

## PEFORMANCE STUDIES (GCSE PE)

### SOCIO-CULTURAL SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>In the key stage three science curriculum, students will study the effects of recreational drugs (including substance misuse) on behaviour, health and life processes. In addition, through both the school's character and culture and form time activities, students will develop an insight into social and cultural issues surrounding gender, drug use, behaviours in society and the influence of the media in society. This knowledge will be built upon in this scheme of learning.</p> <p>Firstly, the factors affecting participation for a range of different group in society will be understood, along with strategies to promote participation, using practical examples from physical activities and sports. Students will develop their knowledge and understanding of current participation trends across the UK before studying the different types of discrimination that still exist in 21<sup>st</sup> century sport. Students will then develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports. Following on from this, students will develop their knowledge and understanding of ethics in sport including</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- be familiar with current trends in participation in physical activity and sport</li> <li>- understand how different social factors can affect participation</li> <li>- understand strategies which can be used to improve participation</li> <li>- be able to apply examples from physical activity/sport to participation issues</li> <li>- understand the influence of the media on the commercialisation of physical activity and sport</li> <li>- know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle)</li> <li>- understand the influence of sponsorship on the commercialisation of physical activity and sport</li> <li>- know and understand the value of sportsmanship and the reasons for gamesmanship and deviance in sport</li> <li>- be able to apply practical examples to these concepts</li> <li>- know and understand the reasons why sports performers use drugs</li> <li>- know the types of drugs and their effect on performance (steroids, stimulants and beta</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Beta Blockers - A drug used to control heart rhythm and lower blood pressure.</i></li> <li>• <i>Commercialisation - Links business and commerce into sport with a primary focus of profit which can lead to exploitation.</i></li> <li>• <i>Discrimination - The unfair treatment of individuals whereby opportunities are not available to all of the different social groups</i></li> <li>• <i>Deviance - Behaviour that is either immoral or seriously breaks the rules and norms of the sport.</i></li> <li>• <i>Ethnicity - A state of belonging to a specific social group with common cultural or national traditions or beliefs.</i></li> <li>• <i>Gamesmanship - Where the laws of the game are interpreted in ways, which whilst not illegal, are not in the spirit of the game. Pushing the limits to gain unfair advantage.</i></li> <li>• <i>Golden Triangle - The links and relationship between sponsorship, sporting events and the media.</i></li> <li>• <i>Media - Different forms of communication that can inform, educate and entertain people including social, internet, TV and newspapers.</i></li> <li>• <i>Role models - Someone to be looked up to, (good role model) an example to follow.</i></li> <li>• <i>Sponsorship - The giving of money or goods to performers in order to get good publicity and/or</i></li> </ul>

<p>definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports.</p> <p>Teaching the content in this order enables students to develop their understanding of the socio-cultural issues surrounding sport and physical activity. Students will go on to apply this understanding in the examination paper 2.</p>	<p>blockers)</p> <ul style="list-style-type: none"> <li>- give practical examples of the use of these drugs in sport</li> <li>- know and understand the impact of drug use in sport on the performer and sport itself</li> <li>- know and understand the reasons for player violence</li> <li>- give practical examples of violence in sport</li> <li>- Know and understand how to apply this to exam style questions</li> </ul>	<p><i>increase profit.</i></p> <ul style="list-style-type: none"> <li>• <i>Sportsmanship - Ethical, appropriate, polite and fair behaviour while participating in a game or athletic event; fair play.</i></li> <li>• <i>Steroids - Anabolic steroids are synthetic hormones that enhance physical performance.</i></li> <li>• <i>Stimulants - Drugs used to raise physiological arousal in the body.</i></li> <li>• <i>Violence - Physical acts committed in sport that go beyond the accepted rules of play or the expected levels of contact within a contact sport.</i></li> </ul>	
<p><b>Challenge and Support:</b></p>	<p><b>Worldwide learning/ links to 21<sup>st</sup> century:</b></p>	<p><b>Cultural capital/ Industry/ Enrichment:</b></p>	
<p>This scheme of learning is ambitious for all students. Throughout each lesson the Emerging, Developing, Secure and Mastered criteria is aimed at the highest achievers to score level 9 grades at GCSE PE theory. Throughout the course, students are required to apply their understanding to sporting contexts and in each lesson, the Mastered task is application of knowledge to a sporting scenario and/or exam questions.</p> <p>Lessons contain regular and quick extension tasks to challenge more able students whilst students who may require support to access learning are provided with sentence starters and key words, which keeps motivation high.</p> <p>Throughout the lessons, the content is covered and assessed at a low stakes level through mini whiteboards and mass question/answer sessions whereby every student is required to answer. Tasks are short and concise to hold students attention and allows the teacher to ascertain knowledge and understanding. This</p>	<p>This scheme of learning is rich in worldwide learning. Students will study and understand the reasons for higher and lower participation for different groups of people in 21<sup>st</sup> century Britain. They will develop understanding of social deprivation and working patterns in 21<sup>st</sup> century Britain. They will appreciate the plethora of influences on participation, or lack of. Current issues with ethnicity and religion in 21<sup>st</sup> century Britain are explored and barriers to participation are understood.</p> <p>Students will develop knowledge of both positive and negative effects of media on sport in addition to how sport had become commercialised for businesses to make profits in 21<sup>st</sup> century Britain.</p> <p>Finally, students will understand the ethical issues in sport and explore the reasons for, and impacts of, drug taking in sport.</p>	<p>This unit of learning will be useful for students in a future employment setting as it will develop their understanding of different cultures and social groups in society. If working in a sporting setting, students will be able to assist in breaking down barriers to participation for different social groups due to this understanding. The scheme looks at how barriers can be reduced to increase participation. Students will also be able to critique and identify forms of discrimination throughout their lives and stand up the rights of themselves and others to be treated equally.</p>	

<p>supports students who may become overwhelmed with longer drawn out tasks, whilst more able students are supplemented with extension tasks.</p>		
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>	<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>
<p>Students will develop an understanding of the different social groups in society. They will understand that different groups have barriers to participation, and some are influenced to participate in certain sports due to many factors. Ethnicity and religion are visited and students will develop an appreciation of how these can effect participation in sport. Awareness of discrimination, ethical issues and drug taking in sport will also be increased and students will develop a moral understanding and be able to identify these in life.</p>	<p>Students will regularly be asked to read aloud and share their ideas and thoughts in group discussions. In addition, students will complete extended writing pieces of work to apply their understanding of each lesson’s content to a sporting setting.</p> <p>Percentages and graphs for participation levels will be used regularly throughout the scheme and students will be required to interpret these in order to understand the increases and decreases in sport participation.</p> <p>Students will be able to apply understanding from their character and culture lessons and extensive form time activities due to the links to the content of this scheme. Specifically, understanding of different cultures and social groups.</p>	<p>Students can often become confused with examples relating to discrimination in sport. Additionally, positive and negative effects of commercialisation and media can also become confusing. Finally, some students can mix up examples of gamesmanship, sportsmanship and deviance. Therefore, to address these, the teacher will use many examples for students to give answers on whiteboards to check and reinforce understanding.</p>
<p><b>Assessment timeline:</b></p>		
<p>For formative assessment purposes, every lesson is structured using Emerging, Developing, Secure and Mastered criteria. These guide the lesson content that gets progressively harder throughout the lesson. After each, a progress check takes place on mini whiteboards. This enables the teacher to ascertain learning and intervene if required for individuals or the class.</p> <p>When setting tasks in lessons, the resources include WAGOLLS to assist students in structuring their work. These WAGOLLS include sentence starters and key words.</p> <p>At the end of the scheme of learning, students will complete a revision lesson. This will be all whiteboard work covering the content of the scheme through questioning and answering. Students will complete a self-assessment sheet throughout the lesson to note down topic areas they need to develop before the end of unit assessment.</p> <p>The final lesson of the unit will see students completing an end of unit assessment. The assessment will consist of exam style questions of various lengths and will last for 1</p>		

hour. The scores from this assessment is used to inform tracking alongside the practical data from students' performances in their three sports.

For students that significantly perform below their ALPs target grade, the teacher will complete a small number of coaching sessions before a re-test is completed to ensure that students do not fall behind in any topics.

## Home learning

Lesson 5 – Students will complete a research task on how a sport is positively or negatively affected by commercialisation and media

Lesson 7 – Students will revise thoroughly for their end of unit assessment

## Feedback

Lessons 1, 3, 4 and 6 contain a detailed written 'apply it' task. The teacher will mark this piece of work and give next steps if understanding is not correct. For correct responses praise or an extension task may be given.

In lessons 2, 3, 4, 5, 6 and 7 students will complete exam style questions and will mark their peers work in green pen using the mark scheme. They will provide a mark, what went well and even better if.

Students will complete an end of unit assessment for the final lesson of the scheme. The assessment will consist of exam style questions of various lengths and will last for 1 hour. The teacher will give a percentage score and level (based on the previous exam cohort national averages) along with highly specific and individualised feedback 4 for each child. This will contain next steps for students to act upon and address either knowledge or exam technique.

## Length of unit (duration indicated in hours)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Unit:

**Note – Above is in hours as some lessons are two hours long. There 5 x 1hour and 4 x 2 hour lessons in this scheme of learning**