

Core PE

	Group 1	Rooming	Group 2	Rooming	Group 3	Rooming
Term 1	Multi Skills Netball	Courts/Astro	Multi Skills Rugby	Field	Multi Skills Problem Solving	Outdoor Space
Term 2	Problem Solving	Outdoor Space	Football	Astro	Hockey/Uni hock	Hall
Term 3	Gymnastics	Hall	Fitness	Outdoor Space/Canteen	Invasion Sports	Astro/Hall
Term 4	Fitness	Outdoor Space/Hall	Hockey	Astro	Athletics	Field
Term 5	Rounders	Astro/Field	Athletics	Field	Fitness	Outdoor Space/Hall
Term 6	Athletics	Field	Cricket	Field	Rounders	Astro/Field

## OCR PE: L1/L2 Cambridge National Certificate in Sport Science

### Year 10:

2 Coursework Units are completed in Year 10 (each worth 25% of the final qualification).

### R045: Nutrition in Sport

LO1- Know the nutrients needed for a balanced diet

LO2- Understand the importance of nutrition in sport

LO2- Explain the importance of nutrition before, during and after exercise

LO2- Explain dietary requirements for different activity types

LO2- Explain the use of substances in sport

LO3- Know the effects of a poor diet on sports performance and participation

LO3- Detailed definition of malnutrition

LO3- Explain the effects of dietary imbalances on performance and participation

LO4- Develop a diet plan to meet specific needs

LO4- Evaluate the design and completion of a diet plan

### R046: Technology in Sport

LO1- Know how technology is used in sport

LO2- Understand the positive effects of sports technology

LO3- Understand the negative effects of sports technology

LO4- Evaluate the impact of technology in sport

### Year 11:

1 coursework unit and 1 unit of work that will be externally assessed by a formal written exam (each worth 25% of the final qualification).

### R042: Applying Principles of Training

LO1- Know the principles of training in a sporting context

LO2- Know how different training methods target different fitness components

LO3- Be able to conduct fitness tests

LO4- Be able to develop fitness training programmes

LO4- Evaluate a training programme

**RO41 : Reducing the risk of sports injuries (externally assessed unit)**

LO1- Extrinsic factors which can influence the risk of injury

LO1- Intrinsic factors which can influence the risk of injury

LO2- The physical benefits of a warm up

LO2- The psychological benefits of a warm up

LO2- Key components of a warm up

LO2- Physical benefits of a cool down

LO2- Key components of a cool down

LO2- Specific needs which a warm up and cool down must consider

LO3- Acute and chronic injuries

LO3- Types, causes and treatment of common sports injuries

LO3- How to respond to injuries and medical conditions in a sporting context

LO3- Emergency Action Plans (EAPs)

LO4- The symptoms of common medical conditions

LO4- How to respond to these common medical conditions

## OCR Cambridge National L1/L2: Sport Studies

### Year 9

#### Learning outcome 1

- Different leadership roles and opportunities in sport (e.g. captains, managers, teachers, coaches, expedition leaders, role models)
- role-related responsibilities (e.g. knowledge of activity, enthusiasm for activity, knowledge of safety, knowledge of child protection issues, knowledge of basic first aid)
- personal qualities which relate to leadership roles (e.g. reliability, punctuality, confidence, communication, creativity)
- leadership styles, i.e. democratic, autocratic laissez-faire.

#### Learning Outcome 2: Be able to plan sports activity sessions

##### Key considerations when planning sports activity sessions:

- objectives for the session (e.g. meeting the needs of the group), appropriate venue (e.g. type, size, indoor/outdoor),
- equipment needs (e.g. type, size weight, arrangements), supervision needs (e.g. additional leaders, roles, number of participants),
- timing of activities (e.g. related to age, experience of participants, weather, introduction/conclusion of session (e.g. how, when, where?)),
- basic warm up/cool down (e.g. physical and mental preparation relevant to age of participants and the activity)
- skills and technique development (e.g. appropriate activities/structure of a session)
- engaging (e.g. Will the participants have fun? Will the activity hold their attention? Will the session flow smoothly?)
- organisation (e.g. size/make up of working groups, size of working areas, length of warm up/drills, timing to prevent boredom, allowing progression)

##### Safety considerations when planning sports activity sessions, i.e.

- risk assessments (e.g. facilities, equipment/clothing checks, activity-specific risks)

- corrective action (e.g. wiping up puddles, removing litter, reporting faulty equipment)
- 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).

### Learning Outcome 3: Be able to deliver sports activity session

#### Safe practice, i.e.

- organisation of group/activity
- safe supervision (e.g. as a leader, coach)

#### Delivery style, i.e.

- proactive/reactive
- demonstration/explanation

#### Communication skills, i.e.

- verbal
- non-verbal
- appropriate language
- technical terms

#### Motivation techniques, i.e.

- encouragement
- extrinsic motivators (e.g. rewards, prizes)

#### Activity-specific knowledge, i.e.

- appreciation/understanding of current techniques and tactics which are appropriate to the requirements of the performers

Adaptability, i.e.

- making adjustments in an activity that isn't working
- addressing issues you hadn't prepared for.

Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session

key aspects to consider in evaluating planning and delivery of a sports activity session, i.e.

- what went well?
  - against the plan (e.g. was the order of activities effective?)
  - against the delivery (e.g. did I keep everyone motivated?)
    - what did not go well?
      - against the plan (e.g. did I consider an appropriate number of activities?)
      - against the delivery (e.g. was the group listening to me?)
        - what could be improved for the future?
          - against the plan (e.g. were the group's objectives met?)
          - against the delivery (e.g. could I position myself better when communicating with the group?)

Year 10

Sport in the Media

Learning Outcome 1: Know how sport is covered across the media

Learners must be taught:

how sport is covered by:

television, i.e.

- terrestrial (e.g. sports/events still on free-to-air TV)
- satellite (e.g. sports/events covered on subscription-based sports channels)
- pay-per-view (e.g. on-demand viewing of individual events)

written press, i.e.

- newspapers
- magazines
- books
- fanzines

radio, i.e.

- dedicated sports radio stations (e.g. Talksport)
- local radio coverage
- national radio coverage
- internet radio stations

internet, i.e.

- blogs
- video-sharing sites
- social media
- fan sites
- live streams

- P2P sharing (e.g. SopCast)
- podcasts (e.g. Guardian Football Weekly)

## Learning Outcome 2: Understand positive effects that the media can have on sport

Positive effects that media can have on sport, i.e.

- increased exposure of minority sports, i.e.
- greater range of sport covered in the media (e.g. growth in popularity of darts after Sky coverage)
- increased promotional opportunities, i.e.
- clubs/sports can promote themselves more through different media (e.g. own websites, TV channels)
- individuals can have almost unlimited access to information about their favourite team/club/performer through different media.
- education, i.e.
- developing a better understanding of sports through media coverage (e.g. learning about rules or techniques through expert analysis)
- increased income which benefits sport, i.e.
- income generated by media rights goes to the sport or sports clubs, which they can invest (e.g. in facilities like stadium improvements, coaching facilities, etc.)
- inspiring people to participate, i.e.
- exposure/coverage in media makes more people want to take part (e.g. when British teams do well at the Olympics it often leads to increased participation at grass roots; participation in tennis usually increases around the time of Wimbledon)

– creation of positive role models (e.g. Baroness Tanni Grey-Thompson DBE has become a prominent role model through coverage of her success in the Paralympics)

- competition between sports and clubs, i.e.

– competition for supporters/viewers means that sports and clubs need to think more about the needs of their customers and how to attract new audiences (e.g. ticket offers for under 16s, alternative formats such as Twenty20 cricket or Twickenham double-header in Rugby Union Premiership).

### Learning Outcome 3: Understand negative effects that the media can have on sport

Negative effects that media can have on sport, i.e.

- Decline in live spectatorship, (e.g. you can watch a lot of sport without ever having to attend the events due to the amount of TV coverage, increase in ticket price as popularity of sport/club grows)
- Loss of traditional sporting values (e.g. scheduling changes to suit media coverage, the pressure competitors feel under to win works against sportsmanship)
- Media coverage of inappropriate behaviour of athletes, i.e.

– on-field behaviour (e.g. inappropriate actions, such as swearing, unsporting behaviour, violent conduct are more likely to be captured due to an increase in the number of cameras at sports events)

– off-field behaviour (e.g. rugby/football players behaving badly in nightclubs, negative press affecting professional performance)

– creation of negative role models (e.g. aggressive behaviour towards officials in professional sport translates to grass root level)

- Increased pressure on officials, i.e.

– scrutiny of decisions made (e.g. decisions viewed from various angles/slow motion, incorrect or poor decisions highly publicised and ability of officials questioned)

- hype around events created by media can make officials' role much harder (e.g. rivalry is intensified by media coverage prior to game)
  - newspapers are dominated by a few sports (e.g. male-dominated sports with gambling associations feature prominently, females and ethnic minorities are shown less often)
  - saturation (e.g. there is so much sport coverage that people get fed up with it).

#### Learning Outcome 4: Understand the relationship between sport and the media

The relationship between sport and the media, i.e.

- how media uses sport to promote itself (e.g. Sky Sports a flagship of the satellite/cable TV market)
  - how sport uses the media to promote itself (e.g. some of the more high-profile clubs have their own TV channel)
  - sport as a commodity, i.e.
- many sports now much more dependant on media as a source of revenue
  - influence on the ownership of sports clubs, i.e. vehicle for the wealthy to self-promote/become celebrities (e.g. Chelsea Football club being owned by Roman Abramovich)
    - sponsorship and advertising, i.e.
  - links between amount of media coverage and sponsorship which can be attracted by clubs/ players/athletes/events
  - different types of sponsorship and advertising which are seen in sport (e.g. naming rights for stadiums)
    - adoption and rejection of sporting heroes by the media (e.g. David Beckham has been vilified and redeemed by the media during his career)
    - how scrutiny/criticism through the media has increased (e.g. sports performers and management (including executives) are much more exposed to forms of the media)
    - the impact of pay-per-view (e.g. lower TV audiences for some big boxing events as pay-per-view only).

### Learning Outcome 5: Be able to evaluate media coverage of sport

- Aspects which may influence the coverage of a story/item, i.e.
- type/'brand' of media outlet (e.g. tabloid or broadsheet newspaper may report differently to one another)
- competition with other media outlets (e.g. trying to find a different 'angle' for a report or story)
- target audience (e.g. media outlet will try to report in a way which will resonate with its audience)
- timing of the event/story/item (e.g. if the issue, organisation or people involved are already in the news, each new revelation can be magnified)
- popularity, notoriety or size of the individual/club/organisation being covered (e.g. some may 'have a reputation' and, therefore, be more prone to criticism/seen as an easy target, conversely large/ powerful organisations or individuals may not be targeted)

Features of the coverage which may vary from one media outlet to another, i.e.

- representation of the issue(s), organisation(s) or individual(s) involved (e.g. focus of the item/story)
- method of reporting (e.g. language, tone)
- format/presentation (e.g. use of images/balance between image and text, headline, captions)
- potential bias (e.g. media outlet has agenda/something to gain by taking a certain view/stance on an issue)
- extent of the coverage (e.g. column inches, number of pages devoted to the item)
- duration of the coverage (e.g. is the story/item revisited day after day?).

### Developing Sports Skills

#### Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas

As an individual performer in a sporting activity

Learners must be taught:

The key components of performance for an individual performer in a sporting activity, i.e.

- performance of skills and techniques (e.g. a front somersault in trampolining)
- creativity (e.g. communicating a theme to the audience through performance of a ballet dance)
- appropriate use of tactics/strategies/compositional ideas (e.g. using a drop-shot against a baseline player in tennis)
- decision-making during performance (e.g. shot selection from different lies in golf)
- ability to manage/maintain own performance (e.g. staying composed after two illegal jumps in triplejump).

### Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas

As a team performer in sporting activity

Learners must be taught:

The key components of performance for a team performer in a sporting activity, i.e.

- performance of skills and techniques (e.g. a chest pass in netball)
- creativity (e.g. feint to pass and then dribble in basketball)
- appropriate use of tactics/strategies/compositional ideas (e.g. when to bowl a bouncer in cricket)
- decision-making during performance (e.g. choice of pass in rugby union)
- awareness of role within/contribution to the team (e.g. covering for a team mate who is out of position in football).

### Learning Outcome 3: Be able to officiate in a sporting activity

Learners must be taught:

- How to apply rules and regulations relevant to the activity (e.g. reference to NGB rule books)
- the importance of consistency (e.g. making sure rules are applied consistently in a variety of situations)
- the importance of accuracy (e.g. applying rules correctly)
- the use of signals (e.g. whistles/flags/gestures – how, when, why)
- how to communicate decisions (e.g. with other officials, performers and the audience)
- the importance of positioning (e.g. to gain the best view to make decisions, not obstruct activity).

#### Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity

Learners must be taught:

How to identify areas of improvement in their own performance in a sporting activity, i.e.

- what are the key skills in the activity?
- which key skills are strengths?
- which key skills are weaknesses?

Types of skills, i.e.

- simple skill (e.g. transferable between a number of sports such as running)
- complex skill (e.g. tend to be specific to a sport (non-transferable) such as a tennis serve)
- open skill (e.g. adaptable depending on the environment such as a pass in football)
- closed skill (e.g. performed in a stable environment such as a free throw in basketball)

Types of practice, i.e.

- whole i.e. the whole skill is performed at once (e.g. a triple jump)
- part i.e. the skill is broken down into parts which are practised separately (e.g. just the 'hop' phase in the triple jump)
- variable i.e. the skill is practised in the range of different situations that could be experienced in a performance
- fixed i.e. a specific skill or technique is repeatedly practised in the same way

Methods to improve own performance, i.e.

- different types of practice
- altering context of performance (e.g. playing with and against better players can improve performance)
- use of tools to aid evaluation (e.g. match analysis, video analysis, etc)

How to measure improvement in skills, techniques and strategies developed, i.e.

- completion of proficiency awards
- keeping individual logs of performance
- keeping video diaries
- peer observation
- monitoring competition results over time.

## Year 11

### Contemporary issues in Sport

#### Learning Outcome 1: Understand the issues which affect participation in sport

Learners must be taught:

The different user groups who may participate in sport, i.e.

- ethnic minorities
- retired people/people over 50

- families with young children
- single parents
- children
- teenagers
- disabled
- unemployed/economically disadvantaged
- working singles and couples

The possible barriers which affect participation in sport (with reference to the different user groups), i.e.

- employment/time (e.g. not much free time available)
- work restrictions and family commitments (e.g. women still seen as bringing up the family and not being involved in sport)
- disposable income (e.g. cannot afford cost of participation)
- accessibility of facilities/equipment (e.g. transport not available, no disabled access)
- lack of role models (e.g. few ethnic role models, few female role models)
- provision of activities (e.g. limited activities on offer which do not meet the requirements of the prospective participant)
- awareness of activity provision (e.g. what is currently available)
- portrayal of gender issues by the media (e.g. mainly male sports shown on TV, mainly male presenters of sport programmes)

The solutions to barriers which affect participation in sport, i.e.

- provision, i.e.

- programming sessions for use by different user groups (e.g. sessions for wheelchair sports)
- providing appropriate activity options for the demands of specific user groups (e.g. different age groups want different options)
- planning of times to suit different user groups (e.g. for parents with young children, mid-morning after the school run)
- promotion, i.e.
  - targeted promotion (e.g. by advertising in appropriate places to increase visibility to different user groups)
  - using role models to encourage participation among different user groups
  - initiatives aimed at promoting participation and inclusion (e.g. free swimming for under-16s and over-60s)
- access, i.e.
  - access to facilities (e.g. provision of transport in rural areas, ramps for wheelchair access to buildings)
  - access to equipment (e.g. a hoist for swimming pool access)
  - sensible pricing/concessions (e.g. reduction of charges for unemployed people or young children) the factors which can impact upon the popularity of sport in the UK, i.e.
    - participation (e.g. football has wide-spread mass participation due to strong infrastructure being in place)
    - provision (e.g. tennis lacks easily accessible courts impacting on base level participation)
    - environment/climate (e.g. regular involvement in snow sports as participant or spectator either requires frequent trips abroad or the use of artificial slopes as most parts of UK do not have appropriate terrain/ weather)
    - spectatorship (e.g. live professional rugby matches readily accessible)
    - media coverage (e.g. BBC1 has sole coverage of Wimbledon, therefore, avid tennis fans will watch this, The Ashes not on free to air TV)
    - success for both teams and individuals (e.g. Sir Chris Hoy's success at the Olympics has increased participation in cycling)

- role models (e.g. lack of role models for particular groups in particular sports, such as British Asian footballers)
- acceptability (e.g. boxing still has vocal opposition who feel that the aim of the sport is to 'hurt the opponent' and that it is, therefore, not appropriate, especially for younger people, opposition to horse racing due to perceived animal cruelty by use of whip)

How the factors which can impact upon the popularity of sport in the UK relate to specific sporting examples

Current trends in the popularity of different sports in the UK (e.g. studies and statistics in recent years have suggested that recreational walking, fishing/angling, cycling and swimming are the most popular sports in the UK in terms of numbers participating)

Growth of new/emerging sports and activities in the UK (e.g. Ultimate Frisbee now increasing in popularity very quickly in UK).

### Learning Outcome 2: Know about the role of sport in promoting values

Learners must be taught about:

Values which can be promoted through sport, i.e.

- team spirit (e.g. learning how to work together and support others by playing as part of a team)
- fair play (e.g. learning the importance of adhering to rules and being fair to others through playing sport)
- citizenship (e.g. get involved in your local community through sport)
- tolerance and respect (e.g. developing understanding of different countries and cultures through sport)
- inclusion (e.g. initiatives to get under-represented social groups involved in sport)
- national pride (e.g. supporters and performers unite behind country in international events)
- excellence (e.g. striving to be the best that you can in your favourite sport)

The Olympic and Paralympic movement, i.e.

o the creed, i.e. "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

o the symbol, i.e. five interlocking rings represent the union of the five continents

o the Olympic and Paralympic values, i.e. Respect, Excellence, Friendship, Courage, Determination, Inspiration and Equality

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)

The importance of etiquette and sporting behaviour of both performers and spectators, i.e.

o reasons for observing etiquette and sporting behaviour (e.g. fairness, promoting values, safety of participants etc)

o sportsmanship (e.g. football giving the ball to the opposition when they have kicked it out when an injury occurs to your team)

o gamesmanship (e.g. time wasting)

o spectator etiquette (e.g. quiet during rallies at Wimbledon, quiet during play in snooker, quiet during the playing of national anthems)

o sports initiatives to break down barriers (e.g. Kick Racism Out of Football)

The use of performance-enhancing drugs in sport, i.e.

o reasons why they are used (e.g. pressure to succeed as an individual, pressure to succeed as a nation)

o reasons against use (e.g. long term ill health, consequences when found guilty, unfair advantage)

o World Anti-Doping Agency (WADA), i.e.

– whereabouts rule

– testing methods, i.e. blood sample collection, urine sample collection, hair sample collection, nail sample collection

- current initiatives (e.g. sanctions)
- drug offences by elite performers (e.g. Dwain Chambers, David Millar)
- impact of drug taking on the reputation of sport (e.g. mistrust of results/events such as Tour de France as a result of so many scandals)
- ethical issues related to drug taking (e.g. should there be a distinction between use of performance enhancing drugs and recreational drugs?)

### Learning Outcome 3: Understand the importance of hosting major sporting events

Learners must be taught:

The features of major sporting events, i.e.

- regularity/scheduling, i.e.
  - ‘one-off’ (e.g. hosting the Olympic and Paralympic Games will only happen in any given country/ city once in a generation)
  - regular (e.g. UEFA Champions League final is an annual event which a city could host more than once in a relatively short period of time but it is shared around as a rule)
- 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)
- 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)
- level of investment, i.e.
  - required
  - which may be attracted

- o potential 'legacy', i.e.

- sporting

- social

- economic

The potential benefits and drawbacks of cities/countries hosting major sporting events, i.e.

- o benefits, i.e.

- investment in developing/improving transport system

- increased direct and indirect tourism

- commercial benefits (e.g. money from sponsors, external investment which would not otherwise have been attracted)

- participation may increase in some sports

- infrastructure/social facilities built can be used by people who live in the area where the events have been held

- sports facilities will be improved or new facilities built

- raise the status of the country/'shop window effect'

- morale of the country is raised

- o drawbacks, i.e.

- bidding to host can be expensive and you may not be awarded the event

- event can cost hosts more than it raises in revenue

- facilities can end up not being used after the event if not planned properly

- can have negative impact on the status of the country if event runs poorly/is disorganised
- while hosting the event will help to promote one area of sport, others may suffer as a consequence
- can cause divisions in the country if the specific area which hosted (e.g. one city) is perceived to have been the only beneficiary

The links between potential benefits and drawbacks and legacy, i.e.

- many of the benefits and drawbacks are relevant to more than one of the legacy areas (sporting, social, economic) (e.g. sports facilities could have both sporting and social legacy).

#### Learning Outcome 4: Know about the role of national governing bodies in sport

Learners must be taught:

What national governing bodies in sport do, i.e.

- promotion, i.e.
  - promoting participation (e.g. equal opportunities policies)
  - increasing the popularity of the sport (e.g. schemes for schools)
  - exposure in the media (e.g. press releases, public relations)
- development, i.e.
  - elite training and development (e.g. national performance squads and national teams in many sports)
  - coaching awards (e.g. England Netball UK Coaching Certificate coaching awards from Level 1 upwards)
  - training of officials (e.g. the Rugby Football Union has a young officials award which can be used as a starting point to becoming an official)

- infrastructure, i.e.

- competitions and tournaments (e.g. England Basketball organise national competitions for over 500 teams from senior to under-13 level)
- rule-making and disciplinary procedures (e.g. the Football Association has a disciplinary procedure for any individual or team connected with the sport)
- providing a national directive and vision
- providing guidelines, support and insurance to members
- assist with facility developments

- policies and initiatives, i.e.

- anti-doping policies (e.g. the England and Wales Cricket Board has an anti-doping policy and has a list of all substances which are permitted and those that are banned)
- promoting etiquette and fair play (e.g. The Football Association's 'Respect' campaign)
- community programmes (e.g. Amateur Swimming Association's 'Swimfit')
- information and guidance on safeguarding

- funding, i.e.

- lobby for, and receive, funding
- distribution of funds, i.e.
  - grants
  - government, non-government
  - membership

- subscriptions/match fees
- lottery funding
- income from media/ sponsorship/advertising
- private investment and donations
- merchandising
- admission charges
- fund raising events
- provide members with advice about funding
  - support, i.e.
    - providing technical advice (e.g. England Hockey provide information about playing surfaces)
    - providing location and contact details for local clubs, how to get started in the sport etc.