



Shenley Brook End Sixth Form Summer transition tasks for BTEC National in Sport

Due date Monday 11 September 2023

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Introduction

This series of tasks and activities are designed to give you an insight into the Pearson EDEXCEL BTEC Level 3 in Sport course.

There are three levels of qualification you can select to study at SBE School. These are:

Extended Certificate – Equivalent to one A-Level **(SINGLE PE)**

Diploma – Equivalent to two A-Levels **(DOUBLE PE)**

Extended Diploma – Equivalent to three A-Levels **(TRIPLE PE)**

As part of the transition from Year 11, GCSE PE/Cambridge National or similar, to 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. Please complete the following booklet by **Monday 11th September 2023**.

If you did not study a sports course in years 10 and 11 do not worry! A percentage of the topics we will cover, haven't been studied in GCSE PE or BTEC Sport so the information will be new to all students. It is however essential you are aware of the step up from Key Stage 4.

Name	
School	
Do you play sport?	
If yes to the question above; Team & League/Competitions	
Have you any experience of Leadership within sport (coaching / officiating etc)?	
Other commitments e.g. part time jobs/gym membership	

This booklet has been prepared by the PE team 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 and submit it to your teacher. This will be the first impression you create and is a real indicator of how seriously you are prepared to be in your studies.

About the course

There have been significant increases in the popularity of BTEC Sport Level 3 since 2010. This has been driven by increased investment, publicity (Olympics), and subsequent vocational opportunities. With a third of workers in this sector having no formal qualifications beyond Level 1, many employers complain they cannot fill vacancies because of the skills shortage. This course exists to enable learners to be at the forefront of sport where these opportunities exist. Units are tailored to the needs of learners and the Sports sector (e.g. Sports Coaching).

BTEC National in Sport Qualifications

Course Title: BTEC National in Sport Level 3

Exam board: Edexcel/Pearson

Exam Board web site:

www.edexcel.com

www.btec.co.uk



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

Extended Certificate in Sport – SINGLE PE Complete the following units			
Unit Number	Unit Title	GLH	Assessment Type
1	Anatomy & Physiology	120	External
2	Fitness Testing & Programming for Health, Sport & Well-being	120	External
3	Professional Development in the Sports Industry	60	Internal
7	Practical Sports Performance	60	Internal

Diploma in Sport – DOUBLE PE Complete all SINGLE PE units <u>PLUS</u>			
Unit Number	Unit Title	GLH	Assessment Type
4	Sports Leadership	60	Internal
22	Investigating Business in Sport and the Active Leisure Industry	90	External
23	Skill Acquisition in Sport	90	Internal
10	Sports Event Organisation	60	Internal
17	Sports Injury Management	60	Internal

Extended Diploma in Sport – TRIPLE PE Complete all SINGLE & DOUBLE PE units <u>PLUS</u>			
Unit Number	Unit Title	GLH	Assessment Type
8	Coaching for Performance	60	Internal
9	Research Methods in Sport	60	Internal
6	Sports Psychology	60	Internal
19	Development and Provision of Sport and Physical Activity	120	External
24	Sports Performance Analysis	60	Internal

How will you be Assessed?

Points awarded for each unit:

For each unit you will be awarded a grade. Dependant on the **Guided Learning Hours** of the unit, you will accumulate different points towards the overall grade. The table below demonstrates how many points you will be awarded for the grades you achieve:

Internal 60 GLH		Internal 90 GLH		External 90 GLH		External 120GLH	
Grade	Points	Grade	Points	Grade	Points	Grade	Points
U	0	U	0	U	0	U	0
				Near Pass	6	Near Pass	8
Pass	6	Pass	9	Pass	9	Pass	12
Merit	10	Merit	15	Merit	15	Merit	20
Distinction	16	Distinction	24	Distinction	24	Distinction	32

Points needed for overall qualification grade:

The points you achieve for your unit will be added together to give you an overall grade at the end of Year 13. The table below demonstrates the points required for each level:

Extended Certificate Single PE		Diploma Double PE		Extended Diploma Triple PE	
Grade	Points Required	Grade	Points Required	Grade	Points Required
U	0-35	U	0-71	U	0-107
P	36-51	PP	72-87	PPP	108-123
M	52-73	MP	88-103	MPP	124-139
D	74-89	MM	104-123	MMP	140-155
D*	90+	DM	124-143	MMM	156-175
		DD	144-161	DMM	176-195
		D*D	162-179	DDM	196-215
		D*D*	180+	DDD	216-233
				D*DD	234-251
				D*D*D	252-269
				D*D*D*	270+

Assessment Types:

Internal Assessment

This is completed through the form of assigned coursework. Students are given an assignment sheet with a **vocational context** linking the unit to a real life scenario. There will be between three and four **Learning Aim** assignments for students to complete. They are completed as written assignments, presentations, podcasts, posters, practical assessments or observed activities.

Students are given one opportunity to submit / undertake tasks with a further resubmission allowed if the teacher believes there is a genuine possibility of a higher grade without significant feedback.

External Assessments

Written examination

Unit 1 - Anatomy and Physiology: is a written exam for 1.5 hours, worth 80 marks. This will be set and marked by Pearson, with a maximum of two re-takes allowed. It will contain short- and long-answer questions that will assess learners' understanding of anatomy and physiology and how the different systems of the body can affect sports performance.

This exam will be sat by ALL BTEC National in Sport students and is likely to take place in May 2023.

Set Tasks

The second type of externally assessed unit is where information is pre-released 1 week prior to a controlled assessment in exam conditions. During this week, students will receive this information within controlled exam conditions and are able to spend a predetermined time preparing notes regarding the unit content and task set. After this, on a date specified by Pearson, learners will then sit an exam within controlled exam conditions.

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

Learners will interpret lifestyle factors and health screening data to create and justify a fitness training programme based on these interpretations. The task will require learners to develop and justify a training programme that meets the needs of a specific client.

This set-task will be sat by **ALL PE** students and is likely to take place in January 2024.

Unit 22 – Investigating Business in the Sport and Active Leisure Industry:

Learners will investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and benefit the business.

This set-task will be sat by **Double and Triple PE** students ONLY and is likely to take place in January 2024.

Unit 19 – Development and Provision of Sport and Physical Activity

Learners will study the development and provision of sport in the UK and its relationship with global sport, including understanding what is needed to write a proposal for a sports development project.

This set-task will be sat by **Triple PE** students ONLY and is likely to take place in May 2023.

Objective of the tasks

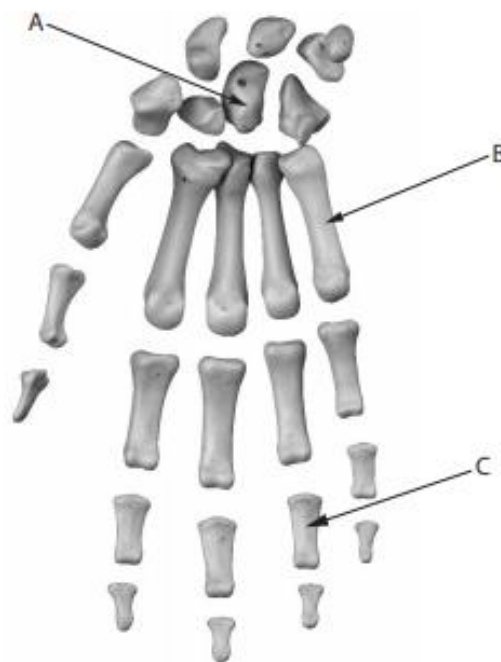
By completing the tasks below, you will have undertaken some preparation for the units you will be studying. This will enable you to start the course with some prior knowledge and therefore, be able to better understand these units of work. The skills you will be developing are those of being able to research and understand topics you may not have looked at before.

UNIT 1 - ANATOMY & PHYSIOLOGY – All students to complete

Figure 1 shows the bones of the hand.

1 (a) Name the bones labelled A–C in **Figure 1**.

(3)



(Source: © Sebastian Kaulitzki/Shutterstock)

Figure 1

2.

Figure 3 shows Frances completing a concentric contraction of her quadriceps.



(Source: © Syda Productions/Shutterstock)

Figure 3

3.

a. State the meaning of the term 'residual volume' (2)

b. Give the residual volume, including units, for an average, healthy, adult male (1)

4.

Freddie is an open water swimmer. **Figure 4** shows his heart rate before, during and after a 10-minute training swim.

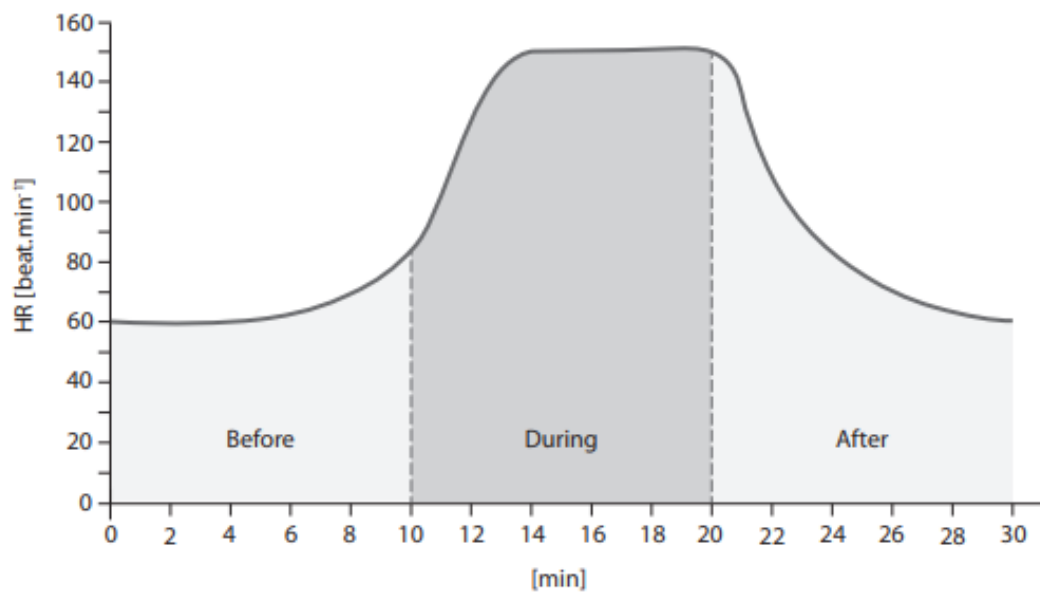


Figure 4

a. Explain the changes to Freddie's heart rate before the swim (2)

b. Explain the changes to Freddie's heart rate during the swim (2)

5. Recreate and complete the following table (4)

Energy System	Chemical Source/Fuel(s)	Amount of ATP produced
ATP-PC
Aerobic	(i) Glycogen
	(ii)

Extension task – 8 Mark Answer

Research and answer the following analysis question:

6. Paula is a football player. She has completed a pre-season training plan resulting in long-term adaptations to her cardiovascular and energy systems.

Analyse how long-term adaptations of Paula's cardiovascular and energy systems affect her football performance (8)

UNIT 2 – FITNESS TRAINING & PROGRAMMING FOR HEALTH, SPORT & WELL-BEING – All student to complete

Positive & Negative Lifestyle Factors

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.

Task

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 an A4 profile page which summaries the key information making links to all negative and positive lifestyle factors.

Answer the following questions to create a profile of yourself:

1. Age, Height, Weight
2. What is your occupation?
3. How many hours are you at work / studying daily?

4. How far do you live from your workplace?
5. How do you travel to work / study place?
6. How active would you describe yourself as being during the workday?
7. How many times per week do you currently take part in physical activity?
8. What type of activity / exercise do you mainly take part in?
9. Nutritional intake: write out a food diary for the previous two days

Day 1	Breakfast	Lunch	Dinner	Snacks
Time of day				
Food intake				
Fluid intake				
Day 2	Breakfast	Lunch	Dinner	Snacks
Time of day				
Food intake				
Fluid intake				

10. Do you take any nutritional supplements? If yes, which ones?
11. How many units of alcohol do you drink in a typical week?
12. Do you smoke? If yes, how many cigarettes on average per day?
13. Do you experience stress on a daily basis? If yes, do you know what the causes are?
14. On average, how many hours of sleep do you get per night?

On your profile page, analyse your own lifestyle and decide whether you think it is healthy or not.

UNIT 3 - PROFESSIONAL DEVELOPMENT IN THE SPORTS INDUSTRY – All students to complete

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 nationally, in the East of England and in Milton Keynes. Your research should cover the following topics from the specification:

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

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

Success criteria is based on:

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

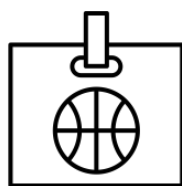
Merit - Identify the size of the sports industry nationally, regionally and locally referring to research sources and multiple job roles within the sector.

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

Complete the work in an essay type format. Some examples of job roles are listed below



Lifeguard

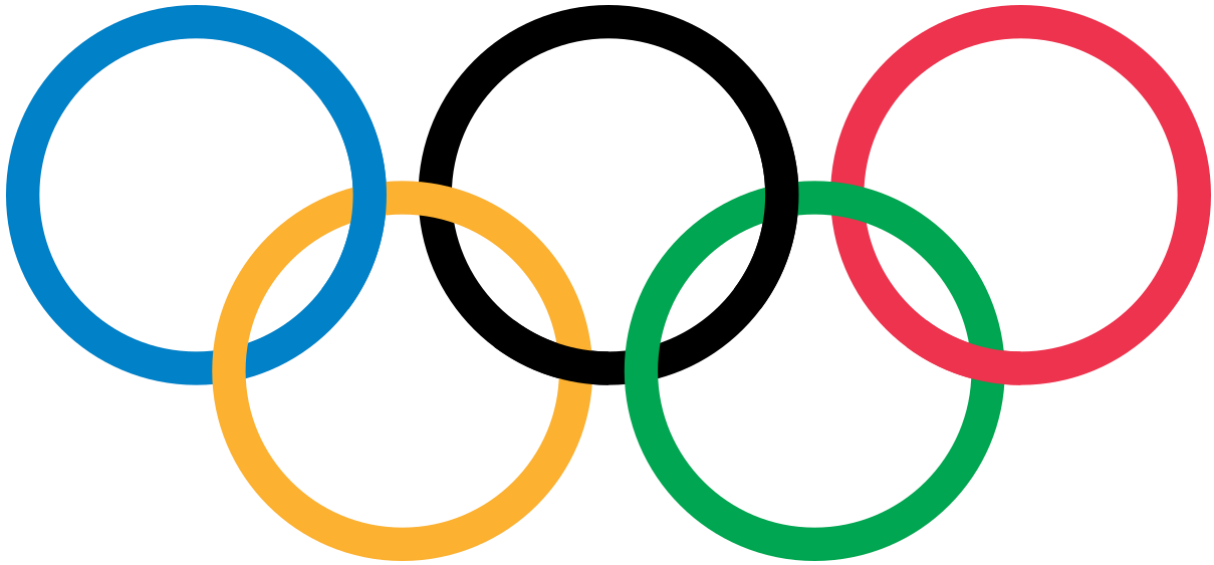


Coach



Personal Trainer

UNIT 7 – PRACTICAL SPORTS PERFORMANCE – All students to complete



The Olympic Games take place every four years. The rules and regulations are overseen by the International Olympic Committee (IOC), and the various National Governing Bodies (NGB) of the various sports and events that are involved.

Task 1 – Select a 'team' and an 'individual' sport or event that takes place during the Olympic Games

Research the difference between a rule and a regulation. Describe 3 rules and regulations for each sport.



Task 2 – Many sports have had the application of their rules improved by the use of technology. Create one useful way in which technology COULD improve each of the sports you have selected.

UNIT 4 – SPORTS LEADERSHIP – Double and Triple students to complete

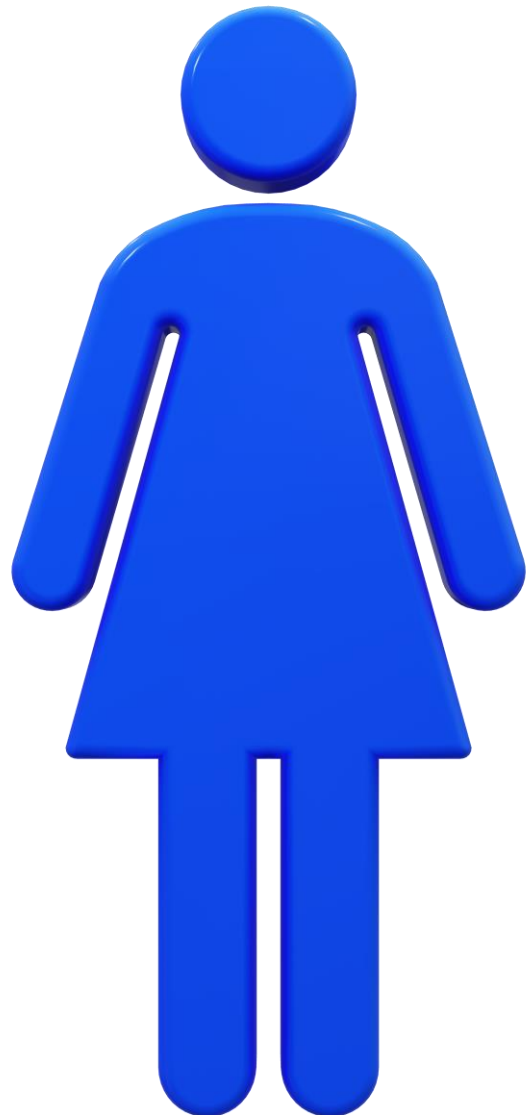
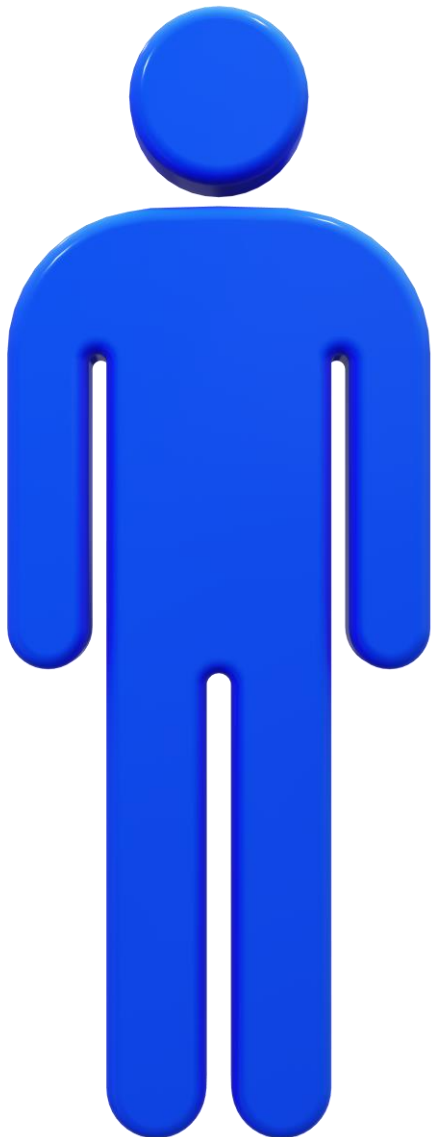
A2 Skills, qualities, characteristics and application

- 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.



Your PE Teacher is going to be an important leader in your life over the next two years. Here are two blank sketch people. Your task is:

- 1) To select **5 skills, 5 qualities and 5 characteristics** from the list on the previous page to describe what you would want your perfect PE teacher to possess. Write them in separate colours around your people



- 2) **Reduce** the list to **5 skills, qualities and/or characteristics IN TOTAL**. Select the most important 5 and write a statement to justify their inclusion in your list over the other 10.

UNIT 17 – SPORTS INJURY MANAGEMENT – Double and Triple students to complete

On YouTube there are lots of videos that show compilations of sports injuries. Some are gruesome! See if you can find one that you can sit all the way through.

There are two types of sports injuries; acute and overuse.

Acute injury

- Tend to occur because of sudden high force to the tissue.
- Most of the dramatic injuries we see on television are acute injuries.
- Higher risk in sports that involve contact, collisions and high-intensity changes of direction.
- Can affect bone, joints, muscle and connective tissue.

Overuse injury

- Tend to occur because of repeated force to the tissues with little recovery time.
- These are in comparison far less dramatic than acute injuries but can have the same severity.
- Typically occur in sports that have monotonous training regimes and/or repetitive movement patterns.

Examples of Acute and Overuse Injuries

Acute	Overuse
Fracture	Stress fracture
Dislocation	Tendonitis
Sprain	Osteoarthritis
Strain	Osgood-schlatter disease
Concussion	Sever's disease

Research Task

Research two elite athletes' injuries, one must be an acute injury and the other must be an overuse injury. The elite athletes you chose to research do not have to be from the same sport. You need to create a case study on each athlete's injury, ensuring that you have described the following information. This information needs to be displayed in an aesthetically pleasing way but where the information is clear to find. This could be in the form of a top trump card or poster.

1. Background information on the athlete (age, achievements...).
2. Information on how the injury happened.
3. Description of the type of injury (e.g. what is tennis elbow).
4. Symptoms of the injury.
5. Treatment of the injury.
6. Impact on performance when the athlete returned to sport.
7. Any psychological impact.



UNIT 19 – DEVELOPMENT & PROVISION OF SPORT AND PHYSICAL ACTIVITY – Triple students to complete



- **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

A1 Sports Development

1. In as much detail as you can explain how performers, officials, coaches, administrators, and volunteers each can play a part in sports development. Try to think of at least 3 examples for each role and be very clear in your descriptions.

A2 Participation barriers, solutions, and impacts

Age is one potential barrier to participation. Older people can experience weight gain, decrease flexibility, decrease strength, and can find it harder to recover from injury. Psychologically this can lead to a decrease in confidence also for the older participants. It can be said that there are more clubs, competitively and recreationally available for younger people to participate in compared to what is on offer for older people. This is just a brief summary of how age can be a potential barrier to participation.

2. Research into 2 other potential barriers to participation. Present your findings as a sports club advertisement that you are setting up in order to eliminate those barriers. For each barrier please cover the following:

- Why is it a potential barrier to participant?
- Who is mostly affected by the potential barrier?
- How are they affected by the potential barrier?
- Discuss the physical and psychological consequences that may occur
- What sports club you are going to put in place to eliminate the barrier
- Minimum of 5 solutions to eliminate the barrier to participation
- Any other relevant information

A3 Sports Development Stakeholders

3. Pick two of the stakeholders from the list and compare and contrast their function and role within sports development.

- Local authority
- Sport England
- UK Sport
- Politicians
- Facility Management
- National Governing Bodies (NGBs)
- World Governing Bodies
- Voluntary/Public/Private Sector
- Education Providers
- Healthcare Providers


















B1 Impact of Wider Sports Development

You have been assigned to setting up a proposal deal and plan for Great Britain to host the 2032 Summer Olympic Games. You have been asked to make a leaflet that describes and explains the positives and negatives on the following in regard to hosting the Olympic Games in Great Britain:

- Environmental aspects
- Infrastructure (physical structures, roads, communication links, facilities)
- Economic status/wealth
- Ethical and cultural aspects

LISTEN, WATCH, READ, STUDY

Highlight the tasks as you complete them

 <p>Complete this MOOC.</p> <p>Football: more than a game University of Edinburgh This course is open now!</p>	 <p>Listen 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>BBC World Service: Sports hour BBC Programmes</p>	 <p>Read 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>Football helmets don't protect against concussion - and we're not sure what does</p> <p>Ideas TED</p>	 <p>Watch this series which gives an excellent insight into the mentality of the incredibly successful Chicago Bulls side of the late 90's</p> <p>The Last Dance Netflix</p>	 <p>Complete this course.</p> <p>Exercise prescription for the prevention and treatment of disease Future Learn Available now</p>
 <p>Listen to this podcast This is a weekly podcast which brings you the best discussion of current affairs in sport and links directly to the qualification.</p> <p>SBE PE Team Podcast</p>	 <p>Read this article which explores some of the key gender issues in sports.</p> <p>Sports are designed around men – and that needs to change Ideas TED</p>	 <p>Watch this TED talk.</p> <p>Are athletes really getting faster, better, stronger? TED Talks – David Epstein</p>	 <p>Listen to this podcast in which Calum and Buncey react to KSI's split-decision victory over Logan Paul in Los Angeles.</p> <p>KSI vs Logan Paul II BBC Sounds</p>	 <p>Watch this TED talk.</p> <p>My 12 pairs of legs TED Talks – Aimee Mullins</p>
 <p>Watch 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>Why Winning doesn't always equal success TED Talk – Valorie Kondos</p>	 <p>Watch this TED talk in which Christopher McDougall explores the mysteries of the human desire to run.</p> <p>Are we born to run? TED Talk – Christopher McDougall</p>	 <p>Watch this TED talk. How much do you know about intellectual disabilities?</p> <p>Special Olympics let me be myself – a champion TED Talk – Matthews Williams</p>	 <p>Watch 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>Extreme sports TED Talks</p>	 <p>Listen 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>BJSM Podcast Also available on other podcast providers – search 'BJSM'</p>

READING LIST

British Olympic Association <http://www.olympics.org.uk/>

Department of Culture, Media and Sport <http://www.culture.gov.uk>

Sports Coach UK <http://www.sportscoachuk.org.uk>

Sport England <http://www.sportengland.org>

Inner Body <http://innerbody.com>

Peak Performance <http://www.pponline.co.uk>

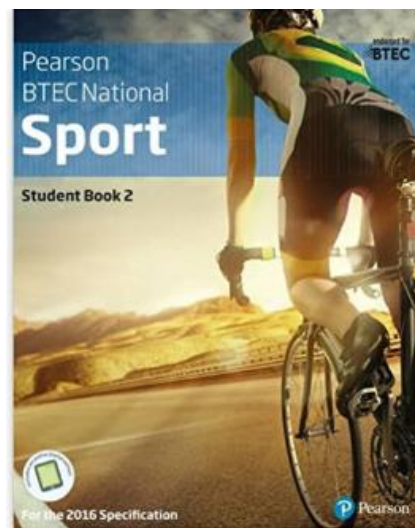
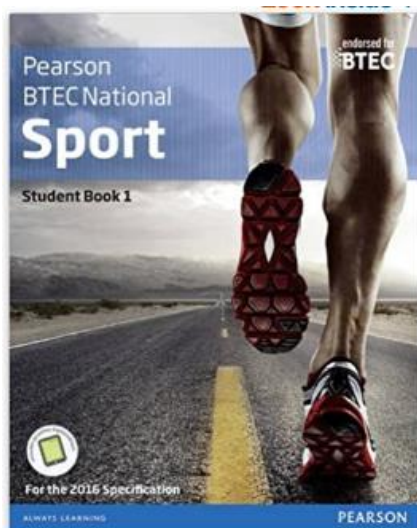
Psychology Lab <http://www.geocities.com/lazaridous/>

Training Programmes/Principles <http://www.brianmac.demon.co.uk/>

UK Sport <http://www.uksport.gov.uk>

Sport Injury Journals <http://www.physsportsmed.com/>

National Library of Medicine www.ncbi.nlm.nih.gov/entrez/query.fcgi



Please purchase the following two books once your decision to attend SBE to study PE has been confirmed. They will be vital to achieve the highest grades in your coursework.

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.

FACULTY EXPECTATIONS

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

Students must be prepared to undertake high-quality physical activity based on the capabilities of the individual. This will take place on a regular basis.

Students will be expected to take a leadership role within the PE team. This could be to be listed as an available official for a particular sport, or to coach and lead a year group. At the very least students will support one extra-curricular club in their specialist sport or activity.

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 considerable and approximately six hours per week should be completed at home as independent research/study.

***We hope you manage to stay safe and remain active over the summer holidays.
We look forward to welcoming you in September 2023.***

Shenley Brook End School PE Team

@SBEPETeam