



PE and Dance curriculum overview KS3

PE/Dance Curriculum Overview – Year 7 (KS3)

Introduce and develop	Unit1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Pathway 1	1. Creative Movement (baseline) 2. Badminton 3. Football	1. Basketball 2. Volleyball 3. OAA during mock exam period (2 weeks)	1. Trampolining 2. Table Tennis	1. Fitness 2. Rugby	1. Handball 2. Cricket	1. Athletics 2. Rounders
Pathway 2	1. Rugby (baseline) 2. Table Tennis 3. Netball	1. Gymnastics 2. Fitness 3. *OAA during mock exam period (2 weeks)	1. Dance 2. Handball	1. Football 2. Badminton	1. Athletics 2. Trampolining	1. Volleyball 2. Rounders
Topics	<div> <div>CREATIVE & CHALLENGING</div> <div>NET GAMES</div> <div>INVASION GAMES</div> </div> <div> <div>OAA</div> <div>MAXIMUM LEVELS</div> <div>STRIKING AND FIELDING</div> </div>					
Length of topic (in weeks)	8	7	7	6	6	6
Links to National Curriculum	<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance in other competitive sports Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Take part in competitive sports and activities outside school through community links or sports clubs. (Primary linked curriculum cover gymnastics, netball, football, badminton, athletics, OAA, dance) 					
Key Knowledge	<ul style="list-style-type: none"> Fundamental knowledge of Health and safety. Fundamental understanding on how to prevent injury. Fundamental knowledge on how to lead a warm-up. Knowledge of basic techniques. Basic knowledge of how to analyse their own and others performance. Basic knowledge of space. 					
Key Skills	<ul style="list-style-type: none"> Be able to perform a range of basic techniques. Be able to communicate effectively and work in a team. Be able to control the body through fundamental movement. Be able to lead a basic warm up 					

PE/Dance Curriculum Overview – Year 8 (KS3)

Apply and develop	Unit1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Pathway 1	1. Badminton 2. Football	1. Basketball 2. Volleyball 3. OAA during mock exam period (2 weeks)	1. Trampolining 2. Table Tennis	1. Fitness 2. Rugby	1. Handball 2. Cricket	1. Athletics 2. Rounders
Pathway 2	1. Rugby (baseline) 2. Table Tennis 3. Netball	1. Gymnastics 2. Fitness 3. *OAA during mock exam period (2 weeks)	1. Dance 2. Handball	1. Football 2. Badminton	1. Athletics 2. Trampolining	1. Volleyball 2. Rounders
Topics	<div> <div>CREATIVE & CHALLENGING</div> <div>NET GAMES</div> <div>INVASION GAMES</div> </div> <div> <div>OAA</div> <div>MAXIMUM LEVELS</div> <div>STRIKING AND FIELDING</div> </div>					
Length of topic (in weeks)	8	7	7	6	6	6
Links to National Curriculum	<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance in other competitive sports Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Take part in competitive sports and activities outside school through community links or sports clubs. (Primary linked curriculum cover gymnastics, netball, football, badminton, athletics, OAA, dance) 					
Key Knowledge	<ul style="list-style-type: none"> Develop fundamental knowledge of Health and safety. Develop fundamental understanding on how to prevent injury. Develop fundamental understanding on how to warm up and cool down. Develop fundamental knowledge on how to lead a warm-up. Fundamental knowledge of officiating, rules and regulations. Knowledge of basic techniques. Fundamental knowledge of space. Fundamental knowledge of what a good example of performance looks like 					
Key Skills	<ul style="list-style-type: none"> Be able to perform & apply a range of basic techniques. Perform a range & apply of fundamental tactics. Be able to communicate & apply effectively and work in a team. Be able to control & apply the body through fundamental movement. Be able to move in & apply positions of space during pressured games. 					

PE/Dance Curriculum Overview – Year 9 (KS3)

Advanced skills and leadership	Unit1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Pathway 1	1. Badminton 2. Football	1. Basketball 2. Volleyball 3. OAA during mock exam period (2 weeks)	1. Trampolining 2. Table Tennis	1. Fitness 2. Rugby	1. Handball 2. Cricket	1. Athletics 2. Rounders
Pathway 2	1. Rugby (baseline) 2. Table Tennis 3. Netball	1. Gymnastics 2. Fitness 3. *OAA during mock exam period (2 weeks)	1. Dance 2. Handball	1. Football 2. Badminton	1. Athletics 2. Trampolining	1. Volleyball 2. Rounders
Topics	<div> <div>CREATIVE & CHALLENGING</div> <div>NET GAMES</div> <div>INVASION GAMES</div> </div> <div> <div>OAA</div> <div>MAXIMUM LEVELS</div> <div>STRIKING AND FIELDING</div> </div>					
Length of topic (in weeks)	8	7	7	6	6	6
Links to National Curriculum	<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance in other competitive sports Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Take part in competitive sports and activities outside school through community links or sports clubs. (Primary linked curriculum cover gymnastics, netball, football, badminton, athletics, OAA, dance) 					
Key Knowledge	<ul style="list-style-type: none"> Advanced knowledge of health and safety. Advanced understanding on how to prevent injury. Advanced understanding on how to warm up and cool down. Advanced knowledge on how to lead a warm-up. Advanced knowledge of officiating, rules and regulations. Advanced knowledge of basic techniques. Advanced knowledge of how to analyse their own and others' performance. Advanced knowledge of space. Advanced knowledge of what a good example of performance looks like. 					
Key Skills	<ul style="list-style-type: none"> Be able to effectively apply a range of techniques. Be able to effectively apply a range of tactics. Be able to communicate & effectively work in a team. Be able to effectively control & apply the body through a range of movements. Be able to effectively apply positions of space during pressured games. 					



Dance curriculum overview KS4



PE/Dance curriculum overview – Year 10 (KS4) Exam board: AQA GCSE Dance(8236)

Topic	Year 10 Performance	Year 10 Performance	Year 10 Critically appreciate own works and professional works A Linha Curva	Year 10 Critically appreciate own works and professional works Shadows
Length of topic (in weeks)	HT1 6 weeks	HT2 6 weeks	HT1 6 weeks	HT2 6 weeks
Links to National Curriculum	Develop their technique and improve their performance in other competitive sports (Dance) AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	Develop their technique and improve their performance in other competitive sports (Dance) AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>A LINHA CURVA</u>	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>SHADOWS</u>
Assessment Task(s)	Mock performance duet/trio GCSE Criteria /24	Mock performance SOLO SET PHRASE GCSE Criteria /12	Week 5 – 6 exam style question Week 6 – MAD time	Week 5 – 6 exam style question Week 6 – MAD time
Key Knowledge	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	‘A Linha Curva’ Critically appreciate all aspects of ‘A Linha Curva’ as professional works	‘Shadows’ Critically appreciate all aspects of ‘Shadows’ as professional works
Key Skills	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.

PE/Dance curriculum overview – Year 10 (KS4) Exam board: AQA GCSE Dance(8236)

Topic	Year 10 Choreography	Year 10 Performance	Year 10 Performance	Year 10 Critically appreciate own works and professional works Within Her Eyes	Year 10 Critically appreciate own works and professional works Emancipation of Expressionsim
Length of topic (in weeks)	HT3/HT4 12 weeks	HT3 6 weeks	HT4 6 weeks	HT3 6 weeks	HT4 6 weeks
Links to specification	AO2/3 – Create dance, including movement material and aural setting, to communicate choreographic intention	AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>WITHIN HER EYES</u>	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>EMANCIPATION OF EXPRESSIONSIM</u>
Assessment Task(s)	Creative choreography – Stimulus development/motif development/choreographic devices. DUET. GCSE criteria /24.		Mock performance SOLO SET PHRASE BREATHE/SCOOP GCSE Criteria /12	Week 5 – 6 exam style question Week 6 – MAD time	Week 5 – 6 exam style question Week 6 – MAD time
Key Knowledge	Motif development, repetition, contrast, highlights, climax, manipulation of number, unison and canon	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	‘Within Her Eyes’ Critically appreciate all aspects of ‘WHE’ as professional works	‘Eof E’ Critically appreciate all aspects of ‘E of E’ as professional works
Key Skills	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas -application of knowledge, skills and understanding of choreographic forms and devices -communication of ideas, feelings, emotions, meanings and moods	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.

PE/Dance curriculum overview – Year 10 (KS4) Exam board: AQA GCSE Dance(8236)

Topic	Year 10 Choreography	Year 10 Performance	Year 10 Performance	Year 10 Critically appreciate own works and professional works Artificial Things	Year 10 Critically appreciate own works and professional works Infra
Length of topic (in weeks)	HT5/HT6 12 weeks	HT5 6 weeks	HT6 6 weeks	HT5 6 weeks	HT6 6 weeks
Links to National Curriculum	Develop their technique and improve their performance in other competitive sports (Dance) AO2/3 – Create dance, including movement material and aural setting, to communicate choreographic intention	Develop their technique and improve their performance in other competitive sports (Dance) AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	Develop their technique and improve their performance in other competitive sports (Dance) AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>ARTIFICIAL THINGS</u>	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>INFRA</u>
Assessment Task(s)	Creative choreography - Structuring devices. Aural setting SOLO GCSE criteria /40	DUET/TRIO DEVELOPMENT GCSE CRITERIA /24	Section B – Exam style questions from Section B of exam	Week 5 – 6 exam style question Week 6 – MAD time	Week 5 – 6 exam style question Week 6 – MAD time
Key Knowledge	Structure devices and form. Aural settings and how they affect choreographic outcomes.	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	‘Artificial Things’ Critically appreciate all aspects of ‘AT’ as professional works Section A exam development	‘Infra’ Critically appreciate all aspects of ‘Infra’ as professional works Section A exam development
Key Skills	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas -application of knowledge, skills and understanding of choreographic forms and devices	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.



PE/Dance curriculum overview – Year 11 (KS4) Exam board: AQA GCSE Dance(8236)

Topic	Year 11 Choreography	Year 11 Performance	Year 11 Critically appreciate own works and professional works Infra	Year 11 Critically appreciate own works and professional works Shadows
Length of topic (in weeks)	HT1/2/3 16 weeks	HT1/2 12 weeks	HT1 6 weeks	HT2 6 weeks
Links to National Curriculum	AO2- Create dance, including movement material and aural setting, to communicate choreographic intention AO3- Demonstrate knowledge and understanding of choreographic processes and performing skills.	AO1– Perform dance, reflecting choreographic intention through physical, technical and expressive skills AO3- Demonstrate knowledge and understanding of choreographic processes and performing skills.	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>INFRA</u>	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>SHADOWS</u>
Assessment Task(s)	GCSE Choreography exam NEA 30% mark Exam January	GCSE Performance exam SOLO SET PHRASES BREATHE/SCOOP /12 DUET/TRIO /24 NEA 30% mark Exam December	Week 5 – 6 exam style question Week 6 – MAD time	Week 5 – 6 exam style question Week 6 – MAD time
Key Knowledge	Understanding and developing choreographic processes- -researching, generating, selecting, developing, refining and synthesising. Understanding and developing choreographic devices - motif development, repetition, contrast, highlights, climax, manipulation of number, unison and canon	Physical skills Technical skills Expressive skills Mental skills Safe working practice	Critically appreciate constituent features of 'Infra' Understanding how constituent features demonstrate the choreographic intent.	Critically appreciate constituent features of 'shadows' Understanding how constituent features demonstrate the choreographic intent.
Key Skills	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas -application of knowledge, skills and understanding of choreographic forms and devices -communication of ideas, feelings, emotions, meanings and moods	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention through performance	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.



PE/Dance curriculum overview – Year 11 (KS4) Exam board: AQA GCSE Dance(8236)

Topic	Year 11 Choreography	Year 11 Critically appreciate own works and professional works Emancipation of Expressionism
Length of topic (in weeks)	HT3 6 weeks	HT3 6 weeks
Links to National Curriculum	AO2- Create dance, including movement material and aural setting, to communicate choreographic intention AO3- Demonstrate knowledge and understanding of choreographic processes and performing skills.	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>Emancipation of Expressionism</u>
Assessment Task(s)	GCSE Choreography exam NEA 30% mark EXAM January	Week 5 – 6 exam style question Week 6 – MAD time
Key Knowledge	Understanding and developing choreographic processes- -researching, generating, selecting, developing, refining and synthesising. Understanding and developing choreographic devices - motif development, repetition, contrast, highlights, climax, manipulation of number, unison and canon	Critically appreciate constituent features of 'Emancipation of Expressionism' Understanding how constituent features demonstrate the choreographic intent.
Key Skills	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas -application of knowledge, skills and understanding of choreographic forms and devices -communication of ideas, feelings, emotions, meanings and moods	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.

PE/Dance curriculum overview – Year 11 (KS4) Exam board: AQA GCSE Dance(8236)

Topic	Year 11 Section A	Year 11 Section B	Year 11 Section C Critically appreciate own works and professional works	GCSE DANCE EXAM JUNE 40%
Length of topic (in weeks)	HT4/5/6 18 weeks	HT4/5/6 18 weeks	HT4/5/6 18 weeks	GCSE DANCE EXAM JUNE 40%
Links to National Curriculum	AO3- Demonstrate knowledge and understanding of choreographic processes and performing skills.	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements.	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements.	GCSE DANCE EXAM JUNE 0 40%
Assessment Task(s)	Section A exam questions. Mock exam	Section B 6 mark exam questions Mock exam	Section C 6/12 mark exam questions Mock exam	GCSE DANCE EXAM JUNE 40%
Key Knowledge	-the meaning of relevant choreography and performance terminology. Physical skills Technical skills Expressive skills Mental skills Safe working practice	-the meaning of relevant choreography and performance terminology. . Physical skills Technical skills Expressive skills Mental skills Safe working practice Explaining how choreography and performance skills have contributed to practical performances.	- Critically appreciate the constituent features of professional works and how this demonstrates the choreographic intent - Compare similarities and differences between professional works	GCSE DANCE EXAM JUNE 40%
Key Skills	---application of knowledge, skills and understanding for performing -application of knowledge, skills and understanding of choreographic forms and devices -creative response to stimuli	--application of knowledge, skills and understanding for performing critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of own work	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	GCSE DANCE EXAM JUNE 40%



Sports Studies curriculum overview KS4 J829

Sports Studies Curriculum Overview – Year 10 (KS4) (Theory, Practical) Exam board: OCR

Topic (Unit)	R185 performance and leadership in sports activities	R185 performance and leadership in sports activities	R186 Sport and the Media
Length of topic	2 theory lessons per week. HT1 – HT5	1 Practical per week. HT1 – HT5	3 theory lessons per week. - HT6.
Links to National Curriculum	<p>This is assessed by a set assignment In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will 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. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Key components of performance • Applying practice methods to support improvement in a sporting activity • Organising and planning a sports activity session o Leading a sports activity session • Reviewing your own performance in planning and leading a sports activity session 	<p>Topic area 1: understand key components of performance</p> <p>Topic area 2 to be able to apply practice methods to support improvements in a sporting activity</p>	<p>This is assessed by a set assignment In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • The different sources of media that cover sport • Positive effects of the media in sport • Negative effects of the media in sport.
Assessment Task(s)	<p>Centre-assessed and OCR-moderated</p> <p>The assessment for this unit:</p> <p>Centre-assessed task(s) for each learning outcome</p>	<p>Centre-assessed and OCR-moderated</p> <p>The assessment for this unit:</p> <p>Centre-assessed task(s) for each learning outcome</p>	<p>Centre-assessed and OCR-moderated</p> <p>The assessment for this unit:</p> <p>Centre-assessed task(s) for each learning outcome</p>
Key Knowledge	<p>Different leadership roles and opportunities in sport</p> <p>Role-related responsibilities</p> <p>Personal qualities which relate to leadership roles</p> <p>Leadership styles</p> <p>Key considerations when planning sports activity sessions</p> <p>Safety considerations when planning sports activity sessions</p> <p>Safe practice</p> <p>Delivery style</p> <p>Communication skills</p> <p>Motivation techniques</p> <p>Activity-specific knowledge</p> <p>Adaptability</p> <p>Key aspects to consider in evaluating planning and delivery of a sports activity session</p>	<p>Students will perform in a range of different sports throughout the year. Students are assessed performing in two different activities. Team or individual.</p> <p>Students will also lead their own activity and will be formally assessed.</p>	<ul style="list-style-type: none"> • Social and digital media – different source types for example Twitter • Streaming sites – for example YouTube • Technology on the move – tablets and phones Websites/blogs – for example Sky Sports, F1 fanatic, CAUGHTOFFSIDE, the sporting blog • initiatives – how the media use topical role models and famous people (celebrities) to promote current initiatives
Key Skills	Planning, communication, confidence, organisational skills	Development of both core and advanced skills for one individual and one team so=port. Performance Analysis	Organisation, planning, research and resilience.

Sports Studies Curriculum Overview – Year 11 (KS4) (Theory,) Exam board: OCR

Topic (Unit)	R186 Sport and the Media	R184 Contemporary issues in Sport.
Length of topic	3 theory lessons per week. HT1- HT2.	3 theory lessons per week. HT3-HT6.
Links to National Curriculum	<p>This is assessed by a set assignment In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.</p> <p>Topics include:</p> <ul style="list-style-type: none"> The different sources of media that cover sport Positive effects of the media in sport Negative effects of the media in sport. 	<p>This is assessed by an exam By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.</p> <p>Topics include:</p> <ul style="list-style-type: none"> Issues which affect participation in sport The role of sport in promoting values The implications of hosting a major sporting event for a city or country The role National Governing Bodies (NGBs) play in the development of their sport The use of technology in sport
Assessment Task(s)	<p>Centre-assessed and OCR-moderated</p> <p>The assessment for this unit:</p> <p>Centre-assessed task(s) for each learning outcome</p>	<p>Exam questions with MAD time activity</p> <p>1 hour Written Exam (May) OCR Marked</p>
Key Knowledge	<ul style="list-style-type: none"> Social and digital media – different source types for example Twitter Streaming sites – for example YouTube Technology on the move – tablets and phones Websites/blogs – for example Sky Sports, F1 fanatic, CAUGHTOFFSIDE, the sporting blog initiatives – how the media use topical role models and famous people (celebrities) to promote current initiatives 	<p>The different user groups who may participate in sport</p> <p>The possible barriers which affect participation in sport</p> <p>The solutions to barriers which affect participation in sport</p> <p>The factors which can impact upon the popularity of sport in the UK</p> <p>Current trends in the popularity of different sports in the UK</p> <p>Growth of new/emerging sports and activities in the UK</p> <p>Values which can be promoted through sport</p> <p>The Olympic and Paralympic movement</p> <p>Other initiatives and events which promote values through sport</p> <p>The importance of etiquette and sporting behaviour of both performers and spectators</p> <p>The use of performance-enhancing drugs in sport</p> <p>The features of major sporting events</p> <p>The potential benefits and drawbacks of cities/countries hosting major sporting events</p>
Key Skills	Organisation, planning, research and resilience.	Examination confidence, revision, organisation, focus.