

# The Friary Sixth Form



**Btec Sport Bridging Pack  
2023**

# Course Expectations



## Introduction

This pack contains a programme of activities and resources to prepare you to start your BTEC Sport course in September. It is aimed to be used after you complete your GCSEs, throughout the remainder of the summer term and over the summer holidays to ensure you are ready to start your new course in September.

The course leader/subject teacher for this qualification is [Mr Foster – sfoster@friary.greywoodmst.co.uk](mailto:sfoster@friary.greywoodmst.co.uk)

### *What we expect from you?*

- Excellent attendance/punctuality to lessons
- Correct equipment (see list below)
- Meet coursework deadlines
- Contribute positively in lessons

### *What you can expect from us?*

- High quality teaching and learning
- Commitment to you as individuals
- Constant support and guidance
- Weekly after school booster/revisions sessions
- Submitted work will be marked and assessed within 10 days of handing it in

## Equipment list

- A4 folders (x 4 in total for the two years of study)
- A4 note pad
- Plastic wallets (for each folder)
- Folder dividers (for each folder)
- Course materials i.e. textbooks/revision guide (see page ‘**supporting resources**’ for which you must purchase)
- Pens, pencils, highlighters, calculator

### *Quick tip:*

You will need access to a computer/laptop at home to continue your homework or independent learning outside of the class room.

# Course Overview



## ***Edexcel - Pearson BTEC Level 3 National Extended Certificate in Sport***

This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

- The course is 360 guided learning hours and is equivalent in size to one A level
- Course structure includes 4 units, of which 3 units are mandatory
- Two units are externally assessed (exams) and this equates to 66% of the qualification
- Other two units are internally assessed (coursework)

### **Externally-assessed units**

All of the units developed for external assessment are of 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme.

The styles of external assessment used for qualifications in the Sport suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

### **Internally-assessed units**

Coursework units are internally assessed and subject to external standards verification. This means that work will be set and assessed through completion of four assignments in total and students will be provided with summative feedback throughout with an option to resubmit work.

Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- demonstrate practical and technical skills using appropriate work-based values and practices.

### **Topic Content**

- **Unit 1 Anatomy & Physiology** – Explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.
- **Unit 2 Fitness Training and Programming for Health, Sport and Well-being** – Explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.
- **Unit 3 Professional Development in the Sports Industry** - Explore the knowledge and skills required for different career pathways in the sports industry.
- **Unit 4 Sports Leadership** – Study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.

# Tasks



## **Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing**

**Scenario** ~ You are preparing for a talk where you will be advising clients who have a sedentary lifestyle of what the benefits are of a balanced and healthy lifestyle.

**We need you to:** create a pack of information that you would provide to these clients on the different aspects to ensure they can have a healthy balanced lifestyle. Some of the aspects you will need to include are:

- ~ What makes a healthy balanced diet?
- ~ Why do we need to eat the foods recommended?
- ~ How can poor eating habits affect health and well-being?
- ~ What role does exercise play in a balanced lifestyle and what is recommended?
- ~ What other aspects can affect a healthy lifestyle?
- ~ Where and why is information so readily available to the public? What is the government's agenda with obesity and how does this impact the NHS?

### **Success criteria is based on:**

**Pass** ~ **describe** what makes up a balanced diet and other aspects that can affect a healthy lifestyle

**Merit** ~ **describe** what makes up a balanced diet and other aspects that can affect a healthy lifestyle and **explain** the impact that these other aspects can have on a healthy active lifestyle. Also **explain** the impact exercise can have on a lifestyle.

**Distinction** ~ **describe** what makes up a balanced diet and other aspects that can affect a healthy lifestyle and **explain** the impact that these other aspects can have on a healthy active lifestyle. **Explain** the impact exercise can have on a lifestyle and **analyse** the effects of other factors that can affect a healthy lifestyle and discuss how an individual could improve their lifestyle choices.

**Challenge element** ~ discuss why the government is so keen to encourage healthy active lifestyles. What impact does this have on them and society?

### **Key tips:**

- ~ Go in to as much detail as you would like but remember that this is your opportunity to demonstrate the knowledge you already have in these topic areas.
- ~ Use Unit 2 Revision Guide to help.

Any issues please email [jsleigh@friary.greywoodmst.co.uk](mailto:jsleigh@friary.greywoodmst.co.uk)

# Glossary



## Appendix 2 Glossary of terms used for internally-assessed units

Term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul> Analysis can be through activity, practice, written or verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Create/construct	Skills to make or do something, for example a display or set of accounts.
Discuss	Learners consider different aspects of: <ul style="list-style-type: none"> <li>• a theme or topic;</li> <li>• how they interrelate; and</li> <li>• the extent to which they are important.</li> </ul> A conclusion is not required.
Demonstrate	To show knowledge and understanding.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explore	Skills and/or knowledge involving practical testing or trialling.
Examine	Knowledge with application where learners are expected to select and apply knowledge to less familiar contexts.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.

Term	Definition
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Investigate	Knowledge based on personal research and development.
Justify	Learners give reasons or evidence to: <ul style="list-style-type: none"> <li>• support an opinion; or</li> <li>• prove something right or reasonable.</li> </ul>
Manage	Learners engage with and influence an activity or process.
Report	Learners adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Research	The learner proactively seeks information from primary and secondary sources.
Review	Process for learning (knowledge or skills)
Stage and manage	Organisation and management skills, for example running an event or a business pitch.
Undertake/carry out/develop	Skills. Often referring to given processes or techniques.

# Additional Reading

Unit 1	<ul style="list-style-type: none"> <li>• Bartlett, R. (2014) Introduction to Sports Biomechanics, London:Routledge</li> <li>• Marieb, E (2015) Human Anatomy and Physiology, Oxford. Pearson</li> <li>• Palastanga, N. (2012) Anatomy and Human Movement:Structure and Function, London: Churchill Livingstone.</li> <li>• Sharkey, G.J and Derrickson, B.H (2008) Principles of anatomy and Physiology, London: John Wiley and sons</li> </ul>
Unit 2	<ul style="list-style-type: none"> <li>• Bean, A (2013) The Complete guide to Sports Nutrition, London: Bloomsbury</li> <li>• Bean, A (2015) Which Sports Supplements Really Work, London: Bloomsbury</li> <li>• Brooks, D (2004) The Complete Book of Personal Training, Champaign, IL:Him Kinetics</li> <li>• Coulson, M (2013) Complete Guide to Personal Training, London: Bloomsbury</li> <li>• Delavier, D. (2013) Strenght Training Anatomy, London: Bloomsbury</li> </ul>
Unit 3 (2 x assignments)	<p><u>Assignment 1:</u> <b>Websites:</b></p> <ul style="list-style-type: none"> <li>• Pearson website - <a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html</a></li> <li>• Course materials - <a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></li> <li>• Assignment reference - <a href="https://www.statista.com/statistics/641310/uk-estimated-wellness-and-fitness-market-size-development/">https://www.statista.com/statistics/641310/uk-estimated-wellness-and-fitness-market-size-development/</a></li> <li>• Assignment reference - <a href="https://www.sportengland.org/media/3215/economic-value-of-sport-west-midlands_full-report-1.pdf">https://www.sportengland.org/media/3215/economic-value-of-sport-west-midlands_full-report-1.pdf</a></li> </ul>

	<p><u>Assignment 2:</u>  <b>Websites:</b></p> <ul style="list-style-type: none"> <li>• Pearson website - <a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html</a></li> <li>• Course materials - <a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></li> <li>• Job website - <a href="https://www.ukssport.gov.uk/jobs-in-sport/Community-Cricket-Coach-North/West-Dorset-(25hrs-per-week)-UKSP-27533">https://www.ukssport.gov.uk/jobs-in-sport/Community-Cricket-Coach-North/West-Dorset-(25hrs-per-week)-UKSP-27533</a></li> <li>• Job website - <a href="https://jobs.theguardian.com/job/6782987/mallinson-football-club-mfc-football-coach/?LinkSource=PremiumListing">https://jobs.theguardian.com/job/6782987/mallinson-football-club-mfc-football-coach/?LinkSource=PremiumListing</a></li> </ul>
Unit 4 (2 x assignments)	<p><u>Assignments 1 + 2:</u>  <b>Websites:</b></p> <ul style="list-style-type: none"> <li>• Pearson website - <a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html</a></li> <li>• Course materials - <a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></li> </ul>

# Supporting Resources



These revision guides are very good. You will get an electronic copy of the text book but it is also good to purchase it

Unit 1 (exam)	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• BTEC Nationals Sport Student Book 1 + Activebook: For the 2016 specifications (BTEC Nationals Sport 2016)</li> <li>• Revise BTEC National Sport Units 1 and 2 Revision Guide: Second edition (REVISE BTEC Nationals in Sport)</li> </ul>
Unit 2 (exam)	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• BTEC Nationals Sport Student Book 1 + Activebook: For the 2016 specifications (BTEC Nationals Sport 2016)</li> <li>• Revise BTEC National Sport Units 1 and 2 Revision Guide: Second edition (REVISE BTEC Nationals in Sport)</li> </ul>





