

## Curriculum Sequencing - Year 10



Year 10 CORE Autumn Term/ Spring Term and Summer Term ('Participation and choice')	
<p>Students have the opportunity to choose a pathway of activities over the year with their PE teacher so they are able to mould their own PE curriculum to suit their level of performance and individual ability levels. Pathways can be competitive (a focus on traditional competitive sport), Fit4life (more of a focus on activities that help develop fitness) or a mixture of both. The focus of the Year 10 Core PE curriculum is on choice, participation and game play as well as 'there is something for everyone'.</p> <p>Autumn Term and Spring Term</p> <p>Topics covered: Students will cover 3 activities in Autumn term and 3 activities in Spring term.</p> <p>Football Rugby Basketball Netball Handball Hockey Dance Badminton Table tennis Alternative game (Ultimate Frisbee, Fiitball, Tchoukball, benchball) Fitness suite Fitness including Aerobics / Step Aerobics/ Zumba / Boxercise/ Yoga/ Circuits/ HIIT/ Cheerleading</p> <p>Summer Term Students will cover 4 activities in the Summer term Athletics Tennis Volleyball Striking and Field: Cricket/ Rounders/ Stoolball/ Softball</p>	<p>How it links to what you have studied before:</p> <p>Build upon and consolidate core and some advanced skills and knowledge learnt in KS3.</p> <p>How it links to what you will study: Build upon the 3 pillars experiences in KS3:</p> <ul style="list-style-type: none"> <li>● Motor competence</li> <li>● Rules, strategies &amp; tactics</li> <li>● Healthy participation</li> </ul>
<p>Healthy participation</p> <p>Knowledge (students know when and why) Social: Leading others Emotional: Community Physical: Personal fitness</p>	

Healthy participation: to know and show how to develop own personal fitness, lead others and work together as a community.

**Assessment Opportunities**

Students are not assessed against any criteria throughout our Year 10 and 11 Core PE lessons, however they are challenged using are B/S/G/P pathways.

Key words: Refer to SOW for separate activities

Extra-Curricular opportunities  
Clubs  
District, County and Regional  
Competitions

Why we study it: All students will develop motor competence, rules, strategies and tactics and know how to lead a healthy, active lifestyle.

**GCSE PE**

Year 10 Term Autumn Term 1: J587/01 1.1.a, 1.1.e (part) and J587/02 2.1.a

<p>Topics covered: Introduction to GCSE PE 1-9(OCR) Overview of the course and how it is examined.</p> <p>J587/01 Physical factors affecting performance 1.1.a. The structure and function of the skeletal system and part 1.1.e. Effects of exercise on body systems</p> <p>J587/02 Socio-cultural issues and sports psychology 2.1.a. Engagement patterns of different social groups in physical activities and sports</p>	<p>How it links to what has been studied before: Students can apply their knowledge from Key Stage 3 PE and also from cross curricular areas such as: Science-anatomy and physiology, PSHE - socio-cultural influences.</p>	<p>How it links to what will be studied: Final GCSE PE written exam content</p>
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<p>Key words: 1.1.a:</p> <p>cranium            clavicle            scapula Vertebrae        pelvis            Ribs Sternum            humerus            ulna radius            carpals            metacarpals phalanges        femur            patella Tibia            fibula            tarsals metatarsals support            posture protection movement        blood cell production        storage of minerals        Synovial joint        hinge joints flexion ball and socket joint            extension articulating bones rotation        abduction adduction            circumduction        ligament cartilage tendons 1.1.e</p>	<p>Key skills:</p> <p>Retrieval and recall. Exam question practice Class discussions Independent, pair and group work Use of different sources and data (such as Sport England, NGB's and Department of Culture Media and Sport)</p>
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<p>Bone density      osteoporosis</p> <p>2.1.a:</p> <p>engagement patterns      promotion</p> <p>discrimination      role models</p> <p>environment/climate      provision</p> <p>media coverage      access</p>	
<p>Assessment focus</p> <p>Regular classroom assessments</p> <p>Recall, application activities to improve examination technique</p> <p>End of unit AFL tests</p>	<p>Revision tips</p> <p>Everlearner - <a href="https://theeverlearner.com/">https://theeverlearner.com/</a></p> <p>GCSE Bitesize - <a href="https://www.bbc.co.uk/bitesize/examspecs/ztrcg82">https://www.bbc.co.uk/bitesize/examspecs/ztrcg82</a></p>

Why we study it: In order to fully prepare for the written GCSE exam. 1.1.a Students will be able to name and locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection. Students will be able to identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports. 1.1.e Students will develop their knowledge and understanding of the short and long-term effects of exercise on bones; they will be able to apply understanding of these effects to examples from a range of physical activities and sports. Students will be able to collect and use data in this section related to both short-term and long-term effects of exercise. 2.1.a Students will be able to develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation, using practical examples from physical activities and sports.

**Mastery in this subject**

For 1.1.a, 1.1.e (part) and 2.1.a students will be able to recall topics covered and be able to apply their knowledge correctly to past examination questions. Students will be able to meet and or exceed their GTG in the AFL unit test.

**Year 10 Term Autumn Term 2: J587/01 1.1.b, 1.1.e (part) and J587/02 2.1.b**

<p>Topics covered:</p> <p>J587/01 1.1.b The structure and function of the muscular system and part 1.1.e. Effects of exercise on body systems</p> <p>J587/02 2.1.b 2.1.b. Commercialisation of physical activity and sport</p>	<p>How it links to what you have studied before:</p> <p>Sequentially this will build on students previous knowledge further 1.1.a, 1.1.e (part) and 2.1.a.</p>	<p>How it links to what you will study:</p> <p>Final GCSE PE written exam content</p>
<p>Key words:</p> <p>1.1.b</p> <p>Deltoid      trapezius      latissimus dorsi</p> <p>pectorals      biceps      triceps</p> <p>quadriceps      hamstrings      gluteals</p>	<p>Key skills:</p> <p>Retrieval and recall.</p> <p>Exam question practice</p> <p>Class discussions</p> <p>Independent, pair and group work</p>	

antagonist    fixator                    gastrocnemius agonist        abdominals 1.1.e hypertrophy of muscle            muscular strength muscular endurance                resistance to fatigue lactic acid 2.1.b Commercialisation                    Sponsorship Golden Triangle	
Assessment focus Regular classroom assessments Recall, application activities to improve examination technique End of unit AFL tests	Revision tips Everlearner - <a href="https://theeverlearner.com/">https://theeverlearner.com/</a> GCSE Bitesize - <a href="https://www.bbc.co.uk/bitesize/examspecs/ztrcg82">https://www.bbc.co.uk/bitesize/examspecs/ztrcg82</a>
Why we study it: 1.1.b Students will develop their knowledge of the location of the major muscle groups and be able to apply muscle use to examples from physical activities and sport. Students will also develop their knowledge of the roles of muscles as agonists, antagonists, fixators and also how they operate as antagonistic pairs, again by applying to examples from physical activities and sports. 1.1.e Students will develop their knowledge and understanding of the short and long-term effects of exercise on muscles they will be able to apply understanding of these effects to examples from a range of physical activities and sports. Students will be able to collect and use data in this section related to both short-term and long-term effects of exercise. 2.1.b Students will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.	
Mastery in this subject For 1.1.b, 1.1.e (part) and 2.1.b students will be able to recall topics covered and be able to apply their knowledge correctly to past examination questions. Students will be able to meet and or exceed their GTG in the AFL unit test.	

Year 10 Term Spring Term 1 J587/01 1.1.d and J587/02 2.1.c		
Topics covered: J587/01 1.1.c. Movement analysis  J587/02 2.1.c. Ethical and socio-cultural issues in physical activity and sport	How it links to what you have studied before: Sequentially this will build on students previous knowledge further 1.1.a/ 1.1.b/1.1.e (part) and 2.1.a./ 2.1.b/2.1.c	How it links to what you will study: Final GCSE PE written exam content
Key words: 1.1.c Levers            frontal            transverse            axes	Key skills: Retrieval and recall. Exam question practice Class discussions	

Planes sagittal longitudinal mechanical advantage frontal 2.1.c ethics sportsmanship gamesmanship deviance anabolic steroids beta blockers stimulants violence	Independent, pair and group work
Assessment focus Regular classroom assessments Recall, application activities to improve examination technique End of unit AFL tests	Revision tips Everlearner - <a href="https://theeverlearner.com/">https://theeverlearner.com/</a> GCSE Bitesize - <a href="https://www.bbc.co.uk/bitesize/examspecs/ztrcg82">https://www.bbc.co.uk/bitesize/examspecs/ztrcg82</a>
Why we study it: 1.1.c Students will develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement. Students will become aware of the mechanical advantage provided by levers in movement. Students will know the three planes of movement and be able to give examples of these levers from different physical activities and sports. Frontal, transverse and longitudinal axes of rotation will be recognised by learners who will be able to apply these to examples from physical activities and sports. 2.1.c Students will develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports.	
Mastery in this subject For 1.1.c and 2.1.c students will be able to recall topics covered and be able to apply their knowledge correctly to past examination questions. Students will be able to meet and or exceed their GTG in the AFL unit test.	

Year 10 Term Spring Term 2: J587/01 1.1.d and J587/02 2.2		
Topics covered: J587/01 1.1.d. The cardiovascular and respiratory systems and part 1.1.e. Effects of exercise on body systems  J587/02 2.2 Sports psychology	How it links to what you have studied before: Sequentially this will build on students previous knowledge further 1.1.a/ 1.1.b/1.1c/1.1.e (part) and 2.1.a./ 2.1.b/2.1.c	How it links to what you will study: Final GCSE PE written exam content
Key words: 1.1.d double-circulatory system (systemic and pulmonary) arteries capillaries veins	Key skills: Retrieval and recall. Exam question practice Class discussions Independent, pair and group work	

<p>atria                    ventricles                    bicuspid, semilunar                    septum                    aorta tricuspid                    pulmonary artery                    vena cava pulmonary vein                    stroke volume                    cardiac output trachea                    bronchi                    bronchiole Alveoli                    aerobic                    anaerobic</p> <p>1.1.e hypertrophy                    resting heart rate stroke volume                    cardiac output rate of recovery                    aerobic capacity tidal volume                    minute volume capillarisation</p> <p>2.2 efficiency                    pre-determined                    co-ordinated fluent                    aesthetic                    continua skill Simple                    complex                    environmental Difficulty                    mental preparation                    visual imagery                    mental rehearsal                    verbal SMART                    selective attention                    manuel Goal Setting                    positive thinking                    mechanical Guidance                    feedback                    intrinsic extrinsic                    knowledge of performance knowledge of results</p>	
<p>Assessment focus Regular classroom assessments Recall, application activities to improve examination technique End of unit AFL tests</p>	<p>Revision tips Everlearner - <a href="https://theeverlearner.com/">https://theeverlearner.com/</a> GCSE Bitesize - <a href="https://www.bbc.co.uk/bitesize/examspecs/ztrcg82">https://www.bbc.co.uk/bitesize/examspecs/ztrcg82</a></p>
<p>Why we study it: 1.1.d Students will develop their knowledge and understanding of the structure and function of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms. Students will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions. Students will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities. 2.2 Students will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports. Students will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Students will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Students will</p>	

show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.

Mastery in this subject

For 1.1.d, part 1.1.e and 2.2 students will be able to recall topics covered and be able to apply their knowledge correctly to past examination questions. Students will be able to meet and or exceed their GTG in the AFL unit test.

Year 10 Term Summer 1 and Summer 2: J587/01 1.2.a and J587/02 2.2 continued

<p>Topics covered: J587/01 1.2 Physical training: 1.2.a. Components of fitness 1.2.b. Applying the principles of training  J587/02 2.2 Sports psychology continued</p>	<p>How it links to what you have studied before: Sequentially this will build on students previous knowledge further 1.1.a/ 1.1.b/1.1c/1.1.d/ 1.1.e and 2.1.a./ 2.1.b/2.1.c</p>	<p>How it links to what you will study: Final GCSE PE written exam content</p>
<p>Key words: 1.2.a Cardiovascular fitness      Muscular endurance Flexibility                      Muscular Strength Speed                      Ability                      Balance Power                      Reaction Time                      Coordination 1.2.b specificity      overload      progression reversibility continuous      fartlek      interval circuit weight                      plyometrics                      HIIT 2.2 As above for Spring term 2</p>		<p>Key skills: Retrieval and recall. Exam question practice Class discussions Independent, pair and group work</p>
<p>Assessment focus Regular classroom assessments Recall, application activities to improve examination technique End of unit AFL tests</p>		<p>Revision tips Everlearner - <a href="https://theeverlearner.com/">https://theeverlearner.com/</a> GCSE Bitesize - <a href="https://www.bbc.co.uk/bitesize/examspecs/ztrcg82">https://www.bbc.co.uk/bitesize/examspecs/ztrcg82</a></p>
<p>Why we study it: 1.2a Students will develop their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility. Students will be able to define each component and be able to apply using a range of practical examples from physical activities and sports. Students will also develop their knowledge of suitable tests for each component. Students will be able to collect and use data related to the identified components of fitness. 1.2.b Students will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to</p>		

personal exercise/ training programmes. Students will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training. Students will develop their knowledge and understanding of the key components and physical benefits of the warm up and cool down applied to physical activities and sports. 2.2 continued from Spring term 2.

**Mastery in this subject**

For 1.2 a,1.2.b and 2.2 (continued) students will be able to recall topics covered and be able to apply their knowledge correctly to past examination questions. Students will be able to meet and or exceed their GTG in the AFL unit test.

**SPORTS STUDIES**

Year 10 Term Autumn Term 1: R185 Performance and Leadership in Sport / R184 Contemporary Issues in Sport		
<p>Topics covered: Introduction to Cambridge National Sports Studies Overview of the course and how it is examined.</p> <p>R184- Contemporary Issues in Sport (TA1)</p> <p>R185- Performance and Leadership in Sports Activities (TA1/2)</p>	<p>How it links to what has been studied before: Students can apply their knowledge from Key Stage 3 PE and also from cross curricular areas such as: PSHE - socio-cultural influences.</p>	<p>How it links to what will be studied: R185: Written set assignment coursework submitted in the June Series</p> <p>R184: formal written exam in year 11</p>
<p>Key words: R184 TA1: User groups, Economically disadvantaged, Disposable income, Activity provision, Provision, Promotion, Environment, Climate, Provision of facilities, Social acceptability, Emerging sport.</p> <p>R185 TA1/2: Skills, Techniques, Creativity, Tactics, Strategies, Compositional ideas, Decision making, Management/ maintenance of own performance, Awareness of role within the team, Contribution to the team, Strength, Weakness, Ability, Progressive practice, Drill, Fixed, Whole practice, Part practice, Variable practice, Altering context</p>	<p>Key skills: Retrieval and recall. Exam question practice Class discussions Independent, pair and group work Analysis of case studies. Presentation of own research with analysis.</p>	
<p>Assessment focus Regular classroom assessments Recall, application activities to improve examination technique End of unit AFL tests Written Coursework</p>	<p>Revision tips Everlearner - <a href="https://theeverlearner.com/">https://theeverlearner.com/</a></p>	
Why we study it:		



R185- We study in this order to introduce the theoretical aspects of the topic which will then synoptically link to later areas covered in the Set Assignment.

The aim of the qualification is to inspire students to In this unit to have an opportunity to develop their skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. Students will go on to work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform. Students will gain experience performing under pressure, both as a participant and as a leader, and will use their initiative to solve problems and making decisions.

R184- We study in this order to introduce the theoretical aspects of the topic which will then synoptically link to later areas covered in the exam. In this unit students will learn about a range of topical and contemporary issues in sport, relating to; participation, levels and barriers, promotion of values and ethical, behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

Mastery in this subject:  
Students will be able to recall topics covered and be able to apply their knowledge correctly in written assignments and to past examination questions. Students will be able to meet and or exceed their GTG in the AFL unit test.

Year 10 Term Autumn Term 2: R185 Performance and Leadership in Sport / R184 Contemporary Issues in Sport

Topics covered: R184- Contemporary Issues in Sport (TA1/2)	How it links to what you have studied before:  R185 and R184: Sequentially this will build on students previous knowledge further of R185	How it links to what you will study: R185: Written set assignment coursework submitted in the June Series R184: formal written exam in year 11
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Key words: R185 TA1/2: Skills, Techniques, Creativity, Tactics, Strategies, Compositional ideas, Decision making, Management/ maintenance of own performance, Awareness of role within the team, Contribution to the team, Strength, Weakness, Ability, Progressive practice, Drill, Fixed, Whole practice, Part practice, Variable practice, Altering context  R184 TA1/2: User groups, Economically disadvantaged, Disposable income, Activity provision, Provision, Promotion, Environment, Climate, Provision of facilities, Social acceptability, Emerging sport. Team spirit, Citizenship, Tolerance and respect, Inclusion, National pride, Creed, Symbol, Values, Initiatives, Campaigns, Etiquette, Sporting behaviour, Sportsmanship,	Key skills: Retrieval and recall. Exam question practice Class discussions Independent, pair and group work Analysis of case studies. Presentation of own research with analysis.
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Gamesmanship, Etiquette, Appropriate behaviour, Inappropriate behaviour, Performance enhancing drugs, Whereabouts rule, Testing methods, Sanctions	
Assessment focus Regular classroom assessments Recall, application activities to improve examination technique End of unit AFL tests Written Coursework	Revision tips Everlearner - <a href="https://theeverlearner.com/">https://theeverlearner.com/</a>
<p>Why we study it:</p> <p>R185- The aim of the qualification is to inspire students to In this unit to have an opportunity to develop their skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. Students will go on to work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform. Students will gain experience performing under pressure, both as a participant and as a leader, and will use their initiative to solve problems and making decisions.</p> <p>R184- We study in this order to introduce the theoretical aspects of the topic which will then synoptically link to later areas covered in the exam. In this unit students will learn about a range of topical and contemporary issues in sport, relating to; participation, levels and barriers, promotion of values and ethical, behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.</p>	
Mastery in this subject: Students will be able to recall topics covered and be able to apply their knowledge correctly in written assignments and to past examination questions. Students will be able to meet and or exceed their GTG in the AFL unit test.	

Year 10 Term Spring Term 1: R185 Performance and Leadership in Sport / R184 Contemporary Issues in Sport		
<p>Topics covered:</p> <p>R184- Contemporary Issues in Sport (TA2)</p> <p>R185- Performance and Leadership in Sports Activities (TA3/TA4)</p>	<p>How it links to what you have studied before:</p> <p>R185 and R184: Sequentially this will build on students previous knowledge further</p>	<p>How it links to what you will study:</p> <p>R185: Written set assignment coursework submitted in the June Series</p> <p>R184: formal written exam in year 11</p>
<p>Key words:</p> <p>R185 TA3/TA4: Venue, Equipment, Timing, Supervision, Contingency plan, Risk assessment, Corrective action, Emergency procedures, Hazards, First aid emergency procedures, Warm up, Cool down, Stretching, Pulse raiser, Skill , Technique development, Progression differentiation, Safe</p>	<p>Key skills:</p> <p>Retrieval and recall. Exam question practice Class discussions Independent, pair and group work Analysis of case studies.</p>	

<p>practice, Adaptability, Reliability, Democratic, Autocratic, Laissez-faire, Proactive, Reactive, Adaptability, Communication, Verbal, Non verbal, Confidence, Creativity</p> <p>R184 TA2: Team spirit, Citizenship, Tolerance and respect, Inclusion, National pride, Creed, Symbol, Values, Initiatives, Campaigns, Etiquette, Sporting behaviour, Sportsmanship, Gamesmanship, Etiquette, Appropriate behaviour, Inappropriate behaviour, Performance enhancing drugs, Whereabouts rule, Testing methods, Sanctions</p>	<p>Presentation of own research with analysis.</p>
<p>Assessment focus Regular classroom assessments Recall, application activities to improve examination technique End of unit AFL tests Written Coursework</p>	<p>Revision tips Everlearner - <a href="https://theeverlearner.com/">https://theeverlearner.com/</a></p>
<p>Why we study it:</p> <p>R185- The aim of the qualification is to inspire students to In this unit to have an opportunity to develop their skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. Students will go on to work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform. Students will gain experience performing under pressure, both as a participant and as a leader, and will use their initiative to solve problems and making decisions.</p> <p>R184- We study in this order to introduce the theoretical aspects of the topic which will then synoptically link to later areas covered in the exam. In this unit students will learn about a range of topical and contemporary issues in sport, relating to; participation, levels and barriers, promotion of values and ethical, behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.</p>	
<p>Mastery in this subject: Students will be able to recall topics covered and be able to apply their knowledge correctly in written assignments and to past examination questions. Students will be able to meet and or exceed their GTG in the AFL unit test.</p>	

<p>Year 10 Term Spring Term 2: R185 Performance and Leadership in Sport / R184 Contemporary Issues in Sport</p>		
<p>Topics covered: R184- Contemporary Issues in Sport (TA3)</p>	<p>How it links to what you have studied before: R185 and R184: Sequentially this will build on students previous knowledge further</p>	<p>How it links to what you will study: R185: Written set assignment coursework submitted in the June Series</p>

R185- Performance and Leadership in Sports Activities (TA4/5)		R184: formal written exam in year 11
<p>Key words:  R185 TA4/TA5: Venue, Equipment, Timing, Supervision, Contingency plan, Risk assessment, Corrective action, Emergency procedures, Hazards, First aid emergency procedures, Warm up, Cool down, Stretching, Pulse raiser, Skill , Technique development, Progression differentiation, Safe practice, Adaptability, Reliability, Democratic, Autocratic, Laissez-faire, Proactive, Reactive, Adaptability, Communication, Verbal, Non verbal, Confidence, Creativity, Positive, Negative, Opportunity, Evaluation</p> <p>R184 TA3: Regular, Scheduling, Major sporting event, One-off, Regular and recurring, Bidding, Infrastructure, Commercial, Investment, Social infrastructure, Social cohesion, National morale, Direct tourism, Indirect tourism, Relegation, Infrastructure, Terrorism, Legacy, Debt, Scandals</p>	<p>Key skills:  Retrieval and recall.  Exam question practice  Class discussions  Independent, pair and group work  Analysis of case studies.  Presentation of own research with analysis.</p>	
<p>Assessment focus  Regular classroom assessments  Recall, application activities to improve examination technique  End of unit AFL tests</p>	<p>Revision tips  Everlearner - <a href="https://theeverlearner.com/">https://theeverlearner.com/</a></p>	
<p>Why we study it:  R185- The aim of the qualification is to inspire students to In this unit to have an opportunity to develop their skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. Students will go on to work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform. Students will gain experience performing under pressure, both as a participant and as a leader, and will use their initiative to solve problems and making decisions.  R184- We study in this order to introduce the theoretical aspects of the topic which will then synoptically link to later areas covered in the exam. In this unit students will learn about a range of topical and contemporary issues in sport, relating to; participation, levels and barriers, promotion of values and ethical, behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.</p>		
<p>Mastery in this subject: Students will be able to recall topics covered and be able to apply their knowledge correctly in written assignments and to past examination questions. Students will be able to meet and or exceed their GTG in the AFL unit test.</p>		

Year 10 Term Summer 1 and Summer 2: R184 Contemporary Issues in Sport		
<p>Topics covered: R184- Contemporary Issues in Sport (TA3/TA4/TA5)</p>	<p>How it links to what you have studied before:  R184: Sequentially this will build on students previous knowledge further</p>	<p>How it links to what you will study:  R184: formal written exam in year 11</p>
<p>Key words: R184 TA3: Regular, Scheduling, Major sporting event, One-off, Regular and recurring, Bidding, Infrastructure, Commercial, Investment, Social infrastructure, Social cohesion, National morale, Direct tourism, Indirect tourism, Relegation, Infrastructure, Terrorism, Legacy, Debt, Scandals</p> <p>R184 TA4/5: National Governing Bodies, Performance pathway, Technology, Accuracy of officiating, Technical analysis, Affordability, Unequal access, Spectator experience</p>		<p>Key skills: Retrieval and recall. Exam question practice Class discussions Independent, pair and group work</p>
<p>Assessment focus Regular classroom assessments Recall, application activities to improve examination technique End of unit AFL tests</p>		<p>Revision tips Everlearner - <a href="https://theeverlearner.com/">https://theeverlearner.com/</a></p>
<p>Why we study it: R184- We study in this order to introduce the theoretical aspects of the topic which will then synoptically link to later areas covered in the exam. In this unit students will learn about a range of topical and contemporary issues in sport, relating to; participation, levels and barriers, promotion of values and ethical, behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.</p>		
<p>Mastery in this subject R184- Students will be able to recall topics covered and be able to apply their knowledge correctly to past examination questions. Students will be able to meet and or exceed their GTG in the AFL unit test.</p>		