



## Shenley Brook End Sixth Form

Summer transition tasks for BTEC National in Sport

Due Monday 16<sup>th</sup> September 2024

### Contacts:

Team Leader of Physical Education – Mr Doyle [sdoyle@sbe5d.com](mailto:sdoyle@sbe5d.com)

KS5 Lead Teacher for Physical Education – Mr Hoskin [dhoskin@sbe5d.com](mailto:dhoskin@sbe5d.com)

Teacher of KS5 Physical Education – Miss Boakes [mboakes@sbe5d.com](mailto:mboakes@sbe5d.com)

Teacher of KS5 Physical Education – Miss Ashley [vashley@sbe5d.com](mailto:vashley@sbe5d.com)

Teacher of KS5 Physical Education – Mr Southwell [ssouthwell@sbe5d.com](mailto:ssouthwell@sbe5d.com)

Teacher of KS5 Physical Education – Mr Tierney [ctierney@sbe5d.com](mailto:ctierney@sbe5d.com)

## 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 9th September 2024**.

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.

<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>Have you any experience of Leadership within sport (coaching / officiating etc)?</b>	
<b>Other commitments e.g. part time jobs/gym membership</b>	

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](http://www.edexcel.com) and [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.

<b>Extended Certificate in Sport – SINGLE PE</b> <b>Complete the following units</b>			
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
<b>Diploma in Sport – DOUBLE PE</b> <b>Complete all SINGLE PE units PLUS</b>			
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

<b>Extended Diploma in Sport – TRIPLE PE</b> <b>Complete all SINGLE &amp; DOUBLE PE units PLUS</b>			
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. Dependent 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
<b>U</b>	0	<b>U</b>	0	<b>U</b>	0	<b>U</b>	0
				<b>Near Pass</b>	6	<b>Near Pass</b>	8
<b>Pass</b>	6	<b>Pass</b>	9	<b>Pass</b>	9	<b>Pass</b>	12
<b>Merit</b>	10	<b>Merit</b>	15	<b>Merit</b>	15	<b>Merit</b>	20
<b>Distinction</b>	16	<b>Distinction</b>	24	<b>Distinction</b>	24	<b>Distinction</b>	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
<b>U</b>	0-35	<b>U</b>	0-71	<b>U</b>	0-107
<b>P</b>	36-51	<b>PP</b>	72-87	<b>PPP</b>	108-123
<b>M</b>	52-73	<b>MP</b>	88-103	<b>MPP</b>	124-139
<b>D</b>	74-89	<b>MM</b>	104-123	<b>MMP</b>	140-155
<b>D*</b>	90+	<b>DM</b>	124-143	<b>MMM</b>	156-175
		<b>DD</b>	144-161	<b>DMM</b>	176-195
		<b>D*D</b>	162-179	<b>DDM</b>	196-215
		<b>D*D*</b>	180+	<b>DDD</b>	216-233
				<b>D*DD</b>	234-251
				<b>D*D*D</b>	252-269
				<b>D*D*D*</b>	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

This 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 will take place in May 2024.

### 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 will take place in January 2025.

#### 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 will take place in January 2025.

#### 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 will take place in May 2025.

### 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 7 – Practical Sports Performance

In this unit you will study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports.

Please choose one of the following team sports: Football, Basketball, Netball, Rugby

Please choose one of the following individual sports: Badminton, Tennis

If you play a sport not listed above to at least club level, please choose this instead

Sport 1 – Team sport =	
Name of Official	Description of roles and responsibilities
Sport 2 – Individual sport =	

Below, explain, in detail, 6 of the main rules in your chosen sports

Rules of sport 1 - \_\_\_\_\_

1)

2)

3)

4)

5)

6)

Rules of sport 2 - \_\_\_\_\_

1)

2)

3)

4)

5)

6)

The National Governing Bodies of {Sport 1} and {Sport 2}

Research the aims and objectives of each of the governing bodies associated with your 2 sports at National, European and International level.

Sport 1 =

National Governing Body in UK

European Governing Body

International Governing Body

Sport 2 =

National Governing Body in UK

European Governing Body

International Governing Body



## Unit 1 – Anatomy and Physiology

This unit is an exam unit where you will sit a 90-minute exam on the skeletal, muscular, cardiovascular, respiratory and energy systems

On the diagrams below can you label the following muscles:

Deltoids, biceps, triceps, wrist flexors, wrist extensors, supinators and pronators, pectorals, abdominals, obliques, quadriceps, hip flexors, tibialis anterior, erector spinae, trapezius, latissimus dorsi, gluteals, hamstrings, gastrocnemius, soleus.

On

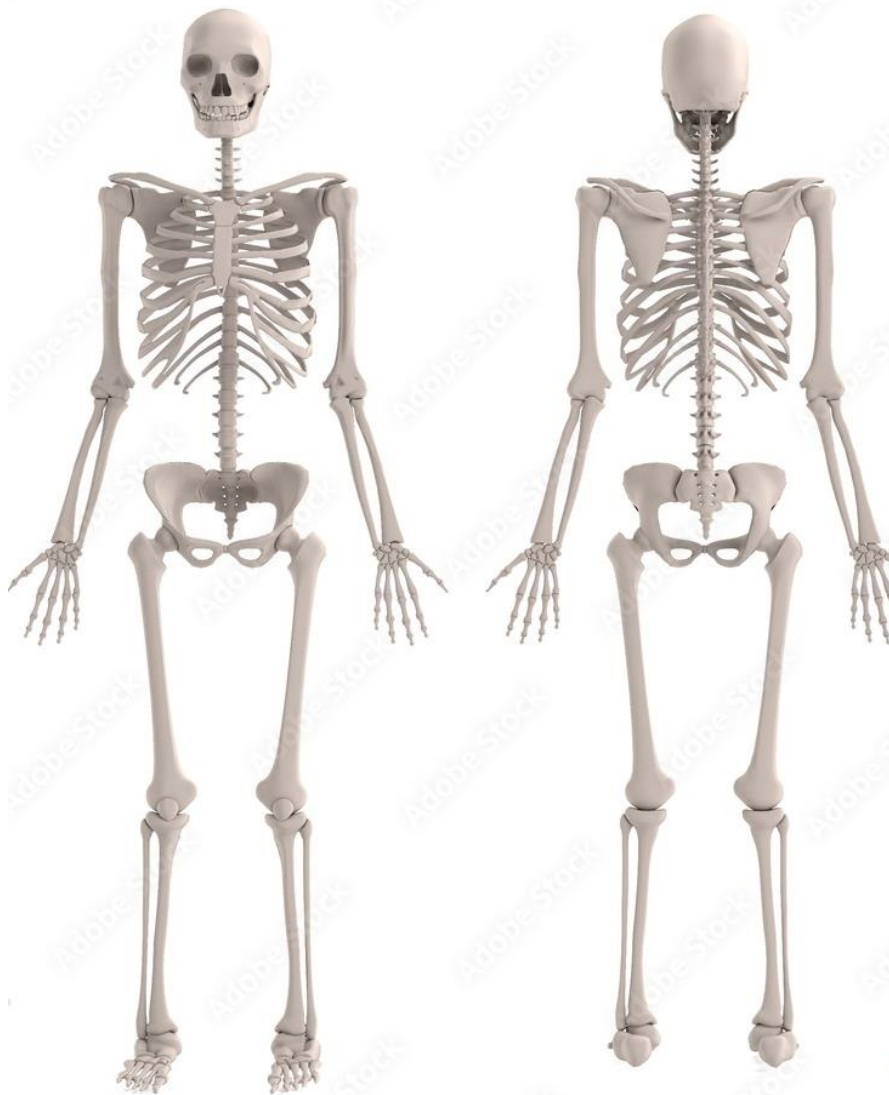
the



diagrams below can you label the following bones

Cranium, clavicle, ribs, sternum, scapula, humerus, radius, ulna, carpals, metacarpals, phalanges, pelvis, vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), femur, patella, tibia, fibula, tarsals, metatarsals.

Unit 17 –  
Injury



Sports

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

<b>Acute</b>	<b>Overuse</b>
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 and provision of sport and physical activity – Triple students to complete

### A1 Sports Development

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.

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:

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

### A3 Sports Development Stakeholders

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

Local authority	International Governing Bodies
Sport England	Voluntary/public/private sector
Politicians	Education providers
Faculty Management	Healthcare providers
National Governing bodies	UK Sport

**Submission Date (for students)  
Monday 16 September**