**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 andthe fundamentals of the energy systems.**Key content areas:**AO1 Demonstrate knowledge of body systems, structures, functions, characteristics, definitions andother additional factors affecting each body systemCommand words: describe, give, identify, name, stateAO2 Demonstrate understanding of each body system, the short- and long-term effects of sportand exercise on each system and additional factors that can affect body systems in relation toexercise and sporting performanceCommand words: describe, explain, give, name, stateAO3 Analyse exercise and sports movements, how the body responds to short-term and long-termexercise and other additional factors affecting each body systemCommand words: analyse, assessAO4 Evaluate how body systems are used and how they interrelate in order to carry out exerciseand sporting movementsCommand words: assess, evaluateAO5 Make connections between body systems in response to short-term and long-term exerciseand sport participation. Make connections between muscular and all other systems, cardiovascularand respiratory systems, energy and cardiovascular systemsCommand 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- andlong-answer questions that will assess learners’ understanding of the following topics: the skeletalsystem, the muscular system, the respiratory system, the cardiovascular system and the energysystem for sports performance. Learners will use this knowledge and understanding to determinethe 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 leaderB Examine the importance of psychological factors and their link with effective leadershipC Explore an effective leadership style when leading a team during sport and exercise activities.**Key content areas:**A1 Different leadership rolesA2 Skills, qualities, characteristics and applicationA3 Importance and effective use of skills, qualities and characteristics when leadingB1 Psychological factors that could impact on leadershipB2 Leadership and psychological factors.C1 Expectations of leadershipC2 Practical skills required for different leadership stylesC3 Leading a sport and exercise activityC4 Effectiveness and impact of leadership on a sport and exercise activity**Assessment:**A: A written document focusing on different leadership roles which identifies, explains andjustifies 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 bywitness 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 fitnessprogramming 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’shealth and well-beingAO2 Apply knowledge and understanding of fitness principles and theory, lifestyle modificationtechniques, nutritional requirements and training methods to an individual’s needs and goalsAO3 Analyse and interpret screening information relating to an individual’s lifestyle questionnaireand health monitoring testsAO4 Evaluate qualitative and quantitative evidence to make informed judgements about how anindividual’s health and well-being could be improvedAO5 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 oneweek 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 theassessment learners will be given a task that will assess their ability to interpret lifestyle factorsand health screening data from a scenario and stimulus information in order to develop and justifya fitness training programme and nutritional advice based on these interpretations. Pearson setsand marks the task. | **Unit 3 – Professional Studies (assignment)****Learning Aims:** A Understand the career and job opportunities in the sports industryB Explore own skills using a skills audit to inform a career development action planC Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathwayD Reflect on the recruitment and selection process and your individual performance.**Key content areas:**A1 Scope and provision of the sports industryA2 Careers and jobs in the sports industryA3 Professional training routes, legislation, skills in the sports industryA4 Sources of continuing professional developmentB1 Personal skills audit for potential careersB2 Planning personal development towards a career in the sportsindustryB3 Maintaining a personal portfolio/record of achievement andExperienceC1 Job applicationsC2 Interviews and selected career pathway-specific skillsD1 Review and evaluationD2 Updated SWOT and action plan**Assessment:**A & B: A report that justifies the selection of a specific sportsindustry career pathway, following an investigationinto two contrasting career pathways, focusing on short andlong-term prospects and the knowledge, skills and qualities required to achieve them. Career development action plan, supported by evidence of personal skills audit outcomesC & 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 canenhance their employability. SWOT (strengths, weaknesses,opportunities, threats) analysis on performance of their interviewing assessment activity, linked to their personal development. |  |