

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

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



ACTIVITY 2 – IN PREPARATION FOR YOUR UNIT 4 COURSEWORK

For this assignment you must discuss 3 Sports Leaders and the skills, qualities and characteristics they need to use to be a successful leader.

1. All tasks are highlighted on the template. Your first task is you must choose 3 roles where it says (PE teacher, manager, official, fitness instructor, or coach) and put them in the bullet points so you can clearly see throughout the assignment what roles you are talking about.
2. Your next task is to write a **job description** of what is expected of your first role. You will continue to write about the first job role for these tasks so choose the role you know the most about first.
3. Skills required- choose 3 of the skills I have listed and discuss why they need those skills in their role. (choose from Building rapport, confidence, communication, organisation, motivator or giving feedback)
4. Qualities required- choose 3 of the qualities listed on the template and briefly discuss why its key the role has these qualities. (Knowledgeable, capable, respectable, or empathetic.)
If Knowledgeable.... of either rules, participants, techniques/ tactics etc
5. Characteristics- choose 3 of the characteristics I have given on the template and say why as that role you need each of them. (Committed, consistent, patient, approachable, leads by example, goal orientated)
6. Other essential aspects- any key features they may need you haven't mentioned.
7. Wage Estimation- Roughly how much that role gets paid in job (depending on experience and qualifications?)

The tasks are highlighted clearly on your template for the areas I want you to work on so far. Please remember to only speak about **one** of the roles. We will continue with your work when back at school.

Below is an example assignment so you are able to see how it is set out. The 3 Roles they used were PE Teacher, Personal Trainer and Athletics running coach. I have only given you the part of their assignment that you need to complete.

Where do I get help with this task?

If you need help with this, please email Mr Sleigh – jsleigh@friaryschool.co.uk

PE Teacher job description:

As the PE teacher you will be able to show your sporting ability to teach young people and be able to manage behaviour and any other disciplinary problems that may occur during your time teaching. Also you will have to be very vigilant as you will be teaching many pupils during the lessons, but also must be empathetic as some pupils might be having problems elsewhere. If you feel like you have these skills and would like to teach, the Chase Hill Secondary School has a vacancy available with the education level you would need a degree in any sports course and a teaching qualification. It will also help if you have done GCSE, A-level or a BTEC sport course too.

Skills required:

Confidence: As a PE teacher you have to be confident, this is an essential part of the job role as you have to be able to project your voice so everyone knows the clear instructions.

Empathetic: As a PE teacher you have to be empathetic and be able to deal with tricky situations. You need a good balance of being strict and also having a good sense of humour. This overall gets the best out of the students as they understand when you are being serious and when you're having a laugh.

Organised: Also as a PE teacher you have to be organised, this is due to the fact that you only have a certain amount of time that you have to teach the pupils and you need to make sure that their learning and having fun at the same time. By being organised this means you can plan lessons in advance and getting tasks done by a deadline.

Qualities required:

Knowledgeable: As a PE teacher you have to be knowledgeable of the rules and regulations of the game, this means that lessons can be run smoothly and ensures that fair play is promoted during the lesson.

Capable in all aspects of practical sport: To be a PE teacher you have to be good at the theory, but you also have to be good at practical because that is how people usually learn in sport, from visual learning so being good at practical is essential.

Respectable: Also as the PE teacher would have to be respectable, this is because some people struggle with sport so you would have to be patient and help people when possible and have to be respectful to people's needs.

Characteristics required:

Committed: As the leader you have to be committed, this will make you a successful leader and demonstrate that your giving 100% in teaching, this means that they would be more willing to learn.

Consistent: As a leader it's critical that you have to treat everyone the same and make sure you promote fair play. It is very important that you don't have any favourites.

Leading by example (a role model): As a leader it's important that you lead by example and by doing this you are teaching the pupils a vital lesson on how to respect others and other teams.

Other essential aspects: such as being understanding to religious people and understanding that their religious needs that means they can't participate. It's also important that their engaging so that people don't get boarded.

Wage estimate: £16,000 to £45,000 (as you get experience or work your way up the ladder this is how your wage would increase).

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"> • 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. <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"> • a theme or topic; • how they interrelate; and • the extent to which they are important. <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"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <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"> • 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) Strenth 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)

