

**QUEEN ELIZABETH II  
BTEC LEVEL 3 IN SPORT  
EXTENDED CERTIFICATE  
AND DIPLOMA AWARDS  
TRANSITION UNIT 2020**

Mr. Winrow

QUEEN ELIZABETH II HIGH SCHOOL



## **Introduction**

This booklet is designed to give everybody the opportunity to explore the BTEC Level 3 Sport Awards that are offered at Queen Elizabeth II High School. It includes all relevant information about our courses, as well as a series of tasks and activities that can be completed at your own pace from now until we begin the course in September. This will give you an idea of the type of content that you can expect to find as part of the BTEC Sport courses. As part of the transition from Key Stage 4/IGCSE PE to Key Stage 5/Level 3 BTEC Sport it is important to develop a greater understanding of certain aspects of the course which will help you over the next two years.

If you did not study a sports course in years 10 and 11 do not worry! A number of the topics we will cover haven't been studied in IGCSE PE so the information will be new to all students. It is a lot more important that you are aware of the step up from Key Stage 4 in general, and are prepared to work hard and learn a lot across a range of topics within sport.

<b>Name</b>	
<b>School</b>	
<b>Do you play sport?</b>	
<b>If yes to the question above; Team &amp; League/Competitions</b>	
<b>Other commitments e.g. part time jobs/gym membership</b>	

This booklet has been prepared by the Physical Education department for you to read and the work contained in it will ensure that you get off to a positive start in this subject area. It is very important that you read this booklet carefully over the summer and attempt to complete the work to the best of your ability so we can go through it together during our induction in September. This will be the first impression you create and is a real indicator of how seriously you are prepared to be in your studies.

## COURSE OUTLINE

### About the course

The Sport BTEC Level 3 Extended Certificate enables students to learn about the theory behind sport in great depth. It gives them the opportunity to gain experience for use in the work place or as a stepping stone to higher education.

There have been significant increases in the popularity of BTEC Sport Level 3 in recent years. This has been driven by increased investment, publicity (Olympics), and subsequent vocational opportunities. Employers value BTEC's approach to learning because it provides a unique combination of skills which help prepare students for employment, together with a breadth of knowledge about the sporting sector that empowers them to succeed in the real world.

At Queen Elizabeth II High School, we offer two separate qualifications –

**BTEC Level 3 Extended Certificate in Sport** – 360 Guided Learning Hours (1 A-Level equivalent)

Or

**BTEC Level 3 Diploma in Sport** – 720 Guided Learning Hours (2 A-Level equivalent)

To achieve any qualifications grade, learners must complete and achieve a minimum of a pass grade for all units. 4 Units are required to be passed in the extended Certificate with a total of 9 being required for the Diploma qualification.

Units are made up of Mandatory units (these must be completed for anybody completing the course), or Optional units (Each individual school can decide on what units they would like to deliver).

Some of these units are assessed externally (through an exam) and some are assessed internally (2 or 3 assignments that are marked by your teacher).

Guided Learning Hours (GLH) represent the amount of teaching time that is advised for each module. The total amount of GLH in the Extended Certificate is 360 GLH, and is double that in the Diploma (720 GLH). The guided learning hours are also broken down into modules, and represent the weighting of each module (e.g. 120 GLH would represent 33% of 360, so 33% of the qualification. Modules can either be 60GLH, 90GLH or 120GLH

The Extended Certificate is made up of Unit 1, 2, and 3 Mandatory. At QEII we also teach Unit 7 – Practical Sports Performance, which is an optional module.

The Diploma is made up of all of the above, plus Unit 4, 22 and 23, which are mandatory modules. We also teach Unit 6 and Unit 10 as option modules, although we have the flexibility to change these on an annual basis.

Units that we can offer are shown in the table below. – Units in Orange are externally assessed and have an Exam.

<b>Unit (number and title)</b>	<b>Unit size (GLH)</b>
1 Anatomy and Physiology	<b>120</b>
2 Fitness Training and Programming for Health, Sport and Well-being	<b>120</b>
3 Professional Development in the Sports Industry	<b>60</b>
4 Sports Leadership	<b>60</b>
5 Application of Fitness Testing	<b>60</b>
6 Sports Psychology	<b>60</b>
7 Practical Sports Performance	<b>60</b>
8 Coaching for Performance	<b>60</b>
9 Research Methods in Sport	<b>60</b>
10 Sports Event Organisation	<b>60</b>
22 Investigating Business in Sport and the Active Leisure Industry	<b>90</b>
23 Skill Acquisition in Sport	<b>90</b>



Each module will be assessed and a number of points will be awarded that will go towards your final grade. The number of points available for each module are on the next page.

**Internal modules**

	Unit size	
	60 GLH	90 GLH
<b>U</b>	0	0
<b>Pass</b>	6	9
<b>Merit</b>	10	15
<b>Distinction</b>	16	24

**External Modules**

	Unit size	
	90 GLH	120 GLH
<b>U</b>	0	0
<b>Pass</b>	9	12
<b>Merit</b>	15	20
<b>Distinction</b>	24	32

External Units are marked on a sliding scale so these numbers represent the minimum points that are awarded for each grade. For example, if you are awarded a really high Merit, close to a distinction on the grade boundaries, you could score 30 or 31 points. Anything over the distinction grade boundary will score 32.

Points are accumulated for each module and then the final qualification is awarded in accordance to the point thresholds shown below.

Extended Certificate		Diploma	
360 GLH		720 GLH	
Grade	Points threshold	Grade	Points threshold
U	0	U	0
P	36	PP	72
		MP	88
M	52	MM	104
		DM	124
D	74	DD	144
		D*D	162
D*	90	D*D*	180

## BTEC LEVEL 3 EXTENDED CERTIFICATE IN SPORT - At a Glance

**Course Title:** BTEC Level 3 National Extended Certificate in Sport

**Exam board:** Edexcel/Pearson

**Exam Board web site:** [www.edexcel.com](http://www.edexcel.com) [www.btec.co.uk](http://www.btec.co.uk)

Assessment method: The BTEC Sport Level 3 qualification is assessed both externally and internally via coursework-based assignments.

The pathway you have the options to study at QEII High School are the Extended Certificate which is equivalent to an A Level qualification, or the Diploma, which is the equivalent of 2 A-Level certificates.

### Unit 1 - Anatomy and Physiology (External GLH 120)

An understanding of body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities. For example, an athlete can go from rest to sprinting in a matter of seconds, whereas an endurance athlete can continue exercising for many hours at a time.

In order to appreciate how each of these systems function, you will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. You will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems.

This unit will give you the detailed core knowledge required to progress to coaching and instruction in the sports industry or further study.

This is a written exam for 1.5 hours, worth 90 marks. This will be set and marked by Pearson, with 1 re-take allowed. At QEII this will be examined at in the January of year 12 after spending the first term (and the start of the second term) concentrating solely on Anatomy and Physiology.



## **Unit 2 - Fitness Training and Programming for Health, Sport and well-being (External GLH 120)**

The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, staff need to know how to assess clients and be able to plan appropriate training programmes to consider individual needs.

In this unit, you will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information you will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored. In this unit, you will draw on your learning from across your programme to complete the assessment task.

Carrying out client screening and designing fitness training programmes is an essential skill for many people working in the sports industry, including sports coaches looking to improve an individual or team's sporting performance. Any person working in these careers would need to be able to carry out client screening and the design of training programmes in time-constrained conditions, utilising knowledge gained from previous experiences. This unit has been selected as an externally-assessed unit as it replicates the processes that are carried out in the industry, and as a synoptic unit as the knowledge and skills can be applied to the content of a number of units in the qualification.

Unit 2 is the second externally assessed unit, but is examined in a different format. There is pre-released information released 1 week prior to the exam, which learners will then have 4 hours in exam conditions to prepare notes on. Learners can take these notes into the exam, which is 2.5 hours long.

Both of these modules are externally assessed to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under the different specified conditions described, then marked by Pearson and a grade is awarded. Learners must achieve all external units at pass grade or above.

External assessments are available once or twice a year and learners can only have one resit attempt during the programme. At QEII we will examine Unit 1 in the January of year 12, and Unit 2 in January of year 13. There will be an opportunity to re-sit the exams if a candidate decides to.

### **Unit 3 - Professional Development in the Sports Industry (Internal GLH 60)**

The sports industry is a vast market with many different pathways. For a successful career, you need to understand the scope and breadth of the available opportunities and the steps needed to follow your chosen pathway. In this unit, you will research the different possible careers and the associated job roles in the sports industry, then action plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry. The unit will prepare you for progression to a career in the sports industry either directly or through higher education, by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.

### **Unit 7 – Practical Sports Performance (Internal GLH 60)**

Sports participation remains a key focus for the government, and sports governing bodies. Active lifestyles are part of a political agenda more than ever to improve the health of a nation, and to continue the success of many major sporting events which have been born through the National Lottery and UK Sport. For an individual to enjoy and fulfil their potential in any sport, it is important that they understand the rules/regulations, ethics of the sport and are able to prepare and participate in the sport. Clearly understanding the rules/laws, technical requirements, and reflection processes will help maximise performance no matter what level the individual performs at.

This unit gives you the opportunity to improve your own knowledge and practical ability in a selection of individual and team sports. You will develop your own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on your performance. This will be achieved through participation in practical activities, followed by a reflection on your performance. You will have the opportunity to practise and refine your individual skills and techniques, investigating and experiencing different areas of tactics and techniques. The rules and regulations of the selected sports are also investigated, since an awareness of the rules can often lead to an improvement in performance.

This unit develops skills which help learners improve practical performance no matter what level of ability and can lead to a number of career pathways. Gaining all-round knowledge of practical sports performance will also help progression to roles as a sports leader, coach, sports instructor or physical education teacher through further study.



**Both of these modules are Internally assessed and are 60 GLH. Students will complete 2 assignments per module.**

Each student is allowed ONE submission for each assignment. Therefore, it is crucial that you get it right first time and meet the required assessment criteria. You should make sure that you fully understand the assignment or assessment task that you have been issued. At QEII we always have an 'Assignment Workshop' lesson when the assignment is handed out. This will go through exactly what is required in the piece of work and allows students to gain a really good understanding of what they need to do to achieve excellent results. Don't be afraid to ask your unit teachers for help if you don't understand what you need. You will have two weeks to finish each module and will have the class time over the next few lessons as well as your own time to complete the work.

**What happens if I don't achieve the assessment criteria after my submission?**

Due to every assignment contributing towards the final grade, you may be entitled to one opportunity for a resubmission to meet the assessment criteria. However, this has to be authorised by the Lead Internal Verifier and you must meet the following criteria:

- You met the initial deadline set for the assignment.
- Your teacher feels you can improve your evidence with no further guidance.
- You have signed and dated a declaration of authenticity for your assignment.

If these three conditions have not been met, you will not be authorised for a resubmission. Should you be authorised for a resubmission, you will have 10 working days to complete the assignment from the date of receiving your feedback. You will not be given any additional guidance from your unit teacher. Get it right first time. Be prepared for your assignments!

**What happens if my resubmission still doesn't meet the pass criteria?**

The qualification doesn't allow for compensation; therefore, students are required to pass every unit in order to gain the full qualification.



## BTEC LEVEL 3 DIPLOMA IN SPORT - At a Glance

**Course Title:** BTEC Level 3 DIPLOMA in Sport

**Exam board:** Edexcel/Pearson

**Exam Board web site:** [www.edexcel.com](http://www.edexcel.com) [www.btec.co.uk](http://www.btec.co.uk)

The Diploma is the equivalent of 2 A-Levels so you will be timetabled for BTEC Sport over 2 option clocks and therefore 4 Triple lessons per week. All Diploma Students will complete all of the Extended Certificate Units and all be in the same classes, but will have an extra 2 triple lessons, one on a Thursday Morning and One on a Monday afternoon.

These Diploma lessons are part of a collaboration with Ramsey so one Triple lesson will be in Ramsey each week (Mon afternoon in Year 12 and Thursday morning in Year 13). Therefore, all Diploma students will take 3 triple lessons at QEII, and will travel to Ramsey for one Triple lesson each week.

The Diploma consists of all extended certificate modules and will be assessed as described previously:

**Unit 1: Anatomy and Physiology**

**Unit 2 - Fitness Training and Programming for Health, Sport and well-being**

**Unit 3 - Professional Development in the Sports Industry**

**Unit 7 – Practical Sports Performance**

In the Diploma lessons you will cover a further 5 modules –

**Unit 22: Investigation Business in the Sports Industry**

**Unit 23: Skill Acquisition**

**Unit 4: Sports Leadership**

**Unit 6: Sport Psychology**

**Unit 10: Sports Event Organisation**

Other option modules that may be studied in place of Unit 6 or Unit 10 -

**Unit 5: Fitness Testing**

**Unit 8: Coaching for Performance**



## **Unit 22: Investigation Business in the Sports Industry (External GLH 90)**

Sports businesses are always planning for growth and expansion in the availability of services, facilities and products. This unit looks at the skills needed to work in business, how sports businesses are organised and what makes a successful business. Areas of work could include professional sport; private, public and voluntary sports clubs, arenas, stadiums; community and active leisure programmes; the sporting goods industry; media, print or broadcasting.

In this unit, you will investigate industry trends, changes and other developments such as technology, to explore how they can affect the performance, and ultimately the success, of businesses. You will use given data and other information to make recommendations on how a business should adapt and develop to take full advantage of market opportunities, while at the same time looking at how to reduce the potential effects of threats and risks.

This unit will help you to make an informed choice as to whether you want to continue your studies to higher education or develop your career in the commercial side of the industry.

This is an external assessment and is similar in format to Unit 2. There is pre-released information about the type of sporting business the exam will focus on 1 week prior to a controlled assessment. Learners then have 6 hours in supervised exam conditions that can be spent preparing information. This exam can then be taken into the exam, which is 3 hours long.

## **Unit 23: Skill Acquisition (Internal GLH 90)**

Success in sport is dependent on an individual learning and mastering the skills needed to produce an effective sports performance. In turn, sports performers are dependent on their sports teachers and coaches to teach and develop the skills that they need to be successful.

In this unit, you will develop an understanding of skilled performance and how an individual's abilities contribute to the development of their skills. You will examine how sports performers are able to take information from their environment, for example their position, the positions of their opponents or the speed and trajectory of a ball, and then process this information so that they can produce a response in the form of a skilled movement. You will explore the key theories of how individuals learn skills and how new skills can be presented, using different strategies to facilitate their learning.

This unit provides a sound foundation of knowledge on the acquisition of skill for progression to higher education and employment. In particular, the skills and knowledge gained from this unit will help learners appreciate different types of skills, and how teaching and learning strategies can be used to develop skills in sports performers.

This is an internal module consisting of three different assignments. You will be required to research, present and teach skills and lots of the content will involve practical teaching.

#### **Unit 4: Sports Leadership – (Internal 60 GLH)**

Sports leadership takes many forms and with the sports industry growing each year, more members of society are opting to participate in sport in some way. With participation levels rising, the supervision and coaching of sport is no longer the sole responsibility of qualified professionals, such as physical education teachers and qualified coaches, but also volunteers have leadership roles. More and more individuals take up the challenge of a coaching or leadership role each year, with many volunteering in the sector.

This unit aims to develop your confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics. You will be required to take on the role of a leader and demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event.

You will develop knowledge and understanding of sports leadership, which will guide you towards gaining a good level of confidence that would assist you in pursuing a career in a leadership role or support your progression to higher education. This module is Internally assessed and 60 GLH. Students will complete 2 assignments in this module, which consists of researching leaders and important leadership qualities, as well as leading a group yourself and reflecting on your experiences.

#### **Unit 6: Sport Psychology (Internal – 60GLH)**

At the highest level in sport, success is often down to small margins and performers are always looking for ways to gain an edge over their opponents. Performers take advice on areas such as physical preparation, tactics, strategies and nutrition. Increasingly, performers are using sport psychology to improve the mental side of their sport in the hope of gaining an advantage over their opponents.

In this unit, you will look at individual psychological factors that can influence performance, the psychological aspects of environments that sports are played in and the influences that others can have on performance. You will look at how the functioning of a group can influence the outcome a sports team produces and how motivation can be developed and influenced. You will examine how arousal, anxiety, stress and self-confidence can affect performance and how these need to be controlled in order to achieve optimum performance. Finally, you will explore the psychological skills and programmes that can be used to improve performance.

This combination of knowledge, understanding and skills will help to prepare you for a range of careers or higher education courses in the sport and active leisure sector supporting individual athletes or teams. This module is Internally assessed and 60 GLH. Students will complete 2 assignments in this module, which consists of researching leaders and important leadership qualities, as well as leading a group yourself and reflecting on your experiences. This module is Internally assessed, 60 GLH and is comprised of 3 assignments.

### Unit 10: Sports Event Organisation (Internal – 60GLH)

The hosting of major sports events has become a huge global industry, with billions of pounds spent every year on organising major events around the world. The importance of sports events also extends beyond economic benefits to include raising the profile of cities and nations, showcasing sport and inspiring people to take up sport and in catalysing, accelerating and guiding strategic plans for regeneration and development.

In this unit, you will develop your knowledge of the planning, promotion and delivery of different types of global sports events, as well as smaller-scale regional and local sports events. You will develop your own proposal for a sports event and present this for approval. Feasible and appropriate proposals will form the remit for you to implement a plan to deliver a sports event. You will execute the planning, promotion and delivery of this event. You will also carry out a review of the sports event, drawing on information collected both during and at the end of the event.

This unit requires you to demonstrate a number of skills and qualities that will be extremely useful for you in terms of progression to further or higher education and employment. This includes the ability to juggle a number of tasks, good communication and people skills, a creative approach to problem solving, a high level of attention to detail and the ability to work under pressure and meet tight deadlines. As a specific career, the sports event industry provides an exciting and varied employment opportunity and previous experience of organising successful sports events will be very helpful in progressing to such a career.





There is always lots of questions about BTEC Sport and how it compares, or differs, to A-Level PE. They are both excellent qualifications and each have their own strengths. In previous years, BTECs have been considered an 'easier' option because of their vocational, less academic nature. This is definitely not the case and this criticism is quickly disappearing as more students take this path to university. This perception was largely because of its format being heavily dependent on coursework assignments rather than a final exam, although BTECs have evolved over the years and the new BTEC National (NQF) Level 3 in Sport is now a combination of both exams and coursework, covers a broader range of topics than the A-Level, and is far from an easy option.

In A-Level PE, students will gain a mark on their practical performances, something that isn't the case with BTEC, which has its practical element within its coursework pieces. In one module (Unit 7: Practical Sports Performance) you will be required to play a chosen sport, but your coursework will be based around your ability to evaluate your own skills and implement strategies and tactics based around your understanding of that sport. Both will cover topics such as Anatomy and Physiology and Nutrition however rather than simply examining on content, BTEC focuses on student's ability to use this knowledge to implement Nutrition, Training and Lifestyle modifications to improve someone's health or performance. BTEC Sport has a more practical approach to learning content, although a student's practical sporting ability will have no bearing on their final grades, which is very different to the IGCSE PE that lots of students will be currently studying.

### **Is BTEC suitable for everybody?**

BTEC Courses suit all students considering either university or work-related options in the future. In BTEC Sport, we do spend a lot of time in the classroom, but a huge difference is the amount that students are able to apply to apply their learning. There's a focus on coursework and assignments as well as exams, and it is modular based meaning that we are going through assessments over the two years, rather than leaving it to a final exam in the summer of year 13. This can alleviate a lot of pressure on students by spreading work out, and is definitely a huge positive of BTEC Sport over A-Level PE.

### **What advantages does BTEC give students?**

BTEC students can often be better prepared in terms of the independent studying that's required at degree level, due to the portfolio-based nature of BTEC courses. The time management and self-organisation you'll pick up on a BTEC course can also give you an added edge.

The broad range of subjects covered across the two years in BTEC Sport is also a significant advantage. It gives practical experience and guidance in lots of areas of the Sports Industry and students leave with a great insight into what is available to them if looking for a career in Sport. Modules such as 'Professional Development in the Sports Industry', 'Investigating Business in the Sports Industry' and 'Sports Event Organisation', gives students the opportunity to study business and events in sport, and looks at how to apply for careers within the industry.

### **Are BTEC equal to A-Levels when applying for University?**

Yes. At QEII we offer the Extended Certificate (1 A Level equivalent) or Diploma (2 A-Level equivalent) so this allows students to take them with a combination of A-Levels or other BTEC qualifications, so it is a fantastic option and is highly regarded by almost all universities.

Loughborough University's is one of, if not the top-rated Sport and Exercise Science course in the UK. It also has the highest entry requirements of all sports related courses at this university and across the UK, so I have used it as an example to look at entry requirements.

### **Sport Science at Loughborough**

- AAA-AAB including at least one of the following subjects: Biology, Human Biology, Maths, Physics, Chemistry, Psychology, PE / Sports Science. Some offers of AAB will be made to those applicants with an exceptional supporting statement.
- BTEC Level 3 National Extended Certificate: D\* including Distinctions in all units in combination with grades AA in two A-levels (including one of the preferred subjects).
- BTEC Level 3 National Diploma: D\*D\* including Distinctions in all units in combination with a grade A in a preferred A-level subject.

High entry requirements as you can see, but BTEC and A-Levels are considered equally.

This is looking at Science based Sport courses where there are so many more. Sports Coaching, Sports Development and Sports Management are all extremely popular courses that can deliver a lot of opportunities for careers within the Sports Industry and any of these courses in any university recognises the BTEC Sport qualification in very high regard due to the practical and vocational nature that prepares students so well for such courses.

**If you have a specific idea of a course or university you may be interested in, do I need to take a closer look at entry requirements?**

This is always a good idea. You will find that entry requirements ask for BTEC students studying at National Diploma level, to have an additional A-level, or equivalent, in order to meet the minimum UCAS points or specific grades offered. This is because the Diploma is the equivalent of 2 A-Levels, so lots of courses will require entrants to have studied 3. This is in the same way that an A-level student may need to have taken a certain number of A-levels, or studied particular subjects in order to get on to a course. The most important thing on any university application is UCAS points and ensuring you have achieved the desired number for the course that you are applying for.

The vast majority of university courses recognise BTEC alongside an A-Level. They hold exactly the same UCAS points as you can in the table below.

A-Level		BTEC – Extended Certificate		BTEC - Diploma	
Grade	UCAS Points	Grade	UCAS Points	Grade	UCAS Points
A*	56	Distinction*	56	D* / D*	112
A	48	Distinction	48	D* / D	104
B	40	-		D / D	96
C	32	Merit	32	D / M	80
D	24	-		M / M	64
E	16	Pass	16	M / P	48
				P / P	32

Over the last two years at Queen Elizabeth II High School we have had over 50% of results awarded as either Distinction or Distinction star which is excellent. We believe that these results are achievable by everybody that enrolls on the course if they approach it with a willingness to learn and a strong work ethic outside of class. As you can see the UCAS points are exactly the same as in A-Level

**Would taking a BTEC instead of an A-Level ever impact my future university plans?**

A short answer – No. Although the only way that this may become a problem for university entries is if a BTEC sport student applies for a traditionally academic subject at a Russell Group University, but even in that instance BTEC sport would be accepted on most entry requirements if it is combined with other subject specific A-Levels. Studying Physics at Durham University for example is acceptant of BTEC on their entry requirements, so as long as it is combined with a subject specific qualification, ninety-five per cent of universities and colleges in the UK accept BTEC students, including such competitive universities from the Russell Group. You may get a small number of academic courses on a small number of the top academic universities not having BTEC qualifications on its entry requirements, so if you are thinking about courses at such places in the future it would be worth looking at the current entry requirements.

The BTEC Sport qualification is widely considered equally to an A-Level in terms of university entry, but whatever qualification you have you just need to make sure you attain the highest possible grade to move onto any university course.





**BTEC National in Sport Level 3  
Preparatory Tasks  
for September 2020**

**Go through these tasks in your own time over the summer months. We will go through your findings and research during our induction process into the course in September.**

## UNIT 1 - ANATOMY & PHYSIOLOGY

### Activity 1

#### Recommended websites;

[www.brianmac.com](http://www.brianmac.com)

Inner Body <http://innerbody.com>

#### Introduction

The human body is made up of many different systems that work together and allow us to take part in a huge variety of sport and exercise activities. An athlete can go from rest to all-out sprinting in a matter of seconds, whereas an endurance athlete can continue exercising for many hours at a time.

The skeletal and muscular systems work together to allow our bodies to perform a vast range of different movements. Our cardiovascular and respiratory systems act as a delivery service, working together to supply oxygen and nutrients to the body which in turn is used to produce energy for muscular contraction.

In order to appreciate how each of these systems function, you will study the structure of the skeletal, muscular, cardiovascular and respiratory systems. The human anatomy of these systems is very different but in terms of operation, each system is implicitly linked. Having an understanding of these body systems is imperative in the sport and active leisure industries in order to begin to appreciate how the body functions and how it copes with the many different stresses of exercise.

#### Scenario

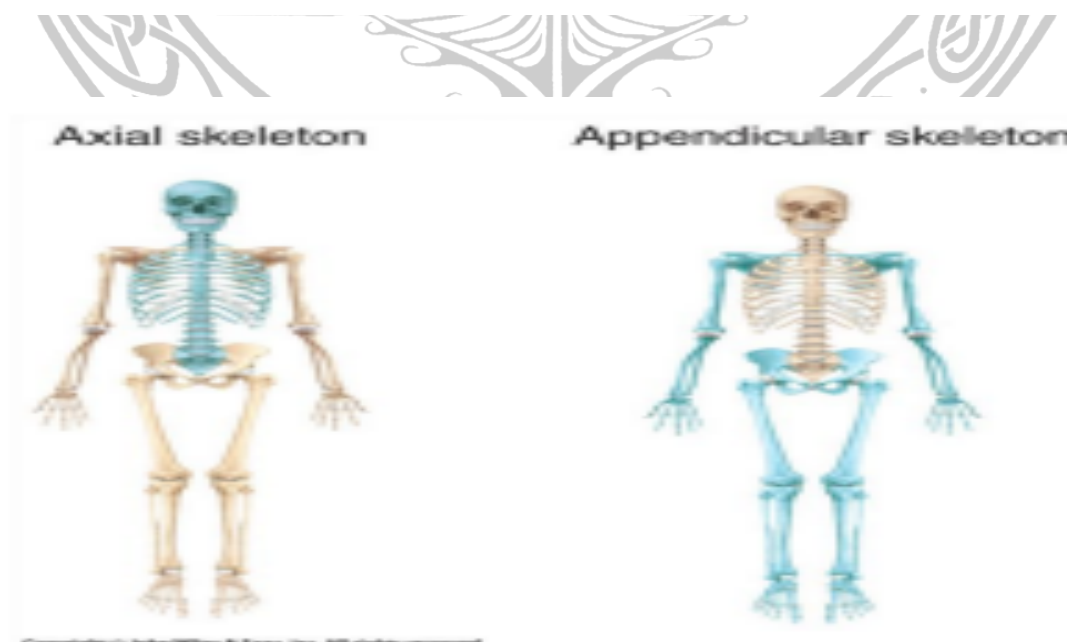
University places are extremely hard to get onto now days. You have applied for a place on a sports coaching degree. You have been called for an interview for a place on the course you want so much. As part of the application you must demonstrate a knowledge & interest in sport and the influences on performance. You have been given the topic of the Skeletal system to research & must be prepared to present and discuss fully in a discussion with an interview panel at the university.

#### Task 1

Using Powerpoint prepare slides for your discussion with your tutor:

- Find a blank picture of the AXIAL skeleton & label it
- Find a blank picture of the APPENDICULAR skeleton & label it

For each you will be required to describe: (a) where it is located, (b) the bones that form that part of the skeleton, (c) what that skeleton's function & role is & (d) What movement it allows  
DO NOT FORGET TO REFERENCE YOUR WORK & PICTURES

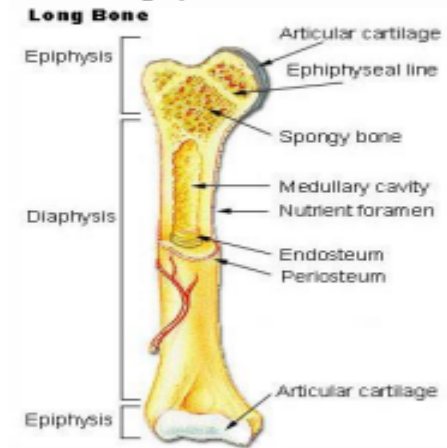


### Task 2

Using Powerpoint prepare slides for your discussion with your tutor on the following:

a) *The FIVE TYPES of bones: (1) Long Bones, (2) Short Bones, (3) Irregular Bones, (4) Flat Bones & (5) Sesamoid Bones.*

b) Have a picture/diagram (of the bone & its structure/make up), (B) Purpose/Job, (C) Examples of bones in this category & where these examples are found & why they are placed in this category.



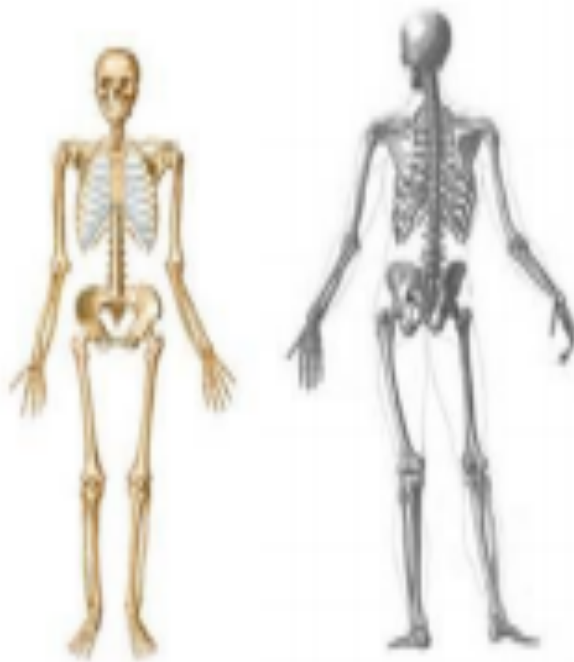
### Task 3

Using Powerpoint prepare slides for your discussion with your tutor on the following:

Find a blank picture of the skeleton & then identify the following 21 bones on it to include;



*cranium, clavicle, ribs, sternum, humerus, radius, ulna, scapula, ilium, pubis, ischium, carpals, metacarpals, phalanges x2, femur, patella, tibia, fibula, tarsals, metatarsals*



#### Task 4

Using Powerpoint prepare slides for your discussion with your tutor on the following:

- a) Find a blank picture of the Vertebral Column & then identify each of the following regions: cervical, thoracic, and lumbar vertebrae, sacrum, coccyx

For each region you will need to identify & know: (A) how many bones make up that region, (B) the function of the region, (C) identify where the Atlas & Axis Bones are in the vertebral column & their function



#### Task 5

Using Powerpoint prepare slides for your discussion with your tutor on the following:

Prepare a slide on each of the FUNCTIONS OF THE SKELETAL SYSTEM which covers the following:

*(A) What it is, (B) How the skeleton provides it & (C) why the function is important/useful*

**THE FUNCTIONS:** *support; protection; attachment for skeletal muscle; source of blood cell production; store of minerals*

## UNIT 2 – FITNESS TRAINING & PROGRAMMING FOR HEALTH, SPORT & WELL-BEING

### Positive & Negative Lifestyle Factors – Learning Aims

#### **A Examine lifestyle factors and their effect on health and well-being**

##### **A1 Positive lifestyle factors and their effects on health and well-being**

Understand the importance of lifestyle factors in the maintenance of health and well-being.

- Exercise/physical activity: physical (strengthens bones, improves posture, improves body shape), reduces risk of chronic diseases (CHD, cancer, type 2 diabetes), psychological (relieves stress, reduces depression, improves mood), social (improves social skills, enhances self-esteem), economic (reduces costs to National Health Service, reduces absenteeism from work).
- Balanced diet: eatwell plate (food groups), benefits of a healthy diet (improved immune function, maintenance of body weight, reduces risk of chronic diseases – diabetes, osteoporosis, hypertension, high cholesterol), fluid intake requirements (moderation of caffeine intake), strategies for improving dietary intake (timing of meals, eating less/more of certain food groups, five a day, reducing salt intake, healthy alternatives).
- Positive risk-taking activities: participation in outdoor and adventurous activities, endorphin release, improved confidence.
- Government recommendations/guidelines: UK Government recommendations (physical activity, alcohol, healthy eating).

##### **A2 Negative lifestyle factors and their effects on health and well-being**

Understand the factors contributing to an unhealthy lifestyle.

- Smoking: health risks associated with smoking (CHD, cancer, lung disease, bronchitis, infertility).
- Alcohol: health risks associated with excessive alcohol consumption (stroke, cirrhosis, hypertension, depression).
- Stress: health risks associated with excessive stress (hypertension, angina, stroke, heart attack, stomach ulcers, depression).
- Sleep: problems associated with lack of sleep (depression, overeating).
- Sedentary lifestyle: health risks associated with inactivity.

#### **B Understand the screening processes for training programming**

##### **B1 Screening Processes**

Be able to interpret the lifestyle of a selected individual using appropriate screening documentation, and know when to refer the individual to a doctor.

- Screening questionnaires: lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q).
- Legal considerations: informed consent form, data protection, client confidentiality.

##### **B2 Health monitoring tests**

Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations.

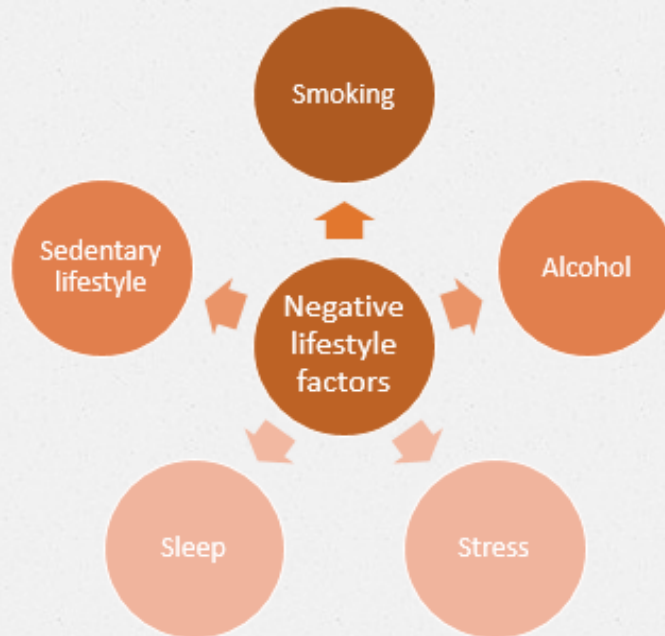
- Blood pressure.
- Resting heart rate.
- Body mass index (BMI).
- Waist to hip ratio.

##### **B3 Interpreting the results of health monitoring tests**

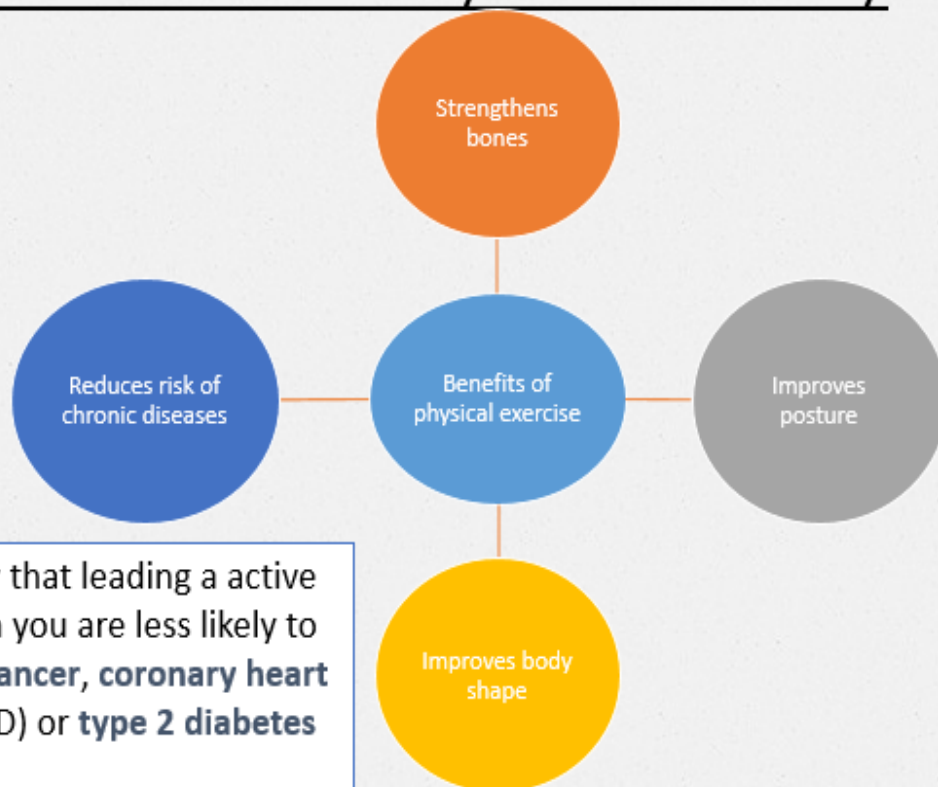
Be able to interpret health monitoring data against health norms and make judgements.

- Interpret results against normative data: compare and make judgements against population norms, norms for sports performers, norms for elite athletes, accepted health ranges.

## Negative lifestyle factors



## Exercise and Physical activity



Studies show that leading a active life can mean you are less likely to suffer from **cancer, coronary heart diseases (CHD) or type 2 diabetes**

## Task 1

### Unit 2 Fitness Training and Programming for Health, Sport and Well-being

Your first topic will be based on positive and negative lifestyle factors. Your task is to assess and review your own lifestyle, commenting on areas where you feel your lifestyle positively impacts your health, fitness and well-being, and commenting on areas where you feel it negatively impacts. Discuss strategies that you could implement to improve your lifestyle in order to improve health, fitness and well-being.

Use the information from the course specification to help you consider your own lifestyle.

Produce a document on word (or another program of your choice) which summaries the key information making links to all negative and positive lifestyle factors.

You should categorise and give details on these aspects of your lifestyle –

#### **Positive Lifestyle Factors**

**Exercise** – Analyse how much you do, what type of exercise? Is it varied, high intensity, low intensity? Give details.

**Diet** – Go through your dietary habits and reflect on whether you perceive them as positive or negative habits. Do you get enough Carbohydrate and Protein? How much Fat and Sugar do you consume regularly? Why is a balanced diet important and do you have one?

#### **Negative Lifestyle Factors**

For each of these, make comment to how these impact you or someone that you know. What are the negative impacts, both physically and psychologically of each of the below negative lifestyle factors?

**Alcohol** - What are the negative effects of alcohol – what strategies could someone use in order to help them stop or cut down on alcohol consumption?

**Smoking** – What are the negative effects of smoking – what strategies could someone use in order to help them quit? Do you know anyone that has quit smoking? How do they do that?

**Stress** – What are the negative effects of stress? What can influence it? Does stress have an influence in your life? What effect has it had?

**Sleep** – What are your sleep patterns like? What effect can sleep have on a person's life?

**Sedentary Lifestyle** – Do you get enough physical activity? What are the health problems that can be caused by a lack of exercise/sedentary lifestyle?

### UNIT 3 - PROFESSIONAL DEVELOPMENT IN THE SPORTS INDUSTRY

#### Activity 1 – Size of the Sports Industry

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

Scenario - Imagine you are researcher for the different career opportunities in the sports industry.

We need you to: Review the size of the sports industry both nationally (UK) and in the Isle of Man. 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.

Review each of these areas and using your findings discuss how and why these factors impact employment opportunities within sport in the UK and on Isle of Man.

Success criteria is based on:

Pass - Identify the size of the sports industry nationally and locally.

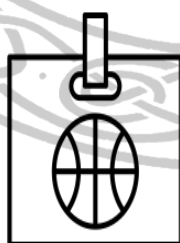
Merit - Identify the size of the sports industry nationally and locally referring to research sources and multiple job roles within the sector.

Distinction - Identify the size of the sports industry nationally 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.

Complete the work in an essay type format using the example on the following pages;



Lifeguard



Coach



Personal Trainer

**Key tips:**

**Use the exemplar work on the following pages to help you.**



## 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.

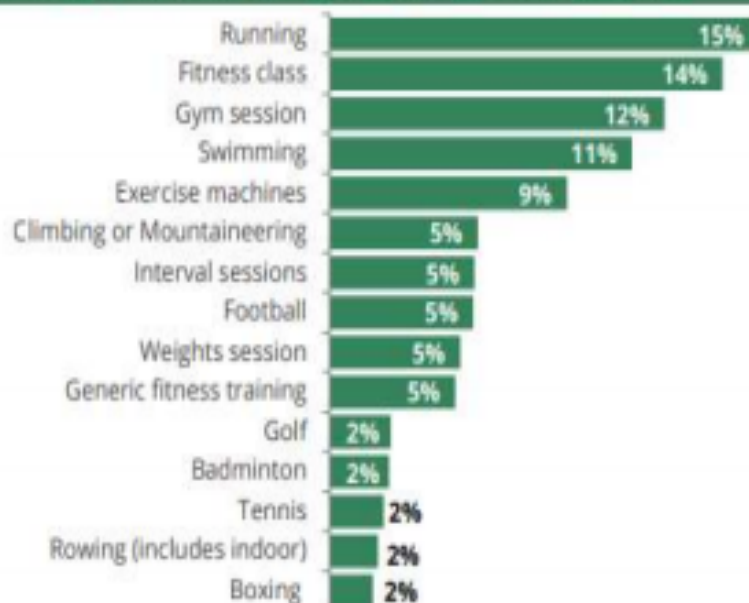
The report claims that at its peak the games and its legacy will have created 62,000 jobs across the UK.

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

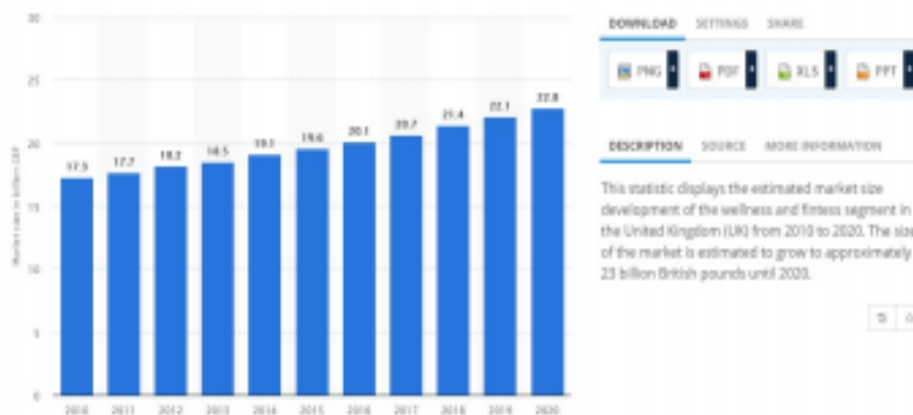
Sky came into the sport in 2008 providing £1m of sponsorship for the Great Britain track cycling team. <sup>10</sup>

### 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)



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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)



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

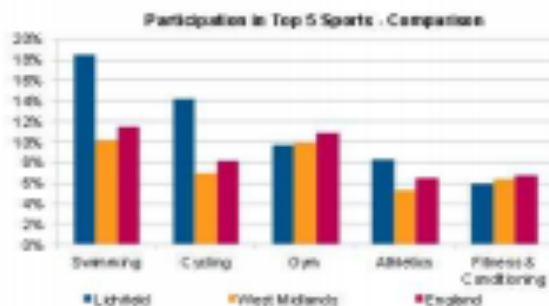
- 56% of all adults** want to do more sport.
- 39% of active adults** want to do more sport
- 17% of inactive adults** want to do more sport. <sup>6</sup>

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	10.5%	7.8	10.2%	4,896.0	11.5%
Cycling	10.8	14.2%	6.3	7.0%	3,458.8	8.1%
Gym	7.5	9.8%	7.8	9.9%	4,823.7	18.9%
Athletics	6.4	8.3%	4.1	5.4%	2,778.0	8.5%
Fitness & Conditioning	4.5	5.9%	4.3	6.4%	2,954.7	8.7%

Source: Active People Survey 7, 2012/13

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



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### 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.

## UNIT 7: PRACTICAL SPORTS PERFORMANCE

In this unit you will:

- A** Examine National Governing Body rules/laws and regulations for selected sports competitions
- B** Examine the skills, techniques and tactics required to perform in selected sports
- C** Develop skills, techniques and tactics for sporting activity in order to meet sport aims
- D** Reflect on own practical performance using selected assessment methods.

### Task 1

**Conduct some research into a sport of your choice. Analyse the rules and Laws of the game and if there are any specific regulations that are also involved.**

**Are there any different rules or regulations across age groups?**

**Are there specific rules or regulations on clothing that must be worn?**

**Is there anything that is not allowed in the sport?**

### Task 2

**Examine the tactics of this chosen sport.**

**Give examples of two specific skills that are used in the sport. Explain the teaching points of this skill and when in the game it may be used.**

**Explain the difference in skill and technique**

**Can you use an example technique used by an elite sportsperson and describe how they perform a particular skill and what makes their technique so effective? Is it different to the normal technique? This could be for example Bicycle kick in Football, A shot in next ball, a particular type of shot in Hockey, or anything else that you can think of.**

**Give an example of one attacking and one defensive tactic in your chosen sport. Why would a sportsperson or a team use this particular tactic and why would it be effective?**

## DIPLOMA MODULES

### UNIT 22: INVESTIGATING BUSINESS IN THE SPORTS INDUSTRY

In this Unit you will:

- Demonstrate knowledge and understanding of sport and active leisure business operations and how to respond to trends and internal and external influences
- Analyse and interpret business information and data, and their potential impact and influence on a sport and active leisure business
- Evaluate evidence to make informed judgements on how a sport and active leisure business should be developed, diversified or adapted
- Be able to make justified recommendations for a sport and active leisure business, synthesising ideas and evidence from several sources to support arguments

#### TASK 1

Choose one of the Below three types of businesses within the Sports Industry.

Gym

Trampoline Park

Swimming Pool

For the business that you have selected, can you research and create a report on three different businesses of that type. Try to use businesses that are different in nature.

- You should include information on the following areas within your report:
- Who are the target customers to that business?
- Who are the stake holders? Is it privately owned, government funded?
- Employees? What roles are available at the business, how many employees do they have?
- Who are this business's competitors and how does the business set themselves apart?



## UNIT 23: SKILL ACQUISITION

In this unit you will:

**A** Investigate the nature of skilled performance

**B** Examine ways that sport performers process information for skilled performance **C**

Explore theories of teaching and learning in sport

**D** Carry out teaching and learning strategies for sports skills.

### Task 1

Research and describe each of the 5 Skill learning continuums. These are -

Fine – Gross

Open – Closed

Continuous – Discrete – Serial

Self-Paced – Externally Paced

### Task 2

Research and describe the three phases of Learning. For each phase use a sporting example of a learner or performer to explain it effectively.

Cognitive

Associative

Autonomous



## UNIT 4: SPORTS LEADERSHIP

### A2 Skills, qualities, characteristics and application

- Key skills of leaders in sport:
  - rapport building, confidence, vocal, good communication, authoritative, provide good feedback, motivator, goal setter, collaborator, uses strategies and tactics well, engaging, fearless, forgiving, patient, organised, good listener, good demonstrator.
- Key qualities of leaders in sport:
  - knowledge of sports skills, knowledge of rules and laws, understanding the mental needs of participants, understanding the physical needs of participants, good communication, high confidence, positive, empathy.
- Key characteristics of leaders in sport:
  - committed, patient, driven, goal orientated, empowering, objective, persistent, forgiving, attentive, approachable, consistent, firm, fair.



Answer the questions below in as much detail as possible using suitable examples;

1. List as many qualities that you can think of that would make a good leader more successful.
2. Using the list of 'key qualities of leaders in sport' above Jose Mourinho, can you name a sports leader that has each quality and describe what they do in order to demonstrate this? Why is it important that they have this quality?
3. Using the characteristics of leaders in sport above – select 4 that you feel are the most important. Select a leader, whether famous or known to you personally that has this characteristic and what it is that they do in order to show it.
4. Create a profile of someone that you see as an 'inspirational leader in sport'. Include History of them, and what it is they do that makes them such a great leader.



## UNIT 6: SPORT PSYCHOLOGY

In this unit you will:

**A** Understand how personality, motivation and competitive pressure can affect sport performance

**B** Examine the impact of group dynamics in team sports and its effect on performance

**C** Explore psychological skills training programmes designed to improve performance.

Research a famous example of how competitive pressure has got to an elite level performer and had a serious negative effect on their performance at a key moment.

Watch this top ten video of some good examples

<https://www.youtube.com/watch?v=RHifQ79CaOw>

Your example doesn't have to be on this video, but anything that you can think of where pressure of an occasion or moment has had a negative effect on a performer.

Write a mini-report on why you think this happens. Does everybody react the same? Why/Why not? What can Sport Psychologists do to help performers with these situations?



## UNIT 10: SPORTS EVENT ORGANISATION

In this unit you will:

**A Investigate** how different types of sports events are planned and delivered

**B Develop** a proposal for a sports event for implementation approval

**C Undertake** the planning, promotion and delivery of a sports event

**D Review** the planning, promotion and delivery of a sports event and reflect on your own performance.
















Research and create a document comparing two sporting events. This can be global events, national events or local events.

Look at information regarding the planning of an event and what considerations need to be made? How do these events differ? Have these events changed over time? How? The more info the better. What costs are there to these events? What impact do they have on the country or area they are held in?



**LISTEN, WATCH, READ, STUDY- Have a look at the links below.**

Highlight the tasks as you complete them

 <p><b>Complete this MOOC.</b></p> <p><u>Football: more than a game</u> University of Edinburgh This course is open now!</p>	 <p><b>Listen</b> to this radio programme from the BBC World service. Sports Hour is a live Saturday morning sports show with reports, debate and humour. There are over 280 shows available covering all world sport.</p> <p><u>BBC World Service: Sports hour</u> <i>BBC Programmes</i></p>	 <p><b>Read</b> this article which explores the science behind wearing a helmet in sporting activities and how helmets are there to stop brain fracture and not concussion.</p> <p><u>Football helmets don't protect against concussion - and we're not sure what does</u> <i>Ideas TED</i></p>	 <p><b>Watch</b> this TED talk which explores how racial stereotypes have infiltrated the language we use to discuss athletes.</p> <p><u>Shouldn't sports be colour-blind</u> <i>TED Talks – Patrick Ferrucci</i></p>	 <p><b>Complete this course.</b></p> <p><u>Exercise prescription for the prevention and treatment of disease</u> <i>Future Learn</i> Available now or 4<sup>th</sup> May 2020</p>
 <p><b>Listen</b> to this radio programme.</p> <p>This is a daily podcast bringing you the latest from the Premier League, EFL, European football and more.</p> <p><u>BBC Radio 5 Live</u> <i>BBC Programmes</i></p>	 <p><b>Read</b> this article which explores some of the key gender issues in sports.</p> <p><u>Sports are designed around men – and that needs to change</u> <i>Ideas TED</i></p>	 <p><b>Watch</b> this TED talk.</p> <p><u>Are athletes really getting faster, better, stronger?</u> <i>TED Talks – David Epstein</i></p>	 <p><b>Listen</b> to this podcast in which Calum and Buncey react to KSI's split-decision victory over Logan Paul in Los Angeles.</p> <p><u>KSI vs Logan Paul II</u> <i>BBC Sounds</i></p>	 <p><b>Watch</b> this TED talk.</p> <p><u>My 12 pairs of legs</u> <i>TED Talks – Aimee Mullins</i></p>
 <p><b>Watch</b> this TED talk in which Valorie Kondos Field, long-time coach of the UCLA women's gymnastics team, shares the secret to her success. Hint: it has nothing to do with "winning."</p> <p><u>Why Winning doesn't always equal success</u> <i>TED Talk – Valorie Kondos</i></p>	 <p><b>Watch</b> this TED talk in which Christopher McDougall explores the mysteries of the human desire to run.</p> <p><u>Are we born to run?</u> <i>TED Talk – Christopher McDougall</i></p>	 <p><b>Watch</b> this TED talk. How much do you know about intellectual disabilities?</p> <p><u>Special Olympics let me be myself – a champion</u> <i>TED Talk – Matthews Williams</i></p>	 <p><b>Watch</b> this TED talk. Amazing, inspiring feats of daring and determination that will bring you everywhere from the high skies to the deep sea. (Playlist of eight talks).</p> <p><u>Extreme sports</u> <i>TED Talks</i></p>	 <p><b>Listen</b> to this podcast from the British Journal of Sports Medicine. It covers all sorts of aspects of Sports Medicine, from the science behind running shoes to the power of sleep.</p> <p><u>BISM Podcast</u> <i>Also available on other podcast providers – search 'BISM'</i></p>

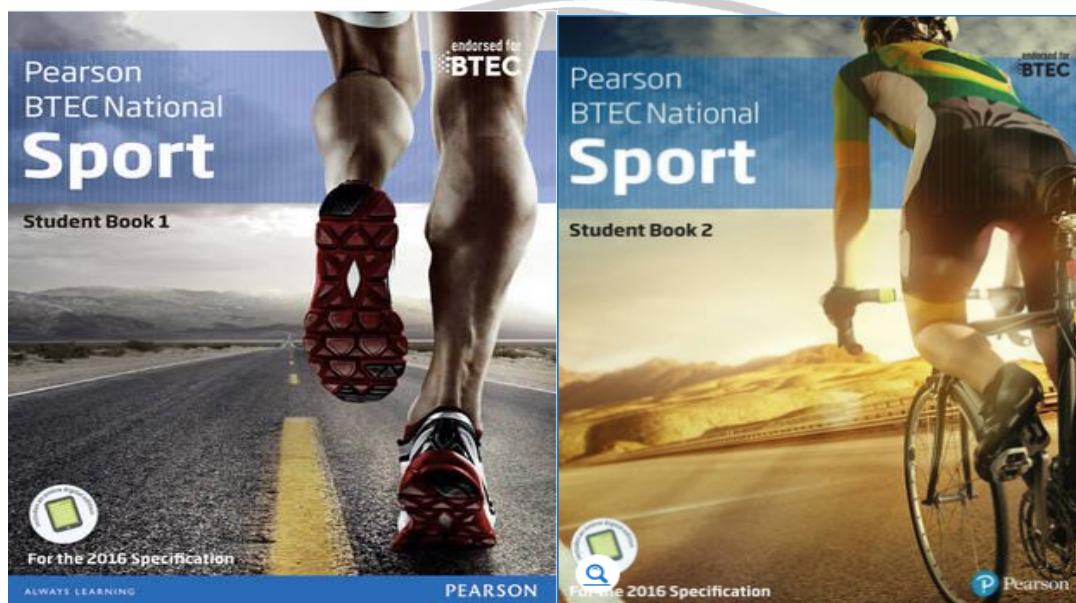
## COURSE TEXTBOOKS

The course textbooks are named –

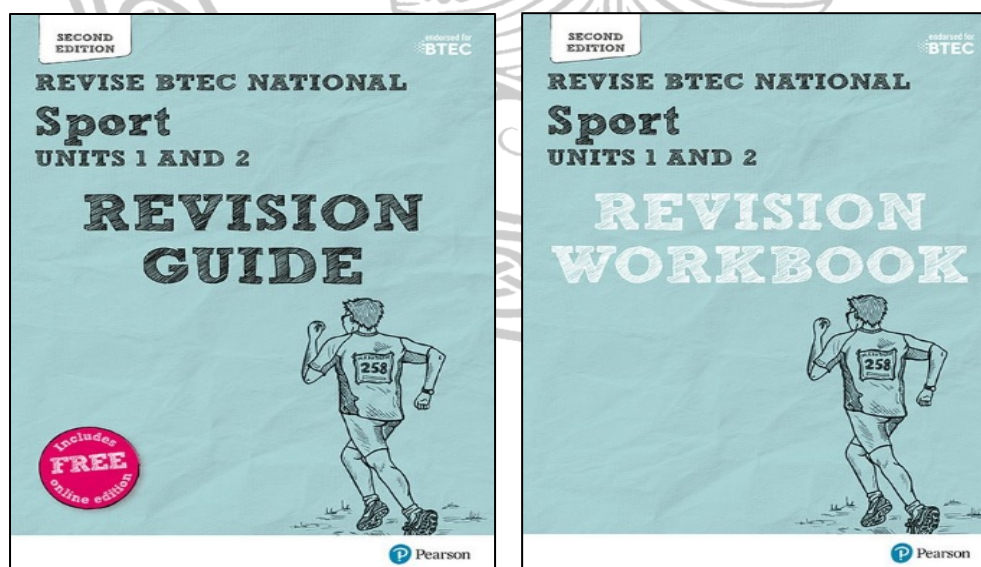
**Pearson BTEC National Sport – Student Book 1** -This is the book that all students will need and covers all modules in the extended certificate.

**Pearson BTEC National Sport – Student Book 2** - All Diploma (2 A-Level equivalent) students will be working from Book 2.

Both of these books are available on Amazon, and many other online book stores. There will be books available at school to use during lessons, but it is strongly advised that students have their own books so they can use them at any time.



There are also the Revision books available that are extremely useful. The revision guide summarises each topic brilliantly, giving different tasks to help understanding, and the workbook is lots of practical tasks to help prepare for the Unit 1 and Unit 2 exams.



These are both available on the Pearson website, or on Amazon and other online stores.

### KEY TERMS FOR ASSIGNMENTS & EXAMS

#### Key Terms

KEY WORDS	DESCRIPTION
Complete...	Complete a form, diagram or drawing.
Demonstrate...	Show that you can do a particular activity.
Describe...	Give a clear, straightforward description which includes all the main points.
Identify...	Give all the basic facts which relate to a certain topic.
List...	Write a list of the main items (not sentences).
Name...	State the proper terms related to a drawing or diagram.
Outline...	Give all the main points, but without going into too much detail.
State...	Point out or list the main features.

Comment on...	Give your own opinions or views.
Compare...	Identify the main factors relating to two or more items and point out their similarities and differences.
Contrast...	
Competently use...	Take full account of information and feedback you have obtained to review or improve an activity.
Demonstrate...	Prove you can carry out a more complex activity.
Describe...	Give a full description, including details of all the relevant features.
Explain...	Give logical reasons to support your views.
Justify...	Give reasons for the points you are making so that the reader knows what you are thinking.
Suggest...	Give you own ideas or thoughts.

Analyse...	Identify several factors, show how they are linked, and explain the importance of each.
Compare...	Identify the main factors in two or more situations, then explain the similarities and differences, and in some cases adapt your original ideas.
Contrast...	
Demonstrate...	Prove that you can carry out a complex activity, taking into account information you have obtained or received to adapt your original ideas.
Describe...	Give a comprehensive description which tells a story to the reader and shows that you can apply your knowledge and information correctly.
Evaluate...	Bring together all your information and make a judgement on the importance or success of something.
Explain...	Provide full details and reasons to support the arguments you are making.
Justify...	Give full reasons or evidence to support your opinion.
Recommend...	Weigh up all the evidence to come to a conclusion, with reasons, about what would be best.

### **QEII PE DEPARTMENT EXPECTATIONS**

There are some expectations that we set for all students who are studying BTEC Sport Level 3.

Students are to provide a folder and a notepad for the course. Students should provide their own pens and pencils. Coloured pencils/felts would also be advantageous for some tasks in on the course.

It is recommended that a USB storage device (memory stick) is also provided to transfer work to and from the school/home computers.

It is expected that students attend all lessons promptly and dressed appropriately. Some lessons will be practical, although these will be planned ahead and kit requirements will be communicated to students. When students are involved in practical lessons they will be expected to wear appropriate kit and clothing.

If a student misses a lesson it is expected that they will speak to the member of staff who taught the lesson and catch up with the work.

Mobile phones are not to be used in lessons and must be switched off unless a teacher has given permission for them to be used that that class.

Students will be provided with homework and coursework to be completed at home or in study time at school. It is expected that all students will hand their work in for marking promptly and to the best of their ability.

The workload is big jump from GCSE and it is expected that students spend a minimum of two additional hours per week at home as independent research/study.

**We hope you manage to stay safe and remain active over the lockdown period and the summer holidays. We look forward to welcoming you in September 2020.**

**Queen Elizabeth II High School PE Department**

