

BTEC PE @ Stepney All Saints

Course	Equivalent to...	Grades needed	Externally assessed modules	Internally assessed modules	Total modules
BTEC Sport National Extended Certificate Level 3	One A level	Five Grades 9-5 at GCSE Level (including at least a grade 4 in English Language or Literature, Mathematics and Science).	1. Anatomy and physiology 2. Fitness training	1. Professional development in the sports industry 2. Sports leadership	4
BTEC Sport National Diploma Level 3	Two A levels	Five Grades 9-5 at GCSE Level (including at least a grade 4 in English Language or Literature, Mathematics and Science).	Same as extended certificate PLUS: 3. Investigating business in sport	Same as extended certificate PLUS: 3. Skill acquisition 4. Application of fitness testing 5. Sports psychology 6. Practical sports performance	9
BTEC Sport National Extended Diploma Level 3	Three A levels	Five Grades 9-4 at GCSE Level (including English Language or Literature, Mathematics and Science).	Same as diploma PLUS: 4. Development and provision of sport	Same as diploma PLUS: 7. Coaching for performance 8. Research methods 9. Sports performance analysis 10. Rules, regulations and officiating	14

Transition work

In your three weeks of transition work you will focus on three different modules:

- ***Anatomy and physiology***
- ***Fitness training and programming***
- ***Sports Psychology***

Week 1: Anatomy and physiology

This unit gives learners the opportunity to develop an understanding of body systems and their responses to sport and exercise. As an integral aspect of studying sport, the knowledge given in this unit will allow learners to support people in sport and exercise. The unit includes a number of topics that will be new to some learners.

This unit is assessed via examination. The examination is one hour and 30 minutes in length and contains a section for each topic.

- Section A contains questions on the skeletal system for sports performance.
- Section B contains questions on the muscular system for sports performance.
- Section C contains questions on the respiratory system for sports performance.
- Section D contains questions on the cardiovascular system for sports performance.
- Section E contains questions on the energy systems for sports performance. This unit gives learners core knowledge that will be developed and applied through other units.

Under each topic, there is at least one extended open response question where the learner has the opportunity to demonstrate all prior learning.

For this week you will focus on section A (Skeletal system):

Understand how joints of the upper and lower skeleton are used in sporting techniques and actions.

- Joints of the upper skeleton (shoulder, elbow, wrist, cervical and thoracic vertebrae).
- Joints of the lower skeleton (hip, knee, ankle, lumbar, sacrum, coccygeal vertebrae).
- Classification of joints – fibrous (fixed), cartilaginous (slightly moveable), synovial (freely moveable).
- Types of synovial joints (ball and socket, condyloid, gliding, saddle, hinge, pivot).
- The bones forming the following joints (shoulder, elbow, wrist, hip, knee, ankle, and their use in sporting techniques and actions).
- Structure and function of components of synovial joints and their use in sporting techniques and actions (joint capsule, bursa, articular cartilage, synovial membrane, synovial fluid, ligaments).
- Range of movement at synovial joints due to shape of articulating bones and use in sporting actions (flexion, extension, dorsiflexion, plantarflexion, lateral flexion, horizontal flexion and horizontal extension, hyperextension, abduction, adduction, horizontal abduction and adduction, rotation, circumduction).

<https://www.youtube.com/watch?v=eSAqwZtTWhI>

Watch the clip above.

Produce a 1-2 page revision guide about the different types of joint. This should include information about:

- Three different types of joint (fixed, slightly moveable, freely moveable.)
- The structure of a synovial joint.
- The six types of synovial joint.
- Examples of at least four different sporting actions and which joints they use e.g. bowling in cricket.

Week 2: Fitness training and programming

This unit allows learners to explore client screening, lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and wellbeing. The health and fitness industry is central in supporting clients to increase their fitness levels and adopt a healthy lifestyle, which fully supports the relevance of this unit's content. The knowledge gained within this unit will allow learners to support individuals in the industry.

Learners will assess the lifestyle of a selected individual, provide advice and plan a fitness training programme. This unit is assessed via an external assessment; therefore, quizzes, revision sessions and independent study are all appropriate and effective methods of preparation. The use of timed case studies and simulated clients will engage the learners and prepare them fully for their external assessment.

<https://www.youtube.com/watch?v=ijujkvOqsZE>

Watch the clip above.

Now research the following information about health and wellbeing recommendations:

- Government guidelines for exercise.
- Government guidelines for healthy eating.
- Government guidelines for alcohol consumption.

Now watch any episode on youtube of 'Obese – a year to save my life.'

Now design an informative poster, which gives strategies to the obese individual (the person you chose to watch), to help them save their life in a year. Give specific and realistic recommendations for:

- Exercise
- Diet
- Alcohol consumption

Week 3: Sports Psychology

In this unit, learners will look at the individual psychological factors that can influence performance, the psychological aspects of environments that sports are played in and the influences that others can have on performance. Concepts such as performance under pressure, cohesion and creating a psychological skills programme are all included. This unit lends itself to a lot of discussion in lessons and current sporting situations will be used to illustrate theoretical concepts. From this unit, learners will gain knowledge of a number of different psychological concepts.

<https://www.youtube.com/watch?v=rw1SR2SeODY>

Watch the youtube clip above

<https://www.iluguru.ee/test/eysencks-personality-inventory-epi-extroversionintroversion/>

Complete the personality questionnaire above

Now do a reflective essay (500-1000 words), explaining how your personality affects the way you perform and respond in different sporting contexts.

Ensure that you include the following:

- What type of personality you have based on the questionnaire, which you completed, NB 'neurotic' means the same as 'unstable'.
- Give descriptive words for your personality type e.g. moody, talkative, responsive etc.
- Explain the interactionist theory of personality then say whether you think this applies to you and why/why not.
- Whether the social environment affects your personality e.g. arguing with the referee because the rest of your team is (no names mentioned here...ahem!)
- Whether you are more intrinsically or extrinsically motivated in sport.
- Whether you are more of a 'nach' or 'naf' in sport.
- Give lots of examples of how you have responded in a variety of sports e.g. a handball lesson in PE, a school football match, a table tennis game at break time.