

BCA – Year 10 & Year 11 Cambridge National Sport Studies – Curriculum Map

Curriculum Impact, Implementation and outcomes

- To understand the issues which affect participation in sport across the different user groups in our society. Looking into the possible barriers which affect participation in sport the available solutions to counter this. Research the factors which can positively and negatively impact upon the popularity of sport leading to the growth of emerging/new sports in the UK.
- Develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills
- Work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform
- Performer will work under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions
- To understand how media has a positive and negative affect on sport
- Look at different media sources and how they report on sport.

Year 10 SS	Autumn 1 R185	Autumn 2 R185	Spring 1 R185	Spring 2 R185	Summer 1	Summer 2 R186
Curriculum Content, Composites and Components	<p><u>Introduction to the course</u></p> <p><u>R185 Sports Leadership and performance</u></p> <p>Composite: Organising and planning a sports activity session</p> <p>Component 1: Appropriate venue</p> <ul style="list-style-type: none"> • Location • Size • Weather <p>Component 2: Equipment</p> <ul style="list-style-type: none"> • Type • Amount required <p>Component 3: Timing</p> <ul style="list-style-type: none"> • Appropriate • Allowing for progression <p>Component 4: Supervision</p> <ul style="list-style-type: none"> • Number of participants • Size of groups <p>Component 5: Contingency plan</p> <p><u>Safety considerations when planning a sports activity session</u></p> <p>Theoretical components:</p> <p>Learners must be taught:</p> <p>Component 1: Risk assessment and corrective action:</p> <ul style="list-style-type: none"> • Activity-specific risks <p>Component 2: Checking of equipment</p> <p>Component 3: Basic first aid and child protection</p> <p>Component 4: Emergency procedures</p> <p><u>Objectives to meet the needs of the group</u></p> <p>Component 1: Introduction and conclusion</p> <p>Component 2: Basic warm up and cool down</p> <p>Component 3: Skill and technique development</p>	<p><u>R185 Sports Leadership and performance</u></p> <p>Topic Area 4</p> <p>Composite: Leading a sports activity session</p> <p>Component 1: Organisation of a sports activity session; Safe practice, Timing, Adaptability, Reliability.</p> <p>Component 2: Activity – specific details</p> <p>Leadership style</p> <p>Adaptability</p> <p>Communication</p> <p>Enthusiasm for the activity and motivation of the group</p> <p>Confidence</p> <p>Creativity</p>	<p><u>R185 Sports leadership and performance</u></p> <p>Topic Area 5</p> <p>Composite: Reviewing own performance in planning and leading a sports activity session</p> <p>Component 1: Review your leadership of a sports activity session:</p> <p>Planning (Positives and negatives)</p> <p>Leading (Positives and negatives)</p> <p>Component 2: Improvements that could be made</p> <p>Component 3: Opportunities to develop leadership skills in the future</p>	<p><u>R185 Sports Leadership and performance</u></p> <p>Topic Area 2</p> <p>Composite: Applying practice methods to support improvement in a sporting activity</p> <p>Component 1: Strengths and weaknesses of sports performance:</p> <p>Skills and Techniques</p> <p>Tactics and strategies</p> <p>Compositional ideas</p> <p>Component 2: Methods to improve performance</p> <p>Component 3: Different types of practices and progressive</p> <p>Drills</p> <p>Component 4: Altering the context of performance</p> <p>Component 5: Measuring improvement in performance</p> <p>Component 6: Use of tools to aid evaluation</p>	<p><u>R186 Sports and the media</u></p> <p>Composite: The different sources of media that cover sport</p> <p>Component 1: Distinguish between different media sources and how they cover sport</p> <p>Component 2: Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they want</p> <p>Component 3: Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources:</p> <ul style="list-style-type: none"> • TV • Radio • Podcasts <p>Component 4: Print media sources and their role as traditional media sources in comparison to other media sources:</p> <ul style="list-style-type: none"> • Newspapers • Magazines • Books 	<p><u>R186 Sports and the media</u></p> <p>Composite: Positive effects of the media in sport</p> <p>Component 1: The positive relationship between the media and sport</p> <p>Component 2: Participation</p> <ul style="list-style-type: none"> • How the media can help promote sport to increase awareness and improve participation levels • Inspiring others to participate • Creating and adopting role models <p>Component 3: Raising profile of the sport</p> <ul style="list-style-type: none"> • How the media can share positive messages and raise the profile of sports, break down barriers, promote the health and fitness industry • Sports initiatives that seek to increase participation • Promotion of an active, healthy lifestyle <p>Component 4: Education</p> <ul style="list-style-type: none"> • Exposure for emerging and minority sports • Continued education of performers and spectators in emerging sports and existing sports <p>Component 5: Revenue</p> <ul style="list-style-type: none"> • Relationship between sport and the media, how they use each other to promote themselves and increase revenue • Different promotional opportunities for business and commercial sport and how sports adapt to utilise media sources • Sport as a commodity – revenue created for some sports. Influence of owners and investors

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						<ul style="list-style-type: none">• The importance of the relationship between sport, the media and sponsorship (the golden triangle) and the different opportunities for sponsorship of sport/performers and the industry	
	<p>R185 Practical: Composite: Key components of performance Component 1: Performance in two selected activities Component 2: Participating in your activities Component 3: Decision-making during performance Component 4: Managing and maintaining performance in individual activities Component 4: Your role and contribution to team activities</p>	<p>R185 Practical: Composite: Key components of performance Component 1: Performance in two selected activities Component 2: Participating in your activities Component 3: Decision-making during performance Component 4: Managing and maintaining performance in individual activities</p>	<p>R185 Practical: Composite: Key components of performance Component 1: Performance in two selected activities Component 2: Participating in your activities Component 3: Decision-making during performance Component 4: Managing and maintaining performance in individual activities Component 4: Your role and contribution to team activities</p>	<p>R185 Practical: Composite: Key components of performance Component 1: Performance in two selected activities Component 2: Participating in your activities Component 3: Decision-making during performance Component 4: Managing and maintaining performance in individual activities</p>	<p>R185 Practical: Composite: Key components of performance Component 1: Performance in two selected activities Component 2: Participating in your activities Component 3: Decision-making during performance Component 4: Managing and maintaining performance in individual activities Component 4: Your role and contribution to team activities Components (Set Sports): Cricket, Rounders</p>	<p>R185 Practical: Composite: Key components of performance Component 1: Performance in two selected activities Component 2: Participating in your activities Component 3: Decision-making during performance Component 4: Managing and maintaining performance in individual activities Component 4: Your role and contribution to team activities Components (Set Sports): Cricket, Rounders</p>	
Prior knowledge and skills (from previous year / key stage)	<p>Team Activities</p> <ul style="list-style-type: none">• Perform a variety of advanced skills with fluency and control in practice consistently, replicating them effectively to allow them to be used with pressure applied (conditioned game situation)• Be able to take the skills into a game-based situation and be aware of the right time to select and use the correct skills.• Identify when they should have used a particular skill and implement it in a game situation• Show a better understanding of advanced strategies and tactics which they can use to overcome opponents to make them successful in their performance• Show a greater understanding of the need for teamwork and include their teammates in games to allow for the best performance by the team		<p>Individual Skill Based Activities</p> <ul style="list-style-type: none">• Perform a variety of advanced skills with fluency and control consistently in all situations, copying them effectively to allow them to be used with pressure applied (performance, routines and competitions)• Be able to take these skills into a competitive or performance situation and know the right time to select and adapt the correct skills or techniques in all situations• Identify how they could have used a skill to improve performance• Consistently show an understanding of strategies, tactics and compositional ideas which they use to overcome opponents or improve the aesthetics of their performance making them more successful• Understand the need for collaborative work and implement it whilst incorporating others in performances to allow for the best performance by the group			<p>Holistic Development</p> <ul style="list-style-type: none">• Consistently select and link advanced skills and strategies to solve problems• Work both as an individual and as a member of a group considering the ideas of other pupils to help the group reach effective and successful outcomes• Show the ability to follow instructions, verbal and written, to complete tasks correctly with the skills learnt in lessons <p>Analysis and Understanding</p> <ul style="list-style-type: none">• Compare and comment on advanced skills, techniques and ideas used in their own work and that of other pupils using WWW, EBI and LAPT• Use greater knowledge and understanding to improve their own performances and those of other pupils <p>Be able to lead advanced practices and warmups that are successful and relevant to the aims of the lesson</p>	
	Vocabulary / Key Subject Terminology	Democratic Autocratic Laissez- Faire Proactive Reactive Extrinsic Motivators Adaptability Corrective Action Expedition	Simple Skill, Complex Skill, Open Skill, Closed Skill, Whole Practice, Part Practice, Variable Practice, Fixed Practice, Proficiency. Application, Accuracy, Consistency, Signals, positioning.			Exposure, Coverage, Influencers, Barriers, Solutions, Participation, Initiatives	Subscriptions, Autobiography, Generational, Broadsheet, Tabloid, Supplements, Magazine Fanzine

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Year 11 SS	Autumn 1 R816	Autumn 2	Spring 1 R184	Spring 2 R184	Summer 1	Summer 2
Curriculum Content, Composites and Components	<p><u>R186 Sports and the media</u> Composite: Negative effects of the media in sport Component 1: A range of negative effects of the media on sport in relation to spectators and live sport Component 2: External factors affecting decline in live spectatorship Component 3: Ethical appropriateness of sponsors Component 4: How the media is assisting a widening wealth divide in sport Component 5: Impact of wider global issues on sport/performers and spectators Component 6: Media demands affecting sport fixture scheduling Component 7: Negative impacts of the media on sports and sports performers: Scrutiny and criticism of participants: Performers Officials Leaders Increased pressure on athletes to look a certain way and links to mental health</p>	<p><u>Theoretical content</u> <u>R184 Contemporary issues in sport</u> Composite: Issues which affect participation in sport Component 1: User groups Component 2: Possible barriers Component 3: Possible barrier solutions Component 4: Factors which can positively and negatively impact on the popularity of sport in the UK Component 5: Emerging/ new sports in the UK Composite: The role of sport in promoting values Component 1: Sport values Component 2: The Olympic and Paralympic movement Component 3: Sporting values, initiatives, and campaigns Component 4: The importance of etiquette and sporting behaviour Component 5: The importance of etiquette and sporting behaviour of performers Component 6: The importance of etiquette AND sporting behaviour of spectators Component 7: The use of Performance Enhancing Drugs (PEDs) in sport</p>	<p><u>Theoretical content</u> <u>R184 Contemporary issues in sport</u> Composite: The implications of hosting a major sporting event for a city or country Component 1: The features of a major sporting event Component 2: Positive and negative pre-event aspects of hosting a major sporting event Component 3: Potential positive and negative aspects of hosting a major sporting event: During the event Component 4: Immediate and longer term positive post-event Composite: The role National Governing Bodies (NGBs) play in the development of their sport Component 1: what are National Governing Bodies (NGBs) participation coaching and officiating tournaments and competitions rules and sanctions safety support, insurance and technical guidance policies and initiatives funding – where does their funding come from and what do they use it for?</p>	<p><u>Theoretical content</u> <u>R184 Contemporary issues in sport</u> Composite: The use of technology in sport Component 1: The role of technology in sport Component 2: Positive and negative effects of the use of technology in sport</p>		
Prior knowledge and skills (from previous year / key stage)	<p>Team Activities</p> <ul style="list-style-type: none"> Perform a variety of advanced skills with fluency and control in practice consistently, replicating them effectively to allow them to be used with pressure applied (conditioned game situation) Be able to take the skills into a game-based situation and be aware of the right time to select and use the correct skills. Identify when they should have used a particular skill and implement it in a game situation Show a better understanding of advanced strategies and tactics which they can use to overcome opponents to make them successful in their performance 		<p>Individual Skill Based Activities</p> <ul style="list-style-type: none"> Perform a variety of advanced skills with fluency and control consistently in all situations, copying them effectively to allow them to be used with pressure applied (performance, routines and competitions) Be able to take these skills into a competitive or performance situation and know the right time to select and adapt the correct skills or techniques in all situations Identify how they could have used a skill to improve performance Consistently show an understanding of strategies, tactics and compositional ideas which they use to overcome opponents or improve the aesthetics of their performance making them more successful Understand the need for collaborative work and implement it whilst incorporating others in performances to allow for the best performance by the group 			<p>Holistic Development</p> <ul style="list-style-type: none"> Consistently select and link advanced skills and strategies to solve problems Work both as an individual and as a member of a group considering the ideas of other pupils to help the group reach effective and successful outcomes Show the ability to follow instructions, verbal and written, to complete tasks correctly with the skills learnt in lessons <p>Analysis and Understanding</p> <ul style="list-style-type: none"> Compare and comment on advanced skills, techniques and ideas used in their own work and that of other pupils using WWW, EBI and LAPT

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	<ul style="list-style-type: none">Show a greater understanding of the need for teamwork and include their teammates in games to allow for the best performance by the team					<ul style="list-style-type: none">Use greater knowledge and understanding to improve their own performances and those of other pupils <p>Be able to lead advanced practices and warmups that are successful and relevant to the aims of the lesson</p>	
Vocabulary / Key Subject Terminology	Exposure Coverage Influencers Barriers Solutions Participation Initiatives	Exposure Popularity Infrastructure Initiatives Merchandising Grants	Spectatorship Provision Participation Accessibility Promotion Access	Regularity Legacy Scheduling Drawbacks Commercial		Affordability Unequal access Technology Technical analysis	