

Cambridge National in Sport Studies

Units and guided learning hours

Here is a reminder of the four units. There are two mandatory and two optional units (you must complete one of the optionals) in the redeveloped Cambridge National in Sport Studies.

Unit	Unit title	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional?
R184	Contemporary issues in sport	48	External examination	Mandatory
R185	Performance and leadership in sports activities	48	Non-examined assessment	Mandatory
R186	Sport and the media	24	Non-examined assessment	Optional
R187	Increasing awareness of Outdoor and Adventurous Activities	24	Non-examined assessment	Optional

Summary of what you will cover from the curriculum planner :		Topic Area 1: Issues which affect participation in sport				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-3	1.1 User groups	<p>You could begin the unit by asking students (in groups) to list different user groups who participate in sport.</p> <p>Which user groups have they listed compared with those on the specification:</p> <ul style="list-style-type: none"> • gender • people from different ethnic groups • retired people/people over 60 • families with children • carers • people with family commitments • young children • teenagers • people with disabilities • parents (singles or couples) 	<p>User groups</p> <p>Economically disadvantaged</p>	Identify and describe different user groups	<p>Resource link covering the whole unit (R184)</p> <p>OCR Topic exploration pack*</p> <p>Slides 3-5</p>	R187 Local and national provision in outdoor and adventurous activities

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> people who work unemployed/economically disadvantaged people. <p>Ask students to think about/write down:</p> <ul style="list-style-type: none"> a description for each user group members of their own family and which user groups they would belong to which user group/s they belong to if a person could belong to more than one user group, how many could someone belong to? 				
4-6	1.2 Possible barriers	<p>In pairs/small groups ask students to list why they think there is a barrier to participating in sport for each of these groups.</p> <p>Are there any specific barriers for each of the user groups?</p> <p>Possible barriers which affect participation in sport:</p> <ul style="list-style-type: none"> employment and unemployment 	<p>Disposable income</p> <p>Activity provision</p>	Link user groups to barriers they may face when participating in sport	<p>Barriers To Women And Girls' Participation In Sport And Physical Activity (hercircle.in)</p> <p>UK Sport: Equality (uksport.gov.uk)</p>	R187 Local and national provision in outdoor and adventurous activities

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> • family commitments • lack of disposable income • lack of transport • lack of positive sporting role models • lack of positive family role models or family support • lack of appropriate activity provision • lack of awareness of appropriate activity provision • lack of equal coverage in media in terms of gender and ethnicity by the media. <p>Ask students to start matching barriers to each user group.</p> <p>Ask students to think of why they are barriers for each user group.</p>				

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1-3	1.3 Possible barrier solutions	<p>The solutions to barriers which affect participation in sport.</p> <p>For each user group ask students to add a solution to the barriers they have identified for each user group:</p> <ul style="list-style-type: none"> • provision • promotion • increased/appropriate transport • availability of appropriate facilities and equipment • improved access to facilities • appropriate pricing. <p>Small group discussion on scenario style question for different user groups to link the user group to a barrier and a solution.</p>	<p>Provision</p> <p>Promotion</p>	<p>Link solutions to barriers for different user groups to help them to participate in sport</p>	<p>OCR Topic exploration pack*</p> <p>Slides 6-14</p>	<p>R187</p> <p>Local and national provision in outdoor and adventurous activities</p>

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4		<p>Topic test on 1.1, 1.2, 1.3.</p> <p>Use scenario based questions to review user groups, barriers and solutions.</p>			<p>ExamBuilder</p> <p>OCR past papers and mark schemes</p>	
5-6	1.4 Factors which can positively and negatively impact on the popularity of sport in the UK	<p>Introduction activity: Students 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.</p> <p>Is there a difference in popularity of sports for each gender or age?</p> <p>What influences the choice of activity?</p> <p>Students could compare their list with the factors from the specification.</p> <p>Students could debate/discuss how each factor could have a positive and/or negative impact on the popularity of sport in the UK.</p>	<p>Environment</p> <p>Climate</p> <p>Provision of facilities</p> <p>Social acceptability</p>	<p>Give examples of factors that can influence the popularity of sport in the UK</p> <p>Determine if a factor has a positive or negative impact on the popularity of sport in the UK</p>	<p>Measuring the nation's activity levels (sportengland.org)</p> <p>OCR Topic exploration pack* Slides 15-18</p>	R186 Role of the media

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7	1.5 Emerging/new sports in the UK	<p>Students discuss what makes a sport emerging.</p> <p>Students could produce a list and include detail of why the sport is considered emerging/new in the UK.</p> <p>Students could choose up to three emerging sports from the list and research:</p> <ul style="list-style-type: none"> • how it has/they have been developed • what opportunities there are to participate in their local area and the UK. 	Emerging sport	<p>Define what an emerging sport is</p> <p>Identify emerging sports in the UK</p>	<p>OCR Topic exploration pack*</p> <p>Slide 19</p>	R185 Sports performance
8		Topic test on 1.4, 1.5.			<p>ExamBuilder</p> <p>OCR past papers and mark schemes</p>	

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Summary of what you will cover from the curriculum planner :		Topic Area 2: The role of sport in promoting values				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-2	2.1 Sport values	<p>Class discussion: what values can be promoted through sport?</p> <p>See how many they have from the list below:</p> <ul style="list-style-type: none"> • team spirit • fair play • citizenship • tolerance and respect • inclusion • national pride • excellence. <p>In small groups think of what each value means and how it can be promoted in sport.</p> <p>For homework ask students to research information on the Olympics and Paralympics – creed, symbol, values.</p>	<p>Team spirit</p> <p>Citizenship</p> <p>Tolerance and respect</p> <p>Inclusion</p> <p>National pride</p>	Define values in sport and give examples of how each is promoted in sport	<p>OCR Topic exploration pack*</p> <p>Slide 20</p>	R185 Leading practical activities

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3-4	2.2 The Olympic and Paralympic movement	<p>Ask students to research:</p> <ul style="list-style-type: none"> The Olympic creed. What do they think it means and why is it an important part of the Olympics? The Olympic symbol and the meaning behind it. The value of the Olympics and Paralympics. <p>Discuss the meaning of each value in terms of the Olympics and Paralympics.</p> <p>Discussion on similarities and differences between sporting values and Olympic/Paralympic values.</p>	<p>Creed</p> <p>Symbol</p> <p>Values</p>	<p>Know about the Olympic creed</p> <p>Understand the importance and meaning of the Olympic symbol</p> <p>Identify the Olympic and Paralympic values</p>	<p>Olympics website (olympics.com)</p> <p>Pierre de Coubertin: The visionary founder of the modern Olympic Games (olympics.com)</p> <p>The Olympic rings (olympics.com)</p> <p>Olympic values (olympics.com)</p> <p>International Paralympic Committee website (paralympic.org)</p> <p>OCR Topic exploration pack* Slides 21-22</p>	R186 Role of the media
5		Topic test on 2.1, 2.2.			<p>ExamBuilder</p> <p>OCR past papers and mark schemes</p>	

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1-3	2.3 Sporting values, initiatives, and campaigns	<p>Ask students to research and discuss other initiatives and events which promote values through sport (e.g. FIFA's 'Football for Hope' campaign, ECB's 'Chance to Shine' programme).</p> <p>Discuss different initiatives and campaigns and whether these are local, regional or national. Discuss which values they link to.</p> <p>Sports initiatives to break down barriers.</p> <p>Kick It Out: tackling racism and discrimination in football</p> <p>Why does the campaign exist?</p> <ul style="list-style-type: none"> • Aims? • Examples? <p>Sporting Equals</p>	<p>Initiatives</p> <p>Campaigns</p>	<p>Identify sporting initiatives and campaigns and link these to how they support sporting values</p> <p>Understand the difference between an initiative and a campaign at local, regional and national level</p>	<p>Kick It Out: tackling racism and discrimination (kickitout.org)</p> <p>Sporting Equals (sportingequals.org.uk)</p> <p>Women in Sport (womeninsport.org)</p> <p>This Girl Can (sportengland.org)</p> <p>Football for Hope (efdn.org)</p> <p>Chance to Shine (chancetoshine.org)</p>	R185 Leading sport

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
4-5	2.4 The importance of etiquette AND sporting behaviour 2.4.1 The importance of etiquette AND sporting behaviour of performers	Students could research what the following terms mean: <ul style="list-style-type: none"> etiquette sportsmanship gamesmanship. Students could discuss: <ul style="list-style-type: none"> examples of each what role each of the areas could have in sport how each area links to sporting values. 	Etiquette Sporting behaviour Sportsmanship Gamesmanship	Understand the key terms of etiquette, sportsmanship and gamesmanship Describe the importance of etiquette and sporting behaviour in performers and give examples from sport	Modern day ethics in sports (sportskeeda.com) OCR Topic exploration pack* Slides 25-28	R185 Leading sport
6		Topic test on 2.3, 2.4.			ExamBuilder OCR past papers and mark schemes	

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Summary of what you will cover from the curriculum planner :		Topic Area 2: The role of sport in promoting values				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-2	2.4.2 The importance of etiquette AND sporting behaviour of spectators	<p>Students could:</p> <ul style="list-style-type: none"> research examples of appropriate and inappropriate spectator behaviour discuss why appropriate behaviour is important. <p>Spectators at youth sport.</p> <p>Spectators at elite/professional sport.</p> <p>What impact does spectator behaviour have on participants?</p> <p>What impact could inappropriate behaviour have on other spectators?</p>	<p>Etiquette</p> <p>Appropriate behaviour</p> <p>Inappropriate behaviour</p>	<p>Identify appropriate and inappropriate spectator behaviour with examples from sport</p> <p>Understand the impact of spectator behaviour on sport, performers and other spectators and understand why appropriate behaviour is important</p>	<p>OCR Topic exploration pack* Slide 26</p> <p>Tennis Etiquette for Players, Spectators, and Parents (tenniscompanion.org)</p>	R185 Leading sport

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3-6	2.5 The use of Performance Enhancing Drugs (PEDs) in sport	<p>Students could be divided into small groups to research examples and information on:</p> <ul style="list-style-type: none"> reasons why they are used reasons against use. <p>Students could look at the role of the World Anti-Doping Agency (WADA), in terms of:</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) educational strategies impact of the use of PEDs on sport. <p>Drug offences by elite performers (e.g. Dwain Chambers, David Millar).</p> <p>Gain a greater awareness of scale of drug misuse in UK alone through:</p> <ul style="list-style-type: none"> independent research feedback to class. 	<p>Performance enhancing drugs</p> <p>Whereabouts rule</p> <p>Testing methods</p> <p>Sanctions</p>	<p>Understand why PEDs are used</p> <p>Understand reasons against the use of PEDs in sport</p> <p>Understand the role of WADA and testing methods</p> <p>Understand sanctions that can be used in sport</p>	<p>OCR Topic exploration pack* Slides 29-31</p> <p>World Anti-Doping Agency website (wada-ama.org)</p> <p>Sanctions (ukad.org.uk)</p> <p>Doping in sport: Drug use 'fast becoming a crisis' (bbc.co.uk)</p> <p>Why we should allow performance enhancing drugs in sport (bjism.bmj.com)</p>	R186 Media coverage

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7		Topic test on 2.4, 2.5.			ExamBuilder OCR past papers and mark schemes	

Summary of what you will cover from the curriculum planner :		Topic Area 3: The implications of hosting a major sporting event for a city or country				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	3.1 The features of a major sporting event	<p>To cover this area, students could discuss and define the following terms with reference to examples from sport and scheduling:</p> <ul style="list-style-type: none"> regular sporting event one-off sporting event regular and recurring sporting event. <p>Students could include details of where participants would be from as well as spectators (local, national, international).</p>	Regular Scheduling Major sporting event One-off Regular and recurring	Describe key features and scheduling of different major sporting events with examples of each from sport	OCR Topic exploration pack* Slides 32-33	R186 Role of the media – coverage

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
2-4	3.2 Positive and negative pre-event aspects of hosting a major sporting event	<p>Students could base their research on case studies of countries who have bid for major sporting events, for example Olympics London 2012, Tokyo 2020, Birmingham 2022 Commonwealth Games.</p> <p>Students could be divided into groups to present positive and negative pre-event aspects covering:</p> <ul style="list-style-type: none"> • bidding • infrastructure and development of transport • financial/commercial investment/support • potential for increased employment • local/national objections to the bidding process. 	<p>Bidding</p> <p>Infrastructure</p> <p>Commercial</p> <p>Investment</p>	<p>Understand why cities and countries want to bid to host major sporting events</p> <p>Understand why countries/cities may not want to bid to host major sporting events</p>	<p>Corruption and the bidding process for the Olympics and World Cup (transparency.org)</p> <p>IOC confirms changes to Olympic Games bidding process (sportspromedia.com)</p> <p>The pros and cons of hosting sporting events (swissinfo.ch)</p> <p>OCR Topic exploration pack* Slides 34-37</p>	R186 Role of the media – coverage
5		Revision of all topics covered in Year 1.				

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
6		End of year test and feedback.			ExamBuilder OCR past papers and mark schemes	

Second year of teaching

Summary of what you will cover from the curriculum planner :		Topic Area 3: The implications of hosting a major sporting event for a city or country				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1		Recap of previous year especially 3.2 Positive and negative pre-event aspects of hosting a major sporting event. Students could link to events that have happened over the summer break.				R186 Role of the media – coverage
2-4	3.3 Potential positive and negative aspects of hosting a major sporting event 3.3.1 During the event	Using case studies such as the Olympics in London 2012, Tokyo 2020, students research and discuss positive aspects/benefits including: <ul style="list-style-type: none"> • social infrastructure • national morale/social cohesion • national status • national interest in sport • media coverage • direct and indirect tourism • short term employment. <p>Students could present their ideas in a variety of forms including posters, leaflets, PowerPoints, etc.</p>	Social infrastructure Social cohesion National morale Direct tourism Indirect tourism	Identify and describe positive aspects for a country or city hosting a major sporting event	Advantages of hosting a major event (economicshelp.org) OCR Lesson element: Hosting major sporting events* OCR Topic exploration pack* Slides 34-37	R186 Role of the media – coverage

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5-7	<p>3.3 Potential positive and negative aspects of hosting a major sporting event</p> <p>3.3.1 During the event</p>	<p>Using case studies such as the Olympics London 2012, Tokyo 2020, Commonwealth Games Birmingham 2022, students research and discuss negative aspects/drawbacks including:</p> <ul style="list-style-type: none"> • increase in transport, litter, noise • potential increase in terrorism, crime • poor performance by home nation – impact on national pride • perceived relegation/lack of investment in areas not involved in event • negative media coverage. <p>Students could present their ideas in a variety of forms including posters, leaflets, PowerPoints.</p>	<p>Relegation</p> <p>Infrastructure</p> <p>Terrorism</p>	<p>Identify and describe negative aspects for a country or city hosting a major sporting event</p>	<p>5 African cities that could host the Olympics in the future (pulse.ng)</p> <p>Pros and Cons about Hosting the Olympics (manabink.com)</p> <p>7 Significant Political Events at the Olympic Games (britannica.com)</p>	<p>R186</p> <p>Role of the media – coverage</p>

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-3	3.3 Potential positive and negative aspects of hosting a major sporting event 3.3.2 Immediate and longer term positive post-event	<p>Students could look at the legacy left from hosting the London 2012 Olympics, along with other major sporting event hosts to include:</p> <ul style="list-style-type: none"> improved/new sporting facilities – what type of facilities. increase in sports participation – which sports and reasons why. increase in the profile of sports involved – which sports legacy of improved transport and social infrastructure – examples of what has improved raising city/nation's international profile/status – examples. <p>Are these benefits social or sporting or both?</p>	<p>Legacy</p> <p>International profile/status</p> <p>Infrastructure</p>	Describe the positive impact post-event of hosting a major sporting event	<p>Olympic Legacy (olympics.com)</p> <p>Tokyo's Olympic legacy: Will hosting the Games have benefitted local communities? (theconversation.com)</p> <p>Olympic legacies and the sustainability agenda (nature.com)</p>	R186 Role of the media – coverage
4-5	3.3 Potential positive and negative aspects of hosting a major sporting event	<p>Immediate and longer term negative post-event. Students could look at the legacy left from hosting the London 2012 Olympics, along with other major sporting event hosts to include:</p> <ul style="list-style-type: none"> the event might have cost more to host than the revenue generated 	<p>Debt</p> <p>Scandals</p>	Describe the negative impact post-event of hosting a major sporting event	<p>Is it worth the cost to host the Olympic games? (debate.org)</p> <p>The 40-year hangover: how the 1976 Olympics nearly broke Montreal</p>	R186 Role of the media – coverage

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	3.3.2 Immediate and longer term positive post-event	<ul style="list-style-type: none"> • sports facilities unused after the event • a loss in national reputation/status if the event is badly organised, host nation's participants performed badly, scandals emerged. <p>Students could research past hosts of major sporting events.</p>			(theguardian.com)	
6		Topic test on 3.3.			ExamBuilder OCR past papers and mark schemes	

Summary of what you will cover from the curriculum planner :		Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport Topic Area 5: The use of technology in sport				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-3	4.1 National Governing Bodies (NGBs)	<p>Students discuss what a National Governing Body (NGB) is.</p> <p>Research examples from different sports.</p> <p>Students research the roles of NGBs with reference to:</p> <ul style="list-style-type: none"> • 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>National Governing Bodies</p> <p>Performance pathway</p>	Understand the role of NGBs and how they support their sport, its participants, officials, and spectators	<p>National governing bodies (sportengland.org)</p> <p>OCR Topic exploration pack* Slides 38-46</p>	R187 Outdoor and adventurous activities
4-5	5.1 The role of technology in sport	<p>Students could discuss the role of technology in a sport of their choice.</p> <p>They could prepare a presentation covering the following points:</p>	<p>Technology</p> <p>Accuracy of officiating</p>	Identify the role technology plays in sport	<p>The Role of Technology in Sport (jurysoutblog.wordpress.com)</p>	R187 Outdoor and adventurous activities

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		<ul style="list-style-type: none"> • enhance performance – students could include wearable, field-based and laboratory technology • increase safety of participants – this could include both while performing, training and rehabilitation of injuries, recovery rate following participation • increase fair play and accuracy of officiating – this could include field-based technology, as well as replay technology • enhance spectatorship – this could include both at live sports performance and through the media. 				

Summary of what you will cover from the curriculum planner :		Topic Area 5: The use of technology in sport				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-3	5.1 The role of technology in sport 5.2 Positive and negative effects of the use of technology in sport 5.2.1 Positive	<p>Students could recap role of technology in sport using examples of where it has been used in a variety of sports.</p> <p>Students could discuss how technology can be positive for the performer in terms of:</p> <ul style="list-style-type: none"> enhanced performance lowering the risk of injury reducing the recovery time from injury more accurate decisions technical analysis of performance. <p>Students could look at different examples from sport to aid their understanding.</p>	<p>Technology</p> <p>Technical analysis</p>	Understand how technology can have a positive impact for the performer	<p>New examples of sports technology that's changing the game (reflexion.co)</p> <p>The 10 Best New Sports Equipment Technologies (designnews.com)</p> <p>OCR Topic exploration pack* Slides 5-29</p>	R187 Outdoor and adventurous activities
4-6	5.2 Positive and negative effects of the use of technology in sport 5.2.2 Negative	<p>Students could discuss how technology can be negative for the performer in terms of:</p> <ul style="list-style-type: none"> unequal access cost availability and affordability interruptions to the flow of the game influence on decisions of officials. 	<p>Affordability</p> <p>Unequal access</p>	Understand how technology can have a negative effect for the performer	<p>OCR Topic exploration pack* Slides 30-39</p>	R187 Outdoor and adventurous activities

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		They could look at different examples from sport to aid their understanding.				

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-2	5.2.3 Positive and negative effects of technology on the spectator experience	Students could look at different technology in a chosen sport to understand how it could enhance the spectator experience. Students could look at how technology has had a negative impact on the spectator experience.	Spectator experience	Understand how technology can have a positive and negative effect on the spectator experience	OCR Topic exploration pack* Slides 40-45	R187 Outdoor and adventurous activities
3-4		Revision mock exam prep.				
5-6		Mock exam and feedback.			ExamBuilder OCR past papers and mark schemes	

* Please note, this resource is for the current specification but is also relevant for this specification. Resources will be updated for J829 in due course.

Summary of what you will cover from the curriculum planner :		Examination revision, practice questions				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	Exam revision	<p>You could reserve the final series of lessons for exam revision using practice questions:</p> <ul style="list-style-type: none"> • Give students different types and styles of questions to practise answering, including short and long answer questions. • Show how to analyse and decompose the requirements of questions, including how command verbs are used. • Show how marks are allocated across questions, and what is required to achieve the marks indicated on the exam paper. Get students to attempt questions, peer mark others' answers and discuss. 	Exam revision	<p>Analyse and practise exam style questions</p> <p>Provide responses to a selection of different types of exam question</p> <p>Use teacher and peer review to inform further revision</p>	<p>OCR's guide to understanding the assessment – examined and moderated:</p> <ul style="list-style-type: none"> • P 9 command words • pp 12-18 exam question types 	
2	Exam revision	Examination revision questions continue.	Exam revision		<p>ExamBuilder</p> <p>OCR past papers and mark schemes</p>	
3	Exam revision	Examination revision questions continue.	Exam revision			
4	Exam revision	Examination revision questions continue.	Exam revision			
5	Exam revision	Examination revision questions continue.	Exam revision			

Teaching over three years

Topic area	Warm up/introductory activities	Length of time activity may take	Useful resources
Topic Area 1: Issues which affect participation in sport	Students could start to look at what facilities and activities are available in their local area. They could think of themselves and their families to see if they could access and participate in sport. Students could think of areas in their lives that might prevent them from participating and what could be changed to help them to participate.	5-6 hours with additional time for working in small groups to create a poster/leaflet.	Local leisure centres Local outdoor activity centres Local sports clubs/teams School based activities
Topic Area 2: The role of sport in promoting values	Students could look at the type of activities that are available in their local area, and they could think of why these types of activities are available. They could look at other types of activities that are not available and why this might be.	4-5 hours to prepare a leaflet to help a visitor know what types of activities are available.	Local leisure centres Local outdoor activity centres Local sports clubs/teams School based activities
Topic Area 3: The implications of hosting a major sporting event for a city or country	Students could research major sporting events both in the UK and worldwide, and they could produce a sporting calendar and include information on how often the event happens and where it has been held. They could also look at any media coverage the event has had – both positive and negative.	7-8 hours to research and produce a poster or calendar of major sporting events.	Internet for research
Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport	Students could research their own sport and how the NGB helps performers, clubs and officials from grassroots to elite.	3-4 hours to produce a leaflet.	Internet NGB website (sportengland.org)
Topic Area 5: The use of technology in sport	Students could look at the use of technology in a sport of their choice – they could look at how technology has developed and if it has made a positive or negative impact on the sport for both the performer and spectator.	5-6 hours.	Internet

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