

Socio-cultural issues in physical activity and sport Roadmap

Curriculum Intention		Studying A Level PE will equip you with both a depth and breadth of knowledge, understanding and skills relating to; scientific, socio-cultural and practical aspects of physical education. On this course, you will develop theoretical knowledge and understanding of the factors that underpin physical activity in sport and use this knowledge to improve performance. As part of the course, you will also understand how physical activity contributes to health and fitness. Our aim is that you will improve as effective and independent learners and become critical and reflective thinkers with curious and enquiring minds.
Aims and Objectives for Socio-cultural factors affecting performance		<ul style="list-style-type: none"> • Understand the key socio-cultural factors that influence people’s involvement in physical activity and sport • Understand the role of technology in physical activity and sport
Time Scale	Assessment Procedures	Socio-cultural issues in physical activity and sport 03: Specification
Sept – Oct H/T	Peer, self and teacher assessment and assessed exam questions 10 MARK QUESTION - KEY ASSESMENT 1 – (3RD October)	<p><u>Unit 3.1 Emergence and evolution of modern sport – Pre 1850’s</u></p> <p>How social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain: social class, gender, law and order, education/literacy, availability of time , availability of money, type and availability of transport</p>
Oct H/T - Xmas	Peer, self and teacher assessment and assessed exam questions KEY ASSESSMENT 2 (2nd December)	<p><u>Unit 3.1 Emergence and evolution of modern sport – Post 1850’s</u></p> <p>How social and cultural factors shaped the characteristics of, and participation in, sport in post 1850 industrial Britain: social class, gender, law and order, education/literacy, availability of time , availability of money, type and availability of transport</p> <p>influence of public schools:</p> <ul style="list-style-type: none"> – on the promotion and organisation of sports and games – on the promotion of ethics through sports and games – the ‘cult’ of athleticism – meaning, nature and impact – on the spread and export of games and the games ethic
Xmas -Feb H/T	Peer, self and teacher assessment and assessed exam questions 10 MARK QUESTION – KEY ASSESSMENT 3 (31ST January)	<p><u>Unit 3.1 Emergence and evolution of modern sport – 20th Century Sport</u></p> <p>How social factors shaped the characteristics of, and participation in, sport in 20th century Britain: social class, gender, law and order, education/literacy, availability of time , availability of money, type and availability of transport</p>

<p>Feb H/T – Easter</p>	<p>Peer, self and teacher assessment and assessed exam questions</p> <p>EXTENDED WRITING TASK (DATE TBC)</p>	<p><u>Unit 3.1 Emergence and evolution of modern sport – 21st Century Sport</u></p> <p>How contemporary factors are shaping the characteristics of, and participation in, sport in the 21st century: social class, gender, law and order, education/literacy, availability of time , availability of money, type and availability of transport</p> <p>globalisation of sport</p> <ul style="list-style-type: none"> - media coverage – Golden Triangle, Increased range of media and impact, Sky TV. - freedom of movement for performers – Positive/Negative impacts, - Greater exposure of people to sport – Positive/Negative Impacts.
<p>Easter – May H/T</p>	<p>Peer, self and teacher assessment and assessed exam questions</p> <p>10 MARK QUESTION – KEY ASSESMENT 4 (22ND April)</p>	<p><u>Unit 3.1 – Global Sporting Events</u></p> <p>The modern Olympic Games - background and aims (1896) – Baron Pierre de Coubertin political exploitation of the Olympic Games</p> <ul style="list-style-type: none"> – Berlin 1936, Third Reich Ideology, Hitler, Jesse Owens, Propaganda, Lutz Lang, Aryan Superiority, Anti-Semitism, – Mexico City 1968 ‘Black Power’ demonstration, Tommie Smith, John Carlos. – Munich 1972 Palestinian terrorism, 11 Israel Olympians held hostage, Black September, – Moscow 1980 boycott lead by USA, Jimmy Carter. – Los Angeles 1984 boycott by Soviet Union, <p>Role of the BOA and IOC Paralympic values and origin.</p> <p>Hosting global sporting events positive and negative sporting, social, economic and political impacts on the host country/city of hosting a global sporting event (such as the Olympic Games or FIFA World Cup)</p>
<p>May H/T – End of Year</p>	<p>Peer, self and teacher assessment and assessed exam questions</p> <p>KEY ASSESSMENT 5 – MOCK DAY (26TH June)</p> <p>END OF YEAR 12</p>	<p><u>Unit 3.2 – Routes to Sporting Excellence</u></p> <p>Development routes from talent identification through to elite performance - Phase 1 Testing Event, #DiscoverYourPower, Pathway Health Check, World Class Programme, Podium, Podium Potential,</p> <p>The role of school, clubs, universities in contributing to elite sporting success – Links to community projects, Advanced Apprenticeships in Sport, TASS, Private v State Schools.</p> <p>The role of UK Sport and National Institutes in developing sporting excellence/high performance sport - Athlete Performance Pathway (APA), UK Sport Funding, National Lottery, NIS.</p> <p>Strategies to address drop-out/failure rates from elite development programmes/at elite level</p>

