



## Year 13 Curriculum Overview

**Rationale: The Year 13 curriculum is designed to give students an introduction to professional development, business in sport and the provision of sport and physical activity. Students will also experience a range of modules which will help them to develop their knowledge and understanding of sports fitness testing, sports psychology and skill acquisition. In addition, students will also have the opportunity to delve deeper into their understanding of how they development their own sporting practical ability.**

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Term	<p><b>Unit 3 – Professional Development</b></p> <ul style="list-style-type: none"> <li>- Scope and provision of the sports industry</li> <li>- Careers and jobs in the sports industry</li> <li>- Professional training routes, legislation, skills in the sports industry</li> <li>- Sources of continuing professional development</li> <li>- Personal skills audit for potential careers</li> <li>- Planning personal development towards a career in the sports industry</li> <li>- Maintaining a personal portfolio/record of achievement and experience</li> </ul>	<p>Learning Aim A: Understand the career and job opportunities in the sports industry</p> <p>Learning Aim B: Explore own skills using a skills audit to inform a career development action plan</p> <p><u>Assignment Task:</u>  <i>A report that justifies the selection of a specific sports industry career pathway, following an investigation into two contrasting career pathways, focusing on short and long-term prospects and the knowledge, skills and qualities required to achieve them. Career development action plan, supported by evidence of personal skills audit outcomes.</i></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Define the different types of employment task</li> <li>- Personal skills audit</li> <li>- Write a job description, person specification, CV &amp; cover letter</li> <li>- Interview practice</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:            Research each of the six professional bodies from the sports industry</p> <ul style="list-style-type: none"> <li>- CIMSPA</li> <li>- REPs</li> <li>- AALA</li> <li>- UK Sport</li> <li>- BASES</li> <li>- RPDPS</li> </ul> <p>Describe the purpose of each organisation in no more than 75 words.</p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>
	<p><b>Unit 5 – Application to Fitness Testing</b></p> <ul style="list-style-type: none"> <li>- Validity of fitness tests</li> <li>- Reliability of fitness tests</li> <li>- Practicality and suitability of fitness tests</li> <li>- Ethical issues associated with fitness screening</li> </ul>	<p>Learning Aim A: Understand the principles of fitness testing</p> <p><u>Assignment Task:</u>  <i>A report on the principles of fitness testing, including practicality, suitability and ethics of fitness testing. A presentation justifying the</i></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Research on all fitness tests and understand the protocol for each test.</li> <li>- Production of revision resources.</li> <li>- Conduct fitness test with class mates to gain confidence in completing the tests.</li> <li>- Watch YouTube clips on NFL combine to see professional athlete's scores.</li> </ul>

	<p><i>selection of fitness tests for a team or individual.</i></p>	<p><b>Optional homework tasks and Literacy resources</b> Additional Reading and Resources:</p> <p><a href="https://www.youtube.com/watch?v=iS8INiMelfi&amp;t=1s">https://www.youtube.com/watch?v=iS8INiMelfi&amp;t=1s</a></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>
<p><b>Unit 6 – Sports Psychology</b></p> <ul style="list-style-type: none"> <li>- Personality factors and assessment of personality</li> <li>- Motivational factors</li> <li>- Arousal – performance relationship theories under competitive pressure</li> <li>- Stress, anxiety and sports performance under competitive pressure</li> <li>- Self-confidence and sports performance under competitive pressure</li> </ul>	<p>Learning Aim A: Understand how personality, motivation and competitive pressure can affect sport performance</p> <p><u>Assignment Task:</u></p> <p><i>A report on the different motivational factors that can be used by a coach via practical application of personality tests which also details the effects of arousal, anxiety and stress on sports performance and how self-confidence is important in the reduction of anxiety levels.</i></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Research on Type A and Type B personality types</li> <li>- Group presentations on group processes, cohesion and leadership</li> <li>- Research on psychological skills</li> </ul> <p><b>Optional homework tasks and Literacy resources</b> Additional Reading and Resources:</p> <p><i>‘Pure Sport: Practical sport psychology’</i></p> <p><i>‘The Sports Gene: Inside the Science of Extraordinary Athletic Performance’</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>
<p><b>Unit 7 – Practical Sports Performance</b></p> <ul style="list-style-type: none"> <li>- NGB rules/laws in selected sports</li> <li>- Roles and responsibilities of officials</li> </ul>	<p>Learning Aim A: Examine National Governing Body rules/laws and regulations for selected sports competitions</p> <p><u>Assignment Task</u></p> <p><i>You will select a team and an individual sport both of which are Olympic sports. In order to ensure that the learners obtain a thorough understanding of the rules/laws and</i></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Research on: <ul style="list-style-type: none"> <li>• Rules</li> <li>• Regulations</li> <li>• NGBs/ISFs</li> <li>• Competition formats</li> <li>• Roles, responsibilities and requirements of officials</li> </ul> </li> <li>- Dummies Guide to (playing &lt;sport&gt;)</li> <li>- Watch live sport for examples of sportsmanship/ gamesmanship</li> <li>- Group presentations</li> </ul>

		<p>regulations of the selected sports, the Head of PE has asked that you provide some materials that can be displayed on a display board in the sports hall at the school.</p>	<p><b>Optional homework tasks and Literacy resources</b> Additional Reading and Resources:</p> <p><a href="https://www.rulesofsport.com/">https://www.rulesofsport.com/</a></p> <p><a href="https://www.sportengland.org/guidance-and-support/national-governing-bodies">https://www.sportengland.org/guidance-and-support/national-governing-bodies</a></p> <p><i>'Sports History: A Practical Guide'</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>
	<p><b>Unit 19 – Development and provision of Sport and Physical Activity</b></p> <p><b>Topic A – Principles of Sports Development</b></p> <ul style="list-style-type: none"> <li>- Sport Development</li> <li>- Participation barriers, solutions and impacts</li> <li>- Sport development stakeholders.</li> </ul> <p><b>Topic B – Wider Sports Development</b></p> <ul style="list-style-type: none"> <li>- Impact of wider sport development</li> </ul>	<p><b>Assessment Overview:</b></p> <p>This unit is externally assessed and completed under examination conditions. Learners will be given information (case study) two weeks before an examination in order to carry out research (known as Part A). The examination (Part B) is conducted on a date set by Pearson (usually in May). This unit assesses a learner's ability to understand how sports development influences the provision of sport, agencies in sports development and their aims to increase participation, develop talent and promote inclusion for all. Students will investigate the relationship between sports development and commercialisation and its impact at all levels. This will increase knowledge and understanding of the sports industry and how sport is developed and its effects on wider sports development. The examination includes 6 essay style questions (60 marks in total) and is marked by Pearson.</p> <p><b>Assessment outcomes:</b></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>-Students will complete a variety of different research and presentation tasks throughout the duration of Unit19.</li> <li>- Active Lives Surveys: <a href="https://www.sportengland.org/research-and-data/data/active-lives">https://www.sportengland.org/research-and-data/data/active-lives</a></li> <li>- Population Levels of Sports Participation: <a href="https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-016-3463-5">https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-016-3463-5</a></li> <li>- Benefits of being Physically Active: <a href="https://www.nhs.uk/live-well/exercise/exercise-health-benefits/">https://www.nhs.uk/live-well/exercise/exercise-health-benefits/</a></li> <li>-Ensure the booklet is kept up to date.</li> <li>-Exam question research and preparation</li> </ul> <p><b>Optional homework tasks and Literacy resources</b> Additional Reading and Resources:</p> <p><i>'Foundations of Sport Development'</i></p> <p><i>'Talent Identification and Development in Sport'</i></p> <p>Students should make the most of their study periods and free time to revise for their external assessments. They should engage with past papers, mark schemes and previous examiner reports/guidance.</p>

		<p><b>1:</b> Demonstrate knowledge and understanding of sports development and its measurement, the role and functions of sports development organisations, and the relationship between commercialisation and the media in wider sports development.</p> <p><b>2:</b> Apply knowledge and understanding of sports development and its measurement, sports development organisations, and the relationships between commercialisation and the media to familiar and unfamiliar contexts.</p> <p><b>3:</b> Analyse and evaluate the impact of sports development proposals in the wider sports development context.</p> <p><b>4:</b> Be able to develop a sports development proposal with appropriate justification.</p>	
	<p><b>Unit 22 – Investigating Business in Sport and the Active Leisure Industry</b></p> <p><b>A Features of sports and active leisure businesses (business operations)</b></p> <ul style="list-style-type: none"> <li>- Features and organisation of sport and active leisure businesses</li> <li>- Aims and objectives of sport and active leisure businesses</li> <li>- Aims and objectives of sport and active leisure businesses</li> <li>- Provision of sports facilities, programmes and services</li> <li>- Customer groups in a sport and active leisure business</li> <li>- Stakeholders and their influence on sports and active leisure businesses</li> <li>- Laws, legislation and safeguarding relevant to the sport and active leisure industry</li> </ul>	<p><b>Assessment Overview:</b></p> <p>This unit is externally assessed and completed under examination conditions. Learners will be given information (case study) two weeks before an examination in order to carry out research (known as Part A). The examination (Part B) is conducted on a date set by Pearson (usually in May) and assesses a learner’s ability to examine the internal and external factors associated with a business and how it may respond to trends affecting business in the sport and active leisure industry. The examination includes four essay style questions (64 marks available total) and is marked by Pearson.</p> <p><b>Assessment outcomes:</b></p> <p><b>1:</b> Demonstrate knowledge and understanding of sport and active leisure business operations and how to respond to trends and internal and external influences</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>- Students will complete a Knowledge Organiser for homework at the end of each topic.</p> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources: Access the government website to apply your knowledge to real businesses in the Sports and Leisure Industry: <a href="https://find-and-update.company-information.service.gov.uk">https://find-and-update.company-information.service.gov.uk</a></p> <p>Students should make the most of their study periods and free time to revise for their external assessments. They should engage with past papers, mark schemes and previous examiner reports/guidance found here: <a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments</a> <a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExternal-assessments&amp;filterQuery=category:Pearson-UK:Document-Type%2FExaminer-report">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExternal-assessments&amp;filterQuery=category:Pearson-UK:Document-Type%2FExaminer-report</a></p>

		<p><b>2:</b> Analyse and interpret business information and data, and their potential impact and influence on a sport and active leisure business</p> <p><b>3:</b> Evaluate evidence to make informed judgements on how a sport and active leisure business should be developed, diversified or adapted</p> <p><b>4:</b> Be able to make justified recommendations for a sport and active leisure business, synthesising ideas and evidence from several sources to support arguments</p>	
	<p><b>Unit 23 – Skill Acquisition in sport</b></p> <ul style="list-style-type: none"> <li>- Learning and performance</li> <li>- Characteristics and classification of skills</li> <li>- Characteristics and classification of abilities</li> </ul>	<p>Learning Aim A/B: Investigate the nature of skilled performance</p> <p><u>Assignment task :</u></p> <p><i>A portfolio of resources, including video recordings and images showing how skilled performance is produced by sports performers.</i></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Research on skills and abilities in sport, as well as classification of skills</li> <li>- Group presentations on skills and abilities in sporting context</li> <li>- Research on feedback across different sports and different athletes.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><a href="https://prezi.com/p/5oovvmmjb81q/unit-23-learning-aim-a/">https://prezi.com/p/5oovvmmjb81q/unit-23-learning-aim-a/</a></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>
Spring Term	<p><b>Unit 3 – Professional Development</b></p> <ul style="list-style-type: none"> <li>- Job applications</li> <li>- Interviews and selected career pathway-specific skills</li> </ul>	<p>Learning Aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>-Define the different types of employment task</li> <li>-Personal skills audit</li> <li>-Write a job description, person specification, CV &amp; cover letter</li> <li>-Interview practice</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p>Pick 4 careers that interest you in the sports industry.</p> <p><b>Some examples:</b></p>

			<ul style="list-style-type: none"> <li>- Teaching &amp; coaching</li> <li>- Science e.g Sports physiology/psychology</li> <li>- Health &amp; Fitness</li> <li>- Sports Development &amp; Management</li> <li>- Other – sports lawyer, sports journalist or administrator.</li> </ul> <p>You will need to find out what qualifications are needed, roles and responsibilities of the job, hours, salary, and how you could progress in that career.</p> <p>What skills could you bring, or would you need to obtain to be successful in this career?</p> <p>Investigate the main sport and leisure career opportunities in your area</p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>
	<p><b>Unit 5 – Application to Fitness Testing</b></p> <ul style="list-style-type: none"> <li>- Fitness tests to assess components of physical fitness</li> <li>- Fitness tests to assess components of skill-related fitness</li> <li>- Planning of tests B4 Administration of tests</li> </ul>	<p>Learning Aim B- Explore fitness tests for different components of fitness</p> <p><u>Assignment Task:</u></p> <p><i>A report that interprets the test results, analyses the test administration and makes recommendations for improvements to test administration practice, supported by observation and video evidence of fitness testing administration and recorded results from each test.</i></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Research on all fitness tests and understand the protocol for each test.</li> <li>- Production of revision resources.</li> <li>- Conduct fitness test with class mates to gain confidence in completing the tests.</li> <li>- Watch YouTube clips on NFL combine to see professional athlete’s scores.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><a href="https://www.youtube.com/watch?v=iS8INiMelfI&amp;t=1s">https://www.youtube.com/watch?v=iS8INiMelfI&amp;t=1s</a></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>

	<p><b>Unit 6 – Sports Psychology</b></p> <ul style="list-style-type: none"> <li>- Group processes</li> <li>- Cohesion in effective group performance</li> <li>- Leadership in creating effective groups</li> <li>- Impact of processes, cohesion and leadership on a team and performance</li> <li>- Measurement of the impact of processes, cohesion and leadership on a team and performance using sociograms</li> </ul>	<p>Learning Aim B Examine the impact of group dynamics in team sports and its effect on performance</p> <p><u>Assignment Task:</u></p> <p><i>A report on group development, leadership factors and the impact they may have on teams at different levels of sport, including use of sociograms.</i></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Research on Type A and Type B personality types</li> <li>- Group presentations on group processes, cohesion and leadership</li> <li>- Research on psychological skills</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><i>'Mind Games'</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>
	<p><b>Unit 7 – Practical Sports Performance</b></p> <ul style="list-style-type: none"> <li>- Technical demands required to perform in a sport</li> <li>- Tactical demands applied in sports performance</li> <li>- Safe and appropriate practical performance demonstration and participation</li> </ul>	<p>Learning Aim B: Examine the skills, techniques and tactics required to perform in selected sports</p> <p><u>Assignment Task</u></p> <p><i>You should assess the effectiveness of the officials in their application of the rules and regulations, and discuss their roles and responsibilities when applying the rules/laws and regulations. It is important to consider the impact of the decisions made by the officials, giving your own view of how the decisions have affected the game.</i></p> <p>Learning Aim C: Develop skills, techniques and tactics for sporting activity in order to meet sport aims</p> <p><u>Assignment Task</u></p> <p><i>Using the selected methods of assessment, the Head Coach has asked that you produce a written summary in which you discuss your performance using the feedback/results that you have obtained from your use of the different methods of assessment.</i></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Research on: <ul style="list-style-type: none"> <li>• Rules</li> <li>• Regulations</li> <li>• NGBs/ISFs</li> <li>• Competition formats</li> <li>• Roles, responsibilities and requirements of officials</li> </ul> </li> <li>- Dummies Guide to (playing &lt;sport&gt;)</li> <li>- Watch live sport for examples of sportsmanship/ gamesmanship</li> <li>- Group presentations</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><a href="https://www.brianmac.co.uk/continuum.htm">https://www.brianmac.co.uk/continuum.htm</a></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>

	<p><b>Unit 19 – Development and provision of Sport and Physical Activity</b></p> <p><b>Topic C – Media and Commercialisation in Sport</b></p> <ul style="list-style-type: none"> <li>- Media in Sport</li> <li>- Commercialisation in sport</li> <li>- Impact of media and commercialisation on the wider sports development context</li> </ul> <p><b>Topic D – Proposal Writing</b></p> <ul style="list-style-type: none"> <li>- Proposal writing for sport development</li> <li>- Interrelationship between proposals and the wider sports development context</li> </ul>	<p><b>Assessment Overview:</b></p> <p>This unit is externally assessed and completed under examination conditions. Learners will be given information (case study) two weeks before an examination in order to carry out research (known as Part A). The examination (Part B) is conducted on a date set by Pearson (usually in May). This unit assesses a learner’s ability to understand how sports development influences the provision of sport, agencies in sports development and their aims to increase participation, develop talent and promote inclusion for all. Students will investigate the relationship between sports development and commercialisation and its impact at all levels. This will increase knowledge and understanding of the sports industry and how sport is developed and its effects on wider sports development. The examination includes 6 essay style questions (60 marks in total) and is marked by Pearson.</p> <p><b>Assessment outcomes:</b></p> <p><b>1:</b> Demonstrate knowledge and understanding of sports development and its measurement, the role and functions of sports development organisations, and the relationship between commercialisation and the media in wider sports development.</p> <p><b>2:</b> Apply knowledge and understanding of sports development and its measurement, sports development organisations, and the relationships between commercialisation and the media to familiar and unfamiliar contexts.</p> <p><b>3:</b> Analyse and evaluate the impact of sports development proposals in the wider sports development context.</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>-Students will complete a variety of different research and presentation tasks throughout the duration of Unit19.</li> <li>- Active Lives Surveys: <a href="https://www.sportengland.org/research-and-data/data/active-lives">https://www.sportengland.org/research-and-data/data/active-lives</a></li> <li>- Sport England Grants and Funds: <a href="https://www.sportengland.org/funds-and-campaigns/our-funds">https://www.sportengland.org/funds-and-campaigns/our-funds</a></li> <li>- National Lottery Sports Funding: <a href="https://www.lotterygoodcauses.org.uk/funding/distributors/uk-sport">https://www.lotterygoodcauses.org.uk/funding/distributors/uk-sport</a></li> <li>- The Olympics – Beyond the Games: <a href="https://olympics.com/ioc/beyond-the-games">https://olympics.com/ioc/beyond-the-games</a></li> <li>- Crime Prevention through Sport: <a href="https://www.unodc.org/dohadeclaration/en/topics/crime-prevention-through-sports.html">https://www.unodc.org/dohadeclaration/en/topics/crime-prevention-through-sports.html</a></li> <li>-Ensure the booklet is kept up to date.</li> <li>-Exam question research and preparation</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><i>‘A Wider Role for Sport: Who’s Keeping the Score’</i></p> <p>Students should make the most of their study periods and free time to revise for their external assessments. They should engage with past papers, mark schemes and previous examiner reports/guidance.</p>
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	<p><b>Unit 22 – Investigating Business in Sport and the Active Leisure Industry</b></p> <p><b>C Human resources</b></p> <ul style="list-style-type: none"> <li>- Job roles and person specifications</li> <li>- Types of employment</li> <li>- Human resource management</li> <li>- Physical resource management of sports and active leisure facility or sports environment</li> </ul> <p><b>D Marketing</b></p> <ul style="list-style-type: none"> <li>- Marketing 7 Ps</li> <li>- Meeting the needs of the customer in a sport and active leisure business</li> </ul> <p><b>E Finance in sport and active leisure industry</b></p> <ul style="list-style-type: none"> <li>- Financing a business in sport and active leisure</li> <li>- Financial records</li> </ul> <p><b>F Trends in the sport and active leisure industry</b></p> <ul style="list-style-type: none"> <li>- Trends</li> <li>- Developing products/services to take advantage of trends in the sports and active leisure industry</li> </ul>	<p><b>4:</b> Be able to develop a sports development proposal with appropriate justification.</p> <p><b>Assessment Overview:</b></p> <p>This unit is externally assessed and completed under examination conditions. Learners will be given information (case study) two weeks before an examination in order to carry out research (known as Part A). The examination (Part B) is conducted on a date set by Pearson (usually in May) and assesses a learner’s ability to examine the internal and external factors associated with a business and how it may respond to trends affecting business in the sport and active leisure industry. The examination includes four essay style questions (64 marks available total) and is marked by Pearson.</p> <p><b>Assessment outcomes:</b></p> <p><b>1:</b> Demonstrate knowledge and understanding of sport and active leisure business operations and how to respond to trends and internal and external influences</p> <p><b>2:</b> Analyse and interpret business information and data, and their potential impact and influence on a sport and active leisure business</p> <p><b>3:</b> Evaluate evidence to make informed judgements on how a sport and active leisure business should be developed, diversified or adapted</p> <p><b>4:</b> Be able to make justified recommendations for a sport and active leisure business, synthesising ideas and evidence from several sources to support arguments</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Students will complete a Knowledge Organiser for homework at the end of each topic.</li> <li>- Access the government website to apply your knowledge to real businesses in the Sports and Leisure Industry: <a href="https://find-and-update.company-information.service.gov.uk">https://find-and-update.company-information.service.gov.uk</a></li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p>???</p> <p>Students should make the most of their study periods and free time to revise for their external assessments. They should engage with past papers, mark schemes and previous examiner reports/guidance.</p>
	<p><b>Unit 23 – Skill Acquisition in sport</b></p> <ul style="list-style-type: none"> <li>- Information processing models</li> <li>- Perception</li> </ul>	<p>Learning Aim C: Explore theories of teaching and learning in sport</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Research on skills and abilities in sport, as well as classification of skills</li> </ul>

	<ul style="list-style-type: none"> <li>- Decision making and reaction time</li> <li>- Types of feedback</li> </ul>	<p><u>Assignment Task:</u></p> <p><i>A presentation, including video recordings and images, showing how theories of teaching and learning can help when delivering practical sessions.</i></p>	<ul style="list-style-type: none"> <li>- Group presentations on skills and abilities in sporting context</li> <li>- Research on feedback across different sports and different athletes.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b> Additional Reading and Resources:</p> <p><a href="https://prezi.com/p/slf_ih6uuqnh/unit-23-learning-aim-b/">https://prezi.com/p/slf_ih6uuqnh/unit-23-learning-aim-b/</a></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>
Summer Term	<p><b>Unit 3 – Professional Development</b></p> <ul style="list-style-type: none"> <li>- Review and evaluation</li> <li>- Updated SWOT and action plan</li> </ul>	<p>Learning Aim D: Reflect on the recruitment and selection process and your individual performance</p> <p><u>Assignment Task:</u> <i>Learners must participate in recruitment and selection activities. They will need to interview and be interviewed, conduct a practical assessment activity and complete the appropriate documentation. Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT (strengths, weaknesses, opportunities, threats) analysis on performance of their interviewing assessment activity, linked to their personal development.</i></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>-Define the different types of employment task</li> <li>-Personal skills audit</li> <li>-Write a job description, person specification, CV &amp; cover letter</li> <li>-Interview practice</li> </ul> <p><b>Optional homework tasks and Literacy resources</b> Additional Reading and Resources:</p> <p><b>Create a session plan for one of the following:</b></p> <ul style="list-style-type: none"> <li>- Coaching a small group of young football players on a skill of your choice lasting 30 minutes e.g. passing Your session should include a warm up activity (fun game) skill development and a small sided game.</li> <li>- Deliver a basic health and fitness session to a beginner wanting to develop their overall fitness lasting 30 minutes.</li> <li>- Include a heart raising activity, simple upper body, lower body and core exercises to improve their strength.</li> </ul> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>
	<p><b>Unit 5 – Application to Fitness Testing</b></p> <ul style="list-style-type: none"> <li>- Produce a fitness profile for a selected sports performer</li> </ul>	<p>Learning Aim C: Undertake evaluation and feedback of fitness test results</p> <p><u>Assignment Task:</u></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Research on all fitness tests and understand the protocol for each test.</li> <li>- Production of revision resources.</li> </ul>

	<p>- Providing feedback to a selected sports performer</p>	<p><i>A written fitness profile for a selected sports performer, supported by evidence of interpretation of fitness test results related to the selected sports performer. A report that evaluates the effectiveness of fitness testing and feedback methods, supported by observation/ video/verbal recordings of feedback session to selected sports performer</i></p>	<p>- Conduct fitness test with class mates to gain confidence in completing the tests. - Watch YouTube clips on NFL combine to see professional athlete's scores.</p> <p><b>Optional homework tasks and Literacy resources</b> Additional Reading and Resources: <a href="https://www.topendsports.com/testing/norms/index.htm">https://www.topendsports.com/testing/norms/index.htm</a></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>
	<p><b>Unit 6 – Sports Psychology</b> - Psychological skills - Designing a psychological skills training programme</p>	<p>Learning Aim C: Explore psychological skills training programmes designed to improve performance.</p> <p><u>Assignment Task:</u> <i>A psychological skills training programme that describes different psychological training techniques</i></p>	<p><b>Minimum homework expectation - to be set on G4S</b> - Research on Type A and Type B personality types - Group presentations on group processes, cohesion and leadership - Research on psychological skills</p> <p><b>Optional homework tasks and Literacy resources</b> Additional Reading and Resources: <i>'Surrounded by Idiots: The Four Types of Human Behavior and How to Effectively Communicate with Each in Business (and in Life)'</i> <i>'Mental Combat: The Sports Psychology Secrets You Can Use to Dominate Any Event!'</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>
	<p><b>Unit 7 – Practical Sports Performance</b> - Assessment methods to review the performance of the skills, techniques and tactics in the selected sports - Review performance in the selected sports</p>	<p>Learning Aim D: Reflect on own practical performance using selected assessment methods</p> <p><u>Assignment Task</u></p>	<p><b>Minimum homework expectation - to be set on G4S</b> - Research on:</p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Regulations</li> <li>• NGBs/ISFs</li> <li>• Competition formats</li> </ul>

	<p>- Developments to improve performance</p>	<p>The Head coach would like you to think of particular activities that could be used to improve your performance. The coach would like you to present these recommendations in a development plan</p> <p>To conclude the development plan, the Head Coach has asked if you could justify your recommendations for personal development. It will be important for you to consider your wider understanding of compliance of rules and regulations and use of skills techniques in the selected sports.</p>	<ul style="list-style-type: none"> <li>• Roles, responsibilities and requirements of officials</li> <li>- Dummies Guide to (playing &lt;sport&gt;)</li> <li>- Watch live sport for examples of sportsmanship/ gamesmanship</li> <li>- Group presentations</li> </ul> <p><b>Optional homework tasks and Literacy resources</b> Additional Reading and Resources:</p> <p><i>'Assessments for Sport and Athletic Performance'</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>
	<p><b>Unit 19 – Development and provision of Sport and Physical Activity</b></p> <p><b>Topic D – Proposal Writing</b></p> <ul style="list-style-type: none"> <li>- Proposal writing for sport development</li> <li>- Interrelationship between proposals and the wider sports development context</li> </ul> <p><b>Assessment Practice</b></p> <ul style="list-style-type: none"> <li>Revisit all topics</li> <li>Case studies</li> <li>Getting ready for assessment</li> </ul>	<p><b>Assessment Overview:</b></p> <p>This unit is externally assessed and completed under examination conditions. Learners will be given information (case study) two weeks before an examination in order to carry out research (known as Part A). The examination (Part B) is conducted on a date set by Pearson (usually in May). This unit assesses a learner's ability to understand how sports development influences the provision of sport, agencies in sports development and their aims to increase participation, develop talent and promote inclusion for all. Students will investigate the relationship between sports development and commercialisation and its impact at all levels. This will increase knowledge and understanding of the sports industry and how sport is developed and its effects on wider sports development. The examination includes 6 essay style questions (60 marks in total) and is marked by Pearson.</p> <p><b>Assessment outcomes:</b></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Active Lives Surveys: <a href="https://www.sportengland.org/research-and-data/data/active-lives">https://www.sportengland.org/research-and-data/data/active-lives</a></li> <li>-Ensure the booklet is kept up to date.</li> <li>-Exam question research and preparation</li> </ul> <p><b>Optional homework tasks and Literacy resources</b> Additional Reading and Resources:</p> <p><i>'Sport Development: Policy, Processes, and Practice'</i></p> <p>Students should make the most of their study periods and free time to revise for their external assessments. They should engage with past papers, mark schemes and previous examiner reports/guidance.</p>

		<p><b>1:</b> Demonstrate knowledge and understanding of sports development and its measurement, the role and functions of sports development organisations, and the relationship between commercialisation and the media in wider sports development.</p> <p><b>2:</b> Apply knowledge and understanding of sports development and its measurement, sports development organisations, and the relationships between commercialisation and the media to familiar and unfamiliar contexts.</p> <p><b>3:</b> Analyse and evaluate the impact of sports development proposals in the wider sports development context.</p> <p><b>4:</b> Be able to develop a sports development proposal with appropriate justification.</p>	
	<p><b>Unit 22 – Investigating Business in Sport and the Active Leisure Industry</b>  <b>B Business models in sport and active leisure</b>  <b>Examination Preparation</b></p>	<p><b>Assessment Overview:</b></p> <p>This unit is externally assessed and completed under examination conditions. Learners will be given information (case study) two weeks before an examination in order to carry out research (known as Part A). The examination (Part B) is conducted on a date set by Pearson (usually in May) and assesses a learner’s ability to examine the internal and external factors associated with a business and how it may respond to trends affecting business in the sport and active leisure industry. The examination includes four essay style questions (64 marks available total) and is marked by Pearson.</p> <p><b>Assessment outcomes:</b></p> <p><b>1:</b> Demonstrate knowledge and understanding of sport and active leisure business operations and how to respond to trends and internal and external influences</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Students will focus on exam preparation and past paper questions.</li> <li>- Access the government website to apply your knowledge to real businesses in the Sports and Leisure Industry:  <a href="https://find-and-update.company-information.service.gov.uk">https://find-and-update.company-information.service.gov.uk</a></li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p>Students should make the most of their study periods and free time to revise for their external assessments. They should engage with past papers, mark schemes and previous examiner reports/guidance.</p>

		<p><b>2:</b> Analyse and interpret business information and data, and their potential impact and influence on a sport and active leisure business</p> <p><b>3:</b> Evaluate evidence to make informed judgements on how a sport and active leisure business should be developed, diversified or adapted</p> <p><b>4:</b> Be able to make justified recommendations for a sport and active leisure business, synthesising ideas and evidence from several sources to support arguments</p>	
	<p><b>Unit 23 – Skill Acquisition in sport</b></p> <ul style="list-style-type: none"> <li>- Behaviourist theories</li> <li>- Cognitive theories C3 Phases of skill learning</li> <li>- Transfer of learning</li> <li>- Presentation of skills</li> <li>- Types of practice</li> <li>- Styles of teaching</li> <li>- Styles of learning</li> <li>- Methods of guidance</li> </ul>	<p>Learning Aim D: Carry out teaching and learning strategies for sports skills</p> <p><u>Assignment Task:</u></p> <p><i>demonstration of a range of styles of teaching and methods of guidance when delivering skills</i></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Research on skills and abilities in sport, as well as classification of skills</li> <li>- Group presentations on skills and abilities in sporting context</li> <li>- Research on feedback across different sports and different athletes.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><a href="https://twitter.com/MrAylesPE/status/1260650453206876160">https://twitter.com/MrAylesPE/status/1260650453206876160</a></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>