



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN SPORT

LEVEL 3 UNIT 3
CURRENT ISSUES IN SPORT

DELIVERY GUIDE

VERSION 1 MARCH 2013



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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit www.ocr.org.uk shortly for more information.

KEY



English



Maths



Work experience

UNIT 3 - CURRENT ISSUES IN SPORT

Guided learning hours: 10

Credit value: 10

PURPOSE OF THE UNIT

Sport plays a huge part in the lives of millions of people, whether we are supporting our favourite team, watching our favourite sport or gaining full or part time employment from it. Everyone at some time has been involved in sport from an early age. Around the UK there are the inevitable daily discussions and debates around sporting issues. There are specialist mediums set up for just this purpose. This unit analyses the growth and development in sport, from an often brutal and violent beginning, to the civilising processes of the Victorians and Muscular Christianity, to the multi technological developments seen in today's sporting arenas. Learners can appreciate their favourite sports and how it has developed from often humble beginnings with no rules or structure to a complex global multi million pound industry.

The relationship between the mass media and modern sport is also investigated, which looks in particular at how TV and newspapers influence and shape sport today. The growth of satellite sports channels, 3D TV coverage, and football club owned channels, Talk sport radio station, specialist sports magazines and the huge amount of coverage given to sports in our daily newspapers.

Deviance within sport also provides huge topical debate and here we will be examining the wider implications of cheating and violence within sport. Plus, the investigation of how various organisations, including the Government, use sport as a catalyst to address social issues in the UK such as anti-social behaviour, disadvantaged groups, obesity and health, gender issues and racism.

This unit will also examine the various factors which either influence or hinder sports participation. Determinants such as ethnicity, gender and socio-economic groupings are also identified as barriers to sports participation.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know how sport has developed in the UK	P1 Describe the development and organisation of a selected sport in the UK		
2 Know how media and technology influence modern sport	P2 Describe the influence of the media on a selected sport in the UK	M1 Give examples of the influence that the media has had on a selected sport	D1 Identify opportunities to improve modern sport through the use of technology and media
	P3 Describe the effect that technology has on a selected sport	M2 Give examples of the effect that technology has had on a selected sport	
3 Know how contemporary issues affect sport	P4 Describe the effects of four contemporary issues on a selected sport	M3 Give examples of sports which have been affected by contemporary issues	D2 Summarise potential future ways in which contemporary issues will affect modern sport
4 Understand the cultural influences and barriers that affect participation in sports activities	P5 Explain the barriers to sports participation		
	P6 Explain three cultural influences on sports participation		
	P7 Describe three strategies or initiatives which relate to sports participation		

P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - KNOW HOW SPORT HAS DEVELOPED IN THE UK

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know how sport has developed in the UK	P1 Describe the development and organisation of a selected sport in the UK		

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 The development of modern sport 	Learners could research specific aspects (either of their own choice or as dictated by the teacher) of the history of modern sport using a variety of research tools. Areas of particular interest may include: The rise of professionalism; The influence of public schools; Thomas Arnold and Muscular Christianity; The effect of the Industrial Revolution; The British Empire; The rise of the mass media and global communication. Learners could work alone, in pairs or small groups and feed their findings back to the rest of the group in an interesting and informative way. Learners could make a timeline of the major events and developments in sport from the Middle Ages to modern day; these timelines could be displayed for others to see.	5 hours	
2 The development of a selected sport 	Learners could pick a sport of their choice, pick a sport at random from a pre-prepared list or be allocated a specific sport by their teacher. Learners must research the history of their sport and present their findings to their peers. Lesson Element 'Know how sport has developed in the UK' can be used in the delivery of this topic.	3 hours	P1 Describe the development and organisation of a selected sport in the UK
3 The organisation of UK sport 	As the structure of sport in the UK is a fairly complex picture, teacher led explanations may be wise in order to set the scene and help learners understand the different bodies and the roles and responsibilities that each has for sport in the UK. Learners should understand the main sporting organisations such as Sport England, Sport Scotland, Sports Council for Wales, Sports Council for Northern Ireland, UK Sport, CCPR, NGB's, YST, English Federation of Disability Sport, National Lottery etc. Learners understanding can be consolidated by them completing worksheets, answering questions, creating presentations and posters etc.	4 hours	

LEARNING OUTCOME 2 - KNOW HOW MEDIA AND TECHNOLOGY INFLUENCE MODERN SPORT

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Know how media and technology influence modern sport	P2 Describe the influence of the media on a selected sport in the UK	M1 Give examples of the influence that the media has had on a selected sport	D1 Identify opportunities to improve modern sport through the use of technology and media
	P3 Describe the effect that technology has on a selected sport	M2 Give examples of the effect that technology has had on a selected sport	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Sport and the media 	Learners could complete a table showing the different types of media involved in sport, how sport uses each type of media to its advantage and how different media in turn uses sport to its advantage. Using the information in the table, learners could think about whether the relationship between media and sport can be negative as well as positive and discuss their thoughts as a group. Small groups could focus on a specific aspect of the media and investigate more thoroughly the relationship between sport (generally or a specific sport) and that form of the media. Learners could focus on a selected sport and describe the way the media influences that particular sport.	4 hours	P1 Describe the development and organisation of a selected sport in the UK
2 Analysis of sport in popular media 	Learners could take one specific media source (for example a newspaper, website, TV programme/channel, radio station) that deals in sports reporting/content and analyse the different types of stories/output the given platform reports/broadcasts over a set period of time. Learners could focus on specific social groups eg men, women, people with disabilities, home country, international etc and analyse the prevalence of each type of story or report. Learners could then publish their findings in a graph or similar and present their findings for others to see.	4 hours	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
3 Effects of the media's representation of sport on society 	Linked to learners' findings from the previous activity. Discussion and debate could take place surrounding the effect that the types of stories and output the media produce might effect societies perception of the world of sport. ie how does the endless reporting of some sports (football in particular) effect people's attitude to that sport? Is it public demand that drives media reporting or does media reporting influence public interest? Look at women's football compared to men's football; how can the cycle of 'media attention - public interest - media attention' be altered so minority sports start to gain recognition? What effect does money have on the way that the media reports sport? Learners could discuss, debate, talk to external agencies, study existing research and canvass opinion before making suggestions as to how a more balanced media might be created.	4 hours	M1 Give examples of the influence that the media has had on a selected sport
4 How does technology affect sport? 	Learners could watch a range of sporting footage (the 2012 London Olympics and Paralympics DVD would be ideal) and note down everything they see that they consider 'technology'. Share with the rest of the group to create a comprehensive list. Is the amount and range of technology involved in sport surprising? Learners could complete Lesson Element 'How technology influences sport' to investigate the way that technology has changed sport through the years. Learners could think about any negative ways that technology might effect sport. Aspects such as drugs and others ways to enhance performance and controversial innovations such as certain swimsuits could be debated and discussed.	3 hours	M2 Give examples of the effect that technology has had on a selected sport
5 Improving sport through media and technology 	Learners could be given the chance to invent their own new sports technology for a minority sport. Working in small groups they could pitch their ideas 'Dragon's Den' style to a panel of appointed 'experts'. Within their pitch, learners could identify how they might improve the profile of the minority sport if they were appointed 'spin doctor' to that sport. Learners could offer their knowledge and familiarity with websites and social media to a local sports club or organisation in order to help them improve the way they connect with the local and wider community in promoting the minority sport.	4 hours	D1 Identify opportunities to improve modern sport through the use of technology and media

LEARNING OUTCOME 3 - KNOW HOW CONTEMPORARY ISSUES AFFECT SPORT

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Know how contemporary issues affect sport	P4 Describe the effects of four contemporary issues on a selected sport	M3 Give examples of sports which have been affected by contemporary issues	D2 Summarise potential future ways in which contemporary issues will affect modern sport

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 What are contemporary issues?	In order to fully understand this topic, learners must first get to grips with what is meant by a 'contemporary issue'. Teacher led discussion and examples will help learners feel confident that they understand the basics before going on to look in more detail at this subject. Issues such as gender, sexism, homophobia, race, socio-economic, politics, health messages and cheating should all be discussed and specific examples looked at.	4 hours	
2 The effects of contemporary issues on sport 	Learners could choose a specific sport and research the contemporary issues that have affected that sport over 20 years or so. Has the way that society has changed in that time affected the culture within the sport (do female athletes have more parity with their male counterparts because men and women are more equal in society?) Have the things which have happened in that sport had an affect on society? Has the sport suffered scandal, cheating, violence or tragedy and if so what was done to improve the situation? Learners could also think about how their selected sport may change in the future; what issues may affect it and how the sport may have to evolve to accommodate these issues? Learners could present their findings to the rest of the group.	4 hours	<p>P4 Describe the effects of four contemporary issues on a selected sport</p> <p>M3 Give examples of sports which have been affected by contemporary issues</p> <p>D2 Summarise potential future ways in which contemporary issues will affect modern sport</p>

LEARNING OUTCOME 4 - UNDERSTAND THE CULTURAL INFLUENCES AND BARRIERS THAT AFFECT PARTICIPATION IN SPORTS ACTIVITIES

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
4 Understand the cultural influences and barriers that affect participation in sports activities	P5 Explain the barriers to sports participation		
	P6 Explain three cultural influences on sports participation		
	P7 Describe three strategies or initiatives which relate to sports participation		

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Barriers to participation 	Learners can list what issues they think might affect whether or not a person participates in sport or physical activity. Discuss as a whole group to create a comprehensive list. Allocate a couple of barriers from the list to each learner/pair and ask them to explore further: why this might be a barrier to participation, for whom this might be relevant, what the short and long term effects of non participation might be on the highlighted social group(s), what the positive effects of increased participation might be for this group and the wider community, how this barrier could be overcome/the effects lessened/people enabled to participate more fully.	4 hours	P5 Explain the barriers to sports participation
2 Cultural influences on sports participation 	Learners could interview people from a range of different cultural and religious groups to learn about their attitude to sport and how their traditions and lifestyle might affect their participation. Learners could find examples of sport being used to bridge cultural divides and bring communities together. Learners could research positive role models who have used/are using sport to inspire young people from specific cultural groups or to alter the perception of specific cultures	5 hours	P6 Explain three cultural influences on sports participation
4 Sports initiatives 	A representative from the local Sports Development Team could speak to learners with regards to the role their team plays in encouraging participation, particularly within groups who are often underrepresented and/or have barriers to overcome. Learners could learn about local, regional, national and international sporting initiatives which aim to increase participation in sport and physical activity. Learners could help disseminate information and advertise initiatives to relevant target groups through presentations, social networking etc. Learners could carry out their own research to establish where there is a lack of provision in their local area and create their own sports development initiative linked to this. Learners could complete Lesson Element 'Breaking down barriers to participation.'	5 hours	P7 Describe three strategies or initiatives which relate to sports participation



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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