

Year 10	Term	Topic R185- PERFORMANCE AND LEADERSHIP	Learning Outcomes	Assessment
	Term 1	<p>Topic Area 1: Key components of performance Performance of skills and technique Appropriate use of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tactics <input type="checkbox"/> Strategies <input type="checkbox"/> Compositional ideas <input type="checkbox"/> Use of creativity in performance 	<p>Examples of skills and techniques may include:</p> <ul style="list-style-type: none"> • Front somersault in trampolining (individual) • Backhand smash in badminton (individual/team) • Spin pass in rugby (team) • Reverse hitting in hockey (team) <p>examples may include:</p> <ul style="list-style-type: none"> • Tactics - using a drop shot against a baseline player in tennis • Strategies - when to bowl a bouncer in cricket, when to break away from the pack in running or cycling • Compositional ideas – acceleration and deceleration of movements in dance • Creativity - communicating a theme to an audience through performance of a ballet dance 	End of Topic Assessment
		<p>Topic Area 2: Applying practice methods to support improvement in a sporting Activity</p> <p>o includes aspects such as:</p> <ul style="list-style-type: none"> • Video analysis - to identify weaknesses and how performance can be improved • Other assistive technology - to improve performance, such as quantitative activity trackers • Monitoring competition results - over a period • Tools selected will be dependent on the chosen 	<p>To include:</p> <ul style="list-style-type: none"> • Review of strengths and weaknesses in key components for the sport, considering: <ul style="list-style-type: none"> o Current level of ability o Why these have been identified as strengths or weaknesses o When are these important in a chosen sporting activity o How this will have an impact during training or performance • Tactics, strategies and compositional ideas to be used where applicable, depending on the chosen activity <p>o include aspects such as:</p>	End of Topic Assessment

	activity and the ability level of the performer	<ul style="list-style-type: none"> • Progressive practices/drills - that show a clear increase in difficulty, dependent on the ability of the performer. This could be starting at a basic level, such as a static passing drill between two players in netball, followed by passing on the move and then introducing a defender • Different types of practice - depending on the level of the performer or the chosen activity, which could be fixed, variable, whole or part practice • Altering the context – could be by playing with more or against better players 	
	<p>Topic Area 3: Organising and planning a sports activity session</p> <p>3.2. Safety considerations when planning a sports activity session</p> <p>Topic Area 4: Leading a sports activity session.</p>	<p>.1.1 Appropriate venue:</p> <ul style="list-style-type: none"> • Location • Size • Weather <p>Equipment:</p> <ul style="list-style-type: none"> • Type • Amount required <p>Timing</p> <p>Allowing for progression</p> <p>Supervision:</p> <ul style="list-style-type: none"> • Number of participants • Size of groups <p>Contingency plan</p> <p>o includes safety considerations such as:</p> <ul style="list-style-type: none"> • Risk assessment and corrective action – facilities, equipment, clothing • Emergency procedures – what to do in the event of an accident or other emergency, summoning qualified help <p>Leading a sports activity session:</p> <ul style="list-style-type: none"> • Activity-specific details • Leadership style 	End of Topic Assessment

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| | | | <ul style="list-style-type: none">• Adaptability• Communication• Positioning• Enthusiasm for the activity and motivation of the Group Confidence | |
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Term	Topic R185 and Start of R187	Learning Outcomes	Assessment
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Year 10	Term 2	<p>Topic Area 5: Reviewing your own performance in planning and leading a sports activity session</p>	<p>Review may include:</p> <ul style="list-style-type: none"> • Planning: <ul style="list-style-type: none"> o Suitability of activities for the group o Taking into account the different abilities o Making the order of the activities effective o Equipment volume is appropriate to the number of participants in the group • Leading: <ul style="list-style-type: none"> o Appropriate amount of time spent on each activity o Keeping all participants motivated o Using the working space effectively o Adapting the session as needed when things were not going to plan o Appropriate positioning for effective communication to the group • Improvements that could be made: <ul style="list-style-type: none"> o Adaptations to activities to take into account different abilities o Planning for the next session • Opportunities to develop leadership skills: <ul style="list-style-type: none"> o Coaching/leadership courses • Helping with an extra-curricular club 	End of Topic Assessment
		<p>R187</p> <p>Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK</p>	<ul style="list-style-type: none"> • NGB - each outdoor approved activity area will have an NGB with a website, and these should be used as points of reference. In some cases individual activities, within a category area may have their own NGB • National Sports Centres - examples include Holme Pierrepont, Tollymore, and Plas y Brenin • Voluntary Organisations - for example Scouts, Guides, Cadet and Duke of Edinburgh • Local providers - includes local and commercial 	End of Topic Assessment

Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities

- Types of equipment to be used for participation**
- Types of clothing to be used for participation**
- Types of technology that can enhance participation or safety**
- Types of terrain and environment**

sports centre providers, such as (e.g. Go Ape)

Examples of categories as illustrated below, may include:

- Safety equipment – lifejacket buoyancy aid for kayaking, helmet and harness for rock climbing
- Specialist equipment – canoe and paddle for canoeing or a compass for orienteering

examples may include:

- GPS and signalling devices – electronic maps, personal beacons, emergency position radio beacons
- Transport – snow mobiles, over land vehicles
- Waterproof technology – communication devises, casing for technology; watch or Activity Tracker

Why the activities need specific types of terrain for participation. This should include:

- Research on the different types of terrain each outdoor activity area needs. This can include both natural and man-made environments
- Consideration of any particular terrain needs for each activity group
- Any specific climate requirements

Year	Term	Topic	Learning Outcomes	Assessment
10	3	<p>Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity.</p> <p>.2 Outdoor activity risk assessment .3 Emergency procedures plan</p>	<p>o include:</p> <ul style="list-style-type: none"> • Health and Safety – activity that is suitable for the participants; requirement for a first aider • Personnel – ratio of leaders, qualifications of leader • Licensing – the licencing requirements of the activity centre/location • Supplies – appropriate nutrition for duration of the activity, including ideal foods/fluids to take with you • Location – terrain suitable for the experience of the participants and the activity • Timing of activity – duration; time of day • Shelter – overnight accommodation requirements; requirement for shelter from adverse weather • Contingency plan – consideration of alternative route(s) <p>Outdoor activity planning needs to include a risk assessment identifying potential hazards and managing the risk during the activity, may include:</p> <ul style="list-style-type: none"> • Unstable terrain - awareness of potential terrain that could cause injury, or change due to environmental or climate changes • Inappropriate equipment - checking equipment for damage • Inappropriate clothing - considering the activity being completed, such as not wearing jeans when skiing • Animals - be mindful of wildlife in activity area 	End of Topic Assessment

			<p>challenging</p> <ul style="list-style-type: none"> • Physical benefits - include health and fitness, outdoors, fresh air, sunlight • Social benefits - include communication, team working, problem solving 	
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Year	Term	Topic	Learning Outcomes	Assessment
11	Term 1	Topic Area 1: Issues which affect participation in sport	<p>To include:</p> <ul style="list-style-type: none"> • Know the user groups that participate in the physical activity or sport. The user group categories are as follows in this qualification: <ul style="list-style-type: none"> o Gender - sometimes different genders have different needs, goals and requirements for sport o Carers - adults or children, caring for relatives, elderly, parents or siblings o Young children - from birth to the end of primary school 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 n appreciation that not everyone in society has 	End of Topic Assessment

1.2 Possible barriers to participation in sport

1.3 Possible barrier solutions

an unlimited choice of when and where they might participate in physical activity and sport

- The barriers impacting user group participation (1.1). 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 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.

To include consideration of increased sport participation due to barrier solutions, providing specific examples, solutions and their impact as illustrated below:

- Promotion strategies - range of promotional activities, for example advertisements, initiatives and incentives, such as taster sessions
- Transport availability - use examples to 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

1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK

1.5 Emerging/new sports in the UK

To include applied examples of positive and negative factors, illustrating how those factors impact the popularity of the sport, for example:

- Number of people participating - importance of being able to cite specific examples, with statistics and trends of popular and less popular sports
- 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 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 support this idea.

.1.1 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.

Topic Area 2: The role of sport in promoting values

2.2 The Olympic and Paralympic movement

- The Creed
- The Symbol
- The Olympic and Paralympic values:
- The Olympic values of Excellence, Friendship and Respect
- The Paralympic values of Courage,

<p>Determination, Inspiration and Equality</p> <p>2.3 Sporting values initiative and campaigns</p> <ul style="list-style-type: none"> <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <p>2.4 The importance of etiquette AND sporting behaviour-</p> <ul style="list-style-type: none"> <input type="checkbox"/> The reasons for observing etiquette and sporting behaviour <input type="checkbox"/> Sportsmanship <input type="checkbox"/> Examples from sport 	<p>Citizenship - relates to how people create community links and community spirit by getting involved in local sports clubs and teams.</p> <p>Tolerance AND Respect - one sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures</p> <p>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</p> <p>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</p> <p>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</p>
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11	Term 2	2.5 The use of Performance Enhancing Drugs (PEDs) in sport	<p>To include:</p> <ul style="list-style-type: none"> WADA's Whereabouts Rule <input type="checkbox"/> WADA testing methods • 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 and family 	

Topic Area 3: The implications of hosting a major sporting event for a city or country

Potential positive and negative aspects of hosting a major sporting event

3.3.1 During the event:

Positive aspects/benefits include:

- Improved social infrastructure
- Improved national morale/social cohesion
- Increase in national status
- Greater national interest in sport
- Increased 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/drawbacks 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 regional areas not involved in the national event

Negative media coverage of perceived deficiencies in the organisation or infrastructure/facilities

3.3.2 Immediate and longer term post-event:

Positive aspects/benefits include:

		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> A legacy of improved/new sporting facilities <input checked="" type="checkbox"/> An increase in the sports' participation <input checked="" type="checkbox"/> An increase in the profile of sports involved <input checked="" type="checkbox"/> A legacy of improved transport and social infrastructure <input checked="" type="checkbox"/> Raising of the city/nation's international profile/status <input checked="" type="checkbox"/> An increase in future financial investment <input type="checkbox"/> Negative aspects/drawbacks include: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The event might have costed more to host than the revenue generated <input checked="" type="checkbox"/> Sports facilities unused after the event <input checked="" type="checkbox"/> A loss in national reputation/status if the event was badly organised, the host nation's participants performed badly, or scandals emerged 	
	<p>Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport</p>	<p>To include functions of the roles of any named NGB with sporting examples relating to:</p> <ul style="list-style-type: none"> • Participation - could be promoted through schemes, media coverage and equal opportunities. Students should be able to give named and current examples of such measures • Coaching and officiating - Students should be able to identify and illustrate coaching and officiating qualifications that are available and the levels structure that they operate within • Tournaments/competitions - examples of current tournaments/competitions organised by NGBs • Rules and disciplinary procedures - an awareness of recent/current rule changes and an awareness of disciplinary measures implemented by the NGB for rule infringement • Policies and Funding - an awareness of how an NGB 	

Topic Area 5: The use of technology in sport

develops its policies and initiatives and generates its funding

To include:

- Enhanced performance - an awareness of and be able to give examples of a range of methods, equipment and clothing to enhance performance in named sporting activities
- Increased safety - technology that enhances the safety of participants for named sporting activities
- Increased fair play/accuracy - technology such as video refereeing can support officials in making decisions and enhance fair play. Students should be able to give examples for named sporting activities
- Enhanced spectatorship - use of screens in stadia in order to allow spectators to view appeals made by players

Positive and negative effects of the use of technology in sport

	Term	Topic	Learning Outcomes	Assessment
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Year 11	Term 3	Revision papers and revisiting topics		Mock Papers
		Revision papers and revisiting topics		Final exam in June