

Key Stage 4 Examination PE - Sports Studies

|                                 | Year 10  | Year 11   |
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| A<br>u<br>t<br>u<br>m<br>n<br>1 | <p>RO51 - Contemporary issues in sport</p> <ul style="list-style-type: none"> <li>● Students need to be taught:</li> <li>● the different user groups who may participate in sport</li> <li>● the possible barriers which affect participation in sport (with reference to the different user groups).</li> <li>● the solutions to barriers which affect participation in sport</li> <li>● the factors which can impact upon the popularity of sport in the UK</li> <li>● how the factors which can impact upon the popularity of sport in the UK relate to specific sporting examples</li> <li>● current trends in the popularity of different sports in the UK</li> <li>● growth of new/emerging sports and activities in the UK</li> </ul> | <p>R054 - Sport and the Media</p> <ul style="list-style-type: none"> <li>● Complete coursework element of this module that focuses on:             <ul style="list-style-type: none"> <li>○ Task 1 - Range of media coverage of sport.</li> <li>○ Task 2 - Positive and negative effects that the media can have on sport using a range of examples.</li> <li>○ Task 3 - The relationship between sport and the media and how they influence one another.</li> <li>○ Task 4 - Evaluate media coverage of sport (Your chosen newspaper articles).</li> </ul> </li> </ul> <p>R053 - Sports Leadership:</p> <p><b><u>Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</u></b></p> <p>Learners must be taught:</p> <ul style="list-style-type: none"> <li>● different leadership roles and opportunities in sport (e.g. captains, managers, teachers, coaches, expedition leaders, role models)</li> <li>● role-related responsibilities (e.g. knowledge of activity, enthusiasm for activity, knowledge of safety, knowledge of child protection issues, knowledge of basic first aid)</li> <li>● personal qualities which relate to leadership roles (e.g. reliability, punctuality, confidence, communication, creativity)</li> <li>● leadership styles, i.e.             <ul style="list-style-type: none"> <li>○ democratic</li> <li>○ autocratic</li> <li>○ laissez-faire.</li> </ul> </li> </ul> <p>Learning Outcome 2: <b><u>Be able to plan</u></b></p> <p>Learners must be taught:</p> <ul style="list-style-type: none"> <li>● key considerations when planning sports activity sessions, i.e.             <ul style="list-style-type: none"> <li>○ objectives for the session (e.g. meeting the needs of the group)</li> <li>○ appropriate venue (e.g. type, size, indoor/outdoor)</li> <li>○ equipment needs (e.g. type, size weight, arrangements)</li> <li>○ supervision needs (e.g. additional leaders, roles, number of participants)</li> <li>○ timing of activities (e.g. related to age, experience of participants, weather)</li> <li>○ introduction/conclusion of session (e.g. how, when, where?)</li> </ul> </li> </ul> |

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|                                 |  | <ul style="list-style-type: none"> <li>o basic warm up/cool down (e.g. physical and mental preparation relevant to age of participants and the activity)</li> <li>o skills and technique development (e.g. appropriate activities/structure of a session)</li> <li>o engaging (e.g. Will the participants have fun? Will the activity hold their attention? Will the session flow smoothly?)</li> <li>o organisation (e.g. size/make up of working groups, size of working areas, length of warm up/drills, timing to prevent boredom, allowing progression) <ul style="list-style-type: none"> <li>• safety considerations when planning sports activity sessions, i.e.</li> </ul> </li> <li>o risk assessments (e.g. facilities, equipment/clothing checks, activity-specific risks)</li> <li>o corrective action (e.g. wiping up puddles, removing litter, reporting faulty equipment)</li> <li>o emergency procedures (e.g. procedures in the event of an accident, procedures in the event of other emergencies, summoning qualified help, completion of relevant documents).</li> </ul> |
| A<br>u<br>t<br>u<br>m<br>n<br>2 | <p>RO51 - Contemporary issues in sport CONTINUED.</p> <ul style="list-style-type: none"> <li>● Students need to be taught:</li> <li>● values which can be promoted through sport</li> <li>● the Olympic and Paralympic movement.</li> <li>● other initiatives and events which promote values through sport (e.g. FIFA's 'Football for Hope' campaign, ECB's 'Chance to Shine' programme, Sport Relief, Premier League's 'Creating Chances' initiative, £10m Sport England scheme to increase participation in sport by women)</li> <li>● the importance of etiquette and sporting behaviour of both performers and spectators</li> <li>● the use of performance-enhancing drugs in sport</li> </ul> | <p>Recap R051 - Contemporary issues in sport:<br/>In preparation for mock and January exam.</p>   |
| S<br>p<br>r<br>i<br>n<br>g<br>1 | <p>RO51 - Contemporary issues in sport CONTINUED.</p> <ul style="list-style-type: none"> <li>● the features of major sporting events</li> <li>● regular and recurring (e.g. hosting a Formula 1 Grand Prix would be annual and is normally contracted for a period of years to the host country/city)</li> <li>● international element, i.e. involves competitors, and therefore supporters/interest, from more than one country (e.g. the Olympic and Paralympic Games; FIFA World Cup; Rugby Union Heineken Cup)</li> <li>● level of investment</li> <li>● potential 'legacy'</li> <li>● the potential benefits and drawbacks of cities/countries hosting major sporting events</li> </ul>         | <p>R053 - Sports Leadership</p> <p>LO3 - Students to be assessed on their ability to deliver a sports session.</p> <p>LO4 - Be able to evaluate own performance in delivering a sports activity session<br/>Key aspects to consider in evaluating planning and delivery of a sports activity session, i.e.</p> <ul style="list-style-type: none"> <li>o What went well? <ul style="list-style-type: none"> <li>- against the plan (e.g. was the order of activities effective?)</li> <li>- against the delivery (e.g. did I keep everyone motivated?)</li> </ul> </li> </ul>  |

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|                                 | <ul style="list-style-type: none"> <li>the links between potential benefits and drawbacks and legacy</li> <li>what national governing bodies in sport do</li> </ul>  | <ul style="list-style-type: none"> <li>o What did not go well? <ul style="list-style-type: none"> <li>- against the plan (e.g. did I consider an appropriate number of activities?)</li> <li>- against the delivery (e.g. was the group listening to me?)</li> </ul> </li> <li>o What could be improved for the future? <ul style="list-style-type: none"> <li>- against the plan (e.g. were the group's objectives met?)</li> <li>- against the delivery (e.g. could I position myself better when communicating with the group?)</li> </ul> </li> </ul>  |
| S<br>p<br>r<br>i<br>n<br>g<br>2 | R054 - Sport and the media <ul style="list-style-type: none"> <li>Know how sport is covered across the media</li> <li>how sport is covered</li> <li>positive effects that media can have on sport</li> <li>negative effects that media can have on sport</li> </ul> Write coursework throughout. | R052: Developing sports skills<br>Be able to apply practice methods to support improvement in a sporting activity<br>LO1: Team performance<br>LO2: Individual Performance<br>LO3: Be able to officiate in a sporting activity<br>LO4: Be able to apply practice methods to support improvement in a sporting activity  |
| S<br>u<br>m<br>m<br>e<br>r<br>1 | R054 - Sport and the media CONTINUED<br>Understand the relationship between sport and the media <ul style="list-style-type: none"> <li>the relationship between sport and the media</li> <li>Evaluate media coverage of sport</li> </ul> Write coursework throughout.                            | Learners must be taught: <ul style="list-style-type: none"> <li>how to identify areas of improvement in their own performance in a sporting activity, i.e. <ul style="list-style-type: none"> <li>o What are the key skills in the activity?</li> <li>o which key skills are strengths?</li> <li>o which key skills are weaknesses?</li> </ul> </li> <li>types of skills, i.e. <ul style="list-style-type: none"> <li>o simple skill (e.g. transferable between a number of sports such as running)</li> <li>o complex skill (e.g. tend to be specific to a sport (non-transferable) such as a tennis serve)</li> <li>o open skill (e.g. adaptable depending on the environment such as a pass in football)</li> <li>o closed skill (e.g. performed in a stable environment such as a free throw in basketball)</li> </ul> </li> <li>types of practice, i.e. <ul style="list-style-type: none"> <li>o whole i.e. the whole skill is performed at once (e.g. a triple jump)</li> <li>o part i.e. the skill is broken down into parts which are practised separately (e.g. just the 'hop' phase in the triple jump)</li> <li>o variable i.e. the skill is practised in the range of different situations that could be experienced in a performance</li> <li>o fixed i.e. a specific skill or technique is repeatedly practised in the same way</li> </ul> </li> </ul> |

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|                                 |  | <ul style="list-style-type: none"> <li>• methods to improve own performance, i.e. <ul style="list-style-type: none"> <li>o different types of practice</li> <li>o altering context of performance (e.g. playing with and against better players can improve performance)</li> <li>o use of tools to aid evaluation (e.g. match analysis, video analysis, etc.)</li> </ul> </li> <li>• how to measure improvement in skills, techniques and strategies developed, i.e. <ul style="list-style-type: none"> <li>o completion of proficiency awards</li> <li>o keeping individual logs of performance</li> <li>o keeping video diaries</li> <li>o peer observation</li> <li>o monitoring competition results over time.</li> </ul> </li> </ul> |
| S<br>u<br>m<br>m<br>e<br>r<br>2 | R052: Developing sports skills <ul style="list-style-type: none"> <li>• Be able to apply practice methods to support improvement in a sporting activity</li> </ul> | Students will be on study leave.   |