ALCESTER ACADEMY OCR Sport Studies Curriculum Plan – Y9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	R185: Key components of performance R185: Applying practice methods to support improvement in a sporting activity Teaching content.	performance	R185: Key components of performance R185: Leading a sports activity session.	R185: Key components of performance R185: Leading a sports activity session.	R185: Leading a sports activity session. R186: The different sources of media that cover sport.	R185: Reviewing your own performance in planning and leading of a sports activity session. R186: Positive effects of the media in sport
Year 10	R185: Key components of performance R186: Positive effects of the media in sport	R185: Key components of performance R186: Negatvie effects of the media in sport	R185: Revisit TA 1-5 For external moderation in Summer 1 R186: Negatvie effects of the media in sport	R185: Key components of performance R185: Revisit TA 1-5 For external moderation in Summer 1	Submit Externally assessed R185 Submit Externally assessed R186 R184: Issues which affect participation in sport	R184: The role National Governing Bodies (NGBs) play in the development of their sport R184: The implications of hosting a major

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				R186: Prepare TA 1/2/3 for submission in summer 1.	R184: The role of sport in promoting values	sporting event for a city or country
Year 11	R184: The use of technology in sport R184: Issues which affect participation in sport R184: The role of sport in promoting values	R184: The role National Governing Bodies (NGBs) play in the development of their sport R184: The implications of hosting a major sporting event for a city or country	EXTERNALLY ASSESSED EXAMINATION (1) R184: Revision of TA 1-5. R184: The use of technology in sport	R184: Revision of TA 1-5.	R184: EXTERNALLY ASSESSED RESIT Externally assessed R184 examination	

Dep	Department: Physical Education Year Group: 9/10/11							
Term	Topic/ subject	Assessment Objectives	Knowledge acquisition	Skill building Intent	Literacy/Nume racy/SMSC	Final assessmen t task and title	SEND & PP Identify where access and learning is supported	
Autum n 1-2 Year 1	Unit R185: Performance and Leadership in Sports Activities	Key Components of Performance Applying Practise Methods to support improvemen t in a sporting activity. Organising and planning a sports activity session	Performance of Skills and techniques Participation in sporting activities Appropriate use of Tactics, Strategies, Compositional Ideas, Use of Creativity in Performance Decision-making during performance Appropriate and timely decisions Managing and Maintaining performance in individual activities Ability to manage and maintain own performance. Your role and contribution to team activities Awareness and contribution to team activities Strengths and weaknesses of sports performance Key components for assessing strengths and weaknesses: Skills and techniques, Tactics and Strategies, Compositional ideas. Methods to improve performance. Different types of practises and progressive practises. Altering the context of performance Measuring improvement in performance Use of tools to aid evaluation.	Demonstration of range of skills and techniques within selected sporting activity e.g. Front somersault in trampolining (individual) Backhand smash in badminton (individual/team) Spin pass in rugby (team) Reverse hitting in hockey (team) Demonstration of a range of tactics in sporting performance e.g. 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 or feint to pass, then dribble in basketball. Variety of examples of decision making e.g., Shot selection from different lies in golf, choice of pass, kick or run in Rugby Union. Managing own performance in activity e.g., Staying composed after two illegal jumps in triple jump, managing to serve in after several 'outs' in racket sports. Demonstrating an awareness of role in team e.g., Covering for a team mate out of position in Football, acting in a different role to cover for someone who is in the 'sin bin' in a game of Rugby. Ability to review strengths and weaknesses of sporting performance with consideration of: • 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 • Evaluation of use of Tactics, strategies and compositional ideas to be used where applicable, depending on the chosen activity.	Explaining, instructing, describing, questioning, analysing, evaluating. Counting, scoring, shape, measuring, ordering, grouping, PEER ASSESSMENT. CELEBRATION PROMOTING SCHOOL & BRITISH VALUES. TEAMWORK. LEADERSHIP. PROBLEM SOLVING. G&T. RESPECT. TRUST. REWARDS- SANCTIONS. CHALLENGES. BELONGING. CAREER PATHWAYS. HEALTHY LIVING. SPORTS LEADERS. RESPECT. INTERPRETATI ONS. APPRECIATION. DISCOVERY. INCLUSION.	Practical assessmen ts of performan ce (x2) OCR Set assignmen t - R185.	Equipment/ graded groupings/area/drills /support-peer & staff/differentiated learning criteria (L1P-P-M-D)/ levels of achievement.	



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		Organisation of a sports activity session Appropriate venue, equipment, timing,	Planning and implementation or progressive drills to improve performance to include aspects such as:		
		supervision and contingency plan. Safety considerations when planning a sports activity session. Risk assessments and corrective action	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.		
		Objectives to meet the needs of the group.	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. Using a range of tools to aid evaluation of performance. To include aspects such as:		
			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 activity and the ability level of the performer. 		
			Demonstrate understanding of appropriate use of venue for activity, use of timing and appropriate supervision of activity.		
			Demonstration of knowledge of safety and completion of:		
			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.		
			Introduction and conclusion – should briefly introduce the leader and the aims of the session, check for any injuries, then briefly conclude the session with a summary.		
			Basic warm up and cool down – should be relevant to the activity and the participants.		
			Skills and technique development — consider how to structure the activities so that they progress, plan for any participants struggling with the activity or finding it too easy.		



T-2 Year 1 Performance and Leadership in Sports Activities Components of performance - continued. Leading a sports activity session Safe practice Timing Adaptability Reliability Reliability Reliability Confidence Creativity Creativity	insistation may include: afe practice – organising the group and the activities ppropriately depending on the space, number of participants and equipment being used. Considering he length of activities. Adaptability – making changes to the session if people find it too easy or too hard. Assigned it is a sports activity session. Assigned it is a sports activity session. Assigned it is a sport of the participants. Barrow it is a sport of the participants. Considering the length of activities and actics appropriate to the needs of the participants. Considering the length of activity session. Considering the length of activity session. Considering the length of activities and actics appropriate to the needs of the participants. Considering the length of activities and activity session. Considering the length of activities and sexplanation of activities. Considering the length of activities and sexplanation of activity of the participants and activities appropriate and explain and activities appropriate and activities appropriate and activities. Considering the length of activities and propriate and activities. Considering the length of activities and activities appropriate and activities. Considering the length of activities and activities are activity session. Considering the length of activities and activities are activity session. Considering the length of activities and propriate and activities and activ	leadersh of session of	groupings/area/drills /support-peer & staff/differentiated learning criteria (L1P- P-M-D)/ levels of achievement/Teacher support during session delivery/length of
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Summ er 1-2 Year 1	Sport and the Media Media your perform in	activity session previously led. Planning: Positives Negatives Leading: Positives Planning leading a ts Improvements that could be made Opportunities to develop leadership skills for the future. Distinguish between different media sources and how they cover sport. 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:	Effective production of review document on leadership performance containing various elements: Review may include: Planning: Suitability of activities for the group Considering the different abilities Making the order of the activities effective o Equipment volume is appropriate to the number of participants in the group. Leading: Appropriate amount of time spent on each activity. 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 consider different abilities. Planning for the next session Opportunities to develop leadership skills: Coaching/leadership courses. Helping with an extra-curricular club Examples of specific and current examples of digital and social media: 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 Examples of different providers of TV and programmes may include: TV – Freeview, SMART TV and subscription services Radio – specific sport internet streaming services and radio providers Podcasts – iTunes, Amazon Music; That Peter Crouch Podcast Examples as illustrated below may include:	Management of time and space. Key terminology used within sports activity session within teaching points. Adapting and differentiating activity to specific participants. Demonstration of correct morals and values when leading a sports activity session.	OCR Set assignmen t – R185. OCR Set assignmen t R186.	support-peer staff/differentiated learning criteria (L1P- P-M-D)/ levels of achievement/Teacher support during planning of review/Complexity and independence of completing review.
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Participation:

- How the media can help promote sport to increase awareness and improve participation levels
- Inspiring others to participate
- Creating and adopting role models

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

Education:

- Exposure for emerging and minority sports
- Continued education of performers and spectators in emerging sports and changes to existing sports

Revenue:

- Relationship between sport and the media, how they use each other to promote themselves and increase revenue
- promotional Different opportunities for business and commercial sport and how sports adapt to utilise media sources
- 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

- Newspapers Broadsheet, tabloids
- Magazines Monthly subscriptions Books - History, skill books

Knowledge of a range of media participation positives- Examples may include:

- Exposure and coverage more likely to inspire others to participate – grass roots increase (netball after Commonwealth gold, cycling after 2012 Olympic success)
- 'Influencers' through social networks

How this exposure and coverage might remove some barriers to participation

Knowledge of a range of examples of how the media raises the profile of sport as one of its positives. Examples may include:

Initiatives – how the media use topical role models and famous people (celebrities) to promote current initiatives.

Rise in home health and fitness industry - online, live and on demand fitness classes.

Knowledge of a range of examples of how specific sport is used to educate its audience as a positive.

To include:

- Examples of emerging/new and minority sports such as handball, walking football
- Increase in media sources this increases exposure and wider demographic reached so new initiatives are easily promoted.

Education/changes: rules, new technologies, new variations to attract more spectators and participants.

To include:

- Sport using the media to sell itself, the media uses sport to sell newspapers, TV channels, many sports are dependent on media money as source of revenue.
- Sport changing rules and adapts competitions to attract spectators and media coverage (e.g., 20/20 cricket)
- Owning teams, merchandising (e.g., Premier league)
- Sport being a lucrative business (involvement of sports promoters/agents)
- Revenue sources e.g., Lottery grants To include promotional opportunities:



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Year 2 Activities Unit R186 Sport and the Media Positive Effects of the Media in Sport Negative Effects of the Media in Sport Impact of wider global issues on sports and sports performers Media demands affecting sport fixture scheduling. Negative impacts of the media on sports and sports performers Coverage of inappropriate behaviour: On-field On-field	ASSESSMENT. CELEBRATION PROMOTING SCHOOL & BRITISH VALUES. TEAMWORK. INTER-INTRA FIXTURES. LEADERSHIP. OFFICIATING. TACTICAL DISCUSSION. CREATIVE DISCUSSION. PROBLEM SOLVING. G&T. RULES. FAIR PLAY. RESPECT. TRUST. REWARDS- SANCTIONS. CHALLENGES. REFLECTIONS. WIDE RANGE. CLUB LINKS. CAREER PATHWAYS. HEALTHY LIVING. SPORTSMANSHI	assessmen ts of performan ce (x2) OCR Set assignmen t - R186.	learning criteria (L1P-P-M-D)/ levels of achievement/Teacher support during research time/Complexity and independence of completing research.

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			 Increase in deviant behaviours/disregard for sporting values (violence) and gamesmanship; diving, time wasting, sledging, off-field (Russia's Athletes, the sport of cycling drugs scandal and Saracens demotion for breaching wage cap in 2019) 			
			 Impact in society - aggression seen in football fans, aggression against officials at grass roots. 			
			 Research examples of current sporting heroes. Examples from 2020 may include: 			
			Sir Bradley Wiggins			
			Danny Cipriani			
			Victoria Pendleton			
			 How range of media sources make these people 'accessible'; trolling, fan pressure 			
			Different body types appropriate to different sports but not understood by the media (female strength athletes having a body type which is not usually promoted as the standard ideal of what a woman should look like)			
Spring 1-2 Year 2 Year 2 Unit R185 – Performance and Leadership in Sports Activities Unit R186 – Sport and the Media continued.	Key components of performance - revisit. Applying practice methods to support improvemen t in a sporting activity - revisit. Organising and planning a sports activity session - revisit.	See prior studied content.	See prior studied content.	See prior studied content.	See prior studied content.	See prior studied content.

		session – revisit. Reviewing your own performance in planning and leading of a sports activity session – revisit. Negative effects of the media in sport – revisit.					
Summ er 1 – 2 Year 2	Unit R184 – Contemporary Issues	Issues which affect participation in sport The role of sport in promoting values The role National Governing Bodies (NGBs) play in the development of their sport. The implications of hosting a major sporting event for a city or country	Different user groups who participate in sport: Gender People from different ethnic groups Retired people/people over 60 Families with children Carers People with family commitments Young children Teenagers People with disabilities Parents (singles or couples) People who work Unemployed/economically disadvantaged people Possible barriers which affect participation in sport: Employment and unemployment Family commitments Lack of disposable income Lack of transport	 Know the user groups that participate in the physical activity or sport. The user group categories are as follows in this qualification: Gender - sometimes different genders have different needs, goals and requirements for sport Carers - adults or children, caring for relatives, elderly, parents or siblings Young children - from birth to the end of primary school 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 To include: An appreciation that not everyone in society has 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: Lack of awareness of appropriate activity provision –not knowing the local area or the activity provision available 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 	Team spirit Fair play Citizenship Tolerance AND Respect National pride Excellence	Internally assessed progress checks. Externally assessed examinatio n to be sat - summer Year 3.	support-peer & staff/differentiated learning criteria (L1P-P-M-D)/ levels of achievement/Teacher support during theory /Complexity and independence of task completion/intervent ion + catch up.



- Lack of positive sporting role models
- Lack of positive family role models or family support
- Lack of appropriate activity provision
- Lack of awareness of appropriate activity provision
- The lack of equal coverage in media in terms of gender and ethnicity by the media

Possible solutions to the barriers which affect participation in sport:

Provision of:

- Appropriate programmes
- Sessions
- Activities
- Times for the different user groups
- Promotion strategies:
- The use of targeted promotion
- Role models
- Initiatives

Increased and appropriate transport availability

Availability of appropriate user group facilities and equipment

Improved access to facilities for all user groups

Appropriate pricing for all user groups

Positive and negative impacts on the popularity of sport in the UK includes:

- The number of people participating
- The provision of facilities
- Environment/climate activity influences

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
- 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 reducedprice equipment

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

To include:

Awareness of how the values can be seen in sport Examples of each value in a sporting context



- Live spectator opportunities
- The amount and range of media coverage
- The high-level success of both individuals and teams
- The number and range of positive role models available in a sport
- Social acceptability

The growth of emerging/new sports in the UK:

- Examples of current emerging sports
- The development and opportunities to participate in emerging sports

Values which can be promoted through sport:

- Team spirit
- Fair play
- Citizenship
- Tolerance AND Respect
- National pride
- Excellence

Olympic and Paralympic:

The Creed The Symbol

The Olympic and Paralympic values: The Olympic values of Excellence. Friendship and Respect The Paralympic values of Courage, Determination, Inspiration and Equality

Other initiatives, campaigns and events which promote sporting values:

- Local
- Regional
- National

The importance of etiquette AND sporting behaviour of performers:

To include:

- 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
- Know the that the five interlocking rings represent the closeness between the five continents
- Know the that the five interlocking rings represent the closeness between the five continents
- Students must know the Olympic values:
 - Excellence Excellence means doing the best we can, on the field of play or in our professional life. The important thing is not winning, but taking part, making progress and enjoying the healthy combination of body, will and mind
 - Respect This includes respect for yourself and your body, for other people, for rules and regulations, for sport and for the environment
 - Friendship Friendship is at the heart of the Olympic Movement. It encourages us to see sport as an instrument for mutual understanding between individuals, and between people all over the world
- Students must know the Paralympic values:
 - Courage Paralympic athletes, through their performances, showcase to the world what can be achieved when testing your body to its absolute limits
 - Determination Paralympic athletes have a unique strength of character that combines mental toughness, physical ability, and outstanding agility to produce sporting performances that regularly redefine the boundaries of possibility
 - Inspiration Paralympic athletes maximise their abilities, empowering and exciting others to be active and participate in sport

Equality - Paralympic athletes celebrate diversity and show that difference is a strength. As pioneers for inclusion, they challenge stereotypes, transform attitudes and break down social barriers and discrimination towards persons with disabilities

To include:

An awareness and examples of current initiatives, campaigns and events which are likely to promote the sporting values identified in (2.1)



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

The importance of etiquette AND sporting behaviour of spectators:

The reasons why sports performers use PEDs

The reasons why performers should not use PEDs

The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs:

Sanctions to prevent the use of PEDs

Educational strategies to prevent the use of PEDs

Impact of the use of PEDs on the sport

The types and scheduling of major sporting events:

Regular

One-Off'

Regular and recurring

The nature of the participants and spectators

Positive and negative pre-event aspects of hosting a major sporting event:

Bidding for the event Infrastructure and transport systems development

Financial/commercial investment/support

The potential for increased employment Local/national objections to the bidding process

To include applied examples from sport, which consider the reasons for:

- Observing etiquette and sporting behaviour refers to factors such as fairness, the safety of fellow participants or the reinforcement of positive sporting values
 - o Factors such as an awareness of when there is a requirement to be quiet/silent, the appropriateness of comments
- 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

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

To include:

- 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

To include:

- The importance of the different types of event
- Applied examples of these
- Comparing and contrasting between them and the different types of sporting activities they include

For example:

- Regular events the UEFA Champions' League Final, held in a different city each year but could return after a few years
- 'One-Off' events the Olympic/Paralympic games, held in a host city once in a generation
- Regular and recurring events such as a Formula One Event or Wimbledon are held each year at the same venue/city

Nature of participants and spectators - the event is usually international: involving participants and spectators from two or more countries

To include comparing and contrasting of positive and negative preevent aspects of hosting a major sporting event, specific examples for:



Potential positive and negative
aspects of hosting a major sporting
event

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

Immediate and longer term postevent:

- Positive aspects/benefits include:
 - A legacy of improved/new sporting facilities
 - An increase in the sports' participation

- Bidding should include justifications relating to both the positive and negative aspects of bidding for a major sporting
- Financial/commercial investment the impact of the social and economic attractiveness of a host city/country in securing investment

Local/National Social objections - how money is used for bidding for an event, instead of being spent on perceived greater social needs and the impacts

To include applied examples of the benefits and drawbacks relating to hosting a major sporting event, both during and longer term post-

To include functions of the roles of any named NGB with sporting examples relating to:

- 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 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

## An increase in the profile of sports involved ## A lagacy of improved transport and social infeatureture ## Raising of the city/nation's international profile/ status ## An increase in thrust manufacial investment of the status include: ## An increase in thrust manufacial investment of Negative aspects/fravehocks include: ## The event tugls have conted more to host than the revening generated ## Sports facilities unused after the event was hady organised, the host nation's participants performed badly, or scandals emerged ## What NGRs do for their sport: ## Promote participation Develop the sports coaching and Organise tournaments and competitions ## Almost in ational reputation/status if the event was hady organised, the host nation's participants performed badly, or scandals emerged ## What NGRs do for their sport: ## Promote participation Develop the sports or caching and organise tournaments and competitions ## Amount the existing rules and apply disciplinary procedures for rule breaking. ## Emergency in sport. ## Contemporary Issues within their sport Provide support, insurance and technical guidance to members Develop policies and initiatives ## Contemporary Issues ## Issues within their sport Provide support, insurance and technical guidance to members Develop policies and initiatives ## Contemporary Issues within their sport Provide support, insurance and technical guidance to members Develop policies and initiatives ## Double of the provided content for previously studied 8184 topics. ## Bruston Develop and the provided content for previously studied 8184 topics. ## Almanus	<u> </u>			•		1	ı	
WIDE DANCE Quicket recovery from highly	n 1-2	Contemporary	Technology in sport. Issues which affect	sports involved A legacy of improved transport and social infrastructure Raising of the city/nation's international profile/ status An increase in future financial investment □ Negative aspects/drawbacks include: The event might have costed more to host than the revenue generated Sports facilities unused after the event A loss in national reputation/status if the event was badly organised, the host nation's participants performed badly, or scandals emerged What NGBs do for their sport: Promote participation 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 Positive and negative effects of the use of technology in sport Positive: Enhanced performance Lower risk of injury	 Suitability of technology Named examples linked to sporting activities, with their positive and negative effects. 	DISCUSSION. RESPECT. TRUST. REWARDS- SANCTIONS. CHALLENGES.	assessed progress checks.	
More accurate decisions Technical analysis Author accurate decisions Technical analysis Note RANGE. CAREER PATHWAYS.			participation in sport	Quicker recovery from injury More accurate decisions	See Prior studied content for previously studied R184 topics.	REFLECTIONS. WIDE RANGE. CLUB LINKS. CAREER	assessed examinatio	

		The role of sport in promoting values revisit. The role National Governing Bodies (NGBs) play in the development of their sport revisit.	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		HEALTHY LIVING. SPORTSMANSHI P. RESPECT. TRUSTS. INTERPRETATI ONS. ETIQUETTE. APPRECIATION. DISCOVERY.	- summer Year 3.	
		The implications of hosting a major sporting event for a city or country revisit.	Positive and negative effects of technology on the spectator experience See prior studied content for revisit of other R184 topics.				
Spring 1-2 Year 3	Unit R184 - Contemporary Issues	The use of Technology in sport. Issues which affect participation in sport revisit. The role of sport in promoting values revisit. The role National Governing Bodies (NGBs) play in the development	Revision of previously studied topic areas ahead of external examination in Summer – Year 3. See Prior studied content.	See Prior studied content.	See Prior studied content.	Internally assessed progress checks. Externally assessed examination to be sat – summer Year 3.	See Prior studied content.

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		revisit.					
		The					
		implications					
		of hosting a					
		major					
		sporting					
		event for a					
		city or					
		country					
		revisit.					
Summ	Unit R184 -	The use of	Revision of previously studied topic	See Prior studied content.	See Prior	Internally	See Prior studied
er 1-2	Contemporary	Technology	areas ahead of external examination in		studied	assessed	content.
Year 3	Issues	in sport.	Summer – Year 3.		content.	progress	
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		Issues which	See Prior studied content.			CIICCKS.	
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						Externally	
		participation				assessed	
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		The role of				Year 3.	
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