

Saffron Walden County High School Curriculum

SIXTH FORM CURRICULUM SUMMARY BTEC SPORT:



SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 12		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM2B	TERM 3A	TERM3B
Sport Diploma	KNOWLEDGE DOMAIN	Unit 25 Rules, Regulations & Officiating in Sport Learners explore the historical development of the rules & regulations in a selected sport, and apply them while officiating. Learning aims In this unit learners will: A Understand the development of the roles & responsibilities of the officials involved in sport. B Explore the performance of officials in a selected sport C Undertake the role of a match official in a competitive sport.					
		Unit 17 Sports Injury Management			Unit 22 Investigating Business in the Sport & Active Leisure Industry Exam is before May half term.		
		Learners study the signs and symptoms of sports injuries, application of basic treatment and rehabilitation methods, injury risk factors and injury prevention. Learning aims: In this unit learners will: A Understand common sports injuries and their associated physiological and psychological responses B Explore common treatment and rehabilitation methods C Investigate risk factors which may contribute to sports injuries and their associated prevention strategies.			Learners investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and to benefit the business. Assessment outcomes AO1 Demonstrate knowledge and understanding of sport and active leisure business operations and how to respond to trends and internal and external influences AO2 Analyse and interpret business information and data, and their potential impact and influence on a sport and active leisure business AO3 Evaluate evidence to make informed judgements on how a sport and active leisure business should be developed, diversified or adapted AO4 Be able to make justified recommendations for a sport and active leisure business, synthesising ideas and evidence from several sources to support arguments		

SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT	Assignment 1 – A1 NGB rules/laws A2 Officials & historical development A3 Roles of the officials A4 Responsibilities of the officials A5 Current issues in officiating A report discussing how the official's roles and responsibilities have evolved.		Assignment 2 – B1 Applying rules and regulations to different situations B2 Analysing officials in different sports Presentation with video analysis of officials' performance & identifying how the rules & regs were applied.		Assignment 3 – C1 Officiating in a full match/game. C2 Review own performance Video evidence of officiating in a sport. A report analysing own performance of officiating.
	Assignment 1 A1 Acute injuries A2 Overuse injuries A3 Red flag symptoms with regards to suspected spinal injury A4 Physiological response to injury A5 Psychological response to injury A report and presentation focussing on types of injuries, symptoms, associated mechanisms of injury and physiological and psychological responses to injury.	Assignment 2 B1 Common treatment methods and the need for medical referral B2 Principles of rehabilitation B3 Methods of rehabilitation Development and justification of a rehabilitation programme, supported by effective and confident practical application of a range of common treatment methods, and oral questioning with regards to medical referral in response to given case study scenarios.	Assignment 3 C1 Extrinsic risk factors C2 Intrinsic risk factors C3 Preventative measures An extended essay focusing on intrinsic and extrinsic risk factors, preventative measures and the sequence of prevention model. An extended essay focussing on the importance on sports injury management in helping sports performers to prevent or overcome injury.	Unit 22 Summary of assessment This unit is assessed under supervised conditions. Learners will be given information two weeks before a supervised assessment period in order to carry out research into the scope of the business that is being examined. The supervised assessment period is a maximum of three hours as timetabled by Pearson. Learners will be given a 4 set tasks that will assess their 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. Pearson sets and marks the task. The number of marks for the unit is 64 .	

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SIXTH FORM CURRICULUM SUMMARY:

Year 13		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM2B	TERM 3A	TERM3B
Diploma in Sport	KNOWLEDGE DOMAIN	Unit 4 Sports Leadership Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles. Learning aims: In this unit learners will: A Understand the roles, qualities and characteristics of an effective sports leader B Examine the importance of psychological factors and their link with effective leadership C Explore an effective leadership style when leading a team during sport and exercise activities.		Unit 23 Skill Acquisition in Sport Learners study the factors that contribute to a skilled performance in sport and examine how sports performers learn and develop their skills. Learning aims In this unit learners will: A Investigate the nature of skilled performance B Examine ways that sport performers process information for skilled performance C Explore theories of teaching and learning in sport D Carry out teaching and learning strategies for sports skills.			

	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT	Assignment 1 A1 Different leadership roles A2 Skills, qualities, characteristics and application A3 Importance and effective use of skills, qualities and characteristics when leading A written document focusing on different leadership roles which identifies, explains and justifies the qualities and characteristics required for each role when leading.	Assignment 2 B1 Psychological factors that could impact on leadership B2 Leadership and psychological factors A report focusing on the psychological factors that can affect leadership and the impact these can have on effective leadership.	Assignment 3 C1 Expectations of leadership C2 Practical skills required for different leadership styles C3 Leading a sport and exercise activity C4 Effectiveness and impact of leadership on a sport and exercise activity Evidence that demonstrates own performance in the practical application of leadership style in a range of sporting roles.	Assignment 1 – A1 Learning and performance A2 Characteristics and classification of skills A3 Characteristics and classification of abilities B1 Information processing models B2 Perception B3 Decision making and reaction time B4 Types of feedback A portfolio of resources, showing how skilled performance is produced by sports performers.	Assignment 2 – C1 Behaviourist theories C2 Cognitive theories C3 Phases of skill learning C4 Transfer of learning A report showing how theories of teaching and learning can help when delivering practical sessions.	Assignment 3 – D1 Presentation of skills D2 Types of practice D3 Styles of teaching D4 Styles of learning D5 Methods of guidance A demonstration of a range of styles of teaching and methods of guidance when delivering skills.
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