

Physical Education – BTEC Sport Extended Certificate

YEAR 13 CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

	Summer 1	Summer 2
What will students be learning?	<p><u>Unit 2</u></p> <p>Know more: Learners explore client screening and lifestyle assessment to support improvements in a client's health and well-being. This is question 1 out of 6 questions from the final paper.</p> <p>Understand and remember more: Learners will be able to analyse data that is given to them in scenarios. Learners will then be able to identify what is and what is not considered a positive, or negative lifestyle factor within the persons screening questionnaire and PAR-Q information.</p> <p><u>Unit 3</u></p> <p>Know, Understand, and remember more: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway.</p> <p>Be able to do more: Reflect on the recruitment and selection process and your individual performance</p>	<p><u>Unit 2</u></p> <p>Know more: Learners explore client screening and lifestyle assessment to support improvements in a client's health and well-being. This is question 2 out of 6 questions from the final paper.</p> <p>Understand and remember more: Learners need to be able to identify why an individual's lifestyle might/will have a negative impact on their lifestyle. Learners need to be able to read fitness results and be able to compare them to a norm, identifying again if this will have a positive, or negative effect on their health & well being.</p> <p><u>Unit 3</u></p> <p>Know, Understand, and remember more: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway.</p> <p>Be able to do more: Reflect on the recruitment and selection process and your individual performance</p>
How will students be assessed?	<p><u>Unit 2</u></p> <p>The assessment of this unit is composed of two parts:</p> <ul style="list-style-type: none"> • Part A, which will be released one week before the supervised assessment session. Learners need to conduct preparatory research on key areas in response to the scenario and can take up to four sides of A4 notes into the supervised assessment. Learners are allocated four hours for production of part A. • Part B consists of a set task based on a scenario, to be completed within a 2 ½ hour-controlled exam. 	<p><u>Unit 2</u></p> <p>The assessment of this unit is composed of two parts:</p> <ul style="list-style-type: none"> • Part A, which will be released one week before the supervised assessment session. Learners need to conduct preparatory research on key areas in response to the scenario and can take up to four sides of A4 notes into the supervised assessment. Learners are allocated four hours for production of part A. • Part B consists of a set task based on a scenario, to be completed within a 2 ½ hour-controlled exam.

	<p>Unit 3:</p> <p>Assignment 2 (Learning aim C and D)</p> <ul style="list-style-type: none"> • Undertake a recruitment activity that led to a successful job offer in a selected career pathway • Reflective piece of writing on the recruitment and selection process of your individual performance. 		<p>Unit 3:</p> <p>Assignment 2 (Learning aim C and D)</p> <ul style="list-style-type: none"> • Undertake a recruitment activity that led to a successful job offer in a selected career pathway • Reflective piece of writing on the recruitment and selection process of your individual performance. 	
<p>Literacy – What keywords will be taught?</p>	<p>Unit 2</p> <p><u>Positive lifestyle factors and their effects on health and well-being.</u></p> <ul style="list-style-type: none"> • Exercise/physical activity. • Chronic diseases (CHD, cancer, type 2 diabetes), psychological • Self-esteem • Balanced diet • eatwell plate (food groups), benefits of a healthy diet (improved immune function. • chronic diseases • diabetes, • osteoporosis, • hypertension, • high cholesterol). • five a day, reducing. • salt intake, • healthy alternatives • Positive risk-taking activities: endorphin release • Smoking: health risks associated with smoking (CHD, cancer, lung disease, bronchitis, infertility). • Alcohol: health risks (stroke, cirrhosis, 	<p>Unit 3</p> <p>Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway.</p> <p>Reflect on the recruitment and selection process and your individual performance.</p> <ul style="list-style-type: none"> • Job analysis • Person specification • Personal CV • Letter of application • Communication skills • Career pathway-specific technical knowledge/skills • Work related competence. • Appraisal • Self-critique 	<p>Unit 2</p> <p><u>Positive lifestyle factors and their effects on health and well-being.</u></p> <ul style="list-style-type: none"> • Exercise/physical activity. • Chronic diseases (CHD, cancer, type 2 diabetes), psychological • Self-esteem • Balanced diet • eat well plate (food groups), benefits of a healthy diet (improved immune function. • chronic diseases • diabetes, • osteoporosis, • hypertension, • high cholesterol). • five a day, reducing. • salt intake, • healthy alternatives • Positive risk-taking activities: endorphin release • Smoking: health risks associated with smoking (CHD, cancer, lung disease, bronchitis, infertility). • Alcohol: health risks (stroke, cirrhosis, hypertension, depression). • Stress: health risks associated with excessive stress (hypertension, angina, stroke, 	<p>Unit 3</p> <p>Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway.</p> <p>Reflect on the recruitment and selection process and your individual performance.</p> <ul style="list-style-type: none"> • Job analysis • Person specification • Personal CV • Letter of application • Communication skills • Career pathway-specific technical knowledge/skills • Work related competence. • Appraisal • Self-critique

	<p>hypertension, depression).</p> <ul style="list-style-type: none"> • 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. 		<p>heart attack, stomach ulcers, depression).</p> <ul style="list-style-type: none"> • Sleep: problems associated with lack of sleep (depression, overeating). • Sedentary lifestyle: health risks associated with inactivity. 	
<p>What employability skills are being developed?</p>	<p><u>Unit 2</u></p> <p>In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:</p> <ul style="list-style-type: none"> • cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology. • intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation • interpersonal skills: self-management, adaptability and resilience, self-monitoring and development. <p><u>Unit 3</u></p> <p>Research skills. Employability skills such as problem solving, evaluation and reflective skills. Interpersonal skills such as self-monitoring and personal development</p>	<p><u>Unit 2</u></p> <p>In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:</p> <ul style="list-style-type: none"> • cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology. • intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation • interpersonal skills: self-management, adaptability and resilience, self-monitoring and development. <p><u>Unit 3:</u></p> <p>Research skills. Employability skills such as problem solving, evaluation and reflective skills.</p> <p>Interpersonal skills such as self-monitoring and personal development</p>		

<p>Wider Curriculum Links?</p>	<p><u>Unit 2</u></p> <p>Biology. Food technology. Mathematics.</p> <p><u>Unit 3:</u></p> <p>Unit 3 Job applications knowledge and understanding for example learning to carry out a skills audit, producing a CDAP.</p> <p>Communication skills Presentation skills Interviewing/Interviewee practise skills Evaluation and review</p>	<p><u>Unit 2</u></p> <p>Biology. Food technology. Mathematics.</p> <p><u>Unit 3:</u></p> <p>Unit 3 Job applications knowledge and understanding for example learning to carry out a skills audit, producing a CDAP.</p> <p>Communication skills Presentation skills Interviewing/Interviewee practise skills Evaluation and review</p>
<p>What useful websites are there for this topic?</p>	<p><u>Unit 2</u></p> <p>www.acsm.org – American College of Sports Medicine – health, fitness and nutrition articles www.bbc.co.uk – BBC – healthy living www.bhf.org.uk – British Heart Foundation – health, lifestyle, nutrition, hydration, heart disease, exercise, food labelling, questionnaires, smoking www.brianmac.co.uk – BrianMac – sports drinks, fitness testing, training, programming www.bupa.co.uk – BUPA – benefits of exercise, children and exercise www.doh.gov.uk – Department of Health – obesity, healthy eating, initiatives, factsheets for government recommendations for physical activity (various age groups) www.drinkaware.co.uk – Drinkaware – health effects and issues, facts, seven day calculator www.food4life.org.uk – Food4life – eatwell plate, food groups</p>	<p><u>Unit 2</u></p> <p>www.acsm.org – American College of Sports Medicine – health, fitness and nutrition articles www.bbc.co.uk – BBC – healthy living www.bhf.org.uk – British Heart Foundation – health, lifestyle, nutrition, hydration, heart disease, exercise, food labelling, questionnaires, smoking www.brianmac.co.uk – BrianMac – sports drinks, fitness testing, training, programming www.bupa.co.uk – BUPA – benefits of exercise, children and exercise www.doh.gov.uk – Department of Health – obesity, healthy eating, initiatives, factsheets for government recommendations for physical activity (various age groups) www.drinkaware.co.uk – Drinkaware – health effects and issues, facts, seven day calculator www.food4life.org.uk – Food4life – eatwell plate, food groups www.livestrong.com – Livestrong – effects of poor nutrition www.macmillan.org.uk – Macmillan – benefits of exercise, maintaining a healthy lifestyle and getting active www.nhs.uk – NHS – physical activity guidelines for all ages, health benefits, activity levels, sedentary lifestyles and strategies, balanced diet, eatwell plate,</p>

www.livestrong.com – Livestrong – effects of poor nutrition
www.macmillan.org.uk – Macmillan – benefits of exercise, maintaining a healthy lifestyle and getting active
www.nhs.uk – NHS – physical activity guidelines for all ages, health benefits, activity levels, sedentary lifestyles and strategies, balanced diet, eatwell plate, smoking
www.nhs.uk/change4life – Change4Life – eat well, balanced diet, alcohol, strategies
www.topendsports.com – Topend Sports – a range of resources on fitness testing, fitness training and nutrition
www.who.int – The World Health Organization – health topics
www.brianmac.co.uk – Excellent source of fitness results, tests, graphs and charts.

Unit 3:

<http://qualifications.pearson.com/en/support/publishedresources.html#step1>

• English Institute of Sport – Careers Page. 2015. Careers. [ONLINE]. Available at: http://www.eis2win.co.uk/Pages/Careers_andJobs_at_EIS.aspx.

• Psychologist Career Opportunity – British Cycling. 2015. . [ONLINE] Available at: <https://www.britishcycling.org.uk/zuvvi/media/bc>

files /vacancies/1509_BC-_Psychologist.pdf. • EIS Vacancy: Performance Analyst. 2015. EIS Vacancy: Performance Analyst. [ONLINE] Available at: <http://www.eis2win.co.uk/Pages/VacancyDetailsd.aspx?intVacancyID=2393>

• BSc (Hons) Sport and Exercise Science Course - 2016 | Liverpool John Moores University . 2015. BSc (Hons) Sport and Exercise Science Course - 2016 Liverpool John Moores University . [ONLINE] Available at: <https://www.ljmu.ac.uk/study/courses/undergraduates/2016/sport-and-exercise-science>. Sport Science degree course at Bangor University, UK. 2015.

smoking
www.nhs.uk/change4life – Change4Life – eat well, balanced diet, alcohol, strategies
www.topendsports.com – Topend Sports – a range of resources on fitness testing, fitness training and nutrition
www.who.int – The World Health Organization – health topics
www.brianmac.co.uk – Excellent source of fitness results, tests, graphs and charts.

Unit 3:

<http://qualifications.pearson.com/en/support/publishedresources.html#step1>

• English Institute of Sport – Careers Page. 2015. Careers. [ONLINE]. Available at: http://www.eis2win.co.uk/Pages/Careers_andJobs_at_EIS.aspx.

• Psychologist Career Opportunity – British Cycling. 2015. . [ONLINE] Available at: <https://www.britishcycling.org.uk/zuvvi/media/bc>

files /vacancies/1509_BC-_Psychologist.pdf. • EIS Vacancy: Performance Analyst. 2015. EIS Vacancy: Performance Analyst. [ONLINE] Available at: <http://www.eis2win.co.uk/Pages/VacancyDetailsd.aspx?intVacancyID=2393>

• BSc (Hons) Sport and Exercise Science Course - 2016 | Liverpool John Moores University . 2015. BSc (Hons) Sport and Exercise Science Course - 2016 Liverpool John Moores University . [ONLINE] Available at: <https://www.ljmu.ac.uk/study/courses/undergraduates/2016/sport-and-exercise-science>. Sport Science degree course at Bangor University, UK. 2015.

• Sport Science degree course at Bangor University, UK. [ONLINE] Available at: <http://www.bangor.ac.uk/courses/undergraduate/C600-SportScience>

	<p>•Sport Science degree course at Bangor University, UK. [ONLINE] Available at: http://www.bangor.ac.uk/courses/undergraduate/C600 - SportScience</p>	
<p>What wider reading could be done for this topic?</p>	<p><u>Unit 2</u> Adams M et al, <i>BTEC Level 3 National Sport Book 1</i>, Pearson, 2010 ISBN 9781846906510 Revise BTEC National Sport Units 1 and 2 Revision Guide by Sue Hartigan ISBN 1292230533</p> <p><u>Unit 3:</u> Person BTEC National sport student book 1 – ISBN 978-1-292- 13400-0</p>	<p><u>Unit 2</u> Adams M et al, <i>BTEC Level 3 National Sport Book 1</i>, Pearson, 2010 ISBN 9781846906510 Revise BTEC National Sport Units 1 and 2 Revision Guide by Sue Hartigan ISBN 1292230533</p> <p><u>Unit 3:</u> Person BTEC National sport student book 1 – ISBN 978-1-292- 13400-0</p>
<p>What else can students be doing independently to develop their understanding of this topic?</p>	<p><u>Unit 2:</u> Learners need to make sure their folders are always up to date with relevant notes. If a learner is absent from a lesson, they must speak to the teacher and catch up with any missed work. Learners will get ample opportunity to practice time pressured practice scenarios. They can use these in their own time as additional preparation for the January exam.</p> <p><u>Unit 3</u> Speak to business owners/Leaders in sport around provision, safeguarding, career opportunities and the skills required to have a career in sport.</p>	<p><u>Unit 2:</u> Learners need to make sure their folders are always up to date with relevant notes. If a learner is absent from a lesson, they must speak to the teacher and catch up with any missed work. Learners will get ample opportunity to practice time pressured practice scenarios. They can use these in their own time as additional preparation for the January exam.</p> <p><u>Unit 3:</u> Speak to business owners/Leaders in sport around provision, safeguarding, career opportunities and the skills required to have a career in sport.</p>