

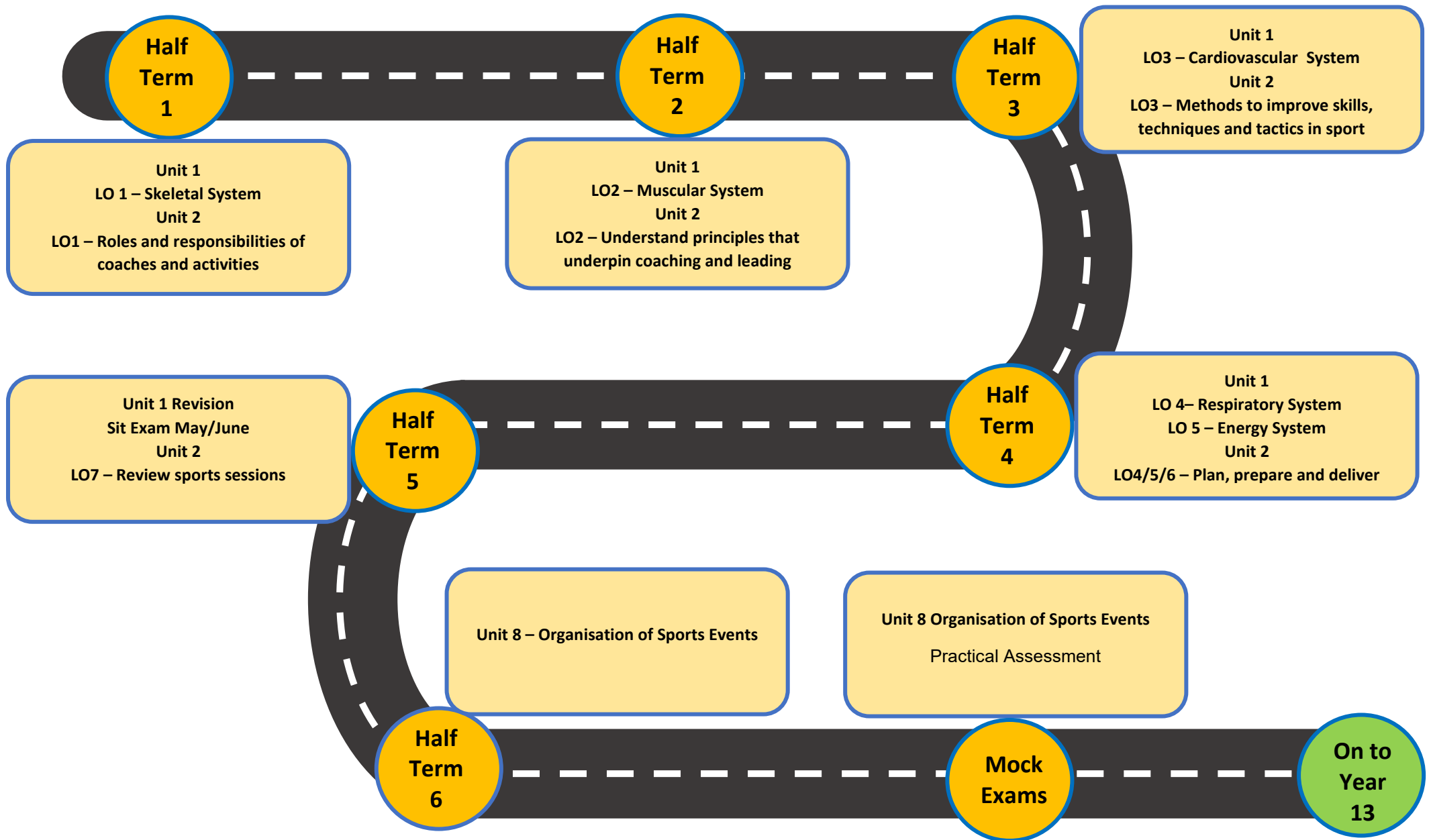
# **Eastbrook Sixth Form**

## ***Independent Study Guide***



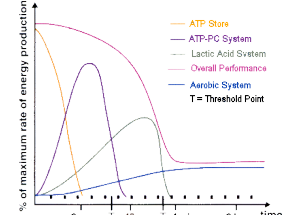
### **Sport and Physical Activity**






## Year 12 Sport and Physical Activity ROADMAP






## Unit 1 – Anatomy and Physiology (External)

Summary		Assessment Objectives	
In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them.		Learning Outcome 1 – Understand the skeletal system in relation to exercise and physical activity Learning Outcome 2 - Understand the muscular system in relation to exercise and physical activity Learning Outcome 3 - Understand the cardiovascular system in relation to exercise and physical activity Learning Outcome 4 - Understand the respiratory system in relation to exercise and physical activity Learning Outcome 3 - Understand the different energy systems in relation to exercise and physical activity	
Required Reading List		Additional Reading List	
Cambridge Technicals Level 3 Sport and Physical Activity Publisher: Hodder Education Authors: Suzanne Bointon, Helen Bray, Scott Chapman, Alister Myatt, Annette Short, James Martin			
Self-Study Questions		What the mark scheme says?	
Describe the positive and negative impacts of physical activity and sport on the skeletal system, using practical examples to support your answer. (10 marks)		For an comprehensive answer you need to include both the positive and negative impacts of physical activity on the skeletal system. You need to consider joint structures and name specific conditions. Clear and relevant practical examples should be included and are able to be linked to the points made. You will need to be able draw a conclusion within your response.	
Analyse the movements of the knee joint during both phases of the leg press exercise (10 marks)		Your answer should include reference to the types of joint, articulating bones, the joint movements occurring, the main muscles acting, the functions of the muscles involves and the type of muscle contraction. For a top band answer, there should be detailed movement analysis of both phases of the leg press, with being able to identify the specific names of the hamstring, quadriceps as well as their roles.	
Suggest why values for untrained individuals may be different to trained athletes at rest and during high intensity exercise (10 marks)		Reference should be made to tidal volume, breathing frequency and minute ventilation. Typical resting values for each term for untrained and trained athletes should be included. Descriptions and values of the respiratory terms should be accurate. The explanation for the reasons for the different values should be detailed which explanation as to why there is a lack of a difference in the tidal volumes at rest.	
Explain the different energy systems that can be used during exercise and suggest sports where they may be more prominent (8 marks)		Your answer should reference ATP, ATP-PC, Lactic Acid, Aerobic. You should be able to explain the differences between each energy system including what is their main source of energy. The correct enzymes should be linked to the correct energy system. Practical examples need to explained and appropriate for the energy system they are being linked to.	
Explain the flow of blood through the cardiovascular system (8 marks)		You should consider your starting points of where blood comes through and include step by step the pathway of blood. You answer should include reference to whether it is oxygenated or deoxygenated at each point. A detailed answer should include the correct anatomical names for each structure of the heart and being able to describe its function correctly.	
<b>Where this term links with Career Prospects</b>  Physiotherapy Sports Therapy Personal Trainer PE Teacher Strength and Conditioning	<b>Top Tip from the Department</b>  <i>Read the examiners reports – they help you to understand what they are looking for and what they are not looking for in your answers.</i>		 

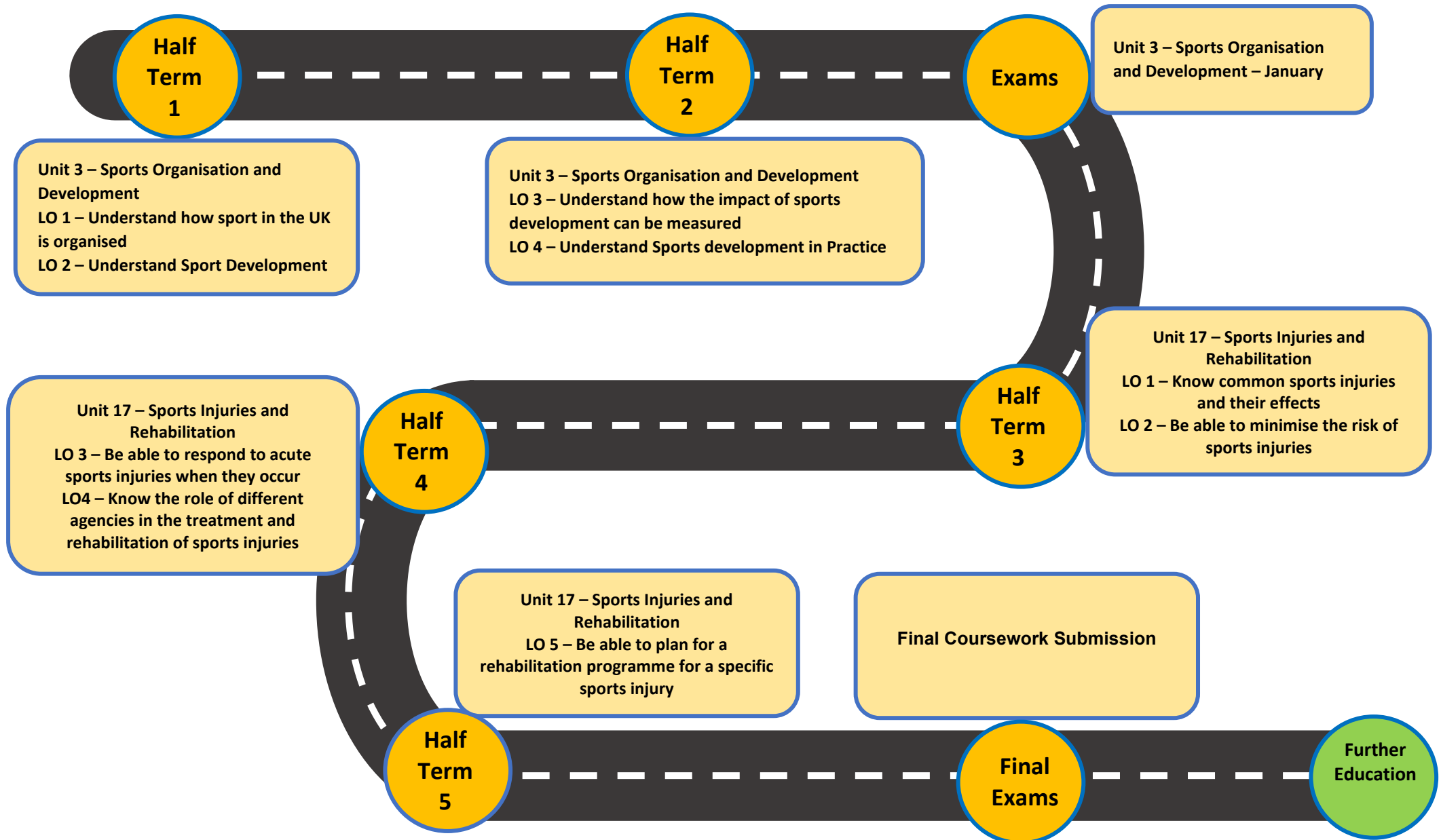
## Unit 2 – Sports Coaching and Leadership (Internal)

Summary		Assessment Objectives		
In this unit you will gain an understanding behind the theory of what makes good sports coaches and leaders, and methods that can be employed to improve the activity of participants. You will understand how the roles of a coach and leader differ, and be able to effectively plan and deliver a series of sport or activity session and reflect on your own practice.		Learning Outcome 1 – know the roles and responsibilities of sports coaches and activity leaders Learning Outcome 2 – Understand principles which underpin coaching and leading Learning Outcome 3 – Understand methods to improve skills, techniques and tactics in sport Learning Outcome 4/5/6 – Be able to plan, prepare and deliver sport and activity sessions Learning Outcome 7 – Be able to review sports and activity sessions.		
Required Reading List		Additional Reading List		
Cambridge Technicals Level 3 Sport and Physical Activity Publisher: Hodder Education Authors: Suzanne Bointon, Helen Bray, Scott Chapman, Alister Myatt, Annette Short, James Martin		Sport Coaching Concepts: A framework for coaching practice Publisher: Routledge Authors: John Lyle and Chris Cushion Sports Leadership, Publisher: Tidle Publishing Authors: Prentice, E. and Bliszczuk, P. (2012)		
Self-Study Questions		What the mark scheme says?		
Describe the roles and responsibilities of sports coaches and activity leaders, how do they support a health active lifestyle		<b>PASS</b> – You need to be able to describe the different roles and responsibilities sports coaches and activity leaders would take on. You should be able to compare the different roles and responsibilities of those involved in teaching and delivering sport. You want to consider roles such as role model, motivator, demonstrator and facilitator		
Explain how different activity leadership styles and personalities can support different stages of group development and evaluate the importance of different attributes in supporting the principles of activity leadership and group dynamics		<b>PASS</b> – You could include leadership styles such as autocratic, democratic and laissez-faire. Different personality types of aggressive and passive can be referred to including the different between introvert and extrovert. <b>MERIT</b> – Different attributes such as communication skills, establishing and maintain relationships, knowledge of activity are important for the delivery of activities. Group development and the different stages can be explained giving examples of what each stage would look like.		
Evaluate the effectiveness of different methods of measuring improvement in skills, techniques and tactics		<b>MERIT</b> – How effective is the use of peer and self-assessment or observations in measuring the improvement in skills, techniques and tactics. When would be appropriate to use each method and how can that help an individual improve		
Plan a series of progressive, inclusive sports/activity sessions based on participant needs		<b>MERIT</b> – Include skills which can be classified in the following categories: open/closed, gross/fine, simple/complex, discrete/serial/continuous. How can they be delivered and taught using various methods including: whole, part, whole-part-whole, variable, fixed, massed		
<b>Where this term links with Career Prospects</b> PE Teacher Sports Coach Sports Leader	<b>Top Tip from the Department</b> When planning out your training sessions, always consider the ways you can adapt them if they don't go to plan. Not every session you deliver will be exactly how you planned it.			
				

## Unit 8 – Organisation of Sports Events (Internal)

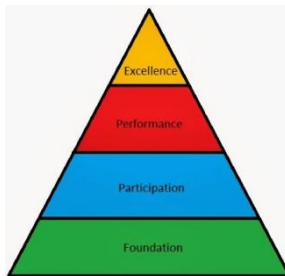


Summary		Assessment Objectives	
This unit will allow you to develop skills in planning, promoting and delivering a sports event. You will be able to recognise and understand the different types of sports events, the roles and responsibilities that are required as part of the planning and delivery of sports events.		Learning Outcome 1 – Know different types of sports events and their purpose Learning Outcome 2 – Know the different roles and responsibilities involve in the planning and delivery of sports events Learning Outcome 3 – Be able to plan and promote a sports event Learning Outcome 4 – Be able to participate in the delivery of a sports event Learning Outcome 5 – Be able to review the planning and delivery of a sports event	
Required Reading List		Additional Reading List	
Cambridge Technicals Level 3 Sport and Physical Activity Publisher: Hodder Education Authors: Suzanne Bointon, Helen Bray, Scott Chapman, Alister Myatt, Annette Short, James Martin		Community Games (2016), organise a Games [video], available at: <a href="http://www.communitygames.org.uk/organise-games">http://www.communitygames.org.uk/organise-games</a> Proactive Design and Marketing (2016), 10 Step Guide to Promoting your Race or Sports Event	
Self-Study Questions		What the mark scheme says?	
Describe the different types of sports events and their purpose using examples		<b>PASS</b> – You can include tournaments, sports camps, fundraising, coaching coaches and outdoor and adventurous. Consider and explain the different between Wimbledon and The Premier League in terms of how it is structured. The advantages and disadvantages of each sport event type is explained	
Outline the roles and responsibilities of individuals involved in the planning and delivery of sports events and assess the potential impact if each role and responsibility is not carried out effectively		<b>PASS</b> – You can include roles such as health and safety officer, sports leader, organiser, finance officer, marketing and media officer, steward, first aider, official, security etc. Identify what each role is and be able to explain what their responsibilities are. <b>MERIT</b> – Have you consider what happens when a role is not carried out properly. Think about major sporting events, what would happen if there was no security or no organiser.	
Plan a safe and effective sports event for a group of students in school		<b>PASS</b> – A safe and effective sport event will target a group of students – e.g. girls in Year 9. It is promoted using a range of different promotional methods. <b>MERIT</b> – Areas of the event including health and safety, safeguarding, contingency has been explained in detail. The impact it will have on the event has been considered.	
<b>Where this term links with Career Prospects</b>  Sports Development Officer PE Teacher Sports Coaching Sports Organiser Sports Assessor		<b>Top Tip from the Department</b> Be organised from the start – this piece of coursework requires lots of different elements to be included. Clearly check the specification to ensure you have met every pass criteria before you move onto the merit work.	  

## Year 13 Sport and Physical Activity ROADMAP





## Unit 3 – Sports Organisation (Internal)

<b>Summary</b>		<b>Assessment Objectives</b>		
You will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. This unit looks into sports development including what organisations are involved, who sports development is target at and why.		Learning Outcome 1 – Understand how sport in the UK is organised Learning Outcome 2 – Understand Sports Development Learning Outcome 3 – Understand how the impact of sports development can be measured Learning Outcome 4 – Understand sports development in practice		
<b>Required Reading List</b>		<b>Additional Reading List</b>		
Cambridge Technicals Level 3 Sport and Physical Activity Publisher: Hodder Education Authors: Suzanne Bointon, Helen Bray, Scott Chapman, Alister Myatt, Annette Short, James Martin		<a href="http://www.sportengland.org/research/benefits-of-sport/health-and-benefits-of-sport/">www.sportengland.org/research/benefits-of-sport/health-and-benefits-of-sport/</a> <i>Hylton, K. (2013) Sport Development, Routledge</i> Department for Culture, Media and Sport (2016), What We Do, <a href="https://www.gov.uk/government/organisations/departments-for-culture-media-and-sport">https://www.gov.uk/government/organisations/departments-for-culture-media-and-sport</a>		
<b>Self-Study Questions</b>		<b>What the mark scheme says?</b>		
Explain how sport in the UK is organised and structured (6 marks)	An detailed answered should include reference to the UK government having overall responsibility which is then filtered down by the different governmental departments and major organisations within sport in the UK. There should be explanation how Sport England and UK Sport work with different NGB's and NDSO's.			
Describe how different organisations interact with each other (4 marks)	You can include how International Governing Bodies will work with National Governing Bodies for overall organisation of their sport. Uk Sport will support NGB's with their development of the athletes who have 'gold medal winning potential' while Sport England will focus on increasing participation for all. Organisations like National Lottery will support different organisations to help fund sport within the UK			
Explain what is the purpose of sports development (4 marks)	This should be making reference to the 4 key areas: increasing participation, progression in sport, promotion of values through sport and supporting social policy. Examples of each will need to be given and explained how it is supporting sports development.			
Describe who are the target groups sports development must aim to engage to be truly inclusive and effective (6 marks)	You can include the target groups of gender, disabled people, different ethnic groups, different age groups. Reasons as to why certain groups are targeted can include lack of awareness for female sports, limited or inaccessible facilities for disabled people and targeting of females age 16+ due to this being where we see the participation rates of female dropping.			
Explain what the benefits of sports development are (8 marks)	You should be making reference to the four areas: benefits for the sport, benefits to the performer/participant, benefits to the providing organisation and benefits for society. Think of the benefit of raising the profile of a sport can do for the NGB as well as the athletes. Think of an example like Nicola Adams from London 2012 – not only did she benefit as a performer, but so did boxing, the society and the NGB of England Boxing			
<b>Where this term links with Career Prospects</b>  Sports Development Officer PE Teacher Sports Coaching Sports Organiser UK Sport Officer	<b>Top Tip from the Department</b> Make sure you know your key organisations and what responsibilities each of them have in relation to sport. Create diagrams which show how they all link together.			

## Unit 17 – Sports Injuries and Rehabilitation (Internal)

Summary		Assessment Objectives	
This unit looks at how to recognise and treat common sports injuries both immediately and through long-term rehabilitation programmes. It considers the possible psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance.		Learning Outcome 1 – Know common sports injuries and their effects Learning Outcome 2 – Be able to minimise the risk of sports injuries Learning Outcome 3 – Be able to respond to acute sports injuries when they occur Learning Outcome 4 – Know the role of different agencies in the treatment and rehabilitation of sports injuries Learning Outcome 5 – Be able to plan for a rehabilitation programme for a specific sports injury	
Required Reading List		Additional Reading List	
Cambridge Technicals Level 3 Sport and Physical Activity Publisher: Hodder Education Authors: Suzanne Bointon, Helen Bray, Scott Chapman, Alister Myatt, Annette Short, James Martin		Comfort, P. and Abrahamson, E. (2010) Sports Rehabilitation and Injury Prevention, Wiley-Blackwell Gould, D. (2014) <i>Foundations Of Sport and Exercise Psychology</i> , 6 <sup>TH</sup> Edition, Human Kinetics Publishers	
Self-Study Questions		What the mark scheme says?	
Describe the signs and symptoms of chronic and acute injuries as well as their psychological effects of suffering a sports injury	<b>PASS</b> – There should be a definition of acute and chronic injuries as long with a description and their signs of symptoms of common injuries like shin splints, golfers elbow, tendonitis, dislocation, broken bones. Psychological effects should consider, anger, depression, anxiety and frustration. <b>MERIT</b> – There needs to be an analysis of the link between the way in which a sports injury occurs and the physiological and psychological effect it can have on the individual		
Explain intrinsic and extrinsic factors which influence the risk of sports injuries	<b>PASS</b> – You can include intrinsic factors such as physical preparation, individual variables and psychological factors. Extrinsic factors to be considered include: Type of activity, coaching/supervision, environmental factors and equipment. <b>MERIT</b> – There should be an explanation of how warm ups and cool downs can reduce the risk of sports injuries <b>DISTINCTION</b> – Is there an analysis of how measures to optimise player safety are recognised and legislated in a specific sport		
Describe the different types of treatment that can be used to support the rehabilitation of sports injuries and the different phases of treatment	<b>PASS</b> – Consider treatments such as RICE, Hot/Cold Contrast Bathing, Anti-inflammatory drugs, Exercise Rehabilitation. Description of the advantages and disadvantages of each are included. <b>MERIT</b> – The types of treatment are justified. The phases of treatment including, Acute, Sub-acute, Re-modelling, Concentric/Eccentric Strengthening and Functional are all explained and justified and referenced using SMART Principles <b>DISTINCTION</b> – You have been able to anticipate and explain possible adaptation that may be required for a rehabilitation programmed which has been planned for a specific injury.		
<b>Where this term links with Career Prospects</b>  Sports Therapy Physiotherapy Strength and Conditioning Personal Trainer Sports Psychologist	<b>Top Tip from the Department</b>  <i>Read your coursework aloud – this will help you to ensure that it makes sense and includes all areas of the specification.</i>	