# J803 Sport Studies

# Scheme of work

# (2 year)

## Introduction

This outline scheme of work (SOW) is to offer a perspective of how to deliver the Cambridge Nationals in Sport Studies. There are many alternatives methods and structures that could be used and therefore it is important to explore different methods of delivering the new specification, considering different approaches depending on staffing and expertise within your centre and the resources you have available.

Consideration of how the **theoretical content** of the specification can be covered is best delivered in different ways, through:

* A variety of teacher resources
* Independent research
* Group work and discussion
* Practical activities
* Encouraging awareness of current issues in sport through use of relevant websites, apps and social media.
* Variety of questions relating to all the different R051 (externally assessed unit) topics

Most centres will focus on 'exam ready' by the end of year one, but all students will need to be up-skilled regardless of prior knowledge or attainment. Aiming for quality communication and professional standards of work will help to establish the connections between this qualification and real world practice.

| **Week** | **Learning outcomes** | **Link to useful resources** |
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| **YEAR 1 Sport Studies** | | |
| **Unit R051: Contemporary Issues in Sport – externally assessed** | | |
| 1 | Introduction to new qualification, features of the unit and method of assessment.   * Introduce the types of questions that have been used in past papers.   + 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 * Question’s Key Command words   + Give   + Identify   + Suggest   + Describe   + Explain why   + State your reason   + Which of the following ….   + What are …. What does ……   + In what ways …… | Complete specification - <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>  Delivery guide -  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  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/>  Resource link – covering R051 and R052  <https://www.ocr.org.uk/Images/68551-resources-links.pdf> |
| 2 | Key command word exercise –  Learners are given a picture of the front of a house – includes car on drive, people walking past, suspicious person in garden by side window of house.  Questions are be made up by teacher using common command words.  Examples:-  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. |  |
| 3 | **Learning Outcome 1: Understand the issues which affect participation in sport**  The different user groups who may participate in sport,  Who are the different groups recognised in the Unit Spec?  Learners make a list of the different groups they feel exist.   * ethnic minorities * retired people/people over 50 * families with young children * single parents * children * teenagers * disabled * unemployed/economically disadvantaged * working singles and couples   Are there any specific needs for each of the user groups?  What is a need?  Add to list/ produce a table.  **Can users belong to different groups**? example   * People over 50 * Disabled * Ethnic minority * Unemployed | Resource link covering whole unit (R051)  <https://www.ocr.org.uk/Images/221133-resources-links.pdf>  Lesson element: Issues which affect participation in sport  Instructions and answers for teachers - <https://www.ocr.org.uk/Images/221126-issues-which-affect-participation-in-sport-teacher-instructions.pdf> |
| 4 & 5 | **Learning Outcome 1: Understand the issues which affect participation in sport**  **The possible barriers which affect participation in sport (with reference to the different user groups)**  What is a barrier?  What are the barriers to participation?   * Employment/time * Work/family commitments * Disposable income * Accessibility of facilities/equipment * Lack of role models * Provision of activities * Awareness of activity provision * Portrayal of gender issues | Lesson element: Barriers to participation  Delivery guide page 5.  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  Resource link pages 3 – 5.  <https://www.ocr.org.uk/Images/221133-resources-links.pdf>  Task 1 -Word doc <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/>  and PDF teacher resource <https://www.ocr.org.uk/Images/122758-unit-r051-barriers-to-participation-teacher-instructions.pdf> |
| 6 | **Learning Outcome 1: Understand the issues which affect participation in sport**  **The solutions to barriers which affect participation in sport.**   * Provision * Promotion * Access | Delivery guide page 5  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  Task 2 – <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/>  and PDF teacher resource <https://www.ocr.org.uk/Images/122758-unit-r051-barriers-to-participation-teacher-instructions.pdf> |
| 7 | **Learning Outcome 1: Understand the issues which affect participation in sport**  **The factors which can impact upon the popularity of sport in the UK.**  Introduction activity  Learners could participate in a class survey to see which activity is the most popular in their class. This can be extended to a school survey by VLE or interview.  Sports promotion | 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/>  Current trends in popularity of sports in the UK.  Sport England – Active lives survey  <https://www.sportengland.org/media/13217/v-mass-markets-digital-content-editorial-team-active-lives-march-2018-active-lives-adult-survey-nov-16-17-final.pdf>  Delivery guide page 6.  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf> |
| 8 | LO1 content test preparation and test | Exam builder  Use free OCR resource – OCR ExamBuilder to build bespoke exam/assessments specific to LO1.  <https://exambuilder.ocr.org.uk/marketing/Security/login>  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/> |
| 9 | Test feedback – Use Mark Scheme |  |
| 10 | **LO2 Learning Outcome 2: Know about the role of sport in promoting values**  Values which can be promoted through sport   * team spirit * fair play * citizenship * tolerance and respect * inclusion * national pride * excellence | 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/>  Delivery guide page 7.  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  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  <https://www.ocr.org.uk/Images/221127-the-role-of-sport-in-promoting-values.doc>  Resource link page 7.  <https://www.ocr.org.uk/Images/221133-resources-links.pdf> |
| 11 & 12 | **LO2 Learning Outcome 2: Know about the role of sport in promoting values**  The Olympic and Paralympic movement   * The creed * The symbol * The Olympic and Paralympic values | Delivery guide page 7.  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  Lesson Element -  <https://www.ocr.org.uk/Images/221128-the-role-of-sport-in-promoting-values-teacher-instructions.pdf>  Task 3 and Task 4 |
| 13 & 14 | **LO2 Learning Outcome 2: Know about the role of sport in promoting values**  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 | Delivery guide page 8.  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  Examples on Youth Sport Trust website  <http://www.youthsporttrust.org/how-we-can-help/programmes.aspx> |
| 15 | **LO2 Learning Outcome 2: Know about the role of sport in promoting values**  The importance of etiquette and sporting behaviour of both performers and spectators.  What do the following terms mean?   * Etiquette   + Performers   + Spectators * Sportsmanship * Gamesmanship   Examples of each  Importance of each | Delivery guide page 8.  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  Resource link pages 9 - 11  <https://www.ocr.org.uk/Images/221133-resources-links.pdf>  The A-Z of cheating in sport  <http://www.theguardian.com/sport/2009/oct18/cheating-in-sport> |
| 16 | **LO2 Learning Outcome 2: Know about the role of sport in promoting values**  Sports initiatives to break down barriers.   * Kick out racism in football   + Why does the campaign exist   + Aims   + Examples * Sporting Equals | Website link ‘Kick out racism in football’.  <http://www.kickitout.org/about/>  Sporting equals  <http://www.sportingequals.org.uk/about-us/>  Women in sport  <https://www.womeninsport.org/>  This Girl Can  <https://www.sportengland.org/our-work/women/this-girl-can/> |
| 17 | **LO2 Learning Outcome 2: Know about the role of sport in promoting values**  The use of performance-enhancing drugs in sport, i.e.   * Reasons why they are used * Reasons against use | Doping in sport – What is it and how is it being tackled? BBC sport article  <https://www.bbc.co.uk/sport/athletics/33997246> |
| 18 | **LO2 Learning Outcome 2: Know about the role of sport in promoting values**  World Anti-Doping Agency (WADA), i.e.   * whereabouts rule * testing methods, i.e. blood sample collection, urine sample collection, hair sample collection, nail sample collection * current initiatives (e.g. sanctions) | World Anti-Doping Agency website  <https://www.wada-ama.org/en/what-we-do> |
| 20 | **LO2 Learning Outcome 2: Know about the role of sport in promoting values**  Drug offences by elite performers (e.g. Dwain Chambers, David Millar)  Gaining a greater awareness of scale of drug misuse in UK alone.   * Independent research * Feedback to class | Current violators - UK Sport Anti-Doping website area.  <https://ukad.org.uk/anti-doping-rule-violations/current-violations/> |
| 21 & 22 | **LO2 Learning Outcome 2: Know about the role of sport in promoting values**   * 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) * Ethical issues related to drug taking (e.g. should there be a distinction between use of performance enhancing drugs and recreational drugs?)   Class discussion/debate | Is drug taking ‘fast becoming a crisis?’  <https://www.bbc.co.uk/sport/38884801>  Why we should allow performance enhancing drugs in sport – BMJ article  <https://bjsm.bmj.com/content/38/6/666#block-system-main> |
| 23 | **LO2 Learning Outcome 2: Know about the role of sport in promoting values**  LO2 test preparation | 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/>  Or  Exam builder  Use free OCR resource – OCR ExamBuilder to build bespoke test.  <https://exambuilder.ocr.org.uk/marketing/Security/login> |
| 24 | LO2 test |  |
| 25 | LO2 test feedback |  |
| 26 | LO1 and LO2 test preparation | 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/>  Or  Exam builder  Use free OCR resource – OCR ExamBuilder to build bespoke test.  <https://exambuilder.ocr.org.uk/marketing/Security/login> |
| 27 | LO1 and L02 test |  |
| 28 | LO1 and L02 exam feedback |  |

| **Week** | **Learning outcomes** | **Link to useful resources** |
| --- | --- | --- |
| **YEAR 2**  **Learning Outcome 3: Understand the importance of hosting major sporting events**  **Learning Outcome 4: Know about the role of national governing bodies in sport** | | |
| 1 & 2 | **Learning Outcome 3: Understand the importance of hosting major sporting events**  The features of major sporting events   * Regularity * Scheduling * Regular and recurring * International element * Level of investment | Delivery guide page 9, Activity 1  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  Lesson element Task 1  <https://www.ocr.org.uk/Images/221130-hosting-major-sporting-events-teacher-instructions.pdf>  <https://www.ocr.org.uk/Images/221129-hosting-major-sporting-events.doc> |
| 3 & 4 | **Learning Outcome 3: Understand the importance of hosting major sporting events**  Researching sporting events | Delivery guide page 9, Activity 2  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf> |
| 5 | **Learning Outcome 3: Understand the importance of hosting major sporting events**  The potential benefits and drawbacks of cities/countries hosting major sporting events   * Benefits | Delivery guide page 10, Activity 3  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  Lesson Element Task 2  <https://www.ocr.org.uk/Images/221130-hosting-major-sporting-events-teacher-instructions.pdf>  <https://www.ocr.org.uk/Images/221129-hosting-major-sporting-events.doc> |
| 6 | **Learning Outcome 3: Understand the importance of hosting major sporting events**  The potential benefits and drawbacks of cities/countries hosting major sporting events   * Drawbacks | Delivery guide page 10, Activity 4  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  Lesson Element Task 3  <https://www.ocr.org.uk/Images/221130-hosting-major-sporting-events-teacher-instructions.pdf>  <https://www.ocr.org.uk/Images/221129-hosting-major-sporting-events.doc> |
| 7 | **Learning Outcome 3: Understand the importance of hosting major sporting events**  The features of major sporting events  Potential legacy  What is a Legacy?   * + Sporting   + Social   + Economic | Delivery guide page 10, Activity 5  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf> |
| 8 & 9 | **Learning Outcome 3: Understand the importance of hosting major sporting events**  Class Debate  Is it worth the cost to ‘host the Olympic games?’ | Resource Link page 12  <http://www.debate.org/opinions/is-it-worth-the-cost-to-host-the-olympic-games> |
| 10 | Preparation for LO3 test |  |
| 11 | LO3 test | Exam builder  Use free OCR resource – OCR ExamBuilder to build bespoke exam/assessments specific to LO1.  <https://exambuilder.ocr.org.uk/marketing/Security/login>  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/> |
| 12 | LO3 test Feedback |  |
| 13 | **Learning Outcome 4: Know about the role of national governing bodies in sport**  What is a National Governing Body (NGB)? | Delivery guide page 11, Activity 1  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  Lesson element  <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> |
| 14 & 15 | **Learning Outcome 4: Know about the role of national governing bodies in sport**  What do NGBs do? | Delivery guide page 11, Activity 2  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  Lesson element Task 1  <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> |
| 16 & 17 | **Learning Outcome 4: Know about the role of national governing bodies in sport**  Promotion and participation | Delivery guide page 11, Activity 3  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  Lesson element Task 2  <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> |
| 18 & 19 | **Learning Outcome 4: Know about the role of national governing bodies in sport**  Development and structure of NGBs | Delivery guide page 12, Activity 4  <https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>  Lesson element Task 3  <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> |
| 20 & 21 | **Learning Outcome 4: Know about the role of national governing bodies in sport**  Funding   * Where does the money come from? * Where does the money go? | Sport England funding  <https://www.sportengland.org/our-work/national-governing-bodies/>  Task  Identify sport of Learner’s choice.  Research   * Where their funds come from * Where their funds go. |
| 22 | Preparation for LO4 test |  |
| 23 | LO4 test | Exam builder  Use free OCR resource – OCR ExamBuilder to build bespoke exam/assessments specific to LO1.  <https://exambuilder.ocr.org.uk/marketing/Security/login>  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/> |
| 24 | LO4 test Feedback |  |
| 25 | Preparation for external UNIT exam R051 Contemporary Issues in Sport  Reminders   * 1 hour exam * 15 questions * 60 marks * Q15\* - levelled question | 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/>  Or  Exam builder  Use free OCR resource – OCR ExamBuilder to build bespoke exam.  <https://exambuilder.ocr.org.uk/marketing/Security/login> |
| 26 | ‘Mock exam’ | 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/> |
| 27 | Preparation for external UNIT exam R051 Contemporary Issues in Sport 2  Mock exam feedback |  |
| 28 | Final preparation for external UNIT exam R051 Contemporary Issues in Sport 3 |  |

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