

<b>Physical Education Year 10 OCR Sport Studies Cycle4 : : Know about the role of national governing bodies in sport</b>	Name:	Target Grade
	Grade currently working at: _____ SBE / BE / E / AE / SBE	
Learners will be expected to know and understand: <b>How to identify areas of improvement in their own performance in a sporting activity:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> what are the key skills in the activity?</li> <li><input type="checkbox"/> which key skills are strengths?</li> <li><input type="checkbox"/> which key skills are weaknesses?</li> </ul> <b>Types of skills:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> simple skill (e.g. transferable between a number of sports such as running)</li> <li><input type="checkbox"/> complex skill (e.g. tend to be specific to a sport (non-transferable) such as a tennis serve)</li> <li><input type="checkbox"/> open skill (e.g. adaptable depending on the environment such as a pass in football)</li> <li><input type="checkbox"/> closed skill (e.g. performed in a stable environment such as a free throw in basketball)</li> </ul> <b>Types of practice:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> whole i.e. the whole skill is performed at once (e.g. a triple jump)</li> <li><input type="checkbox"/> part i.e. the skill is broken down into parts which are practised separately (e.g. just the 'hop' phase in the triple jump)</li> <li><input type="checkbox"/> variable i.e. the skill is practised in the range of different situations that could be experienced in a performance</li> <li><input type="checkbox"/> fixed i.e. a specific skill or technique is repeatedly practised in the same way</li> </ul> <b>Methods to improve own performance:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> different types of practice</li> <li><input type="checkbox"/> altering context of performance (e.g. playing with and against better players can improve performance)</li> <li><input type="checkbox"/> use of tools to aid evaluation (e.g. match analysis, video analysis, etc.)</li> </ul> <b>How to measure improvement in skills, techniques and strategies developed:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> completion of proficiency awards</li> <li><input type="checkbox"/> keeping individual logs of performance</li> <li><input type="checkbox"/> keeping video diaries</li> <li><input type="checkbox"/> peer observation</li> <li><input type="checkbox"/> monitoring competition results over time</li> </ul>	<b>Distinction</b>  I can evaluate different governing bodies and link them with major sporting events. I can outline and explain numerous emerging sports and governing bodies that help society get into sports.	
	<b>Merit</b>  I can give a range of detailed definitions, and explain potential benefits and drawbacks of governing bodies, then link them to sporting examples.	
	<b>Pass</b>  I can define and describe the role of sport in promoting values, which can be promoted in different way through sport in basic terms. I can identify factors and current trends around the importance of the role that many sports play.	
<b>Key Words:</b> Current trends, Barriers, Olympic and Paralympic movement, etiquette, sporting behaviour, values, team spirit, Governing bodies.	<b>Numeracy :</b> N/A	<b>Careers:</b> Sports development officer, Sports coach, youth Coach, marketing manager, Media, PE teacher, Sports administration, receptionist at a sport centre.
<b>End Cycle Assessment</b> Students will complete an exam at the end.	<b>Exam Technique</b> RDPA-Read, Decode, Plan, Answer PEE- Point-explanation-Evidence	
<b>What Went Well (WWW):</b>	<b>Even Better If (EBI):</b>	
<b>Teacher's Comment:</b>		