



**Summer Term**  
**Term 3**  
**Sport Studies**  
**Year 10**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

*Care to Learn*

*Learn to Care*

# Year 10 Homework Timetable

<b>Monday</b>	English Task 1	Option A Task 1	Option C Task 1
<b>Tuesday</b>	Option B Task 1	Sparx Maths	Science Task 1
<b>Wednesday</b>	Sparx Maths	Option C Task 2	Sparx Science
<b>Thursday</b>	Option A Task 2	Sparx Science	Option B Task 2
<b>Friday</b>	Science Task 2	English Task 2	

## Sparx Science

- Complete 100% of their assigned homework each week

## Sparx Maths

- Complete 100% of their assigned homework each week

Option A
History
Geography
Spanish

Option B
Geography
Health and Social Care
Psychology

Option C
Psychology
Sports Studies
Childcare
Drama

**Half Term 5 (6 weeks) - Year 10**

<b>Week / Date</b>	<b>Homework task 1 Cornell Notes</b>	<b>Homework task 2 Exam Question</b>
Week 1 15th April 2024	<b>Pearson Set Assignment Task 2 Preparation - Cornell Notes</b>	<b>Pearson Set Assignment Task 2 Preparation - Cornell Notes</b>
Week 2 22nd April 2024	<b>Pearson Set Assignment Task 3 Preparation - Cornell Notes</b>	<b>Pearson Set Assignment Task 3 Preparation - Cornell Notes</b>
Week 3 29th April 2024	<b>Cornell Notes on:</b> Components of Fitness	<b>Question:</b> Why is flexibility important for a gymnast to be successful? (3) Why is power important for a basketball player to be successful? (3) Why is strength important for a rower? (3)
Week 4 6th May 2024	<b>Revision Cards on:</b> Definitions	<b>Question:</b> Describe how tennis uses basic and complex skills. (4) Describe how cricket uses basic and complex skills. (4)
Week 5 13th May 2024	<b>Cornell Notes on:</b> Strategy in Sport	<b>Question:</b> Describe how strategy could be useful in 2 different sports (4) Give 2 reasons why strategy may need to be adapted during sport. (4)
Week 6 20th May 2024	<b>Revision Cards on:</b> Definitions	<b>Question:</b> What are isolated practices, use an example? (2) Why would isolated practices be used by a coach? (2) Give an example of an isolated practice for your chosen sport, use a diagram. (2)

### Half Term 6 (7 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 7 3rd June 2024	<b>Cornell Notes on:</b> Isolated Practices and competitive situations	<b>Question:</b> Why is it important to make practices competitive? (2) Give 3 examples that make an isolated drill competitive for your chosen sport (3)
Week 8 10th June 2024	<b>Revision Cards on:</b> Definitions	<b>Question:</b> What are the roles of a referee/umpire and how would an assistant support them? (6) What responsibilities do officials have prior to, during and after competition, why are these important? (6)
Week 9 17th June 2024	<b>Cornell Notes on:</b> Key Officials in Sport 1	<b>Question:</b> What are the key roles of an assistant referee? (2) Why are assistant referees useful in competition? (2) What checks and equipment may assistant referees require? (4)
Week 10 24th June 2024	<b>Mock Exams</b>	<b>Mock Exams</b>
Week 11 1st July 2024	<b>Mock Exams</b>	<b>Mock Exams</b>
Week 12 8th July 2024	<b>Cornell Notes on:</b> Key Officials in Sport 2	<b>Question:</b> Identify 4 minor officials and describe their role within a sport or activity (8)
Week 13 15th July 2024	<b>Revision Cards on:</b> Definitions	<b>Question:</b> Give 3 examples in 3 different sports where officials would need to collaborate to ensure that a correct decision is reached. (9)

# Knowledge Organiser

Week 3 - Components of Fitness	Week 4 - Skills
<p><b>Components of Physical Fitness</b></p> <ul style="list-style-type: none"> <li>• Aerobic endurance – the ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue.</li> <li>• Muscular endurance – the ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game.</li> <li>• Muscular strength – the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity.</li> <li>• Speed – distance divided by time to reduce time taken to move the body or a body part in an event or game.</li> <li>• Flexibility – the range of motion possible at a joint to allow improvements in Technique.</li> <li>• Body composition – the relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport.</li> </ul> <p><b>Components of skill-related Fitness</b></p> <ul style="list-style-type: none"> <li>• Power – the product of speed and strength to allow for explosive movements in sport.</li> <li>• Agility – the ability to change direction quickly to allow performers to outmanoeuvre an opponent.</li> <li>• Reaction time – the time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do.</li> <li>• Balance – the ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance).</li> <li>• Coordination – the ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique.</li> </ul>	<p><b>Skills</b></p> <p>Skills are the expertise or talent that are needed to perform a sport. Each sport and physical activity requires a different set of skills to be able to participate, although there may be similarities. Skills have many characteristics that will change depending on the complexity, environment and pace at which the skill is being carried out.</p> <p><b>Basic Skills</b></p> <p>Basic, or simple skills, are often generic to many sports and only have a small number of parts. Athletes need to master basic skills before they attempt more complex skills, as basic skills form the foundation of complex skills. Examples of basic skills are catching, sprinting, jumping or throwing.</p> <p><b>Complex Skills</b></p> <p>Complex skills are more difficult. They are complicated movements made up of many parts or several basic skills. Complex skills are normally more sport specific. Examples of complex skills are a tennis serve, kicking a conversion in rugby or a lay-up shot in basketball.</p> <p><b>Mental skills,</b></p> <p>Such as decision-making, judgement and interpretation, are also needed in sport. The more mental skills needed to carry out a movement, the more complex the skill becomes.</p> <p>For example, when returning a shot in tennis the athlete must judge the best shot based on the speed and position of the ball and also where their opponent is.</p> <p><b>Self-paced and externally paced skills</b></p> <p>Pacing refers to the participant's control over the timing of performing the skill.</p> <ul style="list-style-type: none"> <li>• Self-paced skills are where the athlete determines the time and pace of executing the skill.</li> <li>• Externally paced skills are where factors external to the athlete determine the timing of execution of the skill.</li> </ul>

Weeks 5 - Strategy in sport	Weeks 6&7 - Isolated Practices and competitive situations																										
<p>You may put in place a strategy for how to use tactics and decision-making to achieve a long-term or overall aim like winning a tournament. You may then select and perform appropriate strategies during competitive situations, helping you to accomplish the overarching aims.</p>	<p>The type of practice chosen has a major influence on the development of sport skills. The traditional approach to teaching or breaking down a sport is to perform practices or drills that focus on one skill at a time. This is called isolated practice. This type of practice is ideal for skills that are always performed in the same way, as it allows for the technique and motor sequence to be perfected.</p>																										
<p><b>Why are strategies useful?</b> Strategies and tactics help coaches and athletes to maximise their chances of success. Which in sport means winning. They can include aspects such as the way to play, where they should be at a particular time and what to do. For example, a football coach will need to consider which set play to use at a corner during a football match. The purpose of strategies and tactics is to assess and apply different ways to gain an advantage over an opponent.</p>	<p>In isolated practices, the situation does not change, the equipment stays the same and the routine is repeated until it becomes automatic. There are no opponents and players have no environmental factors to respond to so no decisions to make.</p> <table border="1" data-bbox="981 478 2101 853"> <thead> <tr> <th data-bbox="981 478 1541 542">Advantages</th> <th colspan="4" data-bbox="1541 478 2101 542">Disadvantages</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 542 1541 606">No need to worry about an opponent</td> <td colspan="4" data-bbox="1541 542 2101 606">Not realistic</td> </tr> <tr> <td data-bbox="981 606 1541 670">Can focus on the skill and practice</td> <td colspan="4" data-bbox="1541 606 2101 670" rowspan="2">Can't practise judgement, interception or decision making</td> </tr> <tr> <td data-bbox="981 670 1541 734">Removes complex situations</td> </tr> <tr> <td data-bbox="981 734 1541 798">Easy way to introduce a sport</td> <td colspan="4" data-bbox="1541 734 2101 798" rowspan="2">Can become boring</td> </tr> <tr> <td data-bbox="981 798 1541 853">Good for restricted space</td> </tr> </tbody> </table>					Advantages	Disadvantages				No need to worry about an opponent	Not realistic				Can focus on the skill and practice	Can't practise judgement, interception or decision making				Removes complex situations	Easy way to introduce a sport	Can become boring				Good for restricted space
Advantages	Disadvantages																										
No need to worry about an opponent	Not realistic																										
Can focus on the skill and practice	Can't practise judgement, interception or decision making																										
Removes complex situations																											
Easy way to introduce a sport	Can become boring																										
Good for restricted space																											
<p><b>Pre-planning</b> Strategies and tactics may be employed during competitive situations, or they may be pre-planned. Developing strategies involves assessing a number of aspects. These can include the strengths and weaknesses of the opponent, the strengths and weaknesses of the team or player, the importance of the match, and even the weather. The technical and tactical skills that are going to be needed can then be identified and plans can be made to ensure the athlete or team is well prepared.</p>	<p><b>Competitive situations</b> Learning a sports skill is the first step in the process of being able to participate in a sport. If the main strategy is to win, then it will not be enough for the athlete to just be technically excellent. They need to be able to apply and perform these skills in competition conditions.</p>																										
<p><b>Adapting strategies</b> Although strategies and tactics may be pre-planned or rehearsed, athletes also need to be able to adapt or change them during a performance, depending on how the play is going. This requires good interpretation, problem solving and decision-making skills; for example, a distance runner may change their normal tactic of leading the race from the front to sitting behind another runner in order to pace themselves and leave enough energy to sprint finish</p>	<table border="1" data-bbox="981 1072 2101 1359"> <tbody> <tr> <td data-bbox="981 1072 1205 1200">Making practices more competitive</td> <td data-bbox="1205 1072 1429 1200">Increase the stakes - add pressure</td> <td data-bbox="1429 1072 1653 1200">Invite an audience</td> <td data-bbox="1653 1072 1877 1200">Analysis of performance</td> <td data-bbox="1877 1072 2101 1200">Mock or friendly competitions</td> </tr> <tr> <td data-bbox="981 1200 1205 1359">Making competition more like practice</td> <td data-bbox="1205 1200 1429 1359">Familiarise yourself with the surroundings</td> <td data-bbox="1429 1200 1653 1359">Keep behaviour consistent</td> <td data-bbox="1653 1200 1877 1359">Consistent self talk</td> <td data-bbox="1877 1200 2101 1359">Optimum energy levels</td> </tr> </tbody> </table>	Making practices more competitive	Increase the stakes - add pressure	Invite an audience	Analysis of performance	Mock or friendly competitions	Making competition more like practice	Familiarise yourself with the surroundings	Keep behaviour consistent	Consistent self talk	Optimum energy levels																
Making practices more competitive	Increase the stakes - add pressure	Invite an audience	Analysis of performance	Mock or friendly competitions																							
Making competition more like practice	Familiarise yourself with the surroundings	Keep behaviour consistent	Consistent self talk	Optimum energy levels																							

Weeks 8&9 - Key Officials in Sport 1	Weeks 12&13 - Key officials in Sport 2
<p>Officials - Control how a sports match or fixture is played and administer the rules</p> <p>In sport. An official is someone who manages the play of a competition and ensures the rules and laws of the sport are followed correctly. This is to make sure the sporting fixture is conducted fairly, in accordance with the rules and in a safe environment.</p> <p><u>Referee/umpire</u></p> <p>Generally, the role of a referee or umpire overlaps. They are both officials who watch match or game closely to ensure all players follow the rules and regulations and force these rules to maintain fair game play. They ensure that all of the rules for (w) of the game are followed by the participants. This includes making a decision on whether an act is legal or not, according to the sporting rules.</p> <p>Examples of sports that use a referee are:</p> <ul style="list-style-type: none"> <li>• football, rugby, boxing, snooker, basketball, ice hockey, lacrosse and wrestling.</li> </ul> <p>Examples of sports that use an umpire are:</p> <ul style="list-style-type: none"> <li>• hockey, tennis, cricket, sailing, badminton, netball, rowing and baseball.</li> </ul> <p>Good referees and umpires are knowledgeable on the rules, confident in their ability and decisive in applying the rules. They must be clear, calm, communicate well and not allow players to question their decisions.</p> <p><u>Assistant referee</u></p> <p>In association football, there are two assistant referees, whose role it is to support the referee with decisions. They assist the referee in controlling the match in accordance with the rules of the game; however, the final decision lies with the referee. Their responsibilities are to indicate when:</p> <ul style="list-style-type: none"> <li>• the ball leaves the field of play and which team is entitled to a corner kick, goal kick or throw-in</li> <li>• a player is in an offside position</li> <li>• a substitution request has been made and monitor the procedure</li> <li>• at penalty kicks, if the goalkeeper moves off the goal line before the ball is kicked and if the ball has crossed the line.</li> </ul>	<p>Line umpire</p> <p>Tennis has a number of line umpires who work on court as part of a team. Each line umpire is assigned to one line or a position on court and makes decisions on all shots relating to their assigned line. Line umpires are a mandatory requirement for professional tennis games</p> <p>Third/fourth umpire</p> <p>The third umpire or official is common in sports. In football, there is a fourth official who manages the technical area and displays substitutions. In cricket, the third umpire is off-field and monitors video replays for no balls, dismissals and boundaries. The officials are essential for the smooth running and management of sports.</p> <p>A number of key officials are needed to help maintain standards of play.</p> <p>Judges</p> <p>Some sports use judges to officiate. Sports such as track running events and tennis, are clear cut and not subjective. The fastest runner is the fastest, or the player that scores the most points is the winner. However, some sports are subjective, such as gymnastics and diving. In these sports, a number of judges will sit on a panel and make decisions together on the score to be awarded. Other sports that have Judges include archery, showjumping, boxing, judo, figure skating and fencing.</p> <p>Starters</p> <p>In sports such as swimming and athletics, the starter has a pivotal role in the race. The starter informs the participants to get into position, when the race is nearly ready, and when to start. They also monitor false starts and provide sanctions for athletes who false start or break rules. This is to ensure the rules are adhered to by all participants and no one gets an unfair advantage.</p> <p>Timekeepers</p> <p>Many sports have a restriction on the amount of time allocated to a match or competitive situation. The timekeeper has the sole responsibility to stop and start the clock. The role of the timekeeper is to measure the duration of the game, the intervals of play, the rest periods, and to start and stop the clock at various stages, ensuring accurate time is kept. Depending on the sport, these stoppages may be for injury, substitutions, when the ball goes out of play or for time outs.</p>

## STEP 2: CREATE CUES

**What:** Reduce your notes to just the essentials.

**What:** Immediately after class, discussion, or reading session.

**How:**

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

**Why:** Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

## STEP 1: RECORD YOUR NOTES

**What:** Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

**When:** During class lecture, discussion, or reading session.

**How:**

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

**Why:** Important ideas must be recorded in a way that is meaningful to you.

## STEP 3: SUMMARISE & REVIEW

**What:** Summarise the main ideas from the lesson.

**What:** At the end of the class lecture, discussion, or reading session.

**How:** In complete sentences, write down the conclusions that can be made from the information in your notes.

**Why:** Summarising the information after it's learned improves long-term retention.



# WEEK 1: Cornell Notes (Homework task 1)

<b>Date:</b> 15th April 2024	<b>Topic:</b> PSA Preparation Notes	Clothing
------------------------------	-------------------------------------	----------

<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**

# WEEK 1: Cornell Notes (Homework task 2)

<b>Date:</b> 15th April 2024	<b>Topic:</b> PSA Preparation Notes	Equipment
------------------------------	-------------------------------------	-----------

<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**

# WEEK 2: Cornell Notes (Homework task 1)

<b>Date:</b> 22nd April 2024	<b>Topic:</b> PSA Preparation Notes	Technology
------------------------------	-------------------------------------	------------

<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**

## WEEK 2: Cornell Notes (Homework task 2)

<b>Date:</b> 22nd April 2024	<b>Topic:</b> PSA Preparation Notes	Technology Limitations
------------------------------	-------------------------------------	------------------------

<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**

# WEEK 3: Cornell Notes (Homework task 1)

<b>Date:</b> 29th April 2024	<b>Topic:</b> Components of Fitness	Revision guide page
------------------------------	-------------------------------------	---------------------

<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**











# WEEK 5: Cornell Notes (Homework task 1)

<b>Date:</b> 13th May 2024	<b>Topic:</b> Strategy in Sport	Revision guide page
----------------------------	---------------------------------	---------------------

<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**









# WEEK 7: Cornell Notes (Homework task 1)

<b>Date:</b> 3rd June 2024	<b>Topic:</b> Isolated Practices and competitive situations	Revision guide page
----------------------------	---	---------------------

Links	Notes
<b>Questions</b>	

**Summary**











# WEEK 9: Cornell Notes (Homework task 1)

<b>Date:</b> 17th June 2024	<b>Topic:</b> Key Officials in Sport 1	Revision guide page
-----------------------------	--	---------------------

<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**





# WEEK 10: Assessment Week Revision (Homework task 1)

<b>Date:</b> 24th June 2024	<b>Topic:</b>	Revision guide page
-----------------------------	---------------	---------------------

<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**

# WEEK 10: Assessment Week Revision (Homework task 2)

<b>Date:</b> 24th June 2024	<b>Topic:</b>	Revision guide page
-----------------------------	---------------	---------------------

<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 11: Assessment Week Revision (Homework task 1)

<b>Date:</b> 1st July 2024	<b>Topic:</b>	Revision guide page
----------------------------	---------------	---------------------

links	Notes
<b>Questions</b>	

**Summary**

# WEEK 11: Assessment Week Revision (Homework task 2)

<b>Date:</b> 1st July 2024	<b>Topic:</b>	Revision guide page
----------------------------	---------------	---------------------

<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**

# WEEK 12: Cornell Notes (Homework task 1)

<b>Date:</b> 8th July 2024	<b>Topic:</b> Key Officials in Sport 2	Revision guide page:
----------------------------	--	----------------------

<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**













## Week 4

Revision Card on	Answers
<ul style="list-style-type: none"><li data-bbox="236 297 539 331">• Aerobic Endurance</li> <li data-bbox="236 477 564 510">• Muscular Endurance:</li></ul>	



Revision Card on	Answers
<ul style="list-style-type: none"><li data-bbox="228 947 528 981">• Muscular Strength:</li> <li data-bbox="228 1167 363 1200">• Speed</li></ul>	



## Week 6

Revision Card on	Answers
<ul style="list-style-type: none"><li data-bbox="228 1680 400 1713">• Flexibility</li> <li data-bbox="228 1859 518 1892">• Body Composition</li></ul>	



# Week 8

Revision Card on	Answers
<ul style="list-style-type: none"><li data-bbox="236 331 368 360">• Power</li> <li data-bbox="236 546 363 575">• Agility</li> <li data-bbox="236 792 475 822">• Reaction Time</li></ul>	



Revision Card on	Answers
<ul style="list-style-type: none"><li data-bbox="236 1296 392 1326">• Balance</li> <li data-bbox="236 1621 453 1650">• Coordination</li></ul>	



# Week 13

<p><b>Revision Card on</b></p> <p>Physical Components of Fitness</p>	<p><b>Answers</b></p>
--	-----------------------



<p><b>Revision Card on</b></p> <p>Skill Related Components of Fitness</p>	<p><b>Answers</b></p>
---	-----------------------

