

**Key Stage 4 Examination PE - OCR Cambridge Nationals Sports Studies**

	<b>Year 10</b>	<b>Year 11</b>
A u t u m  1	<p>R185 - Performance and Leadership</p> <p>Topic Area 3: Organising and planning a sports activity session</p> <p>3.1 Organisation of a sports activity session</p> <p>3.1.1 Appropriate venue:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Location</li> <li><input type="checkbox"/> Size</li> <li><input type="checkbox"/> Weather</li> </ul> <p>3.1.2 Equipment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Type</li> <li><input type="checkbox"/> Amount required</li> </ul> <p>3.1.3 Timing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate</li> <li><input type="checkbox"/> Allowing for progression</li> </ul> <p>3.1.4 Supervision:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Number of participants</li> <li><input type="checkbox"/> Size of groups</li> </ul> <p>3.1.5 Contingency plan</p> <p>3.2. Safety considerations when planning a sports activity session</p> <p>3.2.1 Risk assessment and corrective action:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activity-specific risks</li> </ul> <p>3.2.2 Checking of equipment</p> <p>3.2.3 Basic first aid and child protection</p> <p>3.2.4 Emergency procedures</p> <p>3.3 Objectives to meet the needs of the group</p> <p>3.3.1 Introduction and conclusion</p> <p>3.3.2 Basic warm up and cool down</p> <p>3.3.3 Skill and technique development</p>	<p>R184 - Contemporary issues in sport</p> <p>Topic Area 1: Issues which affect participation in sport</p> <p>1.1 User groups</p> <p>1.1.1 Different user groups who participate in sport:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gender</li> <li><input type="checkbox"/> People from different ethnic groups</li> <li><input type="checkbox"/> Retired people/people over 60</li> <li><input type="checkbox"/> Families with children</li> <li><input type="checkbox"/> Carers</li> <li><input type="checkbox"/> People with family commitments</li> <li><input type="checkbox"/> Young children</li> <li><input type="checkbox"/> Teenagers</li> <li><input type="checkbox"/> People with disabilities</li> <li><input type="checkbox"/> Parents (singles or couples)</li> <li><input type="checkbox"/> People who work</li> <li><input type="checkbox"/> Unemployed/economically disadvantaged people</li> </ul> <p>1.2 Possible barriers</p> <p>1.2.1 Possible barriers which affect participation in sport:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Employment and unemployment</li> <li><input type="checkbox"/> Family commitments</li> <li><input type="checkbox"/> Lack of disposable income</li> <li><input type="checkbox"/> Lack of transport</li> <li><input type="checkbox"/> Lack of positive sporting role models</li> <li><input type="checkbox"/> Lack of positive family role models or family support</li> <li><input type="checkbox"/> Lack of appropriate activity provision</li> <li><input type="checkbox"/> Lack of awareness of appropriate activity provision</li> <li><input type="checkbox"/> The lack of equal coverage in media in terms of gender and ethnicity by the media</li> </ul> <p>1.3 Possible barrier solutions</p> <p>1.3.1 Possible solutions to the barriers which affect participation in sport:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provision of:</li> </ul>

		<ul style="list-style-type: none"> <li>● Appropriate programmes</li> <li>● Sessions</li> <li>● Activities</li> <li>● Times for the different user groups</li> </ul> <p>□ Promotion strategies:</p> <ul style="list-style-type: none"> <li>● The use of targeted promotion</li> <li>● Role models</li> <li>● Initiatives</li> </ul> <p>□ Increased and appropriate transport availability</p> <p>□ Availability of appropriate user group facilities and equipment</p> <p>□ Improved access to facilities for all user groups</p> <p>□ Appropriate pricing for all user groups</p> <p>1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK</p> <p>1.4.1 Positive and negative impacts on the popularity of sport in the UK includes:</p> <ul style="list-style-type: none"> <li>□ The number of people participating</li> <li>□ The provision of facilities</li> <li>□ Environment/climate activity influences</li> <li>□ Live spectator opportunities</li> <li>□ The amount and range of media coverage</li> <li>□ The high-level success of both individuals and teams</li> <li>□ The number and range of positive role models available in a sport</li> <li>□ Social acceptability</li> </ul> <p>1.5 Emerging/new sports in the UK</p> <p>1.5.1 The growth of emerging/new sports in the UK:</p> <ul style="list-style-type: none"> <li>□ Examples of current emerging sports</li> <li>□ The development and opportunities to participate in emerging sports</li> </ul>
A u t u m n 2	<p>R185 - Performance and Leadership CONTINUED</p> <p>Topic Area 4: Leading a sports activity session</p> <p>4.1 Organisation of a sports activity session</p> <p>4.1.1 Safe practice</p> <p>4.1.2 Timing</p> <p>4.1.3 Adaptability</p>	<p>R184 - Contemporary issues in sport CONTINUED</p> <p>Topic Area 2: The role of sport in promoting values</p> <p>2.1 Sport values</p> <p>2.1.1 Values which can be promoted through sport:</p> <ul style="list-style-type: none"> <li>□ Team spirit- refers to the support given to fellow team/squad members and being able to work together to reach a collective goal</li> </ul>

#### 4.1.4 Reliability

### 4.2 Leading a sports activity session

#### 4.2.1 Leading a sports activity session:

- Activity-specific details
- Leadership style
- Adaptability
- Communication
- Positioning
- Enthusiasm for the activity and motivation of the group
- Confidence
- Creativity

- Fair play - where performers adhere to the rules and do not cheat whilst performing
- Citizenship - relates to how people create community links and community spirit by getting involved in local sports clubs and teams
- Tolerance AND Respect - one sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures
- 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
- 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
- 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

### 2.2 The Olympic and Paralympic movement

#### 2.2.1 Olympic and Paralympic:

- The Creed
- The Symbol
- The Olympic and Paralympic values

### 2.3 Sporting values initiative and campaigns

#### 2.3.1 Other initiatives, campaigns and events which promote sporting values:

- Local
- Regional
- National

### 2.4 The importance of etiquette AND sporting behaviour

#### 2.4.1 The importance of etiquette AND sporting behaviour of performers:

- The reasons for observing etiquette and sporting behaviour
- Sportsmanship
- Examples from sport

#### 2.4.2 The importance of etiquette AND sporting behaviour of spectators:

- Appropriate behaviour when spectating
- Safety

		<p>2.5 The use of Performance Enhancing Drugs (PEDs) in sport</p> <p>2.5.1 The reasons why sports performers use PEDs</p> <p>2.5.2 The reasons why performers should not use PEDs</p> <p>2.5.3 The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WADA's Whereabouts Rule</li> <li><input type="checkbox"/> WADA testing methods</li> </ul> <p>2.5.4 Sanctions to prevent the use of PEDs</p> <p>2.5.5 Educational strategies to prevent the use of PEDs</p> <p>2.5.6 Impact of the use of PEDs on the sport</p>
S p r i n g  1	<p>R185 - Performance and Leadership CONTINUED</p> <p>Topic Area 5: Reviewing your own performance in planning and leading a sports activity session</p> <p>5.1 Review your leadership of a sports activity session</p> <p>5.1.1 Planning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positives</li> <li><input type="checkbox"/> Negatives</li> </ul> <p>5.1.2 Leading:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positives</li> <li><input type="checkbox"/> Negatives</li> </ul> <p>5.1.3 Improvements that could be made</p> <p>5.1.4 Opportunities to develop leadership skills for the future</p>	<p>R184 - Contemporary issues in sport CONTINUED</p> <p>Topic Area 3: The implications of hosting a major sporting event for a city or country</p> <p>3.1 The features of a major sporting event</p> <p>3.1.1 The types and scheduling of major sporting events:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Regular</li> <li><input type="checkbox"/> 'One-Off'</li> <li><input type="checkbox"/> Regular and recurring</li> </ul> <p>3.1.2 The nature of the participants and spectators</p> <p>3.2 Positive and negative pre-event aspects of hosting a major sporting event</p> <p>3.2.1 Positive and negative pre-event aspects of hosting a major sporting event:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bidding for the event</li> <li><input type="checkbox"/> Infrastructure and transport systems development</li> <li><input type="checkbox"/> Financial/commercial investment/support</li> <li><input type="checkbox"/> The potential for increased employment</li> <li><input type="checkbox"/> Local/national objections to the bidding process</li> </ul> <p>3.3 Potential positive and negative aspects of hosting a major sporting event</p> <p>3.3.1 During the event:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positive aspects/benefits include: <ul style="list-style-type: none"> <li>● Improved social infrastructure</li> <li>● Improved national morale/social cohesion</li> <li>● Increase in national status</li> <li>● Greater national interest in sport</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● Increased media coverage of the sport(s)</li> <li>● A potential increase in direct and indirect tourism</li> <li>● An increase in short-term employment during the event</li> </ul> <p>□ Negative aspects/drawbacks include:</p> <ul style="list-style-type: none"> <li>○ An increase in transport, litter and noise</li> <li>○ The potential for an increase in terrorism and crime</li> <li>○ Poor performance by home nation/team and the impact on national pride/morale</li> <li>○ Perceived relegation/lack of investment in regional areas not involved in the national event</li> <li>○ Negative media coverage of perceived deficiencies in the organisation or infrastructure/facilities</li> </ul> <p>3.3.2 Immediate and longer term post-event:</p> <p>□ Positive aspects/benefits include:</p> <ul style="list-style-type: none"> <li>● A legacy of improved/new sporting facilities</li> <li>● An increase in the sports' participation</li> <li>● An increase in the profile of sports involved</li> <li>● A legacy of improved transport and social infrastructure</li> <li>● Raising of the city/nation's international profile/status</li> <li>● An increase in future financial investment</li> </ul> <p>□ Negative aspects/drawbacks include:</p> <ul style="list-style-type: none"> <li>● The event might have costed more to host than the revenue generated</li> <li>● Sports facilities unused after the event</li> <li>● A loss in national reputation/status if the event was badly organised, the host nation's participants performed badly, or scandals emerged</li> </ul>
S p r i n g 2	<p>R186 - Sport and the Media</p> <p>Topic Area 1: The different sources of media that cover sport</p> <p>1.1 Distinguish between different media sources and how they cover sport</p> <p>1.1.1 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 want:</p> <p>□ Social networking</p>	<p>R184 - Contemporary issues in sport CONTINUED</p> <p>Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport</p> <p>4.1 National Governing Bodies (NGBs)</p> <p>4.1.1 What NGBs do for their sport:</p> <p>□ Promote participation</p>

- Media sharing sites
  - Live streaming and technology on the move
  - Websites/blogs
- Examples of specific and current examples may include:
- Social and digital media – different source types for example Twitter
  - Streaming sites – for example YouTube
  - Technology on the move – tablets and phones
  - Websites/blogs – for example Sky Sports, F1 fanatic, CAUGHTOFFSIDE, the sporting blog
- 1.1.2 Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources:
- TV
  - Radio
  - Podcasts
- 1.1.3 Print media sources and their role as traditional media sources in comparison to other media sources:
- Newspapers
  - Magazines
  - Books
- Topic Area 2: Positive effects of the media in sport
- 2.1 The positive relationship between the media and sport
- 2.1.1 Participation:
- How the media can help promote sport to increase awareness and improve participation levels
  - Inspiring others to participate
  - Creating and adopting role models
- 2.1.2 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
- 2.2 Positive impacts of the media in sport
- 2.2.1 Education:
- Exposure for emerging and minority sports
  - Continued education of performers and spectators in emerging sports and changes to existing sports

- Develop the sport's coaching and officiating infrastructure
  - Organise tournaments and competitions
  - Amend the existing rules and apply disciplinary procedures for rule breaking
  - Ensure safety within their sport
  - Provide support, insurance and technical guidance to members
  - Develop policies and initiatives
  - Lobby for funding
- Topic Area 5: The use of technology in sport
- 5.1 The role of technology in sport
- 5.1.1 To enhance performance
- 5.1.2 To increase the safety of participants
- 5.1.3 To increase fair play and increase the accuracy of officiating
- 5.1.4 To enhance spectatorship
- 5.2 Positive and negative effects of the use of technology in sport
- 5.2.1 Positive:
- Enhanced performance
  - Lower risk of injury
  - Quicker recovery from injury
  - More accurate decisions
  - Technical analysis
- 5.2.2 Negative:
- Unequal access to the same quality of technology
  - Increased cost of technological advances
  - Availability and affordability of technology
  - Potential reduction in the flow of the game through introduction of officiating technology
  - Officials' decisions influenced by technology, which does not always apply the best interpretation of the rules
- 5.2.3 Positive and negative effects of technology on the spectator experience

	<p>2.2.2 Revenue:</p> <ul style="list-style-type: none"> <li>□ Relationship between sport and the media, how they use each other to promote themselves and increase revenue</li> <li>□ Different promotional opportunities for business and commercial sport and how sports adapt to utilise media sources</li> <li>□ Sport as a commodity – revenue created for some sports. Influence of owners and investors</li> <li>□ 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</li> </ul>	
<p style="text-align: center;">S u m m e r  1</p>	<p>R186 - Sport and the Media CONTINUED</p> <p>Topic Area 3: Negative effects of the media in sport</p> <p>3.1 A range of negative effects of the media on sport in relation to spectators and live sport</p> <p>3.1.1 External factors affecting decline in live spectatorship</p> <p>3.1.2 Ethical appropriateness of sponsors</p> <p>3.1.3 How the media is assisting a widening wealth divide in sport</p> <p>3.1.4 Impact of wider global issues on sport/performers and spectators</p> <p>3.1.5 Media demands affecting sport fixture scheduling</p> <p>3.2 Negative impacts of the media on sports and sports performers</p> <p>3.2.1 Coverage of inappropriate behaviour:</p> <ul style="list-style-type: none"> <li>□ On-field</li> <li>□ Off-field</li> </ul> <p>3.2.2 Rejection of sporting heroes</p> <p>3.2.3 Scrutiny and criticism of participants:</p> <ul style="list-style-type: none"> <li>□ Performers</li> <li>□ Officials</li> <li>□ Leaders</li> </ul> <p>3.2.4 Increased pressure on athletes to look a certain way and links to mental health</p>	<p>R184 - Contemporary issues in sport CONTINUED</p> <p>Revision of all 5 R184 topic areas ahead of sitting R184 Assessment Paper</p>

<p>R185 - Performance and Leadership CONTINUED</p> <p>Topic Area 1: Key components of performance</p> <p>1.1 Performance in two selected activities</p> <p>1.1.1 Performance of skills and techniques</p> <p>1.2 Participating in your activities</p> <p>1.2.1 Appropriate use of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tactics</li> <li><input type="checkbox"/> Strategies</li> <li><input type="checkbox"/> Compositional ideas</li> <li><input type="checkbox"/> Use of creativity in performance</li> </ul> <p>1.3 Decision-making during performance</p> <p>1.3.1 Appropriate and timely decisions</p> <p>1.4 Managing and maintaining performance in individual activities</p> <p>1.4.1 Ability to manage and maintain own performance (individual activities only):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continuing to perform when under pressure</li> <li><input type="checkbox"/> Maintaining focus</li> </ul> <p>1.5 Your role and contribution to team activities</p> <p>1.5.1 Awareness of role and contribution to the team (team activities only):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performing a specific role during a game</li> <li><input type="checkbox"/> Adapting role in different situation</li> </ul> <p>Topic Area 2: Applying practice methods to support improvement in a sporting activity</p> <p>2.1 Strengths and weaknesses of sports performance</p> <p>2.1.1 Key components for assessing strengths and weaknesses in an activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Skills and techniques</li> <li><input type="checkbox"/> Tactics and strategies</li> <li><input type="checkbox"/> Compositional ideas</li> </ul> <p>2.2 Methods to improve performance</p> <p>2.2.1 Different types of practices and progressive drills</p> <p>2.2.2 Altering the context of performance</p> <p>2.3 Measuring improvement in performance</p> <p>2.3.1 Use of tools to aid evaluation</p>	<p>Students will be on study leave.</p>
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