

Year 11 - OCR Sport Studies

Medium Term Plan September 2024

Half Term 1

Lesson	Substantive Knowledge	Disciplinary Knowledge	Suggested Activities	Disciplinary Literacy	Potential Misconceptions	Extending the curriculum	Suggested reading
1 Topic Area 1: Issues which affect participation in sport	Different user groups who participate in sport	• Gender • People from different ethnic groups • Retired people/ people over 60 • Families with children • Carers • People with family commitments • Young children	Know the user groups that participate in the physical activity or sport. The user group categories are as follows in this qualification: - o Gender - sometimes different genders have different needs, goals and requirements for sport - o Carers - adults or children,	User groups Barriers Solutions	Understanding the difference between barriers and solutions	Students suggested to follow their social media profiles to regularly monitor which user groups are more frequently in the media and what is done about user groups that are not as frequently shown (e.g. targeted advertising).	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport

			caring for relatives, elderly, parents or siblings o Young children - from birth to the end of primary school				
2	Different user groups who participate in sport	• Teenagers • People with disabilities • Parents (singles or couples) • People who work • Unemployed/economically disadvantaged people	o Teenagers - compulsory secondary school age o People with disabilities - an awareness of a range of disabilities should be included, not just physical disabilities or wheelchair users	Unemployed Economically disadvantaged	Understanding the difference between unemployed and economically disadvantaged		
3	Possible barriers	• Employ	An appreciation	Disposable	Confusion		



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	which affect participation in sport	• 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	ment and unemployment that not everyone in society has an unlimited choice of when and where they might participate in physical activity and sport • The barriers impacting user group participation. This may include: - o Lack of awareness of appropriate activity provision –not knowing the local area or the activity provision available - o Negative portrayal by the media - for	income Provision	between provision and promotion		
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		• Lack of awareness of appropriate activity provision • The lack of equal coverage in media in terms of gender and ethnicity by the media	example stereotypical gender or ethnicity images, the volume of specific sports coverage/reporting and the gender/ethnicity imbalance in sport punditry may adversely affect both				
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4	Possible solutions to the barriers which affect participation in sport	Possible solutions to the barriers which affect participation in sport: □ Provision of: - Appropriate programmes	To include consideration of increased sport participation due to barrier solutions, providing specific examples, solutions and	Promotion strategies Initiatives Incentives	Confusion between initiatives and incentives	Students suggested to follow their social media profiles to regularly monitor which user groups are more frequently in the media	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition
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		- Sessions - Activities - Times for the different user groups □ Promotion strategies: - The use of targeted promotion - Role models - Initiatives	their impact as illustrated below: • Promotion strategies - range of promotional activities, for example advertisements, initiatives and incentives, such as taster sessions			and what is done about user groups that are not as frequently shown (e.g. targeted advertising). Monitor what solutions local clubs and campaigns put in place to break down these barriers.	Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook
5	Possible solutions to the barriers which affect participation in sport	□ Increased and appropriate transport availability □ Availability of appropriate user group facilities and equipment □ Improved access to facilities for all user groups □ Appropriate pricing for all	To include consideration of increased sport participation due to barrier solutions, providing specific examples, solutions and their impact as illustrated below: • Transport availability - use examples to	Concessions Taster sessions	Understanding of the term 'access'		My Revision Notes Cambridge National Level 1/2 Sport Studies



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		user groups	show how having transport available affects participation for different user groups • Access to facilities and equipment - for specific facility/equipment needs, such as hoists for less able swimming pool users, hearing loops for deaf users or braille signage for partially sighted users • Appropriate pricing - concessions, taster sessions, free or reduced-price equipment				
6	Emerging/new sports in the UK	The growth of emerging/new sports in the UK	Examples of current emerging sports	Emerging sports	Understanding of the term emerging sports		



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7	Factors which can positively and negatively impact upon the popularity of sport in the UK	Positive and negative impacts on the popularity of sport in the UK includes:	To include applied examples of positive and negative factors, illustrating how those factors impact the popularity of the sport, for example:	Environment	Misconception of climate just being weather	Students suggested to follow their social media profiles to regularly monitor which user groups are more frequently in the media and what is done about user groups that are not as frequently shown (e.g. targeted advertising).	Recommended reading:
8				Climate			Hodder J829
9		☐ The number of people participating ☐ The provision of facilities ☐ Environment/c climate activity influences ☐ Live spectator opportunities ☐ The amount and range of	•Number of people participating - importance of being able to cite specific examples, with statistics and trends of popular and less popular sports	Spectator opportunities			Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge National Level 1/2 Sport Studies Revision Guide and



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media coverage

☐ The high-level success of both individuals and teams

☐ The number and range of positive role models available in a sport

☐ Social acceptability

• Provision of facilities - in relation to locality or types of sports activities available for both watching and participating in sporting activities

• Environmental or climatic conditions - Reference could be made to activities requiring specific environmental conditions, for example skiing requiring, cold, snowy, mountainous terrain or sailing requiring access to coastal areas or large bodies



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			of water •Range of media coverage for example, live, catch up sport views, how coverage changes for different sports •High level sporting success and role models - appropriate sporting examples of performers whose success has increased the popularity for their sport •Social acceptability of a sport – illustrations of sports where cruelty or violence is in evidence might be used to				
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10	Sport values	Values which can be promoted through sport: ☐ Team spirit- refers to the support given to fellow team/squad members and being able to work together to reach a collective goal ☐ Fair play - where performers adhere to the rules and do not cheat whilst performing ☐ Citizenship - relates to how people create community	To include: •Awareness of how the values can be seen in sport •Examples of each value in a sporting context	Team spirit Fair play Citizenship Tolerance and respect Inclusion National pride Excellence	Not understanding the meaning of the term citizenship	Students suggested to follow sport in the media to see how these values are demonstrated.	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge	
Topic Area 2: The role of sport in promoting values								
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12								



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links and
community
spirit by getting
involved in local
sports clubs and
teams

□ Tolerance
AND Respect -
one sporting
value not two
separate values,
and relates to
how sport can
generate a
greater
understanding
of other cultures

□ Inclusion -
refers to the fact
that in order
that all social
groups can
participate in
sport, there
should be equal
opportunities
for all social
groups in
society to play
sport



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		□ National pride - support for your national team/ squad in a sport creates national pride by uniting the whole population in their support of for the team/sport □ Excellence - can be evident in sport at all levels when performers strive to be the very best that they can in their activity and work with maximum effort					
13	The Olympic and Paralympic movement	The Creed	•Know the Creed - “The most important thing is not to win but to take	Olympics Paralympics The Creed	Understanding the meaning behind the Olympic Creed	Students suggested to follow major sporting events (pre, during and	Recommended reading: Hodder J829 Cambridge

			part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered, but to have fought well". Pierre De Coubertin			post-event information)	 National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge National Level ½ Sport Studies
14	The Olympic and Paralympic movement	The Symbol	• Know the that the five interlocking rings represent the closeness between the five continents • - Know the that the five interlocking rings rep	Olympic symbol	Remembering what the five interlocking rings represent		
15	The Olympic and Paralympic movement	The Olympic and Paralympic values: • The Olympic values of Excellence, Friendship and	• Students must know the Olympic values: - o Excellence - Excellence means doing the best we can,	Excellence Friendship Respect	Misconception between the Olympic and Paralympic values		



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		Respect	on the field of play or in our professional life. The important thing is not winning, but taking part, making progress and enjoying the healthy combination of body, will and mind o Respect - This includes respect for yourself and your body, for other people, for rules and regulations, for sport and for the environment o Friendship - Friendship is at the heart of the Olympic Movement. It encourages us to see sport as				
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			an instrument for mutual understanding between individuals, and between people all over the world				
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16	The Olympic and Paralympic movement	The Olympic and Paralympic values: •The Paralympic values of Courage, Determination, Inspiration and Equality	• Students must know the Paralympic values: o Courage - Paralympic athletes, through their performances, showcase to the world what can be achieved when testing your body to its absolute limits o Determination – Paralympic athletes have a unique strength of character that	Determination Inspiration Courage Equality	Misconception between the Paralympic and Olympic values	Students suggested to follow major sporting events (pre, during and post-event information)	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision
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combines
mental
toughness,
physical ability,
and outstanding
agility to
produce
sporting
performances
that regularly
redefine the
boundaries of
possibility

o Inspiration –
Paralympic
athletes
maximise their
abilities,
empowering
and exciting
others to be
active and
participate in
sport

o Equality -
Paralympic
athletes
celebrate
diversity and
show that



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			difference is a strength. As pioneers for inclusion, they challenge stereotypes, transform attitudes and break down social barriers and discrimination towards persons with disabilities				
17	Sporting values initiatives and campaigns	Other initiatives, campaigns and events which promote sporting values: ☐ Local ☐ Regional ☐ National	To include: An awareness and examples of current initiatives, campaigns and events which are likely to promote the sporting values identified	Initiatives Campaigns	Understanding the aim of initiatives and campaigns		
18	The importance of etiquette AND sporting behaviour of performers	The importance of etiquette AND sporting behaviour of performers:	To include applied examples from sport, which consider the	Etiquette Sporting behaviour	Understanding the meaning of the word etiquette		



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- ☐ The reasons for observing etiquette and sporting behaviour
- ☐ Sportsmanship
- ☐ Examples from sport

reasons for:

- Observing etiquette and sporting behaviour - refers to factors such as fairness, the safety of fellow participants or the reinforcement of positive sporting values
 - o Factors such as an awareness of when there is a requirement to be quiet/silent, the appropriateness of comments
- Sportsmanship - playing within the letter and the spirit of sport should be reinforced when participating; rather than the

			use of gamesmanship, where performers bend the rules •Spectators - have a responsibility to each other and the players to view the action in a manner that does not jeopardise fellow spectators or players				 LIBERTY ACADEMY CHURCH OF ENGLAND
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Half Term 2

19	The importance of etiquette AND sporting behaviour of spectators	The importance of etiquette AND sporting behaviour of spectators: ☐ Appropriate behaviour when spectating ☐ Safety	To include applied examples from sport, which consider the reasons for: •Observing etiquette and sporting	Sportsmanship Gamesmanship	Mistaking sportsmanship for gamesmanship and vice versa	When watching sport, observe participant and spectator etiquette	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition
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behaviour -
refers to factors
such as fairness,
the safety of
fellow
participants or
the
reinforcement
of positive
sporting values
o Factors such
as an awareness
of when there is
a requirement
to be
quiet/silent, the
appropriateness
of comments

•Sportsmanship
- playing within
the letter and
the spirit of
sport should be
reinforced when
participating;
rather than the
use of
gamesmanship,
where
performers
bend the rules



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			• Spectators - have a responsibility to each other and the players to view the action in a manner that does not jeopardise fellow spectators or players				
20	The reasons why sports performers use Performance Enhancing Drugs (PEDs)	The reasons why sports performers use Performance Enhancing Drugs (PEDs)	To include: • Applied examples of the detrimental effects of using PEDs • Sanctions such as bans, and fines, are applied in a range of lengths and costs to deter the use of PEDs • Educational strategies to	Performance-enhancing drugs (PEDs)	Understanding why sports performers take PEDs		



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			discourage the use of PEDs, usually campaigns are led by role models, peers and family				
21	The reasons why performers should not use PEDs	The reasons why performers should not use PEDs	To include: • Applied examples of the detrimental effects of using PEDs • Sanctions such as bans, and fines, are applied in a range of lengths and costs to deter the use of PEDs • Educational strategies to discourage the use of PEDs, usually campaigns are led by role models, peers	Sanctions Educational strategies	Understanding why sports performers should not take PEDs		



			and family				
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22	The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs	The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs: □ WADA's Whereabouts Rule □ WADA testing methods	Sanctions to prevent the use of PEDs Educational strategies to prevent the use of PEDs Impact of the use of PEDs on the sport	World Anti-Doping Agency (WADA)	Remembering the acronym WADA and what it stands for	Students recommended to follow WADA in the media and see the work they do with current athletes	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge
23	The types and scheduling of major sporting events: □ Regular □ 'One-Off' □ Regular and recurring The nature of the participants and spectators	The types and scheduling of major sporting events: □ Regular □ 'One-Off' □ Regular and recurring The nature of the participants and spectators	Look at examples of events that fit into each of the categories: Regular One-Off Regular and recurring	Regular One-off Regular and recurring	Misconceptions between regular events and regular and recurring events	Follow current major sporting events that are on the television and in the media	
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25	Final lessons to update logbooks and complete written assignment R185 Performance and Leadership in Sports Activities - TA2.
26	Final lessons to update logbooks and complete written assignment R185 Performance and Leadership in Sports Activities - TA2.
27	Final lessons to update logbooks and complete written assignment R185 Performance and Leadership in Sports Activities - TA2.

28	Final lessons to update logbooks and complete written assignment R185 Performance and Leadership in Sports Activities - TA2.
29	Final lessons to update logbooks and complete written assignment R185 Performance and Leadership in Sports Activities - TA2.
30	Final lessons to update logbooks and complete written assignment R185 Performance and Leadership in Sports Activities - TA2.

31	Final lessons to update logbooks and complete written assignment R185 Performance and Leadership in Sports Activities - TA2.
32	Final lessons to update logbooks and complete written assignment R185 Performance and Leadership in Sports Activities - TA2.
33	Final lessons to update logbooks and complete written assignment R185 Performance and Leadership in Sports Activities - TA2.

34	Final lessons to update logbooks and complete written assignment R185 Performance and Leadership in Sports Activities - TA2.
35	Final lessons to update logbooks and complete written assignment R185 Performance and Leadership in Sports Activities - TA2.



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Final lesson to update logbooks and complete written assignment R185 Performance and Leadership in Sports Activities. A2.

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Half Term 3

Lesson	Substantive Knowledge	Disciplinary Knowledge	Suggested Activities	Disciplinary Literacy	Potential Misconceptions	Extending the curriculum	Suggested Reading
37	Students to complete all R185 coursework in HT3 ready for moderation. There are various gaps in coursework so an intervention plan has been planned and agreed by CWH and KHI.						Hodder J829
38							Cambridge National Level 1/2 Sport Studies 2nd Edition
39							Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes



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Recommended
reading:

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Studies 2nd
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Students to complete all R185 coursework in HT3 ready for moderation. There are various gaps in coursework so an intervention plan has been planned and agreed by CWH and KHI.



42	Students to complete all R185 coursework in HT3 ready for moderation. There are various gaps in coursework so an intervention plan has been planned and agreed by CWH and KHI.	Recommended reading:
43		
44		Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge



45	Students to complete all R185 coursework in HT3 ready for moderation. There are various gaps in coursework so an intervention plan has been planned and agreed by CWH and KHI.	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge
46		
47	Students to complete all R185 coursework in HT3 ready for moderation. There are various gaps in coursework so an intervention plan has been planned and agreed by CWH and KHI.	Recommended reading:



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Half Term 4

Lesson	Substantive Knowledge	Disciplinary Knowledge	Suggested Activities	Disciplinary Literacy	Potential Misconceptions	Extending the curriculum	Suggested Reading
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	Positive and negative pre-event aspects of hosting a major sporting event	Positive and negative pre-event aspects of hosting a major sporting event: ☐ Bidding for the event ☐ Infrastructure and transport systems development ☐ Financial/commercial investment/support ☐ The potential for increased employment ☐ Local/national objections to the bidding process	To include comparing and contrasting of positive and negative pre-event aspects of hosting a major sporting event, specific examples for: •Bidding - should include justifications relating to both the positive and negative aspects of bidding for a major sporting event •Financial/commercial investment - the impact of the social and economic attractiveness of a host city/country in securing investment	Bidding Infrastructure Investment	Confusing before/during/after event positive and negatives	Encouraging students to watch major sporting events on the TV (e.g. Olympics/Euros/World Cup)	Recommended reading Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge National Level ½ Sport Studies
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			Local/National Social objections - how money is used for bidding for an event, instead of being spent on perceived greater social needs and the impacts				
51	During the event - positives and negatives	During the event:	To include applied examples of the benefits and drawbacks relating to hosting a major sporting event, both during and longer term post-event	Tourism Legacy Status	Understanding the term differences between social, economic and sporting legacy	Encouraging students to watch major sporting events on the TV (e.g. Olympics/Euros/World Cup)	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level
		Positive aspects/benefits include: -Improved social infrastructure -Improved national morale/social cohesion -Increase in national status -Greater national interest in sport -Increased					



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media coverage
of the sport(s)
-A potential
increase in
direct and
indirect tourism
-An increase in
short-term
employment
during the event

Negative
aspects/drawba
cks include:

-An increase in
transport, litter
and noise
-The potential
for an increase
in terrorism and
crime.
-Poor
performance by
home
nation/team
and the impact
on national
pride/morale
-Perceived
relegation/lack
of investment in



52	The implications of hosting a major sporting event for a city or country Potential positive and negative aspects of hosting a major sporting event Immediate and longer term	Understanding both the positive and negative implications of hosting a major sporting event	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: the event might	Legacy International profile/status	Understanding the meaning of the term legacy	OCR R184 Lesson Preparation Pack Slide 41 Olympic Legacy (olympics.com) Tokyo's Olympic legacy: Will hosting the Games have benefitted local communities?	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook
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	positive post-event		have cost more to host than the revenue generated 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. Students could research past hosts of major sporting events.			(theconversation.com) Olympic legacies and the sustainability agenda (nature.com)	Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge National Level 1/2 Sport Studies
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55	The implications of hosting a major sporting	Looking into past examples of	Immediate and longer term negative	Debt Scandals	Understanding the difference between social,	OCR R184 Lesson Preparation	Recommended reading:
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	event for a city or country Potential positive and negative aspects of hosting a major sporting event Immediate and longer term positive post-event	cities/countries that have hosted major sporting events	post-event. Students could look at the legacy left from hosting the London 2012 Olympics, along with other major sporting event hosts to include: the event might have cost more to host than the revenue generated sports facilities unused after the event a loss in national reputation/status if the event is badly organised, host nation's participants performed		sporting and economic benefits	Pack Slides 42-43 Is it worth the cost to host the Olympic games? (debate.org) The 40-year hangover: how the 1976 Olympics nearly broke Montreal (theguardian.com)	Hodder Jossey-Bass Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge National Level 1/2 Sport Studies
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57	The role National Governing Bodies (NGBs) play in the development of their sport National Governing Bodies (NGBs)	Understanding what a National Governing body is	Students discuss what a National Governing Body (NGB) is. Research examples from different sports. Students research the roles of NGBs with reference to: participation coaching and officiating tournaments	National Governing Bodies Performance pathway	Misconception of the leagues in sport being the National Governing Bodies	OCR R184 Lesson Preparation Pack Slides 44-53 National governing bodies (sportengland.org)	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport
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Recommended reading:

	Bodies (NGBs) play in the development of their sport The role of technology in sport	sport	a sport of their choice. They could prepare a presentation covering the following points: 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	officiating		Pack Slides 54-59 The Role of Technology in Sport (jrysoutblog.wordpress.com)	Hodder Jossey-Bass Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge National Level 1/2 Sport Studies
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			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.				
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