

<p><b>Topic: Haberdashers' Abraham Darby</b> <b>Paper 2 – Spring 1 – Factors affecting Participation, Commercialisation / Sponsorship, Technology in Sport, Drugs in Sport, Hooliganism.</b></p>		<p><b>Duration:</b> 5 weeks (+ Assessment / Exam week and feedback period)</p>	<p><b>Composite:</b> End of year 11 test (paper 2), end of unit, micro-test.</p>
<p><b>Key vocabulary:</b></p>	<p><b>Core knowledge Components</b></p>	<p><b>Powerful knowledge components crucial to commit to long term memory</b></p>	<p><b>Links to previous and future topics</b></p>
<p>Gender Disability Engagement Race Age Family / peers</p> <p>Socio-economic Adaptability Accessibility Stereotyping Familiarity Inclusiveness Attitudes</p> <p>Commercialisation</p>	<p><b><u>Engagement patterns of different social groups and the factors affecting participation.</u></b> Engagement patterns in physical activity and sport can differ between different social groups.</p> <p>Understand contributing factors to engagement patterns in the following social groups:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Race/religion/culture</li> <li>• Age</li> <li>• Family/friends/peers</li> <li>• Disability</li> </ul> <p>Can you explain how the factors that impact these social groups:</p> <ul style="list-style-type: none"> <li>• Attitudes</li> <li>• Role Models</li> <li>• Accessibility (to facilities/clubs/activities)</li> <li>• Media coverage</li> <li>• Sexism/stereotyping</li> <li>• Culture/religion/religious festivals</li> <li>• Family commitments</li> <li>• Available leisure time</li> <li>• Familiarity</li> <li>• Education</li> <li>• Socio-economic factors / disposable income</li> <li>• Adaptability / inclusiveness</li> </ul> <p><b><u>Commercialisation of physical activity and sport</u></b> Definition of commercialisation – The process by which a new product or service is introduced into the general market.</p>	<p>How do each factor impact physical activity levels for participants?</p> <p>Able to link each sub-category to an example using a sporting example.</p>	<p>NEA topic - Support NEA Coursework</p> <p>NEA topic - Support NEA Coursework Links to all previous and future practical KS3 &amp; KS4 PE.</p> <p>Links to all previous and future practical KS3 &amp; KS4 PE.</p>

<p>Sponsorship Media Golden Triangle</p>	<p><b><u>Types of sponsorship and the media</u></b>          Definitions of sponsorship – Where a company pays money to a team or individual in return for advertising their goods.          Definition of media – The main ways that people communicate (television, radio, and newspapers) collectively.</p> <p>Types of Sponsorship:</p> <ul style="list-style-type: none"> <li>• Financial</li> <li>• Clothing and equipment, including footwear</li> <li>• Facilities</li> </ul> <p>Types of Media:</p> <ul style="list-style-type: none"> <li>• Television</li> <li>• Radio</li> <li>• The Press</li> <li>• The internet</li> <li>• Social Media</li> </ul>	<p>Can you explain the three definitions by using a practical sporting example?</p> <p>Provide practical examples for all the different types of sponsorships and media within the sports industry.</p>	<p>NEA topic – Support NEA Coursework. Links to all previous and future KS3 &amp; KS4 PE.</p>
<p>Audience Spectators Performer Official Sponsor Sponsorship Technology</p>	<p><b><u>Positive and negative impacts of sponsorship and the media.</u></b>          How does sponsorship and the media impact the following groups in a positive and negative way:</p> <ul style="list-style-type: none"> <li>• Performer</li> <li>• Sport</li> <li>• Official</li> <li>• Audience / spectators</li> <li>• Sponsor / company</li> </ul>	<p>Can you explain the positive and negative impacts that sponsorship and media have on the performer, sport, official, audience, and sponsors in sport?</p>	<p>Links to all previous and future practical KS3 &amp; KS4 PE.</p>
<p>Ethical Etiquette Sportsmanship Gamesmanship</p>	<p><b><u>Positive and negative impacts of technology</u></b>          What are the positive and negative impacts of technology on the following groups:</p> <ul style="list-style-type: none"> <li>• Performer</li> <li>• Sport</li> <li>• Officials</li> <li>• Audience / spectator</li> <li>• Sponsor / company</li> </ul> <p>Considerations of Hawkeye, television match official.</p>	<p>Can you explain the positive and negative impacts technology have on performers, the sport, officials, audience and sponsors in sport?</p>	<p>Links to all previous and future practical KS3 &amp; KS4 PE.</p>
<p>Substances</p>	<p><b><u>Ethical and socio-cultural issues in physical activity and sport</u></b>  <b><u>Conduct of performers</u></b>          Can you link the following definitions to sporting examples?          Etiquette          Sportsmanship          Gamesmanship</p>	<p>Provide examples of when etiquette, sportsmanship and gamesmanship are used in sport.</p>	

<p>Stimulants Narcotic Agents Peptide Hormones Diuretics</p> <p>Doping Re-injection Infection Embolism Prohibited Substances</p>	<p>Contract to compete</p> <p><b><u>Prohibited Substances</u></b> What are the positive and negative impacts of the following substances:</p> <ul style="list-style-type: none"> <li>• Stimulants</li> <li>• Narcotic analgesics</li> <li>• Anabolic Agents</li> <li>• Peptide hormones (EPO)</li> <li>• Diuretics</li> </ul> <p><b><u>Prohibited substance (blood doping)</u></b> How does blood doping occur, the effects and side effects of doing it.</p> <p>Blood doping involves the removal of blood a few weeks prior to competition. The blood is frozen and re-injection into the body just before competition. This leads to an increase in red blood cell count. Side effects can be:</p> <ul style="list-style-type: none"> <li>• Thickening of blood (viscosity)</li> <li>• Potential infection</li> <li>• Potential of heart attack</li> <li>• Embolism (blockage of vessel)</li> </ul>	<p>Identify why a sportsman/woman would use prohibited substances in their sport.</p> <p>Explain the process of blood doping and why an athlete would use it?</p>	<p>Links to INSIGHT and topic related to health and social care.</p> <p>Link to Biology and GCSE PE topics (Cardiorespiratory, training threshold, Altitude training).</p>
<p>Beta Blockers Adrenaline Nausea Restrictions</p>	<p><b><u>Drugs subject to certain restrictions (beta blockers)</u></b> Why are Beta Blockers taken?</p> <ul style="list-style-type: none"> <li>• Reduce heart rate, muscle tension and blood pressure.</li> <li>• Reduce the effects of adrenaline.</li> <li>• Improve fine control/preciseness.</li> </ul> <p>Side effects can lead to:</p> <ul style="list-style-type: none"> <li>• Nausea</li> <li>• Weakness</li> <li>• Heart problems.</li> </ul> <p>Beta blockers should be prescribed by a medical professional.</p>	<p>Explain what sport Beta Blockers would be used for and what the side effects are for, for the athlete.</p>	<p>Links to INSIGHT and topic related to health and social care.</p>
<p>Performance Enhancing Drugs Advantages Disadvantages</p> <p>Financial Fame Reputation</p>	<p><b><u>Which type of performers may use different types of performance enhancing drugs (PEDS) (using sporting examples).</u></b></p> <p>Stimulants – Alertness Narcotic analgesics – pain killers from over training Anabolic agents – muscle mass Diuretics – lose weight Peptide hormone – oxygen carrying capacity Blood doping – oxygen carrying capacity Beta blockers – for fine motor control</p>	<p>Identify which athlete would take each type of PEDs and explain why. Practical examples must be used for each PEDs.</p>	<p>Links to INSIGHT and topic related to health and social care.</p>

<p>Immoral Credibility</p>	<p><b><u>The advantages and disadvantages</u></b>  <b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Increased chance of success</li> <li>• Fame</li> <li>• Wealth</li> <li>• Level playing field</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Cheating/immoral</li> <li>• Associated health risks</li> <li>• Fines</li> <li>• Bans</li> <li>• Reputational damage</li> </ul> <p><b><u>The disadvantage to the sport/event of performers taking PEDS</u></b>  <b>Disadvantage:</b>  Reputation and Credibility.</p>	<p>Are you able to identify the advantages and disadvantages of taking PEDs.</p>	<p>Links to INSIGHT and topic related to health and social care.</p>
<p>Atmosphere Hooliganism Participation Masculinity Frustration</p>	<p><b><u>The positive and negative effects of spectators at events</u></b>  <b>Positives:</b>  Creation of atmosphere  Home-field advantage (for home team / individuals)</p> <p><b>Negatives:</b>  Negative effect on performance as a result of increased pressure  Potential for crowd trouble/hooliganism  Safety costs / concerns  Negative effect on participation numbers amongst younger performers.</p> <p><b><u>Reasons why Hooliganism occurs</u></b></p> <ul style="list-style-type: none"> <li>• Rivalries</li> <li>• Hype / excitement</li> <li>• Fuelled by alcohol / drugs</li> <li>• Gang culture</li> <li>• Frustration (e.g. at officials decisions).</li> <li>• Display of masculinity</li> <li>•</li> </ul>	<p>Using sporting case studies, explain the positive and negatives of spectators at sporting events.</p>	<p>Links to INSIGHT and topic related to health and social care.</p>
<p>Strategies Segregation Restrictions Campaigns and promotion Endorsements</p>	<p><b><u>Strategies employed to combat hooliganism / spectator behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Early kick offs – reducing alcohol consumption time.</li> <li>• All-seater stadiums</li> <li>• Segregation of fans</li> <li>• Improved security</li> <li>• Alcohol restrictions</li> <li>• Travel restrictions / banning orders</li> <li>• Education/promotional activity/campaigns and high profile endorsements.</li> </ul>	<p>Using sporting case studies, identify why and how sporting events have evolved to reduce Hooliganism.</p>	

Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:
<ul style="list-style-type: none"> <li>• Use of resources to obtain the correct information from a source.</li> <li>• Reading exam questions and deciphering what is being asked.</li> <li>• Reading feedback from teachers to ensure action is taken accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling answers in quiz style format.</li> <li>• Reading answers alone for comparison with the class and peer evaluation.</li> <li>• Discuss answers with peers and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of AO1, AO2, and AO3 assessment objective. Extended answer techniques such as WALEAL and evaluation techniques in extended 9 mark questions.</li> </ul>	<p>'Bounce back ability' after feedback or incorrect answers. Constant determination to improve by ensuring they take on and respond to feedback.</p>	<ul style="list-style-type: none"> <li>- Peer/Team work to come about the best solution or answer.</li> <li>- Responding to instructions and feedback in a timely manner similar to that in the work place.</li> </ul> <p>Leading groups and teams in theoretical tasks to ensure time efficiency and demonstrate planning.</p>
<p><b>Communication and Interaction</b>  <b>Cognition and Learning</b>  <b>SEMH</b>  <b>Physical/Sensory</b></p>	<p>Information loading, ensuring work and instructions and distributed into chunks.</p> <ul style="list-style-type: none"> <li>-Visual demonstrations given where possible.</li> <li>-Communication with student on consideration of seating plan, location in classroom, board pen colour, paper and resource colours and size of font.</li> <li>- Language use and terminology specially broken down.</li> </ul>			