**Pearson BTEC Level 3 National Extended Certificate in Sport- Overview 2022-23**

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| **Year Group** | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Year 12** | **Unit 1 – Anatomy & Physiology (external exam)**  **Learning Aims:**  Explore how the skeletal, muscular, cardiovascular and respiratory systems function and  the fundamentals of the energy systems.  **Key content areas:**  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  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  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  AO4 Evaluate how body systems are used and how they interrelate in order to carry out exercise  and sporting movements  Command words: assess, evaluate  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  **Assessment:**  This unit is externally marked. It is set and marked by Pearson.  The examination will be one hour and 30 minutes in length.  The number of marks for the examination is 80. The paper will contain a number of short- and  long-answer questions that will assess learners’ understanding of the following topics: the skeletal  system, the muscular system, the respiratory system, the cardiovascular system and the energy  system for sports performance. Learners will use this knowledge and understanding to determine  the interrelationships between body systems for sports performance.  The assessment availability is twice a year in January and May/June | | | **Unit 4 – Sports Leadership (assignment)**  **Learning Aims:**  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.  **Key content areas:**  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  **Assessment:**  A: A written document focusing on different leadership roles which identifies, explains and  justifies the qualities and characteristics required for each role when leading.  B: A report focusing on the psychological factors that can affect leadership and the impact these can have on effective leadership.  C: Evidence that demonstrates own performance in the practical application of leadership style in a range of sporting roles. This should be recorded with AV equipment and accompanied by  witness statements. | | |
| **Year 13** | **Unit 2 - Fitness Training and Programming for Health, Sport and Well-being (external exam)**  **Learning Aims:**  Explore client screening and lifestyle assessment, fitness training methods and fitness  programming to support improvements in a client’s health and well-being.  **Key content areas:**  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  **Assessment:**  This unit will be assessed under supervised conditions. Learners will be given a case study one  week before the supervised assessment period to carry out preparatory work.  The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the  assessment learners will be given a task that will assess their ability to interpret lifestyle factors  and health screening data from a scenario and stimulus information in order to develop and justify  a fitness training programme and nutritional advice based on these interpretations. Pearson sets  and marks the task. | | | **Unit 3 – Professional Studies (assignment)**  **Learning Aims:**  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.  **Key content areas:**  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  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  **Assessment:**  A & B: A report that justifies the selection of a specific sports  industry career pathway, following an investigation  into two contrasting career pathways, focusing on short and  long-term prospects and the knowledge, skills and qualities required to achieve them. Career development action plan, supported by evidence of personal skills audit outcomes  C & D: Learners must participate in recruitment and selection activities. They will need to interview and be interviewed, conduct a practical assessment activity and complete the appropriate documentation.  Learners will need to evidence all the documents created.  Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can  enhance their employability. SWOT (strengths, weaknesses,  opportunities, threats) analysis on performance of their interviewing assessment activity, linked to their personal development. | |  |