

Cambridge NATIONALS LEVEL 1/2

# ***SPORT SCIENCE*** ***SPORT STUDIES***



NATIONAL CURRICULUM TARGETS MAPPING GUIDE

Version 2

# INTRODUCTION

## GCSE PHYSICAL EDUCATION (9-1) – J587

## CAMBRIDGE NATIONALS LEVEL 1/2 SPORT SCIENCE – J802

## CAMBRIDGE NATIONALS LEVEL 1/2 SPORT STUDIES – J803

This resource provides a comparison for collective delivery and tutoring of learning aims, outcomes and teaching content required for the Cambridge Nationals Level 1/2 in Sport (Science and Studies) and GCSE Physical Education with the National Curriculum Targets.

### NATIONAL CURRICULUM TARGETS

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### GCSE PHYSICAL EDUCATION

Our specification provides your students with the exciting opportunity to begin to gain an understanding of PE. Stimulating content is at the heart of this engaging qualification, which will encourage students to immerse themselves in the world of sports and PE.

### SPORT SCIENCE

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The new Cambridge Nationals in Sport Science reflect this and provide students with a broad knowledge and understanding of different aspects of sports science including sports psychology and nutrition and equip students with practical skills such as learning to design and evaluate a training programme.

### SPORT STUDIES

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The Cambridge Nationals in Sport Studies provides students with a broad knowledge and understanding of different aspects of sports studies, from looking at contemporary issues in sport and the relationship between sport and the media to developing the practical skills essential for progression into the sports industry.

# MAPPING

National Curriculum Targets – Key Stage 4	Cambridge Nationals Sport Science/Sports Studies Unit	Cambridge Nationals Sport Science/Sports Studies LO	GCSE PE – Component	GCSE PE – Topic area and/or knowledge
Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle				
<b>Pupils should be taught to:</b>				
5. continue to take part regularly in competitive sports and activities outside school through community links or sports clubs				
	Sport Science R041 Reducing the risk of sports injuries	LO1 Understand different factors that influence the risk of injury	1.3c – Preventing injury in physical activity and training	Prevention of injury: <ul style="list-style-type: none"> <li>- understand how the risk of injury in physical activity and sport can be minimised</li> <li>- know potential hazards in a range of physical activity and sport settings</li> </ul>
		LO2 Understand how appropriate warm up and cool down activities can help to prevent injury	1.2b – Applying the principles of training	Optimising training: <ul style="list-style-type: none"> <li>- Understand the key components of a warm up</li> <li>- know the physical benefits of a warm up</li> <li>- understand the key components of a cool down</li> <li>- know the physical benefits of a cool down</li> </ul>

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National Curriculum Targets – Key Stage 4	Cambridge Nationals Sport Science/Sports Studies Unit	Cambridge Nationals Sport Science/Sports Studies LO	GCSE PE – Component	GCSE PE – Topic area and/or knowledge
	Sport Science R042 Applying principles of training	LO1 Know the principles of training in a sporting context	1.2b – Applying the principles of training	Principles of training: Know the following definitions of principles of training and be able to apply them to personal exercise/training programmes: <ul style="list-style-type: none"> <li>- specificity</li> <li>- overload</li> <li>- progression</li> <li>- reversibility.</li> </ul> Optimising training: <ul style="list-style-type: none"> <li>- know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes.</li> </ul>
		LO2 Know how training methods target different fitness components	1.2a – Components of fitness	<ul style="list-style-type: none"> <li>- know the components of fitness (<a href="#">see specification page 12</a>)</li> </ul>
			1.2b – Applying the principles of training	Optimising training: <ul style="list-style-type: none"> <li>- know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes.</li> </ul>

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National Curriculum Targets – Key Stage 4	Cambridge Nationals Sport Science/Sports Studies Unit	Cambridge Nationals Sport Science/Sports Studies LO	GCSE PE – Component	GCSE PE – Topic area and/or knowledge
	Sport Science R043 The body's response to physical activity	LO1 Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles	1.1a – The structure and function of the skeletal system	Location of major bones: <ul style="list-style-type: none"> <li>- know the name and location of major bones</li> </ul> Functions of the skeleton: <ul style="list-style-type: none"> <li>- understand the functions of the skeleton</li> </ul> Types of synovial joint: <ul style="list-style-type: none"> <li>- know the definition and types of synovial joint</li> </ul> Types of movements at hinge joints and ball and socket joints: <ul style="list-style-type: none"> <li>- know the types of movement at hinge and ball and socket joints</li> <li>- know other components of joints</li> </ul>
		1.1b – The structure and function of the muscular system	<ul style="list-style-type: none"> <li>- know the location of major muscle groups</li> <li>- know the roles of muscle in movement</li> </ul>	
		1.1d – The cardiovascular and respiratory systems	<ul style="list-style-type: none"> <li>- know the structure and function of the cardiovascular system</li> <li>- know the structure and function of the respiratory system</li> <li>- know aerobic and anaerobic exercise</li> </ul>	
		LO3 Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems	1.1e – Effects of exercise on body systems	<ul style="list-style-type: none"> <li>- understand the short term effects of exercise</li> </ul>
		LO4 Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems		<ul style="list-style-type: none"> <li>- understand the long-term (training) effects of exercise</li> </ul>
	Sport Science R044 Sport psychology	LO2 Know how motivation can affect sports performance	2.2 – Sports psychology	Goal setting <ul style="list-style-type: none"> <li>- mental preparation</li> <li>- types of guidance</li> <li>- types of feedback</li> </ul>
		LO5 Be able to apply sport psychology strategies to enhance sports performance		

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National Curriculum Targets – Key Stage 4	Cambridge Nationals Sport Science/Sports Studies Unit	Cambridge Nationals Sport Science/Sports Studies LO	GCSE PE – Component	GCSE PE – Topic area and/or knowledge
	Sport Science R045 Sports nutrition	LO1 Know about the nutrients needed for a healthy, balanced diet LO2 Understand the importance of nutrition in sport	2.3 – Health, fitness and well-being	Diet and nutrition: <ul style="list-style-type: none"> <li>- know the definition and components of a balanced diet</li> <li>- understand the effect of diet and hydration on energy use in physical activity</li> </ul>
1. use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball rounders, rugby and tennis]  2. develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]  3. take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical individually or as a group  4. evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best	Sport Studies R051 Contemporary issues in sport	LO1 Understand the issues which affect participation in sport LO4 Know about the role of national governing bodies in sport	2.1.a - Engagement patterns of different social groups in physical activities and sports	Participation in physical activity and sport: <ul style="list-style-type: none"> <li>- understand how different factors can affect participation</li> </ul> Physical activity and sport in the UK: <ul style="list-style-type: none"> <li>- be familiar with current trends in participation in physical activity and sport using different sources e.g. NGB's</li> </ul>

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<p>1. use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball rounders, rugby and tennis]</p> <p>2. develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]</p> <p>3. take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical individually or as a group</p> <p>4. evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</p>	<p>Sport Studies R052 Developing sports skills</p>	<p>LO1 Be able to use skills, techniques and tactics/ strategies/compositional ideas as an individual performer in a sporting activity</p> <p>LO2 Be able to use skills, techniques and tactics/ strategies/compositional ideas as a team performer in sporting activity</p> <p>LO4 Be able to apply practice methods to support improvement in a sporting activity</p>	<p>3 – Performance in physical education</p> <p>2.2 - Sport psychology</p>	<p>- learners must perform in three practical activities, one from the ‘individual’ list, one from the ‘team’ list, and one other from either list</p> <p>- learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions</p> <p>Characteristics of skilful movement:</p> <p>- be able to apply examples of the characteristics of skilful movement</p> <p>Classification of skills:</p> <p>- be able to apply practical examples of skills for each continuum (open/closed, simple/ complex)</p> <p>Goal setting:</p> <p>- be able to apply the SMART principle to improve/optimize performance</p> <p>Mental preparation:</p> <p>- know mental preparation techniques and be able to apply practical examples</p>
<p>3. take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical individually or as a group</p>	<p>Sport Studies R054 Sport and the media</p> <p>Sport Studies R056 Developing knowledge and skills in outdoor activities</p>	<p>LO1 Know how sport is covered across the media</p> <p>LO2 Understand positive effects that the media can have on sport</p> <p>LO3 Understand negative effects that the media can have on sport</p> <p>LO4 Be able to demonstrate knowledge and skills during outdoor activities</p>	<p>2.1b – Commercialisation of physical activity and sport</p> <p>3 – Performance in physical education</p>	<p>Commercialisation of sport:</p> <p>- understand the influence of the media on the commercialisation of physical activity and sport, including:</p> <p>- different types of media</p> <p>- positive and negative effects of the media</p> <p>- positive and negative effects of sponsorship.</p> <p>Some outdoor and adventurous activities are included on both the team and individual lists for this topic area.</p>



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