Year 12/13

Sport

Learning Booklet

Name:

Tutor:

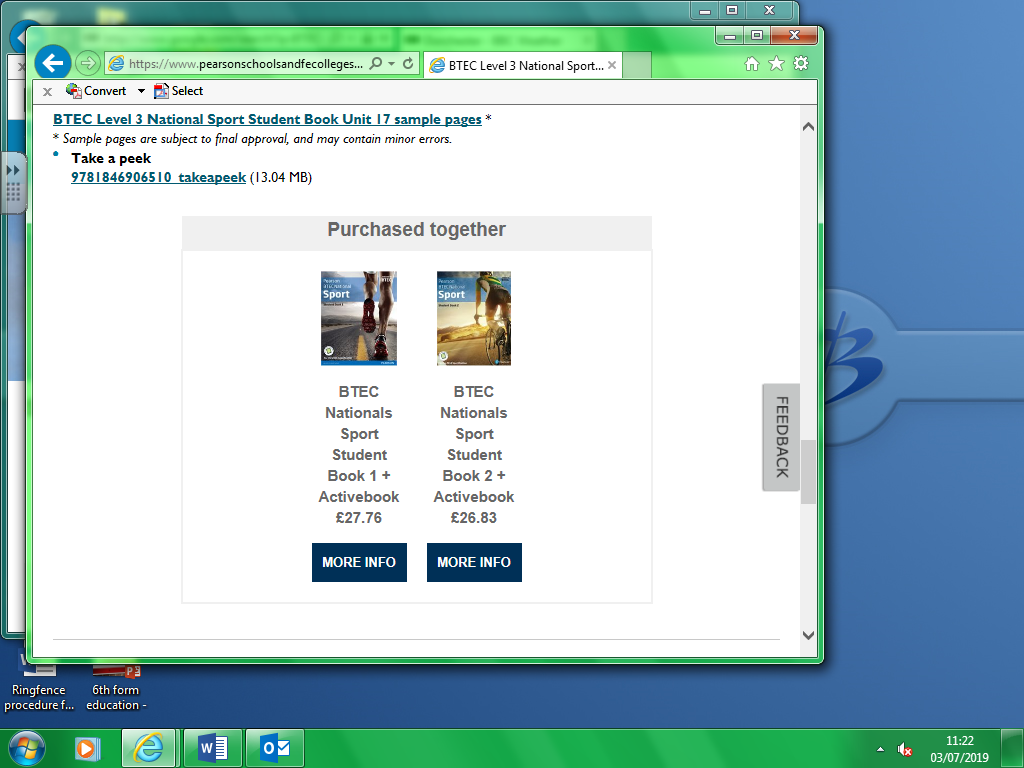
Class/teacher(s):

School:



**Contents**

|  |  |
| --- | --- |
| 1 | Course Support Pages, Mobile Phone guidance, dates and folder expectations |
| 2 | Reference examples, study tips, assignment briefs |
| 3 | Y12 Academic Calendar – Planning, Assessment and Criteria |
| 4 | Y13 Academic Calendar – Planning, Assessment and Criteria |
| 5 | Content Checker |
| 6 | Content Checker |
| 7 | Content Checker |
| 8 | Command Words - Pass |
| 9 | Command Words – Merit |
| 10 | Command Words – Distinction |
| 11 | Unit Pre and Post knowledge Checker |
| 12 | Unit Pre and Post knowledge Checker |
| 13 | Unit Pre and Post knowledge Checker |
| 14 | Unit Pre and Post knowledge Checker |
| 15 | Unit Pre and Post knowledge Checker |
| 16 | Unit Pre and Post knowledge Checker |
| 17 | Unit Pre and Post knowledge Checker |
| 18 | Unit Pre and Post knowledge Checker |
| 19 | Unit Pre and Post knowledge Checker |
| 20 | Unit Pre and Post knowledge Checker |
| 21 | Unit Pre and Post knowledge Checker |
| 22 | Unit Pre and Post knowledge Checker |
| 23 | Unit Pre and Post knowledge Checker |
| 24 | Unit Pre and Post knowledge Checker |
| 25 | Unit Pre and Post knowledge Checker – Spare |
| 26 | Unit Pre and Post knowledge Checker – Spare |

**BTEC Level 3 Extended Diploma in Sport**

**Course Support Pages**

**Mobile phones**

These are not to be on display during lessons, you will be warned once about use, if you continue to use, it will be taken off you for the remainder of the lesson. You are here to work and therefore must be a clear divide between class and social time.

There may be time where you are working independently and the teacher will invite you to listen to music, but this is up to the individual teacher.

**Hand-in Dates**

This is the major issue and you must stick to the deadlines set by each assessor. Failing to meet just one deadline will have dramatic consequences on this course. If on the day of a deadline you are still completing and printing an assignment, you have not planned your time effectively.

**If you know you are going to be away on a deadline day, you must hand in prior. If you are ill on the day, we will require evidence of illness or infirmity.**

When handing in your work, you MUST include: -

1. Learner verification form
2. Assessment Record Sheet
3. All work should be in the correct folder

**If these sheets are not included when handing in, this results in failing the task!**

**Folders**

Should Contain:-

1. Front Sheet/Assignment Brief
2. Tasks in separate wallets for marking, plus re-submissions
3. All witnesses statements/Observation records

This folder should be kept tidy and well organised. It is not your teacher’s job to make sure all sheets are in the correct order. Only current work should be stored in this folder, work that’s has been marked will need to be stored in the metal filing cabinets in the Sports Office.

**Referencing**

It is not your work if you simply ‘cut and paste’ from websites you come across, this is known as Plagiarism. Students will receive a verbal warning if this happens in the first instance, written warning and parents contacted and if this continues students will be placed on a contract. This contract involves meeting both BTEC and Subject Leaders, parents and also link SLT staff.

**Example**

Agility can be defined as “*the ability to move and change direction and position of the body quickly and effectively while under control*” (www.sports medicine.co.uk). This is extremely important in badminton due to the pace and change of direction in the game. Good agility allows players to get into position early to execute shots…………….

You have taken text to support your research, evidenced the source of text then discussed your own ideas and evaluations. Cutting massive chunks of text will not be accepted as your work!!! If you are found plagiarising others work, this will be passed onto the Head of 6th Form and the SLT for review.

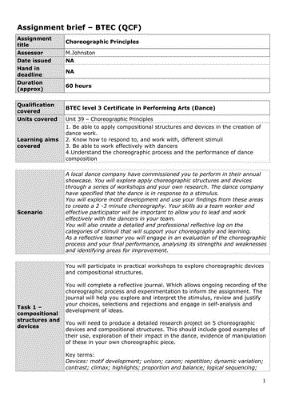
**Use of study rooms**

There will be times when you are directed to the study room to work independently, you should take your assignment brief, folder and set an achievable target to complete during that session.

**Assignment Brief**

This is your guide and should be referred to when completing any coursework. Using the criteria will enable you to plan the headings and subheadings so you access the correct level. (pass-merit-distinction)











Academic Calendar – Planning, Assessment and Criteria

|  |  |  |
| --- | --- | --- |
| **YEAR 12** | | **CRITERIA** |
| **Anatomy and Physiology**  **Term 2** |  | AO1, AO2, AO3, AO4, AO5 | |
| **Fitness Training and programming**  **Term 3** |  | AO1, AO2, AO3, AO4, AO5 | |
| **Skill Acquisition in Sport**  **Term 1** |  | Learning Aim A (P1/P2/M1)  Learning Aim B (P3/P4/M2/D1)  Learning Aim C (P5/P6/M3/D2)  Learning Aim D (P7/P8/M4/D3) | |
| **Sports Leadership**  **Term 2** |  | Learning Aim A (P1, P2, M1 & D1)  Learning Aim B (P3,M2,D2)  Learning Aim C (P4,P5,M3,M4,D3) | |
| **Work Experience in Active Leisure**  **Term 3** |  | Learning Aim A  Learning Aim B  Learning Aim C  Learning Aim D | |
| **Sports Performance Analysis**  **Term 1** |  | Learning Aim A  Learning Aim B  Learning Aim C  Learning Aim D | |
| **Coaching for Sport Performance**  **Term 3** |  | Learning Aim A (P1, M1, D1)  Learning Aim B (P2, M2, D2)  Learning Aim C (P3, P4, M3)  Learning Aim D (P5, M4, D3) | |

|  |  |  |
| --- | --- | --- |
| **YEAR 13** | | **CRITERIA** |
| **Investigating Business in Sport and the Active Leisure Industry**  **Term 3** |  | **AO1** Demonstrate knowledge and understanding of sport and active leisure business operations and how to respond to trends and internal and external influences  **AO2** Analyse and interpret business information and data, and their potential impact and influence on a sport and active leisure business  **AO3** Evaluate evidence to make informed judgements on how a sport and active leisure business should be developed, diversified or adapted  **AO4** Be able to make justified recommendations for a sport and active leisure business,  Synthesising ideas and evidence from several sources to support arguments | |
| **Professional Development in the Sports Industry**  **Term 3** |  | **AO1** Demonstrate knowledge and understanding of sports development and its measurement,  The role and functions of sports development organisations, and the relationship between  Commercialisation and the media in wider sports development  **AO2** Apply knowledge and understanding of sports development and its measurement, sports  Development organisations, and the relationships between commercialisation and the media to familiar and unfamiliar contexts  **AO3** Analyse and evaluate the impact of sports development proposals in the wider sports development context  **AO4** Be able to develop a sports development proposal with appropriate justification | |
| **Practical Sports Performance**  **Term 2/3** |  | A: Examine national governing body rules/laws and regulations for selected sports competitions  B Examine the skills, techniques and tactics  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. Required to perform in selected sports | |
| **Development and Provision of Sport and Physical Activity**  **Term 1** |  | A: Understand the career and job opportunities in the sports industry  B: Explore own skills using a skills audit to inform a career development action plan  C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway  D: Reflect on the recruitment and selection process and your individual performance | |
| **Research Methods in Sport**  **Term 3** |  | A: Understand the importance of research in sporting environments  B: Examine key issues that impact on the effectiveness and quality of research in sport  C: Apply appropriate research methods to a selected research problem in sport. | |
| **Sports Event Organisation**  **Term 1** |  | 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 | |
| **Principles and practices for Outdoor and adventurous activities**  **Term 1** |  | A: Explore the development of the outdoor sector and associated outdoor and adventurous activities B: Investigate best practice in the outdoor industry C: Develop skills and techniques in outdoor and adventurous activities through practical participation. | |

**Examined units – Knowledge and Content Checker**

**Anatomy and Physiology – Unit 1 – Tick, cross or question mark at end of each unit**

**AO1**

Demonstrate knowledge of body systems: -

structures,

functions,

characteristics,

definitions and other additional factors affecting each body system

Command words: describe, give, identify, name, state

Marks: ranges from 1 to 5 marks

**AO2**

Demonstrate understanding of each body system: -

the short- and long-term effects of sport and exercise on each system

additional factors that can affect body systems in relation to exercise and sporting performance

Command words: describe, explain, give, name, state

Marks: ranges from 1 to 5 marks

**AO3**

Analyse exercise and sports movements,

how the body responds to short-term and long-term exercise?

other additional factors affecting each body system

Command words: analyse, assess

Marks: 6 marks

**AO4**

Evaluate how body systems are used and how they interrelate in order to carry out exercise

sporting movements

Command words: assess, evaluate

Marks: 6 marks

**AO5**

Make connections between body systems in response to short-term and long-term exercise

and sport participation.

Make connections between muscular and all other systems, cardiovascular

and respiratory systems, energy and cardiovascular systems

Command words: analyse, assess, discuss, evaluate, to what extent

**UNIT 2: FITNESS TRAINING AND PROGRAMMING, Tick, cross or question mark at end of each unit**

**AO1**

Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual’s

health and well-being

**AO2**

Apply knowledge and understanding of fitness principles and theory,

lifestyle modification techniques,

nutritional requirements

training methods to an individual’s needs and goals

**AO3**

Analyse and interpret screening information relating to an individual’s lifestyle questionnaire

and health monitoring tests

**AO4**

Evaluate qualitative and quantitative evidence to make informed judgements about how an

individual’s health and well-being could be improved

**AO5** Be able to develop a fitness training programme with appropriate justification

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

A Understand the career and job opportunities in the sports industry

B Explore own skills using a skills audit to inform a career development action plan

C Undertake a recruitment activity to demonstrate the processes that can lead to a successful job

offer in a selected career pathway

D Reflect on the recruitment and selection process and your individual performance.

**Unit 19**

**AO1**

Demonstrate knowledge and understanding of sports development and its measurement,

the role and functions of sports development organisations, and the relationship between

commercialisation and the media in wider sports development

**AO2**

Apply knowledge and understanding of sports development and its measurement, sports

development organisations, and the relationships between commercialisation and the media to

familiar and unfamiliar contexts

**AO3**

Analyse and evaluate the impact of sports development proposals in the wider sports

development context

**AO4**

Be able to develop a sports development proposal with appropriate justification

**Obtaining a Pass**

|  |  |
| --- | --- |
| **Complete …** | Complete a form, diagram or drawing |
| **Demonstrate …** | Show that you can do a particular activity, this can be done with practically (with an observation record) or in a written format. |
| **Describe …** | Give a clear, straightforward description which includes all the main points. Diagrams could be used to support your description. |
| **Identify …** | Give all the basic facts which relate to a certain topic |
| **List …** | Write a list of the main items (not sentences) There should be an introduction to the list |
| **Name …** | State the proper terms related to a drawing or diagram. Diagrams can be downloaded from the internet but labels should be hand drawn onto these with clear arrows. |
| **Outline …** | Give all the main points, but without going into too much detail |
| **State …** | Point out or list the main features |

**Obtaining a Merit**

|  |  |
| --- | --- |
| **Analyse …** | Identify the factors that apply, and state how these are linked and how each of them relates to the topic |
| **Comment on …** | Give your own opinions or views |
| **Compare …**  **Contrast …** | Identify the main factors relating to two or more items and point out the similarities and differences |
| **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 you views |
| **Justify …** | Give reasons for the points you are making so that the reader knows what you are thinking. You should use evidence you have researched to support you findings. |

**Obtaining a Distinction**

|  |  |
| --- | --- |
| **Analyse …** | Identify several relevant factors, show how they are linked, and explain the importance of each |
| **Compare …**  **Contrast …** | Identify the main factors in two or more situations, then explain the similarities and differences, and in some cases say which is best and why. |
| **Demonstrate …** | Prove that you can carry out a complex activity taking into account information you have obtained or received to adapt your original ideas. |
| **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. |
| **Suggest …** | Give your own ideas or thoughts |
| **Justify …** | Give reasons or evidence to support your opinion. You should use this evidence to prove you suggestions/ideas. |
| **Recommend …** | Weigh up all the evidence to come to a conclusion, with reasons, about what would be best. |

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title - Sports Performance Analysis

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title 

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title - 

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title - 

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title - 

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title - 

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title – 

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title - 

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title - 

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title - 

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title - 

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title - 

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 

Date of Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assignment Task (what you know now)

Title - 

Post Unit Task (in the section below, demonstrate the knowledge you have acquired this unit, remember justifying your writing will help give your writing authenticity. 