

PE BTEC SPORT (Level 3)

YEAR GROUP	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Y12						
KNOWLEDGE	<p>A The effects of exercise and sports performance on the skeletal system B The effects of exercise and sports performance on the muscular system C The effects of exercise and sports performance on the respiratory system D The effects of sport and exercise performance on the cardiovascular system E The effects of exercise and sports performance on the energy systems</p>	<p>A Examine lifestyle factors and their effect on health and well-being B Understand the screening processes for training programming C Understand programme-related nutritional needs D Examine training methods for different components of fitness E Understand training programme design</p>	<p>In this unit learners will: A Investigate the skills, knowledge, qualities and best practice of performance coaches B Explore practices used to develop skills, techniques and tactics for performance C Demonstrate effective planning of coaching for performance D Explore the impact of coaching for performance</p>	<p>In this unit learners will: 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.</p>	<p>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.</p>	<p>In this unit you will: A Understand the roles, qualities and characteristics of an effective sports leader B Examine the importance of psychological factors and their link with effective leadership C Explore an effective leadership style when leading a team during sport and exercise activities.</p>
SKILLS	<p>Students will begin to develop skills introduced in year 12 as well as building the following: 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 4 marks AO2 Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and 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 4 marks AO3 Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and 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 and 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 Marks: 8 marks This is a mandatory unit and underpins knowledge throughout the qualification.</p>	<p>Students will begin to develop skills introduced in year 12 as well as building the following: 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 and 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</p>	<p>Students will begin to develop skills introduced in year 12 as well as building the following: A1 Skills and knowledge for coaching for performance A2 Qualities for coaching for performance A3 Best practice for a coach for performance A4 Self-reflection of personal coaching ability B1 Practices to develop skills and techniques for performance B2 Practices to develop tactics for performance B3 Adaptation of practices to promote development of performance C1 Planning considerations C2 Planning for an individual session for performance C3 Planning for an overall series of sessions for performance D1 Delivering for coaching performance D2 Reflection on session D3 Coaching development based on reflection</p>	<p>Students continue to develop skills introduced in year 12 as well as building the following: A1 Scope and provision of the sports industry A2 Careers and jobs in the sports industry A3 Professional training routes, legislation, skills in the sports industry A4 Sources of continuing professional development (CPD) B1 Personal skills audit for potential careers B2 Planning personal development towards a career in the sports industry B3 Maintaining a personal portfolio/record of achievement and experience C1 Job applications C2 Interviews and selected career pathway-specific skills D1 Review and evaluation D2 Updated SWOT and action plan</p>	<p>Students continue to develop skills introduced in year 12 as well as building the following: A1 Different types of sports events A2 Planning, promotion and delivery of sports events B1 Feasible proposal for a sports event C1 Planning and delivery C2 Promotion D1 Review the planning, promotion and delivery D2 Reflect on own performance</p>	<p>Students continue to develop skills introduced in year 12 as well as building the following: A1 Different leadership roles A2 Skills, qualities, characteristics and application A3 Importance and effective use of skills, qualities and characteristics when leading B1 Psychological factors that could impact on leadership B2 Leadership and psychological factors C1 Expectations of leadership C2 Practical skills required for different leadership styles C3 Leading a sport and exercise activity C4 Effectiveness and impact of leadership on a sport and exercise activity</p>
Y13						
KNOWLEDGE	<p>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</p>	<p>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</p>	<p>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.</p>	<p>In this unit you will: A Understand the principles of fitness testing B Explore fitness tests for different components of fitness C Undertake evaluation and feedback of fitness test results.</p>	<p>In this unit you will: A Understand the development of the roles and responsibilities of the officials involved in sport B Explore the performance of officials in a selected sport C Undertake the role of a match official in a competitive sport.</p>	<p>In this unit you will: A Understand the importance of research in sporting environments B Examine key issues that impact on the effectiveness and quality of research in sport</p>
SKILLS	<p>Students continue to develop skills introduced in year 12 as well as building the following: ●A Principles of sports development ●B Wider sports development ●C Media and commercialisation in sport ●D Proposal writing</p>	<p>Students continue to develop skills introduced in year 12 as well as building the following: ●A Features of sports and active leisure businesses (business operations) ●B Business models in sport and active leisure ●C Human resources ●D Marketing ●E Finance in sport and active leisure industry</p>	<p>Students continue to develop skills introduced in year 12 as well as building the following: ●A1 Learning and performance ●A2 Characteristics and classification of skills ●A3 Characteristics and classification of abilities ●B1 Information processing models ●B2 Perception ●B3 Decision making and reaction time ●B4 Types of feedback ●C1 Behaviourist theories ●C2 Cognitive theories ●C3 Phases of skill learning ●C4 Transfer of learning ●D1 Presentation of skills ●D2 Types of practice ●D3 Styles of teaching ●D4 Styles of learning ●D5 Methods of guidance</p>	<p>Students continue to develop skills introduced in year 12 as well as building the following: A1 Validity of fitness tests A2 Reliability of fitness tests A3 Practicality and suitability of fitness tests A4 Ethical issues associated with fitness screening B1 Fitness tests to assess components of physical fitness B2 Fitness tests to assess components of skill-related fitness B3 Planning of tests B4 Administration of tests C1 Produce a fitness profile for a selected sports performer C2 Providing feedback to a selected sports performer</p>	<p>Students will begin to develop skills introduced in year 12 as well as building the following: A1 NGB rules/laws and regulations in different sports A2 Officials and their historical development A3 Roles of the officials A4 Responsibilities of the officials A5 Current issues in officiating in sport B1 Applying rules/laws and regulations to different situations B2 Analysing officials in different sports C1 Officiating in a full match/game C2 Review own performance</p>	<p>Students continue to develop skills introduced in year 12 as well as building the following: A1 The different types of research A2 The importance of research A3 The use of research B1 Validity, reliability, accuracy and precision in research B2 The importance of ethics in research C1 Research designs C2 Data collection methods C3 Quantitative data analysis methods C4 Qualitative research designs C5 Qualitative data collection methods C6 Qualitative data analysis methods</p>