**Sport Science – Year 10**

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| Theory Topics | R181 – Applying the Principles of Training  R183 – Nutrition and Sports Performance **OR**  R182 The Body’s Response to Physical Activity  Three units will be covered over the two-year course. R181 is a mandatory unit and one unit from R183 and R182 will be delivered. Each unit contains non-examined assessments that are marked internally by the classroom teacher and moderated externally by the exam board. Pupils will be moved onto a new topic when the class teacher is happy with the level of understanding and adequate time has been given to complete assignments. | | |
| Assessment | All assessments in Year 10 are non-examined assessments. This means that coursework tasks are completed in controlled classroom environments. | | |
| Building on Prior Learning | Sports Science formalises the broad range of skills and knowledge developed in KS3. Lessons in both practical and classroom settings utilise prior learning to accelerate the development of course-specific knowledge. The unitised course begins with two non-examined units and the externally assessed terminal exam is completed at the end of Year 11. | | |
| Linked learning | The assignments in each unit grow in complexity and build knowledge towards practical application. In a number of assignments within the non-examined units, synoptic marks are available where pupils must refer to something they have previously been taught in the course. Assignments require a range of examples to support ideas and pupils should link their theoretical work with the current affairs in the sporting world. | | |
| Links with other subjects | Science, specifically related to the content on body systems. Mathematics, specifically related to interpreting data, the calculation of training intensities and the measurement / timing in athletics. English, specifically related to key words and terminology and structuring assignments to include the required level of detail. | | |
| Extracurricular opportunities | Those in need of additional support can access this outside of curricular time (revision sessions, catch-up workshops). Numerous after school extra-curricular clubs run in the PE department throughout the year. School fixtures/competitions also give opportunity to compete in full recognised competitive games/events in various sports. House competitions allow pupils to compete at a more recreational level. | | |
| Literacy | Use of key terminology and definitions. Ability to decipher the meaning of command words in assignments and in turn use the correct level of detail required. Ability to apply examples within their work to support their point. | Numeracy | Interpreting data that is presented in different formats, the calculation of training intensities, the measuring and recording of fitness testing data, the comparison of data against national averages and the measurement/timing in athletics. |
| A successful learner in this subject will demonstrate | This course provides learners with the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance. Learners will develop and apply this knowledge in a variety of assessment format, using detailed relevant examples to access Merit, Distinction and Distinction\* marks for their work. | | |
| Links to SMSC | 253. Provision for the spiritual development of pupils includes developing their:   * ability to be reflective about their own beliefs (religious or otherwise) and perspective on life * sense of enjoyment and fascination in learning about themselves, others and the world around them * use of imagination and creativity in their learning * willingness to reflect on their experiences   254. Provision for the moral development of pupils includes developing their:   * understanding of the consequences of their behaviour and actions * interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues   255. Provision for the social development of pupils includes developing their:   * use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds * willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively   256. Provision for the cultural development of pupils includes developing their:   * willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities * understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others | | |
| Ways to support student learning in this subject | Encourage your child to complete homework.  Engage them in conversations about their lessons.  Assist them when they are researching.  Purchase the course text book. | | |