

Year: 10 Subject: Cambridge National in Sport Studies	Curriculum Intent: Students will spend Year 10 applying their understanding of foundational topics covered in Year 9 into NEA assessment. Students 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. They will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. Students will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media. There will be a progression in skills as the content allows with students given the opportunity to engage in the more challenging extended writing questions as the content delivery and sequence allows.					
	Term 1 R186 <i>Topic Area 1 – The different sources of media that cover sport</i> <i>Topic Area 2 - Positive effects of the media in sport</i>		Term 2 R186 <i>Topic Area 3 - Negative effects of the media in sport</i> R184 <i>Topic Area 1 – Issues which affect participation in sport</i> <i>Topic Area 2 – The role of sport in promoting values</i> <i>Topic Area 3 – The implication of hosting a major sporting event for a city or country</i>		Term 3 R185 <i>Topic Area 2 - Applying practice methods to support improvement in a sporting activity</i> <i>Topic Area 3 - Organising and planning a sports activity session</i> <i>Topic Area 4 - Leading a sports activity session</i>	
Topic Titles (in order of delivery)	R186 1.1 – Distinguish between different media sources and how they cover sport	R186 2.1 – The positive relationship between the media and sport 2.2 – Positive impacts of the media in sport	R186 3.1 – A range of negative effects of the media on sport in relation to spectators and live sport 3.2 – Negative impacts of the media on sports and sports performers	R184 Topic Area 1 Revision Topic Area 2 Revision Topic Area 3 Revision	R185 2.1 – Strengths and weaknesses of sports performance 2.2 – Methods to improve performance 2.3 – Measuring improvement in performance	R185 3.1 – Organisation of a sports activity session 3.2 – Safety considerations when planning a sports activity session 3.3 – Objectives to meet the needs of the group 4.1 – Organisation of a sports activity session

						4.2 – Leading a sports activity session
Key knowledge / Retrieval topics	R186 1.1.1 – Social networking, Media sharing sites, Live streaming and technology on the move, Websites/blogs 1.1.2 – TV, Radio, Podcasts 1.1.3 – Newspapers, Magazines, Books	R186 2.1.1 – How the media can help promote sport to increase awareness and improve participation levels, Inspiring others to participate, Creating and adopting role models 2.2.1 – 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 2.2.1 – Exposure for emerging and minority sports, Continued education of performers and spectators in emerging sports and changes to existing sports 2.2.2 - Relationship between sport and	R186 3.1.1 – External factors affecting decline in live spectatorship 3.1.2 – Ethical appropriateness of sponsors 3.1.3 – How the media is assisting a widening wealth divide in sport 3.1.4 – Impact of wider global issues on sport/ performers and spectators 3.1.5 – Media demands affecting sport fixture Scheduling 3.2.1 – Coverage of inappropriate behaviour 3.2.2 – Rejection of sporting heroes 3.2.3 – Scrutiny and criticism of participants 3.2.4 – Increased pressure on athletes to look a certain way and links to mental health	R184 1.1 – User groups 1.2 – Possible barriers 1.3 – Possible barrier solutions 1.4 – Factors which can positively and negatively impact upon the popularity of sport in the UK 1.5 – Emerging/new sports in the UK 2.1 – Sport values 2.2 – The Olympic and Paralympic movement 2.3 – Sporting values initiative and campaigns 2.4 – The importance of etiquette AND sporting behaviour 2.5 – The use of Performance Enhancing Drugs (PEDs) in sport 3.1 – The features of a major sporting event 3.2 – Positive and negative pre-event aspects of hosting a major sporting event 3.3 – Potential positive and negative	R185 2.1 – Skills and techniques, Tactics and strategies, Compositional ideas 2.2 – Different types of practices and progressive Drills 2.3 – Use of tools to aid evaluation	R185 3.1 - Appropriate venue: Location, Size, Weather, Equipment: Type, Amount required, Timing: Appropriate, Allowing for progression, Supervision: Number of participants, Size of groups, Contingency plan 3.2 – Risk assessment and corrective action: Activity-specific risks, Checking of equipment, Basic first aid and child protection, Emergency procedures 3.3 – Introduction and conclusion, Basic warm up and cool down, Skill and technique development 4.1 – Safe practice, Timing, Adaptability, Reliability

		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, 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		aspects of hosting a major sporting event		4.2 - Activity-specific details, Leadership style, Adaptability, Communication, Positioning, Enthusiasm for the activity and motivation of the group, Confidence, Creativity
Understanding / Sequence of delivery	Name, describe, give examples and apply	Name, describe, give examples and apply	Name, describe, give examples and apply	Name, describe, give examples and apply	Name, describe, give examples and apply	Name, describe, give examples and apply
Assessment	R186 MB1 – Basic understanding, limited links, limited recommendations MB2 – Adequate understanding, sound links, sound recommendations	R186 MB1 – Basic knowledge, limited examples, basic evaluation, limited recommendations MB2 – Adequate knowledge, range of examples, adequate	R186 MB1 – Basic knowledge, limited examples, limited recommendations MB2 – Adequate knowledge, range of examples,	R184 Section A – Multiple choice, short answer and medium answer questions. Section B – Short answer and medium answer questions based on scenario	R185 MB1 – Limited application of skills and tactics, limited accuracy and fluency of creativity, tactics, strategy, compositional	R185 MB1 – Creates a basic plan, limited flexibility, limited range of leadership skills, dependant on assistance, communication and

	MB3 – Comprehensive understanding, detailed links, clear and detailed recommendations	evaluation, sound recommendations MB3 – Comprehensive knowledge, wide range of examples, detailed evaluation, comprehensive recommendations	sound recommendations MB3 – Comprehensive knowledge, wide range of examples, clear and detailed recommendations	Section C – Extended response analysis and evaluation questions based on scenario	ideas and decision making, inconsistent ability to maintain performance OR limited awareness of role MB2 – Sound application of skills and tactics, shows some accuracy and fluency of creativity, tactics, strategy, compositional ideas and decision making, ability to maintain performance with some consistency OR shows some awareness of role MB3 – Comprehensive application of skills and tactics, shows some accuracy and fluency of creativity, tactics, strategy, compositional ideas and decision making	motivational skills are limited MB2 – Creates a sound plan, sound flexibility, range of leadership skills, follows safe practice when assisted, communication and motivational skills are adequate MB3 – Creates a comprehensive plan, confident flexibility, wide range of leadership skills, independent, communication and motivational skills are effective, clear and confident
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