Sports Science Learning Journey

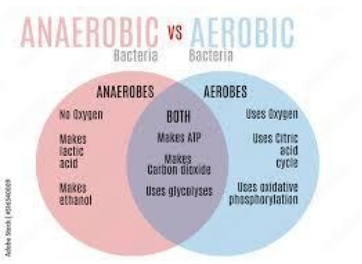
In the second half of term 1 and term 2, the focus moves to the **externally assessed exam unit R180: Reducing the Risk of Sports Injuries**. Students start by learning about the **types of sports injuries**, both acute and chronic. They also study **intrinsic and extrinsic risk factors** and how to prevent injuries using appropriate **warm-ups, cool-downs, safety procedures**, and the use of protective equipment. The unit also covers how to **respond to sports injuries**, including first aid principles and treatment strategies. Students focus on **revising** for their R180 exam. They practise **exam-style questions**, complete **past papers**, and sit a **mock exam** to check their progress. The final weeks of Year 11 are used for targeted revision, addressing weaker areas identified from mock results, and ensuring all learners are well prepared for the final written assessment.

In their first half of term 1 of Year 11, students complete the final sections of R183. This involves finalising the athlete diet plan in Task 4 and completing Task 5, which requires students to evaluate the effectiveness of the diet plan and how it supports performance. This term is used for drafting, feedback, and making improvements to ensure students meet the highest criteria (Mark Band 3). Once completed, R183 is submitted for internal assessment.

11

Term 3 of Year 10, students begin **Unit R183: Nutrition and Performance in Sport**, another coursework unit. This begins with Task 1, where students learn about **nutrients**, including carbohydrates, proteins, fats, vitamins, minerals, and water, and understand their **functions** in the body. Task 2 focuses on **food labels, balanced diets, hydration**, and **energy balance**, with students analysing how nutrition affects performance. Students then investigate how the **dietary needs of different athletes** vary based on sport type, training load, and goals. Following this, Task 3 explores the **short-term and long-term effects of good and poor diets on sports performance**. Finally, in Task 4, students are asked to **plan a detailed diet for a specific athlete**, considering all aspects of their sport, body type, and performance goals. This coursework continues into the first term of Year 11.

The term continues with students learning how to **set SMART targets** (Specific, Measurable, Achievable, Realistic, Time-bound), linking these goals to improving performance. In Task 3, students research and apply different **methods of training** such as continuous, fartlek, interval, HIIT, weight/resistance, circuit, and plyometric training. They then go on to **design a six-week training programme** for a specific sport, which forms Task 4. In Term 2, the focus shifts to **completing the training plan**, carrying out sessions, and recording progress in **training logs** (Task 5). Finally, students evaluate the effectiveness of their training and suggest improvements, which is assessed in **Task 6**. This unit is fully coursework-based and is assessed internally using OCR marking criteria.



10

In the first two terms of Year 10, students begin with Unit **R181: Applying the Principles of Training in Sport**, which is a coursework unit. The focus starts with understanding the **components of fitness** and how they apply to different sporting activities. Students then move on to completing **fitness tests** related to those components, forming the foundation of Task 1. In the following weeks, learners explore the **principles of training**, including **SPOR** (Specificity, Progression, Overload, Reversibility) and the **FITT** principle (Frequency, Intensity, Time, Type), applying them to real sporting examples in Task 2.

SPORT

FITT