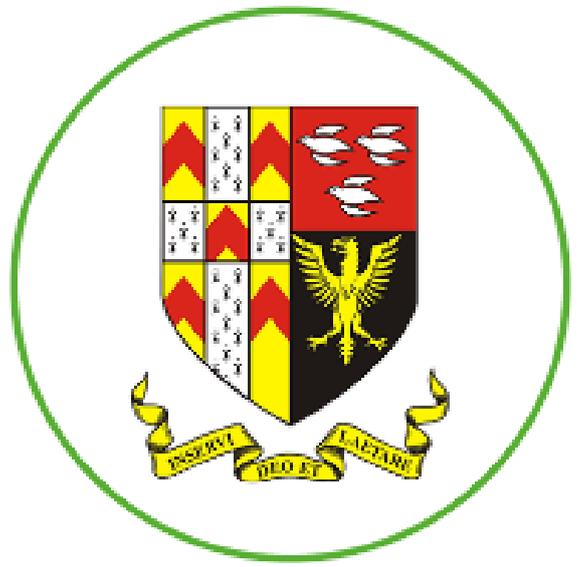


# The Friary Sixth Form



**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



## *Linked to Unit 3 – Working in the Sports Industry*

**Scenario** ~ Imagine you are research the different career opportunities in the sports industry.

**I need you to:** Research the size of the sports industry nationally, in the West Midlands and in Lichfield.

Your research should cover the following topics from the specification:

The size, breadth and geographic spread of the sports industry, locally and nationally and factors that affect sports provision and employment opportunities.

- Sport and recreation industry data, economic significance, number of jobs.
- Geographical factors – location, environment, infrastructure, population.
- Socio-economic factors – wealth, employment, history, culture, fashion and trend.
- Season factors, e.g. swimming pools that only open in the summer, summer camps holiday sports clubs, competition seasons, training camps.

**Success criteria is based on:**

**Pass** ~ **Identify** the size of the sports industry nationally, regionally and locally

**Merit** ~ **Identify** the size of the sports industry nationally, regionally and locally **referring** to research sources and multiple job roles within the sector.

**Distinction** ~ **Identify** the size of the sports industry nationally, regionally and locally **referring** to research sources and multiple job roles within the sector. **Evaluate** the impact of Geographical, Socio-economic and Seasonal factors on the size of the sports industry in local areas.

**Key tips:**

~ Use the exemplar work below to help you.

**Email Mr Foster on [sfoster@friary.greywoodmst.co.uk](mailto:sfoster@friary.greywoodmst.co.uk) for help**

## Exemplar Work

### Size of the sports industry nationally

**UK Sports Industry** worth £23.8 billion and holds nearly 1 million jobs. <sup>1</sup> Around 63% of men were active in sport compared to 58% of women, based on the Active Lives Survey data for year ending May 2017. <sup>2</sup> In this there is the voluntary sector, public sector and private sector where people can either pay for high end equipment and experience which is your private sector where you would have to pay premium prices or you could go to a public or voluntary sector which is just your normal fitness/gym facilities. Different sports have different funding's standards for example for the Tokyo 2020 Olympics team GB are spending £630,000 on archery compared to over £26 million in athletics. <sup>3</sup> Funding levels in most sports have generally risen from London 2012 and dependent on how successful your sport is, is correspondent to how much funding your country will give you.

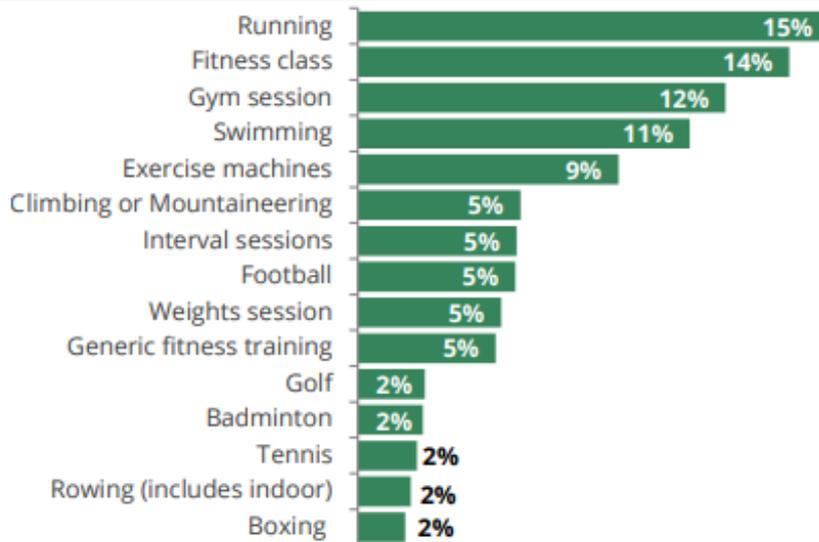
Oxford Economics has estimated that hosting the Olympics will contribute £16.5bn to overall gross domestic product through to 2017.

The report claims that at its peak the games and its legacy will have created 62,000 jobs across the UK. Supported by the national lottery elite, sport is also receiving a guaranteed £125m of funding through to the next Olympics in Rio de Janeiro in 2016. A further £1bn has been committed by the Government to fund school sports over the same period.

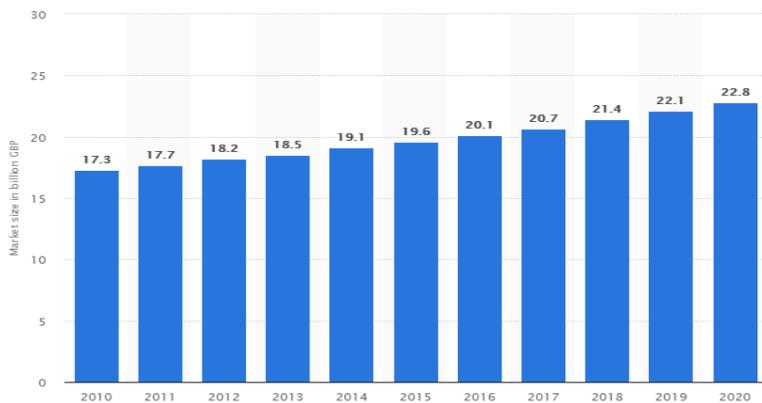
Sky came into the sport in 2008 providing £1m of sponsorship for the Great Britain track cycling team. <sup>10</sup>

### 2. PARTICIPATION IN TOP 15 SPORT ACTIVITIES\*

Adults (aged 16+) participating at least twice in the last 28 days



## Estimated market size development of the wellness and fitness segment in the United Kingdom (UK) from 2010 to 2020 (in billion GBP)



DOWNLOAD SETTINGS SHARE

PNG PDF XLS PPT

DESCRIPTION SOURCE MORE INFORMATION

This statistic displays the estimated market size development of the wellness and fitness segment in the United Kingdom (UK) from 2010 to 2020. The size of the market is estimated to grow to approximately 23 billion British pounds until 2020.

🔄 ☆

9

In 2016, 1.7 million people worked in the sport field in the EU, with the largest contribution from the United Kingdom (431 thousand) and Germany (243 thousand). In 2016, men accounted for 55 % of employment in sport in the EU, while 45 % of such jobs were occupied by women. Compared with the age structure of the total employed population, it is noticeable that young people account for a relatively significant share of sport employment: in 2016, over one third of sports workers in the EU (38 %) were aged 15–29, twice the figure for the total employed population (19 %).<sup>11</sup>

Working hours can be long and seasonal. Employees are often required to work shift patterns and weekends. The biggest seasonal changes are in the outdoor and caravan sectors, where most jobs are created in the summer (SkillsActive, 2010). • About 47% of the industry is employed on a part-time basis, compared to 27% of the whole UK workforce (SkillsActive, 2010). The sport and leisure industry as a whole currently employs 663,300 people, which accounts for around 2% of the UK workforce (SkillsActive, 2010).<sup>12</sup>

230,000 businesses and organisations throughout the country. 15% of all 16 to 18-year-olds starting an apprenticeship do so in the sport and fitness sector.<sup>13</sup> This shows the huge size and importance of the sporting industry in the UK and how many people are interested in a career in this sector.

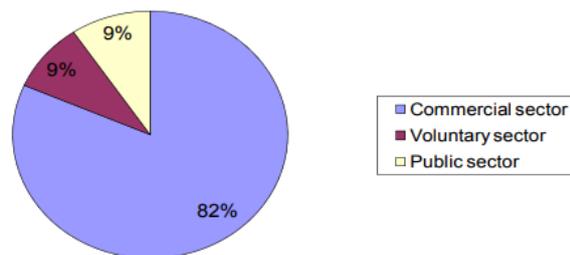
In the UK you can pretty much do any sport that you want as we have the benefit of land and sea sports as we are an island so there is really no limit on what sport you can do. The main problem in the UK is the weather which often means that seas are too dangerous to participate in and some outdoor sports facilities might be waterlogged or the conditions are too bad. That's why in the UK there are lots of indoor sports facilities so that activities can still go on. Also seasonal factors will effect participation levels in the UK as hockey, football and rugby are winter sports and aren't played in the summer, whereas other sports like tennis and cricket which as summer sports.

In terms of sports infrastructure if the whole country likes doing a particular sports there will be more money in the sport. So when the Olympics is happening more money is pumped into athletics facilities rather than sports like shooting as more people in the UK prefer athletics. Also for example when Wimbledon is on more people will play tennis.

### Size of the sports industry locally (west midlands)

## Sport Employment in West Midlands, 2008

4



Overall, sport participation figures for young people across the West Midlands are below the national average.<sup>5</sup> Some websites believe that this is due to the majority of the west midlands being rich and saying the richer people have better opportunities to get involved into sports.

In the west midlands there are a variety of football clubs such as Aston villa, wolves FC, Birmingham City and Walsall FC. All of these are professional football clubs and many have cheaper ticket prices so people in the local areas can watch and get inspired for playing sports and football.

Also in 2022 the commonwealth games are being held in Birmingham and will improve the UK's economy by £1.1 billion and support around four and an half thousand jobs in the area. This will be good for the west midlands as the alexander stadium is being built up for a higher capacity and the whole sports facilities in the area are being improved for the games in 2022. This will help improve people get into sports in the area and improve the economy of the UK and Birmingham.<sup>6</sup>

As the west midlands is in the centre of the country people will be drawn to land sports rather than water sports purely because there is no sea and not much water facilities in the area so most people are drawn to gyms, football and rugby clubs.

Also the economics would affect how many people play sport and what sport they play. Places like London are much better off than people in the west midlands in general as they have higher paying jobs. This means that they can afford to play high cost sports like cricket, whereas others in the west midlands might not be able to afford the kit even if they wanted to play. This would draw them to less expensive sports like football.

### Size of sports industry in Lichfield

**56% of all adults** want to do more sport.

**39% of active adults** want to do more sport

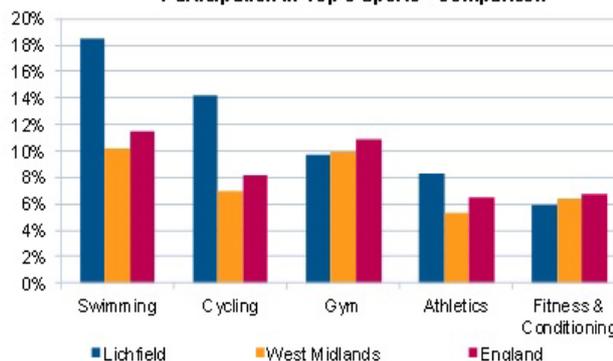
Top 5 sports in local authority with regional and England comparison

Sport	Lichfield		West Midlands		England	
	No. (000s)	Rate	No. (000s)	Rate	No. (000s)	Rate
Swimming	14.1	18.5%	7.8	10.2%	4,896.9	11.5%
Cycling	10.9	14.2%	5.3	7.0%	3,458.9	8.1%
Gym	7.5	9.8%	7.6	9.9%	4,622.7	10.9%
Athletics	6.4	8.3%	4.1	5.4%	2,778.8	6.5%
Fitness & Conditioning	4.5	5.9%	4.9	6.4%	2,854.7	6.7%

Source: Active People Survey 7, 2012/13

Measure: Participation rate of the top 5 sports and the number of adults (16+) that participate at least once per month.

Participation in Top 5 Sports - Comparison



### Socio-economic:

The Lichfield sporting economy is worth £31.8 million and provides nearly 1000 jobs in Lichfield. People of the age of 16 and over play sport in Lichfield is 56.6% of the Lichfield population compared to 57% nationally. Also for the voluntary sector in Lichfield, 14.4% of the population have volunteered to help out in sporting events which is 1.2% higher than the national average. <sup>8</sup>

### Environmental and seasonal factors:

In Lichfield there are two public sector sports facilities and many more private sector sports facilities such as David Lloyd and virgin active. As Lichfield is in the centre of the country there is more chance that people play traditional sports like hockey, football and rugby due to their presence in Lichfield and the surrounding areas, and are much less likely to participate in sports like surfing and rock climbing due to the lack of facilities in the area. Also due to the area that we live in there is no places where you could do extreme sports like rock climbing and water sports but somewhere like Dorset where you can do land and sea sports as there is flat land, cliffs and sea. Also some sports as seasonal for example football is played in the UK all year around except the summer which is a seasonal factor.

### Sport infrastructure:

As Lichfield is a quite wealthy place, people are more likely to play sports such as hockey or rugby as they might have a disposable income where they can pay for the equipment, also due to the high presence in hockey teams and rugby teams in Lichfield, lots of people will be drawn to this. Also due to Lichfield being a wealthy place there is more chance of building high quality sports facilities as people have the money to pay for this such as David Lloyd.

### Council run sports facilities in the Lichfield district:

- Burntwood leisure centre
- Friary grange leisure centre
- Beacon park

In Lichfield people are more drawn to football, rugby and hockey due to the sports presence in the area so in Lichfield more money is put into these sports rather than sports such as skiing or rowing which you can't do in Lichfield.

# Glossary



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

Term	Definition
Analyse	<p>Learners present the outcome of methodical and detailed examination either:</p> <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> <p>Analysis can be through activity, practice, written or verbal presentation.</p>
Assess	<p>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.</p>
Compare	<p>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.</p>
Create/construct	<p>Skills to make or do something, for example a display or set of accounts.</p>
Discuss	<p>Learners consider different aspects of:</p> <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> <p>A conclusion is not required.</p>
Demonstrate	<p>To show knowledge and understanding.</p>
Evaluate	<p>Learners' work draws on varied information, themes or concepts to consider aspects such as:</p> <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> <p>Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.</p> <p>Evidence will often be written but could be through presentation or activity.</p>
Explore	<p>Skills and/or knowledge involving practical testing or trialling.</p>
Examine	<p>Knowledge with application where learners are expected to select and apply knowledge to less familiar contexts.</p>
Identify	<p>Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.</p>

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) Strenth 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.uksport.gov.uk/jobs-in-sport/Community-Cricket-Coach-North/West-Dorset-(25hrs-per-week)-UKSP-27533">https://www.uksport.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></p> <p><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>

### Independent research task:

