

OCR Cambridge National (Level 1/2) Sports Studies Subject Overview

The Appleton School.
Review October 2023



Subject: Cambridge National Level 1/2 Sport Studies

Curriculum Intent (Covering Year 9 to 11)

Department Vision.

The Physical education department at The Appleton School embraces a holistic approach to developing our young people. The aim is to develop the physical social and mental well-being of students in conjunction with the delivery and implementation of a comprehensive curriculum, embedded in core values such as respect co-operation and hard work. Students are encouraged to value their own health and fitness and to experience a range of outcomes that include an increase in confidence, a sense of community and relatedness and to take pride in achievements in the classroom and on the playing fields, whether that is in competition or making improvement gains in a skill. The vision is for the students to inherit a passion for exercise and sport and to acquire the knowledge, skills and self- motivation that enables them to lead active and healthy lives in the future.

Sport is a high-profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. There is a wide range of job roles to progress into such as Activity Leader, Sports Coach, Fitness Instructor and Leisure Assistant. The Cambridge national in Sports studies is a vocational qualification that allows the department to not only realise our vision for the students development but to put them in a favourable position to gain employment in the sports industry by developing a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure. In addition, it allows learners to:

- Develop a range of skills through involvement in sport and physical activity in different contexts and roles
- Develop their ability to apply theoretical knowledge to practical situations
- Gain a better understanding of the complexity of different areas of sport and the sports industry
- Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

We will meet these objectives through the study of three units of work mainly centred around contemporary issues in sport, looking at leadership in sport and awareness of outdoor adventurous activities. A range of teaching and learning strategies will be used including teacher led delivery, independent research, group work, practical activities and discussion work.

Students Vision

- Develop you as confident young people who accept and work hard to overcome challenges in life.
- Provide you with a key understanding of sports terminology, concepts, objectives and the nature of health and fitness in the wider world.
- Allow you to explore real life sporting issues and scenarios
- Provide you with an insight into how this subject is going to be useful in your chosen next steps in life
- Compliment your employability skills
- Prepare you for the everyday life of working in the sports industry and acquiring the tools to become lifelong participants in sport and fitness.

What are your aims linked to the curriculum (National Curriculum and Specification criteria)?

The vision and aims of the Physical education department at the Appleton School has been influenced by the Purpose and Aims of the National Curriculum (DfE 2013) and the Edexcel Specifications that we follow at GCSE and OCR Cambridge National qualifications.

How is the curriculum delivered?

The Cambridge National course is composed of 3 separate units. Two units are mandatory (48 GLH), and one unit is optional (24 GLH). All units carry a UMS and are divided into three learning outcomes.

Mandatory units

R184: Contemporary issues in sport

This unit is a one hour written exam that is set and marked by OCR.

R185: Performance and leadership in sports activities

This is a centre assessed task that is moderated by OCR

Optional unit

R187: Increasing awareness of Outdoor and Adventurous Activities

This is a centred assessed task that is moderated by OCR

The Appleton School.
OCR Cambridge national level 1 / 2 Sports studies

How is the curriculum assessed?

The Cambridge national level of qualification is driven by the UMS of each unit added together for each student. The external exam therefore is not a pass/fail scenario as such, but rather a mark that the student will take forward and added to the UMS for the remaining three units.

All results are awarded on the following scale:

Award

- Distinction* at Level 2 (*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1)

R184: Contemporary issues in sport

This is an external exam set and assessed by OCR. As such our assessment methods on this unit are designed to reflect the type of problem students will be faced with in the exam. Students are encouraged to answer exit questions at the end of each lesson and/or at the beginning of a lesson to assess knowledge and understanding of the content delivered in the lesson. Exit questions are a mixture of exam questions taken from past papers or questions constructed by teachers. Marking of exit questions can be teacher, self or peer assessed at the teacher's discretion. Students sit a mock exam and results here are used to target students for intervention sessions.

Coursework units are marked using a 'recording sheet' provided by OCR with specific marking criteria as guidance. Students can typically fall into three different mark bands depending on the quality of work for each learning outcome. General feedback is given to the student before the coursework is completed under 'controlled conditions' and submitted for marking. Subsequently the assessment data is then recorded (by individual teachers) on a data tracking system before being transferred onto the central school system (SIMS).

The Appleton School.

OCR Cambridge national level 1 / 2 Sports studies

How is the curriculum enriched (through speakers/visits/clubs) to generate a love of learning?

The curriculum is enriched predominately through the application of real-life links to Sport health and fitness. The course content is heavily linked to concepts in sport that students come across in their own experiences. For example, in the 'awareness of outdoor adventurous activity' unit we discuss how equipment can be used in sport to ensure safe practice. Many of the students are engaged in sport in and outside of school and can therefore appreciate the significance and relevance of what they are learning to their own well-being. In the same unit the students learn about how to organise an activity day, this helps them to develop skills like organisation, communication and time keeping.

Similarly, students learn ways to improve their own fitness in the 'performance and leadership' unit and study contemporary issues in the sporting world; a topic they respond positively to because of recent topics such as a difference in user groups within schools. In addition to real life links within the course there is a plethora of extra-curricular activities available for the students to choose from. These are opportunities for the students to put into practice many of the concepts covered on the course such as techniques to improve the various components of fitness. Teachers are on stand-by to support the students in building their knowledge and making valuable connections between theory into practice.

What skills and knowledge do students bring with them from Key Stage 3 to Year 10?

Students obviously have considerable exposure to sport and exercise in the physical education curriculum. They are introduced early to important ideas in sport health and physical education such as warm up, cool down and safety. Similarly, they learn about the different components of fitness and how this relates to improvements in performance in sport and the function of different body parts in physical activity. These central concepts are covered widely in the Cambridge national qualification and therefore students bring with them a healthy level of previous knowledge.

What skills and knowledge do students bring with them from Year 10 to Year 11?

The course is designed to offer support to the students as much as possible from one unit to the next. For example, the 'performance and leadership' unit offers students the opportunity to develop their coaching ability and their leadership skills. This would directly relate to the 'increasing awareness of outdoor and adventurous activities' unit as they would have to organise an event. They can directly use the skills that they have learnt from the previous unit and implement this to aid them.

The Appleton School.

OCR Cambridge national level 1 / 2 Sports studies

The students need to produce extensive written assignments to demonstrate their knowledge and understanding of the work. For many this is a new challenge and a skill that needs to develop in tandem with the rest of the course. Students can take this experience with them from year nine into year ten and eleven to produce better written and more cohesive assignments.

What skills and knowledge do students bring with them from Key Stage 4 to Key Stage 5?

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3. The emphasis on report writing however makes the Btec level 3 qualification in sports studies or sports science a logical progression from the Cambridge national. The knowledge and skills gained from this course also support students' entry into employment or other training in the sport health and fitness sector. There is a wide range of job roles to progress into such as Activity Leader, Sports Coach, Fitness Instructor and Leisure Assistant.

What will students study?

This is currently delivered as a two-year course. The external exam is a June sitting exam, this provides them with an effective amount of time to learn the content and sufficient amount of revision time as they only get one attempt to pass the exam.

The students study the three units:

R184: Contemporary issues in sport

R185: Performance and leadership in sports activities

R187: Increasing awareness of Outdoor and Adventurous Activities

Typically, because of staffing allocation the units are delivered simultaneously but by different members of staff. This allows the students to experience more than one area of the course at any one time and to transfer skills from one unit to the next particularly from a report writing perspective and the conceptual links between units such as R184 and R185.

Why has learning been sequenced in this way?

The structure provides students with the maximum opportunity to develop their work to the best of their ability. The course starts with the optional unit of R187 Increasing awareness of Outdoor and Adventurous Activities, this is first due to the nature of the course and a positive way of engaging students into the course. The course utilises a lot of research based tasks, a skill that would help students throughout their OCR journey. With building this into the first two terms, it allows for intervention if needed into the third term. Also, unit R187 is a non fixed unit, meaning that the requirements change on a yearly basis, this means that this cannot carry over from one year to the next. Having this completed in the first two terms then allows for the focus to change onto the compulsory units of R184 Contemporary issues in sport and R185 Performance and leadership in sports activities . These units have been allocated double the amount of time as this is what is governed by OCR with regards to guided learning hours. Having them run alongside each other means that we can consistently be embedding the knowledge for the students as the progress from the first year onto the next. With unit R185, students are required to complete a log book. This is a running document of their participation in a variety of different sports, this is made easier to the students being started earlier so they can document their experiences over a longer period of time. Similary the running of unit R184 from term 3 of the first year into the second year allows students the opportunity to get the content into their long term memory as they have had a longer time to master the content. Also, it builds in time for them to be able to revise the various different topics and allows for mock exams to prepare them for their final attempt.

For a detailed view of sequencing please see the teaching order that has been devised for each unit.

Two- year course

Year Nine	Term 1	Term 2	Term 3
10	R187: Increasing awareness of Outdoor and Adventurous Activities <i>(Task 1 and 2)</i>	R187: Increasing awareness of Outdoor and Adventurous Activities <i>(Task 3 and 4)</i> - <i>Teacher assessment on ability to demonstrate skills for a particular activity.</i>	R184: Contemporary issues in sport R185: Performance and leadership in sports activities <i>(Both Task 1)</i>

		- <i>Submission of unit</i>	
11	R184: Contemporary issues in sport R185: Performance and leadership in sports activities <i>(Both Task 2)</i>	R184: Contemporary issues in sport R185: Performance and leadership in sports activities <i>(R184 - TASK 3 and 4)</i> <i>(R185 - Task 3)</i> - <i>Practical assessment for R185</i> - <i>Mock exam for R184</i>	R184: Contemporary issues in sport R185: Performance and leadership in sports activities <i>(R184 - Revision)</i> <i>(R185 - Task 4 and 5)</i> - <i>Submission of coursework R185</i> - <i>Exam completed for R184</i>

What cross-curricular themes have been identified?

The main cross curricular links that are present throughout this course are English and science particularly Biology. A number of written skills are required throughout the course when answering exam questions and when completing assignment tasks. There are topic areas throughout the qualification that have heavy focus also on current affairs in the world of sport, exercise and health. A large part of the course is also linked to geography, this is made clear in unit R187 where students would have to research locations in which they can participate in different activities. Alongside this in the unit, maths would be used as students are required to know if the location would be within 150 miles.

How will this be assessed to show that students have learnt and remembered what they have been taught?

Students are assessed daily during lessons by teachers e.g. Classwork, Targeted Questioning, 5 Question Quizzes and Exit Questions, submitted coursework, end of topic tests and Mock exams and past papers of unit R184. Also, students would be regularly assessed on the tracker that's used within the

The Appleton School.

OCR Cambridge national level 1 / 2 Sports studies

department. This would highlight what the students have done, what still needs to be completed, and areas for improvement and would state if intervention would be needed or not.

What will students be expected to know and remember?

Students would need to ensure that they understood the content of the courses. Particularly within the exam unit as they would be tested based on their ability to remember the content and to effectively answer the questions provided. Also, pupils would need to remember the fundamental skills that would aid them in all three units, these would be areas like, where to research different topics, where can the information be found, to ask questions to the teachers and to know that they can get regular feedback.

For an in depth view on what the students will be expected to know and remember in regards to knowledge and skills please see the OCR scheme of work for each unit.