		c) assess the strengths/weaknesses of the performer being analysed in the activity. • For a specific skill or technique in the chosen activity learners will (1–2 hours): a) analyse a movement involved – joint, type of movement, muscle group(s), muscle function/role b) classify the skill on the difficulty and environmental continua. Produce an action plan (not to be implemented) to improve an aspect of the performance of the performer being analysed in the chosen activity (4–5 hours).
Revision	12	• Revise and recap all elements of theory course.

Cambridge National in Sports Science 11C

Unit	Duration (lessons - GLH)	Learning Objectives/Outcomes
RO45 Nutrition in Sport	30	Characteristics of a balanced diet to meet the nutritional requirements of an individual. The importance of nutrition before, during and after exercise, i.e. The reasons for the varying dietary requirements of different activity types. The use of dietary supplements in sport The definition of malnutrition (e.g. a condition which results from an unbalanced diet in which some nutrients are lacking, missing, taken in excess or taken in the wrong proportion) The effects of overeating on sports performance and participation. The effects of under eating on sports performance and participation. The effects of dehydration on sports performance and participation. How to design a diet plan? How to evaluate the effectiveness of the diet plan?

Cambridge National in Sports Science 11B

Unit	Duration (lessons - GLH)	Learning Objectives/Outcomes
RO41 – Applying the Principles of Training	30	• The principles of training in a sporting context, inc F.I.T.T.A and main elements of specificity / progression / overload / moderation / reversibility / variance. • Aerobic v Anaerobic exercise and energy for exercise. • Components of fitness and sporting examples of when they are used. • How to test for each component of fitness. • Training methods to improve each component of fitness. • Maximal v Submaximal exercise and training. • Validity and reliability of testing. • Comparing scores to normative data for analysis. • Protocols for fitness testing. • Designing a training programme - including setting appropriate targets for improvement. • Evaluating a training programme to improve planning.