



The John Roan School
Sixth Form
The best in everyone™
Part of United Learning

BTEC Level 3 National Extended Certificate/Diploma in Sport

Exam board: Pearson -Edexcel

Diploma: XHT77

Course code Extended Certificate: UYF99

Student Handbook

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Inspired

Confident

Ambitious

At The John Roan Sixth Form,
students will be ***inspired*** by our
commitment to their destinations.

They will feel ***confident*** in their
abilities and prospects because of our
teaching and curriculum and they will
be ***ambitious*** because of the
opportunities we provide.

My Progress



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Assessment	Grade Achieved	Targets for Improvement
Year 1		
Unit 1 Baseline Assessment		
Skeletal System		
Muscular System		
<i>Cardiovascular system</i>		
Respiratory System		
Energy Systems		
Unit 1 – Anatomy & Physiology		
Unit 4 – Sports Leadership		
<i>Unit 7 – Practical Sports Performance</i>		
Unit 23 – Skill Acquisition		
Year 2		
Unit 2 – Fitness Training Programme Mock		
Unit 22 – Business in Sport Mock		
Unit 2 Fitness Training Programming		
Unit 22 Business in Sport		
Unit 3 Professional Development in the Sports Industry		
<i>Unit 6 Sports Psychology</i>		
Unit 17 Sports Injury Management		

Date	Measurables	✓	Comments and targets
	1. Work complete and up to date		
	2. Well organised inc. assessments		
	3. Evidence of independent learning		
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	1. Work complete and up to date		
	2. Well organised inc. assessments		
	3. Evidence of independent learning		

Welcome to BTEC Level 3 Sport

Curriculum Aims (KS5)

A broad basis of study for the sport sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels

Here we explore the John Roan curriculum principles in the context of the Sociology curriculum:

- **Entitlement:** Our BTEC Sport curriculum adheres to Pearson Edexcel Exam Board specification and course programme. Every student is entitled to a knowledge which encapsulates all content prosed within the curriculum specification with access to all curriculum content.
- **Coherence:** We sequence our units to introduce knowledge and new ideas. From a foundational understanding of theory to more complex vertical concepts developed in a variety of contexts. We always begin with the core theory for each unit of work. In turn, this sets us on a strong start to understanding for each unit of work covered across the two courses offered.
- **Mastery:** Reviewing prior knowledge is threaded throughout all units, with concepts and skills revisited, built upon, and developed in new contexts. In addition to, much of the course is strong on the ability to apply and evaluate. Students master their knowledge and understanding of the world of sport by constantly being encouraged to apply their knowledge & understanding to a wide range of vocational contexts.
- **Adaptability:** All lesson materials are editable and are reviewed and improved each cycle. There are scaffolding examples and assessment tools to identify gaps in learning for teachers to respond to.
- **Representation:** A diverse range of examples, names, images and sports role models. are used in resources so that students from all backgrounds recognise the relevance of the discipline.
- **Education with character:** The BTEC Sport curriculum students have many opportunities to develop a range of interpersonal and practical skills, through their participation in different sporting activities and taking on leadership roles.

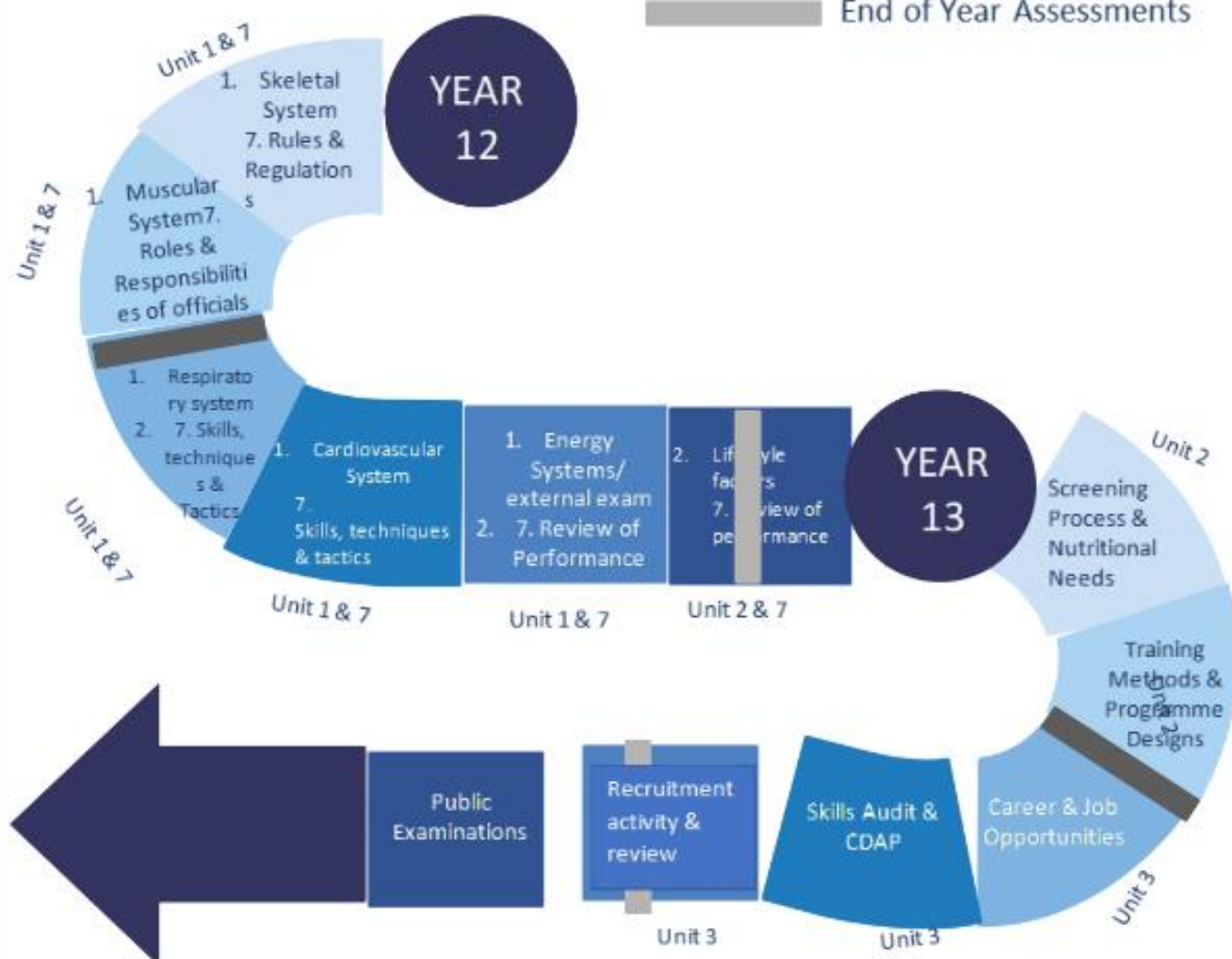
BTEC Level 3 Ex Cert Sport Roadmap



BTEC Level 3 Extended Certificate in Sport Key Stage 5

Key

- Mid-Year Assessments
- End of Year Assessments



BTEC Level 3 Diploma Sport Roadmap



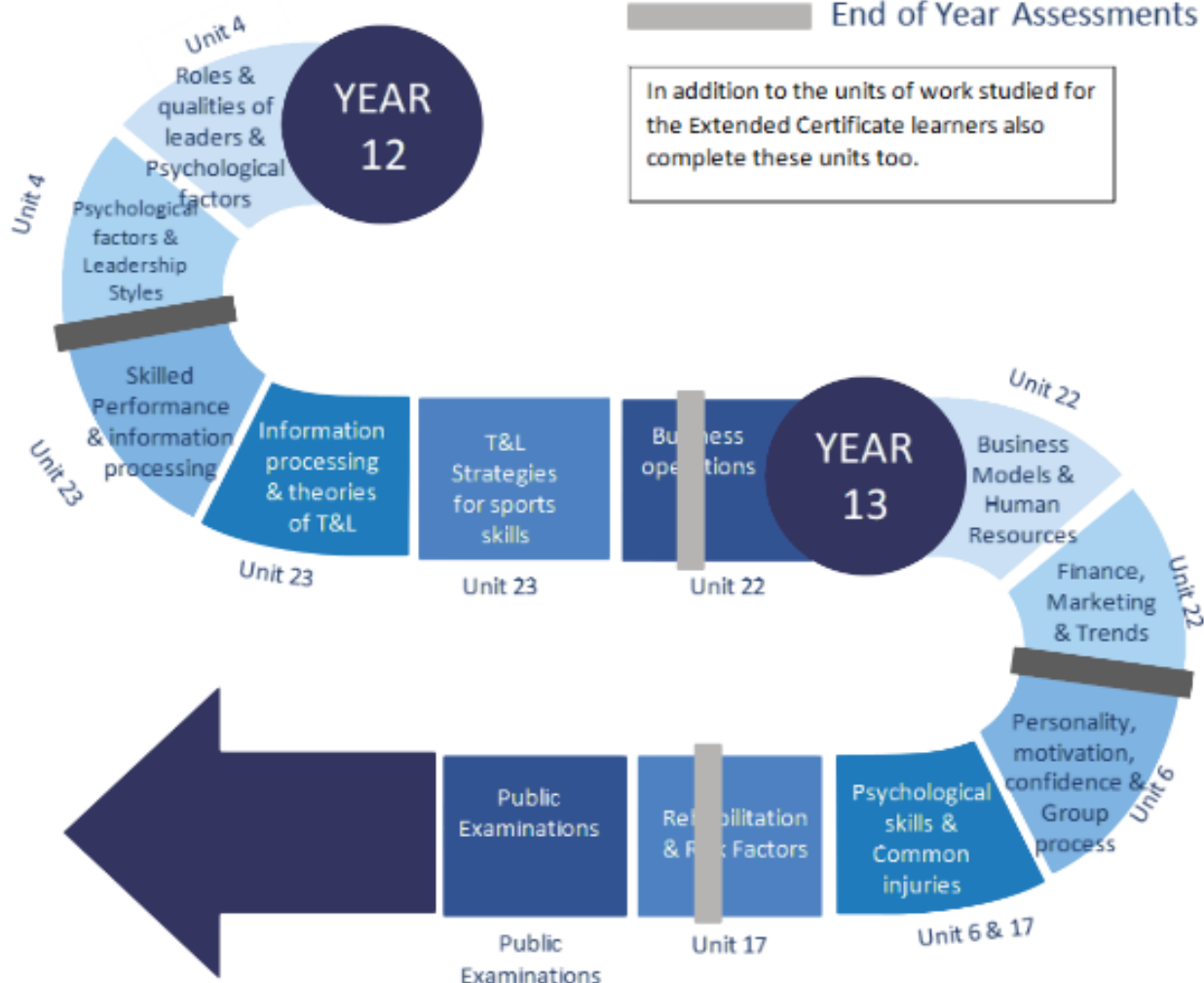
BTEC Level 3 Diploma in Sport Key Stage 5

Key

Mid Year/External Assessments

End of Year Assessments

In addition to the units of work studied for the Extended Certificate learners also complete these units too.





How we organise our work in BTEC Level 3 Sport

- Handbook
- Exercise books
- Unit content at front of book
- For each lesson:
- Do Now
- Date/title/learning objectives
- Additional assessment folder:
- Assessment decision sheets
- Assignments
- Or
- Exam practice papers
- Mark schemes
- Scenarios
- Activities answers
- Mark schemes
- Additional information to help with assessment



Expectations for the course

Attitude to Learning: This is an official coded score which is documented on every school report you will receive. As your teacher I will assess your Behaviour for Learning, commitment to PRIDE, active learning and home learning quality. I will also use this to determine any potential predicated BTEC Level 3 Sport grade.

It is important that you put as much effort into your academic study to reach your true potential. A strong and consistent start will ensure your sixth form journey and destination goal more manageable. You are expected to:

- Come to class with a ready to learn positive attitude
- Deciduate yourself towards completing all task work and homework
- To be studious and carry out effective revision
- Source and research your own case studies and readings
- Organise your time and be on time with studies and to class.
- To ask for support when needed! Will always be here to help.

Behaviour:

BTEC Level 3 Sport is a subject which requires a culture of safety, especially with the topics we study and the discussions we will have. It is very important we are attentive. This will also support you with getting the best grades. You are expected to:

- Treat your class teacher and peers with respect. Allow people to have a voice, especially when opinions are being given.
- Do not speak or shoutout over people. Whether it is class instructions, during silent task work or when a fellow class member is speaking
- Please do not use phones. It is important that your full attention is provided. Do not put yourself in a position of self-sabotage.
- Refrain from purposely being controversial or disruptive
- Act and lead with maturity.



Exam Specification

BTEC Level 3 National Extended Certificate in Sport

A broad basis of study for the sport sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

- 360 GLH (445 TQT) Equivalent in size to one A Level.
- 4 units of which 3 are mandatory and 2 are external.
- Mandatory content (83%). External assessment (67%).

BTEC Level 3 National Diploma in Sport

This is intended as an Applied General qualification, equivalent in size to two A Levels. It has been designed as part of a two-year programme, normally in conjunction with one or more qualifications at Level 3. This qualification is aimed at learners looking to progress to higher education in this sector.

- 720 GLH (895 TQT) Equivalent in size to two A Levels.
- 9 units of which 6 are mandatory and 3 are external.
- Mandatory content (75%). External assessment (45%).

Assessment objectives

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes.

The styles of external assessment used for qualifications in the Sport suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task. Some external assessments include a period of preparation using set information. External assessments are available twice a year

Internally Assessed Units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides.

Synoptic Assessments

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units which contain a synoptic assessment task. Synoptic assessment must take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. Synoptic tasks may be in internally or externally assessed units.



External Assessment Outcomes

Unit 1 – Anatomy & Physiology

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

Unit 2 Fitness Training & Programming for Health, Sport & Well Being

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

Unit 22 Investigating Business in the Sport & Active Leisure Industry

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



Internal Assessment Outcomes

Unit 3 Professional Development in the Sports Industry

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the career and job opportunities in the sports industry		AB.D1 Justify how own skills audit outcomes and development action plan aligns to chosen career pathway, based on a comprehensive knowledge and understanding of the career.
A.P1 Explain the different career pathways, the associated job opportunities and their requirements in the sports industry.	A.M1 Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the sports industry.	
A.P2 Explain the development pathway into a selected career in the sports industry.		
Learning aim B: Explore own skills using a skills audit to inform a career development action plan		
B.P3 Explain how selected sports industry career matches own personal skills audit outcomes.	B.M2 Analyse own personal skills audit outcomes against a selected career in the sports industry.	CD.D2 Demonstrate individual responsibility and effective self-management during the recruitment activity.
B.P4 Develop a career development action plan, to meet the requirements of intended sports career using skills audit outcomes.	B.M3 Develop a career development action plan that has specific relevance to the requirements of intended sports career and skills audit outcomes.	
Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway		
C.P5 Prepare appropriate documentation for use in selection and recruitment activities.	C.M4 In interviews and activities, demonstrate analytical responses and questioning and activities to allow assessment of skills and knowledge.	
C.P6 Participate in the selection interviews and activities as an interviewee.		
Learning aim D: Reflect on the recruitment and selection process and your individual performance		CD.D3 Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected career pathway.
D.P7 Review own performance in role in the interviewing activities, supported by an updated SWOT analysis.	D.M5 Analyse the results of the process and how your skills development will contribute to your future success.	



Internal Assessment Outcomes

Unit 4 Sports Leadership

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the roles, qualities and characteristics of an effective sports leader		
A.P1 Discuss the skills, qualities and characteristics of three different leadership roles in different sport and exercise activities or environments. A.P2 Explain the importance of skills, qualities and characteristics in the leadership role in different sport and exercise activities or environments.	A.M1 Analyse the importance of skills, qualities and characteristics in the leadership role in different sport and exercise activities or environments.	
Learning aim B: Examine the importance of psychological factors and their link with effective leadership		A.D1 Evaluate the impact of skills, qualities, characteristics on sports leadership in different sport and exercise activities or environments. B.D2 Evaluate the impact of key psychological factors on sports leadership in different sport and exercise activities or environments.
B.P3 Discuss how key psychological factors may affect sports leadership within different sport and exercise activities or environments.	B.M2 Analyse key psychological factors that may affect sports leadership within different sport and exercise activities or environments.	
Learning aim C: Explore an effective leadership style when leading a team during sport and exercise activities		C.D3 Justify your leadership style and its impact on team performance, suggesting alternative leadership styles that could be used to improve team performance.
C.P4 Demonstrate a chosen leadership style, using appropriate skills when leading a team during a sport and exercise activity. C.P5 Review the impact of own leadership style on the performance of the team during the sport and exercise activity.	C.M3 Demonstrate a chosen leadership style, using effective skills when leading a team during a sport and exercise activity. C.M4 Analyse your chosen leadership style and the impact of it on team performance, considering own strengths and areas of weakness.	



Internal Assessment Outcomes

Unit 6 Sports Psychology

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand how personality, motivation and competitive pressure can affect sport performance		A.D1 Analyse the relationship between motivational factors, anxiety and stress and self-confidence and their impact on sports performance.
A.P1 Describe how personality and motivational factors may impact on sports performance.	A.M1 Explain how personality and motivational factors may impact on sports performance.	
A.P2 Describe how differing levels of arousal, anxiety and self-confidence can affect sports performance.	A.M2 Explain how control of arousal, anxiety and stress and self-confidence can impact on sports performance.	
Learning aim B: Examine the impact of group dynamics in team sports and its effect on performance		
B.P3 Describe how group cohesion and leadership contribute to the development of a successful sports team.	B.M3 Explain sociogram results and how they can be used to improve group cohesion and leadership potential in sport.	B.D2 Analyse how group cohesion and leadership can contribute to the success of a sports team.
B.P4 Produce sociograms showing relationships between members of a sports group.		
Learning aim C: Explore psychological skills training programmes designed to improve performance		C.D3 Evaluate the design of your psychological skills training programme, suggesting and justifying alternative techniques that could be used to improve performance.
C.P5 Describe different psychological skills that could be used to improve performance.	C.M4 Explain the design of your psychological skills training programme, making comparisons between your design and others.	
C.P6 Design a psychological skills training programme to improve performance.		



Internal Assessment Outcomes

Unit 7 Practical Sports Performance

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine National Governing Body rules/laws and regulations for selected sports competitions		AB.D1 Evaluate how participants use skills, techniques and tactics required in individual and team sports and their compliance of rules/laws and regulations impacts on individual/team performance.
A.P1 Summarise how participants comply with the rules/laws and regulations in individual and team sports.	A.M1 Assess how participants comply with the rules/laws and regulations and the impact on individual and team sport.	
Learning aim B: Examine the skills, techniques and tactics required to perform in selected sports		C.D2 Demonstrate in a competitive situation the effective adaptation of the relevant skills, techniques and tactics from isolated and conditioned practices and full and accurate compliance of the rules and regulations for an individual and a team sport.
B.P2 Discuss the skills, techniques and tactics required in two different sports.	B.M2 Assess the skills, techniques and tactics required in two different sports.	
Learning aim C: Develop skills, techniques and tactics for sporting activity in order to meet sport aims		D.D3 Justify recommendations for personal performance improvement using wider understanding of compliance of rules and regulations and use of skills and techniques in an individual and a team competitive sport.
C.P3 Demonstrate in a competitive situation or conditioned practice the appropriate combination of skills, techniques and tactics from isolated practices for an individual and a team sport.	C.M3 Demonstrate in a competitive situation the effective combination of skills, techniques and tactics from isolated and conditioned practices for an individual and a team sport.	
Learning aim D: Reflect on own practical performance using selected assessment methods		
D.P4 Discuss the selected assessment methods used to review a practical sports performance. D.P5 Discuss own performance using different assessment methods and feedback from others in an individual and a team competitive sport.	D.M4 Analyse own performance to reflect strengths and areas for improvement in an individual and a team competitive sport using feedback from others and different assessment methods.	



Internal Assessment Outcomes

Unit 17 Sports Injury Management

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand common sports injuries and their associated physiological and psychological responses		A.D1 Analyse common sports injuries and symptoms, and the physiological and psychological responses to these with specific examples of injury mechanism and aetiology.
A.P1 Discuss common acute, overuse sports injuries and symptoms, and red flag symptoms. A.P2 Explain how the body responds physiologically and the mind psychologically to sports injuries.	A.M1 Assess common acute, overuse sports injuries and symptoms, with specific examples of injury mechanism and aetiology. A.M2 Assess the physiological and psychological response to sports injuries, with regard to the stages of injury, using specific examples.	
Learning aim B: Explore common treatment and rehabilitation methods		B.D2 Justify the rehabilitation programme design, including future recommendations and considerations.
B.P3 Apply appropriate protocols when performing a range of common treatment methods to four contrasting scenarios. B.P4 Design a progressive appropriate rehabilitation programme for a specific sports injury.	B.M3 Apply appropriate protocols in a confident and effective manner when performing a range of common treatment methods to four contrasting scenarios. B.M4 Design a detailed safe and appropriate rehabilitation programme for a specific sports injury, including adaptations and alternatives.	
Learning aim C: Investigate risk factors which may contribute to sports injuries and their associated prevention strategies		C.D3 Analyse intrinsic and extrinsic risk factors which may contribute to sports injuries, using the sequence of prevention model. C.D4 Evaluate the importance of sports injury management, justifying its role in helping sports performers prevent or overcome common sports injuries.
C.P5 Explain how extrinsic and intrinsic risk factors contribute to sports injuries and how they can be prevented, using specific examples.	C.M5 Assess preventative measures for intrinsic and extrinsic risk factors selected, using specific examples.	



Internal Assessment Outcomes

Unit 23 Skill Acquisition in Sport

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the nature of skilled performance		AB.D1 Evaluate the effectiveness of information processing models in showing how sports performers produce skilled performance.
A.P1 Discuss the qualities of skilled performers.	A.M1 Assess how abilities contribute to the production of sports skills.	
A.P2 Explain the characteristics of skills and abilities.		
Learning aim B: Examine ways that sport performers process information for skilled performance		
B.P3 Explain how a sports performer processes information in a given situation.	B.M2 Assess the stages of information processing models.	
B.P4 Discuss the value of different types of feedback to learning.		
Learning aim C: Explore theories of teaching and learning in sport		C.D2 Evaluate the effectiveness of selected behaviourist and cognitive theories of learning when teaching skills to sports performers.
C.P5 Describe two contrasting theories of teaching and learning.	C.M3 Analyse how selected theories of skill learning can be used when teaching skills to sports performers.	
C.P6 Explain the three phases a sports performer experiences when learning a new skill.		
Learning aim D: Carry out teaching and learning strategies for sports skills		D.D3 Evaluate the effectiveness of your use of teaching and learning strategies to develop selected sports skills.
D.P7 Produce a plan showing how a skill can be taught to meet the needs of different sports performers.	D.M4 Demonstrate the effective use of teaching and learning strategies appropriate to specific situations when developing sports skills.	
D.P8 Demonstrate the use of different types of teaching and learning strategies to develop sports skills.		



Assessment

Methods of formal assessment in BTEC Sport are as follows:

1. End of Unit Assessments
2. Mock Examinations

2. Mock Examinations

Throughout Year 12 and 13 you will be entitled to rigorous mock examinations to simulate the real thing. By the time you sit your formal examinations in either the January or June Assessment Windows you will have extensive experience completing each exam paper under simulated conditions. You will be sitting the following examinations for Sociology:

Mock Examination	Papers
Mock Exam – Autumn Term of Year 12	Year 12 (both courses) • Unit 1 Anatomy & Physiology • Unit 4 Sports Leadership (internally assessed)
UCAS Exams – Summer of Year 12	• External retake of Unit 1 Anatomy & Physiology if required
Mock Exam – Autumn Term of Year 13	Ex Cert Unit 2 – Fitness Training Programming Diploma Unit 22 Investigating Business in the Sport & Active Leisure Industry

Access Arrangements

If at any time you feel you would benefit from additional access arrangements in an exam, such as the use of a laptop, please speak with your subject teacher as soon as possible.



Homework & Independent Work

Objectives of a Sixth Form Home Learning Policy

Objectives of a John Roan Sixth Form Home Learning policy are as follows:

- To enable our students to achieve the best grades that they are capable of at Post-16 through:
- The consolidation and revision of learned material
 - The application of learned material
 - Preparation for lessons to enable access to challenging subject content
- To reinforce high expectations of our students as independent learners
- To equip our students with the study skills required for University and other destinations

Expectation of subject home learning

At The John Roan Sixth Form we aim to teach students to become independent learners who use their private study time effectively. Students will be given guidance and support with creating revision schedules, effective note taking, essay writing and academic literacy, but will also be expected to practise and demonstrate these in their home learning.

As a benchmark, students should expect to receive an amount of home learning per subject that is equivalent to twice the number of contact hours that they receive in school: six hours per subject which amounts to 18 hours per week.

Paper Based Home learning

Unless exempt, all other students are expected to solely complete homework written on paper. No students should type or digitally produce their homework.

Deadlines

Failure to meet deadlines for home learning will result in a one-hour detention after school the following day, while repeated failures to meet home learning deadline will escalate to an academic support plan or school-based exclusion. Students who are placed into detention will still be expected to complete missed home learning. Students are encouraged to communicate with teachers about other deadlines in place so that they can be supportive of work set in other subjects.

Home learning setting

All home learning will be set for students using Show My Homework which is available as an app which can be accessed via a mobile phone, or as a website that can be accessed via a computer. In some instances, home learning will be set on software including Microsoft Teams. However, instructions for any home learning set on these platforms will be repeated on Show My Homework to ensure consistency.



Essential Resources & Wider Reading



Books

- **BTEC National Sport Student Book 1 (BTEC Nationals Sport 2016) (both Courses)**
- **BTEC National Sport Student Book 2 (BTEC Nationals Sport 2016) (Diploma only)**
- **Pearson Revise BTEC National Sport Units 1 & 2 Revision Guide (both courses)**
- **Pearson Revise BTEC National Sport Units 19 & 22 revision guide (Diploma only)**



University Courses & Career Paths



Transferrable skills

Critical and independent thinking

- Understanding and conducting research
- Delivering well-considered arguments
- Reflective and critical

evaluation skills

- Problem-solving
- Collaborative working
- Communication and presentation skills
- Organisational skills
- Interpersonal skills

• Intrapersonal skills



University Courses

- • BA (Hons) in Sports Development and Management
- • BSc (Hons) in Sports Management
- • BSc (Hons) Sports Business Management
- BSc (Hons) Sport and Leisure Management
- BSc (Hons) Sports Science (Outdoor Activities)
- BSc (Hons) in Exercise, Health and Fitness
- BSc (Hons) in Sport and Exercise Psychology.



Career Paths

- Sports coach training people to a high level in your specific sport or outdoor activity.
- Teacher.
- Sports scientist, analyst or nutritionist.
- Sports therapist or physiotherapist.
- Sports event planner or journalist.