

SPORTS STUDIES Year 10 Cambridge National Sports Studies
<p><u>R185: Performance and leadership in sports activities</u></p> <p>By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport. Topics include: o Issues which affect participation in sport o The role of sport in promoting values o The implications of hosting a major sporting event for a city or country o The role National Governing Bodies (NGBs) play in the development of their sport o The use of technology in sport.</p> <p><u>R185: Performance and leadership in sports activities</u></p> <p>This is assessed by a set assignment In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations. Topics include: o Key components of performance o Applying practice methods to support improvement in a sporting activity o Organising and planning a sports activity session o Leading a sports activity session o Reviewing your own performance in planning and leading a sports activity session.</p> <p><u>R186: Sports and the media</u></p> <p>In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media. Topics include: o The different sources of media that cover sport o Positive effects of the media in sport o Negative effects of the media in sport.</p>
OCR Sports Studies
<u>Unit R184: Contemporary Issues in Sport</u>
Topic Area 1: Issues which affect participation in sport
<p>Know the user groups that participate in the physical activity or sport.</p> <p>An appreciation that not everyone in society has an unlimited choice of when and where they might participate in physical activity and sport.</p> <p>The barriers impacting user group participation.</p> <p>To include consideration of increased sport participation due to barrier solutions, providing specific examples, solutions and their impact.</p> <p>To include applied examples of positive and negative factors, illustrating how those factors impact the popularity of the sport.</p> <p>The growth of emerging/new sports in the UK: Examples of current emerging sports. The development and opportunities to participate in emerging sports.</p>
Topic Area 2: The role of sport in promoting values
<p>Awareness of how the values can be seen in sport.</p> <p>Examples of each value in a sporting context.</p> <p>Know the Creed - “The most important thing is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered, but to have fought well”. Pierre De Coubertin.</p> <p>Know the that the five interlocking rings represent the closeness between the five continents.</p> <p>Know the that the five interlocking rings represent the closeness between the five continents.</p> <p>Students must know the Olympic values.</p> <p>Students must know the Paralympic values.</p> <p>An awareness and examples of current initiatives, campaigns and events which are likely to promote the sporting values.</p> <p>Observing etiquette and sporting behaviour - refers to factors such as fairness, the safety of fellow participants or the reinforcement of positive sporting values</p> <p>Factors such as an awareness of when there is a requirement to be quiet/silent, the appropriateness of comments</p> <p>Sportsmanship - playing within the letter and the spirit of sport should be reinforced when participating; rather than the use of gamesmanship, where performers bend the rules</p> <p>Spectators - have a responsibility to each other and the players to view the action in a manner that does not jeopardise fellow spectators or players.</p> <p>Applied examples of the detrimental effects of using PEDs</p> <p>Sanctions such as bans, and fines, are applied in a range of lengths and costs to deter the use of PEDs</p> <p>Educational strategies to discourage the use of PEDs, usually campaigns are led by role models, peers and family.</p> <p>To understand WADA’s Whereabouts Rule and WADA testing methods.</p>
Topic Area 3: The implications of hosting a major sporting event for a city or country
<p>The importance of the different types of event</p> <p>Comparing and contrasting between them and the different types of sporting activities they include.</p> <p>To include comparing and contrasting of positive and negative pre-event aspects of hosting a major sporting event.</p> <p>To include applied examples of the benefits and drawbacks relating to hosting a major sporting event, both during and longer term post- event.</p>
Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport
<p>What NGBs do for their sport?</p> <p>How NGBs promote participation?</p> <p>How NGBs develop the sport’s coaching and officiating infrastructure?</p> <p>How NGB’s organise tournaments and competitions.</p> <p>How NGB’s amend the existing rules and apply disciplinary procedures for rule breaking.</p> <p>How NGB’s ensure safety within their sport?</p> <p>How NGB’s provide support, insurance and technical guidance to members?</p> <p>How NGB’s develop policies and initiatives?</p> <p>How NGB’s lobby for funding?</p>
Topic Area 5: The use of technology in sport
<p>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.</p> <p>Explain how technology in sport has increased safety - technology that enhances the safety of participants for named sporting activities.</p> <p>Explain how technology in sport has increased fair play/accuracy - technology such as video refereeing can support officials in making decisions and enhance fair play.</p> <p>Students should be able to give examples for named sporting activities.</p> <p>Explain how technology in sport has enhanced spectatorship - use of screens in stadia in order to allow spectators to view appeals made by players.</p> <p>Discuss the suitability of technology.</p> <p>Give named examples linked to sporting activities, with their positive and negative effects.</p>

Topic Area 1: Key components of performance

Performance in two selected activities.
Performance of skills and techniques in two chosen sports.
Participating in your activities and appropriate use of:

- Tactics
- Strategies
- Compositional ideas
- Use of creativity in performance.

Decision-making during performance.
Ability to manage and maintain own performance (individual activities only):

- Continuing to perform when under pressure.
- Maintaining focus.

Awareness of role and contribution to the team (team activities only):

- Performing a specific role during a game.
- Adapting role in different situations.
- Understanding your role and contribution to team activities.

Topic Area 2: Applying practice methods to support improvement in a sporting activity

Key components for assessing strengths and weaknesses in an activity:

- Skills and techniques
- Tactics and strategies
- Compositional ideas

Review of strengths and weaknesses in key components for the sport, considering:

- Current level of ability.
- Why these have been identified as strengths or weaknesses.
- When are these important in a chosen sporting activity.
- 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.

Different types of practices and progressive drills.
Altering the context of performance:

- Progressive practices/drills - that show a clear increase in difficulty, dependent on the ability of the performer.
- Different types of practice.
- Altering the context.

Measuring improvement in performance:

- 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 of time.
- Tools selected will be dependent on the chosen activity and the ability level of the performer.

Topic Area 3: Organising and planning a sports activity session

Organisation of a sports activity session:

- Using an appropriate venue.
- Planning to use an appropriate location.
- Using an appropriately sized teaching space.
- Taking all Weather concerns into account.
- Checking all equipment is safe and appropriate.
- Make sure the type of activity is suitable.
- Plan for enough time to complete the session.
- Stick to timings of the session.
- Make sure the activities are appropriate for skill level and age.
- Allowing for progression throughout the session.
- Ensure there is adequate supervision.
- Plan for a specific number of participants and size of groups.
- Have a contingency plan in place.

Complete a Risk assessment and corrective action:

- Identify activity-specific risks.
- Checking of equipment.
- Knowledge of basic first aid and child protection.
- Plan and be aware of emergency procedures.
- Objectives to meet the needs of the group.
- Introduction and conclusion 3.3.2 Basic warm up and cool down.
- Skill and technique development.

Topic Area 4: Leading a sports activity session

Organisation of a sports activity session:

- Demonstrate safe practice – organising the group and the activities appropriately depending on the space, number of participants and equipment being used.
- demonstrate good timing – being punctual and prepared for the session, considering the length of activities.
- Demonstrating adaptability – making changes to the session if people find it too easy or too hard.
- Demonstrating reliability – turning up when you say you will and running to time.

Leading a sports activity session:

- Plan and deliver a activity demonstrating the following Activity-specific details – showing the skills, techniques and tactics appropriate to the needs of the participants. - demonstrate the following leadership style – democratic, autocratic, laissezfaire.
- Explain the different styles of coaching delivery style – proactive, reactive, demonstrations from the leader or involving participants from the group, explanation of activities.

<ul style="list-style-type: none">- Communication – verbal, non-verbal, using appropriate language and technical terms depending on the group.- Positioning – considering where they are stood in relation to the group when giving demonstrations and explanations.- Creativity – design of activities related to the group, how they demonstrate and explain.
Topic Area 5: Reviewing your own performance in planning and leading a sports activity session
<p>Review your leadership of a sports activity session</p> <ul style="list-style-type: none">- Planning: Suitability of activities for the group.- Taking into account the different abilities.- Making the order of the activities effective.- Equipment volume is appropriate to the number of participants in the group.- Leading: 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.- Appropriate positioning for effective communication to the group.- Improvements that could be made.- Adaptations to activities to take into account different abilities. Planning for the next session.- Opportunities to develop leadership skills.- Coaching/leadership courses
R186: Sports and the media
<p>Topic Area 1: The different sources of media that cover sport</p> <p>Distinguish between different media sources and how they cover sport.</p> <p>Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they wan.</p> <p>Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources:</p> <p>Print media sources and their role as traditional media sources in comparison to other media sources.</p>
<p>Topic Area 2: Positive effects of the media in sport</p> <p>The positive relationship between the media and sport.</p> <p>Explain how the media can help promote sport to increase awareness and improve participation levels, Inspiring others to participate, Creating and adopting role models.</p> <ul style="list-style-type: none">- Understand how media can have a role in raising profile of the sport.- How the media can share positive messages and raise the profile of sports, break down barriers, promote the health and fitness industry.- Sports initiatives that seek to increase participation.- Promotion of an active, healthy lifestyle. <p>Explain how the media can help educate people on different sports:</p> <ul style="list-style-type: none">- Exposure for emerging and minority sports.- Continued education of performers and spectators in emerging sports and changes to existing sports. <p>Explain how the media can play a part in generating revenue for sports:</p> <ul style="list-style-type: none">- Building relationship between sport and the media, how they use each other to promote themselves and increase revenue- Different promotional opportunities for business and commercial sport and how sports adapt to utilise media source- Sport as a commodity – revenue created for some sports. Influence of owners and investors.- The importance of the relationship between sport, the media and sponsorship (the golden triangle) and the different opportunities for sponsorship of sport/performers and the industry.
<p>Topic Area 3: Negative effects of the media in sport</p> <p>Explain a range of negative effects of the media on sport in relation to spectators and live sport.</p> <p>Understand the external factors affecting decline in live spectatorship.</p> <p>Understand the Ethical appropriateness of sponsors.</p> <p>How the media is assisting a widening wealth divide in sport.</p> <p>Impact of wider global issues on sport/ performers and spectators.</p> <p>Media demands affecting sport fixture scheduling.</p> <p>Negative impacts of the media on sports and sports performers.</p> <ul style="list-style-type: none">- Coverage of inappropriate behaviour:- Rejection of sporting heroes- Scrutiny and criticism of participants.- Increased pressure on athletes to look a certain way and links to mental health.
Year 11 Final Composite Knowledge End Point
<p>Students must complete three units:</p> <p>One mandatory externally assessed unit (exam) - Unit R184 Contemporary issues within Sport.</p> <p>One mandatory centre-assessed unit (NEA) -Unit R185 Performance and leadership in sports activities</p> <p>One optional centre-assessed unit (NEA) from a choice of two. - Unit R186 Sport and the Media or Increasing awareness of Outdoor and Adventurous Activities. (As a school we have chosen to study the R186 unit, Sport in the Media)</p>