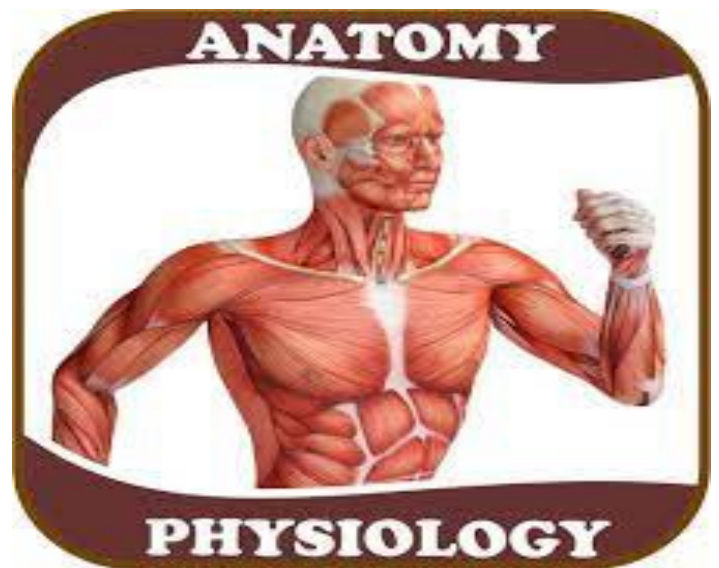
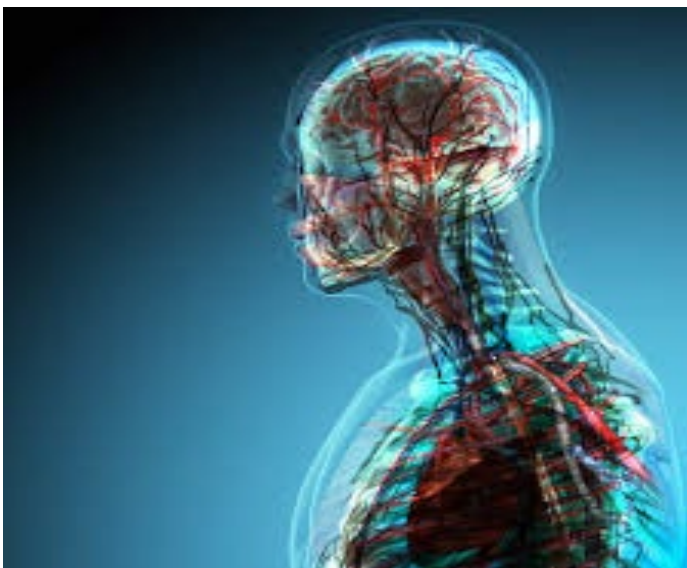


The Friary Sixth Form



**Btec Sport Bridging Pack
2024**

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@friaryschool.co.uk](mailto:sfoster@friaryschool.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



IN PREPARATION FOR YOUR UNIT 1 EXAM IN JANUARY 2023

Scenario ~ Imagine you are teaching a Year 10 GCSE PE group a theory lesson on bones, muscles, joints and the effects of exercise on these elements.

We need you to: create a powerpoint presentation that you would deliver to these pupils including all relevant information on bones, muscles and joints.

Information to include (all on the specification) =

Bones - Names and Type of bones

Muscles – Names, type of contraction, muscle fibre types

Joints – Names, types of joint, structure + function, movement allowed at the joint

Success criteria is based on:

Pass ~ *describe* what each of the bones, muscles and joints are

Merit ~ *describe* what each of the bones, muscles and joints are and *explain* the different types of joints and the types of movements they can create

Distinction ~ *describe* what each of the bones, muscles and joints are and *explain* the different types of joints and the types of movement they can create. *Analyse* the effect of exercise on the muscular system (i.e. how does a muscle work, what is agonist/antagonist/synergist)

Challenge element ~ discuss the effects on the respiratory system when exercising (short and long term effects)

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.

~ As it is a presentation for a lesson, try and make it fun and interesting and use pictures and video links where necessary.

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"> • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. 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"> • a theme or topic; • how they interrelate; and • the extent to which they are important. 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"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. 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"> • support an opinion; or • prove something right or reasonable.
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"> • Bartlett, R. (2014) Introduction to Sports Biomechanics, London:Routledge • Marieb, E (2015) Human Anatomy and Physiology, Oxford. Pearson • Palastanga, N. (2012) Anatomy and Human Movement:Structure and Function, London: Churchill Livingstone. • Sharkey, G.J and Derrickson, B.H (2008) Principles of anatomy and Physiology, London: John Wiley and sons
Unit 2	<ul style="list-style-type: none"> • Bean, A (2013) The Complete guide to Sports Nutrition, London: Bloomsbury • Bean, A (2015) Which Sports Supplements Really Work, London: Bloomsbury • Brooks, D (2004) The Complete Book of Personal Training, Champaign, IL:Him Kinetics • Coulson, M (2013) Complete Guide to Personal Training, London: Bloomsbury • Delavier, D. (2013) Strengh Training Anatomy, London: Bloomsbury
Unit 3 (2 x assignments)	<p><u>Assignment 1:</u> Websites:</p> <ul style="list-style-type: none"> • Pearson website - https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html • Course materials - https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments • Assignment reference - https://www.statista.com/statistics/641310/uk-estimated-wellness-and-fitness-market-size-development/ • Assignment reference - https://www.sportengland.org/media/3215/economic-value-of-sport-west-midlands-full-report-1.pdf <p><u>Assignment 2:</u> Websites:</p>

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

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

