: Get pupils to write down any positive things that they have seen in sport and what impact this may have had on that particular athlete/sport - Go through the powerpoint about the different positive effects media can have on sport, including: <ul style="list-style-type: none"> - increased exposure of minority sports 	Completed differentiated worksheets on the positive effects media can have on sport	<ul style="list-style-type: none"> - Worksheets 	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> - increased promotional opportunities - education - increased income - inspiring people to participate - competition between sports and clubs <ul style="list-style-type: none"> - Give out a worksheet for them to work through which could help them with the task that is going to set for them the week after and for the assessment that they have on this learning objective - Plenary: go back to the starter they have had previously and see if they are able to link the positive effect they have mentioned to one of the heading that have been covered within the lesson/s. Challenge: Can you make any links to the other modules you have covered during this course? 			
17&18	LO2	<ul style="list-style-type: none"> - To recover the positive effects media can have on sport - Be able to make links to other units of the course 	<ul style="list-style-type: none"> - Starter: See how many of the positive effects the class can remember from a sentence that summarises them. - In groups, the class will be creating an informational poster on A3 around the 6 different positive effects that media can have on sport to practice how to create and lead a presentation. - They will need to think about the links it can make to other units they have studied within the course, in particular RO51 - In their groups to present the informational poster they have made within the lessons. 	Informational poster created in their groups		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

19&20	LO3: Understand the negative effects media can have on sport	<ul style="list-style-type: none"> - Will know the negative effects media can have on sport - Will know examples of these from a wide range of different sports 	<ul style="list-style-type: none"> - Starter: Get pupils to write down any negative things that they have seen in sport and what impact this may have had on that particular athlete/sport - Go through the powerpoint about the different negative effects media can have on sport, including: <ul style="list-style-type: none"> - Decline in live spectatorship - Loss of traditional values - Media coverage of inappropriate behaviour - Increased pressure on officials - Newspapers are dominated by a few sports - Saturation - Give out a worksheet for them to work through which could help them with the task that is going to set for them the week after and for the assessment that they have on this learning objective - Plenary: go back to the starter they have had previously and see if they are able to link the negative effect they have mentioned to one of the heading that have been covered within the lesson/s. Challenge: Can you make any links to the other modules you have covered during this course? 	Completed differentiated worksheets on the negative effects media can have on sport	- Differentiated worksheets	
21&22	LO2	<ul style="list-style-type: none"> - To recover the negative effects media can have on sport - Be able to make links to other units of the course 	<ul style="list-style-type: none"> - Starter: See how many of the negative effects the class can remember from a sentence that summarises them. - In groups, the class will be creating an informational poster on A3 around the 6 different negative effects that media can have on sport to practice how to create and lead a presentation. - They will need to think about the links it can make to other units they have 	Informational poster created and presented in their groups		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>studied within the course, in particular RO51</p> <ul style="list-style-type: none"> - In their groups to present the informational poster they have made within the lessons. 			
23&24	LO2 and 3 assessment prep	<ul style="list-style-type: none"> - To recap knowledge of the past two learning aims that have been covered - To know what is expected from completing this assessment - To get everything needed ready to complete the assessment 	<ul style="list-style-type: none"> - Recap the information the pupils should know about the positive and negative effects media can have on sport through the use of a quiz - Get the class to create concise notes of the two different areas and what is included in them through the use of a poster or a leaflet to help with the information to include in their assessment. - Go through and highlight the key points on the URS and marking band 1 and 3 examples to know what is expected of them to complete. - Go through assignment brief on what they have to do in order to complete this learning aim 	<ul style="list-style-type: none"> - posters/leaflet on the positive and negative effects media can have on sport - Highlighted URS and marking band sheets - Quiz results 	<ul style="list-style-type: none"> - example of marking band 1 and 3 work - URS sheets - Access to the quiz questions after the lesson to help with research <p>Links - https://teaching.shu.ac.uk/hwb/sport/techandinov/showcase0809/paul_a_price/sportandthemedia.html</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
25&26	LO2 and 3	Assessment	<ul style="list-style-type: none"> - To create a PowerPoint presentation and script on the positive and negative effects media can have on sport 	<ul style="list-style-type: none"> - Completed powerpoint and script 	<ul style="list-style-type: none"> - Notes they have created to help them complete this assignment 	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
27&28	LO2 and 3	Assessment	<ul style="list-style-type: none"> - To create a PowerPoint presentation and script on the positive and negative effects media can have on sport 	<ul style="list-style-type: none"> - Completed powerpoint and script 	<ul style="list-style-type: none"> - Notes they have created to help them complete this assignment 	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
29&30	LO4: Understand the	<ul style="list-style-type: none"> - To know the relationships 	<ul style="list-style-type: none"> - Starter: Have some pictures of the relationship that media and sport can have. Can the class come up with the 	<ul style="list-style-type: none"> - Completed storyboards of the 		C1, C3, C5, SO7, SP1, SP2,

	relationship between sport and the media	<p>between sports and the media</p> <ul style="list-style-type: none"> - To know some examples of these relationships the impact it can have on the promotion of sport 	<p>relationship and go into detail about the impact these may have. Challenge: Can they think of any of their own that they have seen when watching or looking at different media sources.</p> <ul style="list-style-type: none"> - Go through the powerpoint based on the first three points mentioned through the use of a powerpoint presentation, these include: <ul style="list-style-type: none"> - How media uses sport to promote itself - How sport uses the media to promote itself - Sport as a commodity - Get pupils to create a storyboard of these three areas looked at and try to find as many examples of this happening within as many sports as possible to help them come to a conclusion of the impact these relationships can have in sport. Challenge: how have these changed over time and how do they influence each other? 	relationships between sports and the media.		SP3, SP9, SP10
31&32	LO4	<ul style="list-style-type: none"> - To know the relationships between sports and the media - To know some examples of these relationships the impact it can have on the promotion of sport 	<ul style="list-style-type: none"> - Have copies of the storyboards completed from the previous lesson and ask the class if from the information they have put down on these sheets they can remember the relationship being talked about, how this has changed over time and how sport and media influence each other. - Go through the powerpoint based on the remaining points mentioned through the use of a powerpoint presentation, these include: <ul style="list-style-type: none"> - Sponsorship and advertising 	<ul style="list-style-type: none"> - Completed storyboards of the relationships between sports and the media. 		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> - Adoption and rejection of sporting heroes by the media - How scrutiny and criticism through the media have increased - The impact of pay-per-view <p>- Get pupils to create a storyboard of these three areas looked at and try to find as many examples of this happening within as many sports as possible to help them come to a conclusion of the impact these relationships can have in sport. Challenge: how have these changed over time and how do they influence each other?</p>			
33&34	LO4	Assessment prep	<ul style="list-style-type: none"> - Research into what a scrapbook is and what needs to be included in one of them. - Look at URS sheet on what is needed for them to do and highlight any words they think is key to help them complete the assessment - Go through the examples of work given to see the amount and quality of information is needed to achieve MB1 or MB3. - Look at storyboards created over the past lessons and see what information they could use from this to help with writing and completing the assessment 	<ul style="list-style-type: none"> - Notes on research made on scrapbooks - Highlighted URS and Exemplar work - Annotated storyboards 	<ul style="list-style-type: none"> - URS sheet - Example of MB1 and MB3 work 	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
35&36	LO4	Assessment	<ul style="list-style-type: none"> - To create a scrapbook based on the relationship between sports and the media from the information gathered 	Completed scrapbook	<ul style="list-style-type: none"> - Notes collected from the lesson - Storyboards created from notes taken - URS sheets 	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

37&38	LO4	Assessment	<ul style="list-style-type: none"> - To create a scrapbook based on the relationship between sports and the media from the information gathered 	Completed scrapbook	<ul style="list-style-type: none"> - Notes collected from the lesson - Storyboards created from notes taken - URS sheets 	
39&40	LO5: Be able to evaluate media coverage of sport	<ul style="list-style-type: none"> - To know the aspect which may influence coverage of a story 	<ul style="list-style-type: none"> - Starter: find a story in sport that you have seen or heard about, I want you to think about which form of media you heard, saw or listened to the story? Now make a list of the reasons that made the story seem interesting to you. Challenge: Did you hear, see or listen about the story from a different source and how was this different? - Go through the information on the powerpoint based on the aspects which may influence coverage of a story or item, which includes: <ul style="list-style-type: none"> - type or brand of media outlet - competition with other media outlets - Target audience - timing of the event, story or item - Popularity, notoriety or size of the individual, club or organisation being covered. - Find a story based on what you have found at the start of the lesson and see if you can fill in the table that has been handed out based on that article. Remember to keep it safe 			C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

41&42	LO5	<ul style="list-style-type: none"> - To know what features of the coverage may vary from one media outlet to another. 	<ul style="list-style-type: none"> - Matching game based on what was taught and learnt in the previous lesson with a description of what it is to the name of the heading. - Have two different media outlets on the boards with some of the information they have in their and the headline they use. See if the class can spot anything that is different or the same between the two outlets and how this may be. - Go through the powerpoint presentation made for this with information on: <ul style="list-style-type: none"> - Representation of the issue, organisation or individual involved - Method of reporting - Format and presentation - Potential Bias - Extent of the coverage - Duration of the coverage - On the same story as previously, see if you can fill in the table that has been handed out based on that article based on the things that can vary from one media outlet to another. Remember to keep it safe 			C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
43&44	LO5	Assessment Practice	<ul style="list-style-type: none"> - Starter: Give everyone in the class the same headline and they will need to try and find two media outlets of these. They need to tell us what the different media outlets they are and why they may be different right from the onset. If they are struggling to find these then they can access these through the student work share. - As a class we will be looking at how we can evaluate these two different pieces 	<ul style="list-style-type: none"> - Highlighted media outlets - Filled in table - Judgement made on the media outlets found 	<ul style="list-style-type: none"> - table of what to look for - Media outlet options for those who are struggling 	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>of media outlets. On the screen will have a summary of what the area is that is being looked at, then they will go through and highlight and annotate where they are seeing this, then after discussing this they will fill in the table that has been given to them.</p> <ul style="list-style-type: none"> - From the information they have gathered during the lesson, have they been able to make a judgement based on what they have seen in each of these throughout the lesson 			
45&46	LO5	- Assessment Prep	<ul style="list-style-type: none"> - Starter: Find a story that they heard, seen or listened about that they have interest in. From this they will need to find two different media outlets based on this story. Show pupils where they can find some already found to help those struggling to find two different media outlets. - Go through the URS and get the class to highlight the key points of the things that need to be included in the piece of work. - Go through exemplar work for MB1 and MB3 to see the difference in the quality of work being produced for each of the grades. - Go through the two media outlets, highlight the key points and fill in the table ready to help with writing the assessment for next two weeks 	<ul style="list-style-type: none"> - Highlighted URS sheet - Annotated MB1 and MB3 exemplar work - 2 Highlighted media outlets - Filled-in information table. 	<ul style="list-style-type: none"> - URS sheet - MB1 and MB3 exemplar work - Table for them to fill out. 	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10