

| | | | |
|---|-----------------------|---|--------------|
| Physical Education Year 10 OCR Sport Studies Cycle 6: Working in the sports industry. Students will develop knowledge and understanding of the impacts which the sports industry has in the UK | | Name: | Target Grade |
| | | Grade currently working at: _____ SBE / BE / E / AE / SBE | |
| Learners will be expected to know and understand: economic impacts of the sports industry <input type="checkbox"/> tourism (e.g. package holidays to major sporting events, cities with 'world famous' football teams attract tourists) <input type="checkbox"/> employment (e.g. growing areas increase employment, increase in internet shopping causing high street retailers to go out of business) <input type="checkbox"/> consumer expenditure (e.g. sports clothing, satellite channel subscription, attendance at live events) <input type="checkbox"/> foreign investment (e.g. professional football clubs being taken over by foreign companies, television rights) <input type="checkbox"/> productivity (e.g. sports success either as a participant or spectator can increase productivity in the workplace, employees may need to take time off sick due to sportsrelated injuries, can teach employees about team work) social impacts of the sports industry <input type="checkbox"/> crime/anti-social behaviour (e.g. participation in sport helps decrease anti-social behaviour in youths, gambling can increase debt which can lead to crime, investment in security by sports clubs can lead to reduction in violence/hooliganism) <input type="checkbox"/> public services (e.g. police/ambulance services can be stretched on match days/local derby days where violence may be expected) <input type="checkbox"/> education (e.g. professional football clubs aiding education and qualifications, research shows learners involved in sport perform better in the classroom, dreams of becoming a professional athlete may lead to neglect of studies) <input type="checkbox"/> culture (e.g. sport provision more readily available in cities and towns rather than rural areas, different sports events or clubs target their advertising to different demographics encouraging social divides) <input type="checkbox"/> identity (e.g. if a sporting event is poorly managed it can reflect badly on the whole town/city, a well-run and well-equipped leisure centre can promote an area) <input type="checkbox"/> environment (e.g. increased popularity and promotion of sport encourages local councils to maintain green space, sports facilities increasing in number and size also increase their energy consumption and carbon footprint; match days can cause traffic congestion) health impacts of the sports industry <input type="checkbox"/> increased awareness (e.g. advertising campaigns by sports clubs or retailers can highlight benefits of sport on health and fitness in order to sell their products, the NHS uses sports events to raise awareness about healthcare) <input type="checkbox"/> research (e.g. some physical rehabilitation techniques now available on the NHS were first discovered by sports scientists looking to aid athlete's recovery) <input type="checkbox"/> increased participation (e.g. availability of gyms, sports clubs and youth centres aids participation, specialist clothing and equipment can be purchased easily to aid participation in sport). | | Distinction I can explain in detail a wide range of economic, social and health impacts the sports industry has on the UK supported by clear and insightful examples I can clearly draw upon relevant skills/knowledge/ understanding from other units in the specification. | |
| | | Merit I can describe a range of economic, social and health impacts the sports industry has on the UK supported by relevant examples. I can draw upon some relevant skills/knowledge/ understanding from other units in the specification. | |
| | | Pass I can outline a limited range of economic, social and health impacts the sports industry has on the UK supported by basic examples. I can draw upon limited skills/knowledge/understanding from other units in the specification. | |
| Key Words: Tourism, employment, consumer expenditure, foreign investment, productivity, Social impacts, public services, education, culture, environment | Numeracy : N/A | Careers: Main topic covered in unit. | |
| End Cycle Assessment Students must produce a report demonstrating their understanding of the economic, social and health impacts which the sports industry has in the UK | | Exam Technique Coursework | |
| What Went Well (WWW): | | Even Better If (EBI): | |
| Teacher's Comment: | | | |