

Curriculum Overview / Intent BTEC Level 3 Extended Certificate in Sport				
<p>Rationale: In Year 12, students study a range of units which are assessed via external assessments and internal coursework. Students will develop on prior knowledge from KS4 examination PE to examine the body's systems, principles of training, training methods and fitness tests with the main focus on applying these to a variety of different sporting contexts. Students will also understand how the body works and use specific examples when answering exam questions. Students will also examine what makes a successful sports leader and become the role of a sports coach, planning and delivering sessions and producing a written evaluation. Finally, students have to opportunity to complete a career in the sports unit outlining personal development and progress to date and starting the pathway to a career in sport.</p>				
Term / Length of Unit	Outline	Assessment (See BTEC Assessment Plan for Specific Dates)	Wider Learning Opportunities	Knowledge & Skills
Unit 1: Anatomy & Physiology 17 Weeks	In this unit, learners will have the opportunity to demonstrate thorough knowledge and understanding of the body systems in the context of exercise and sports performance, applying this to a range of familiar and unfamiliar situations. Learners are able to analyse how the body carries out exercise and sporting movements and how the body systems respond to short-term and long-term exercise. In addition, learners will be able to interpret information on exercise and sports performance and make reasoned judgements on how body systems carry out exercise and sporting movements in a range of different contexts, demonstrating an understanding of the interrelationships between the body systems.	Unit 1 – Anatomy & Physiology Exam (90 marks) <u>Exam Dates – TBC:</u> January or May	<ul style="list-style-type: none"> ➤ Extra-Curricular Activities ➤ PE lessons ➤ Fitness Workshops ➤ Educational Video ➤ Online Seminars 	<p>Knowledge:</p> <ul style="list-style-type: none"> ➤ Functions of the Body's Systems ➤ Heart, Lungs, Skeleton, Muscles & Energy Systems ➤ Exercise Intensity ➤ Types of Exercise ➤ Fatigue & Recovery <p>Skills:</p> <ul style="list-style-type: none"> ➤ Communication & SPAG ➤ Evaluation ➤ Spoken Language ➤ Time Keeping ➤ Organisation

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<p>Unit 4: Sports Leadership</p> <p>12 Weeks</p>	<p>In Learning Aim A & B, learners will consider the impact that skills, qualities, characteristics and key psychology factors have on sports leadership in different sport and exercise activities or environments. All learners will need to think about the strengths/areas for improvement and/or significance of these things. Students will need to make judgements about them and reach a conclusion. Their conclusions will need to be supported by appropriate examples from different sports.</p>	<p>Assignment 1 (Task 1) - Investigating Appropriate Leadership Strategies</p> <p>Assignment 1 (Task 2) - Investigating Appropriate Leadership Strategies</p>	<ul style="list-style-type: none"> ➤ Extra-Curricular Activities ➤ Core PE ➤ Coaching Workshops ➤ Educational Visits ➤ Educational Videos 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ➤ Attributes of a Sports Leader ➤ Structure of a Sports Session ➤ Leadership Styles ➤ Responsibilities of a Sports Coach ➤ Psychological Factors <p><u>Skills</u></p> <ul style="list-style-type: none"> ➤ Communication & SPAG ➤ Planning & Evaluation ➤ Compare & Contrast ➤ Analysing Performance ➤ Spoken Language ➤ Time Keeping ➤ Organisation
<p>Unit 4: Sports Leadership</p> <p>6 Weeks</p>	<p>In learning aim C, learners will produce a document that supports the style of leadership they have used during the sport and exercise activity. Students need to consider details of the effect (positive or negative) that the adopted leadership style has had on their ability to work as part of a team in the activity using examples to support their statements. It is vital that the document focuses on learners as the leader and their skills, rather than the participants in the video recordings. The document must include a clear evaluation of the impact and application of the key skills that are specific for the role implemented. Learners can also suggest alternative leadership styles that could be used to help develop the performance of the leadership team and their roles. This should be supported with clear evidence and explanation.</p>	<p>Assignment 2 - Applying Appropriate Leadership Strategies</p>	<ul style="list-style-type: none"> ➤ Extra-Curricular Activities ➤ Core PE ➤ Coaching Workshops ➤ Educational Visits ➤ Educational Videos 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ➤ Attributes of a Sports Leader ➤ Structure of a Sports Session ➤ Leadership Styles ➤ Responsibilities of a Sports Coach ➤ Psychological Factors <p><u>Skills</u></p> <ul style="list-style-type: none"> ➤ Communication & SPAG ➤ Planning & Evaluation ➤ Compare & Contrast ➤ Analysing Performance ➤ Spoken Language ➤ Time Keeping ➤ Organisation

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<p>Unit 3: Professional Development in the Sports Industry</p> <p>12 Weeks</p>	<p>In learning aim A & B, learners will carefully consider, and give reasons to support, arguments as to how their own skills to a selected career, following an investigation into the scope, opportunities and requirements for employment in two contrasting sports industry career pathways. Learners’ investigations of contrasting career pathways will cover aspects such as the specific skills, qualities, qualification and training routes that are required, as well as broader aspects such as the associated industry standards and regulatory bodies. Learners must articulate their arguments coherently with reference to sources of information. Following this, learners will select one career pathway that most closely aligns to their own interests and they will compare their own skills audit with the gaps they need to pursue through professional development. They will then evaluate their personal knowledge of and skills levels in these specific areas, making justified suggestions of development aims and specific actions to achieve these aims. Recommendations will be supported by reference to sources of information from regulatory and training organisations.</p>	<p>Assignment 1 - Careers in Sport</p>	<ul style="list-style-type: none"> ➤ Extra-Curricular Activities ➤ Core PE ➤ Coaching Workshops ➤ Educational Visits ➤ Educational Videos 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ➤ Independent Research ➤ Jobs in Sport ➤ Skills and Attributes ➤ Self-Analysis ➤ Psychological Factors <p><u>Skills</u></p> <ul style="list-style-type: none"> ➤ Communication & SPAG ➤ Compare & Contrast ➤ Analysing Skills ➤ Spoken Language ➤ Time Keeping ➤ Organisation ➤ Interview Skills ➤ Writing to persuade
<p>Unit 3: Professional Development in the Sports Industry</p> <p>14 Weeks</p>	<p>In learning aim C & D, learners will make an individual, detailed evaluation of the application documents. The report will reach a reasoned conclusion on whether or not the interview documents were effective and if they fully supported the interview and assessment activity. It will also include a balanced evaluation, highlighting how well the processes were related to professional best practice. Learners will draw on a range of feedback (from own reflection, and peer review) to provide a detailed evaluation of their own performance in all aspects of the interview assessment activities. They will consider the appropriateness, significance and advantages/disadvantages of the selection of activities they performed, and the responses, they gave to questions from peers. Learners will then consider the strengths or</p>	<p>Assignment 2 - Applying for a Job in the Sports Industry</p>	<ul style="list-style-type: none"> ➤ Extra-Curricular Activities ➤ Core PE ➤ Coaching Workshops ➤ Educational Visits ➤ Educational Videos 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ➤ Independent Research ➤ Jobs in Sport ➤ Skills and Attributes ➤ Self-Analysis ➤ Psychological Factors <p><u>Skills</u></p> <ul style="list-style-type: none"> ➤ Communication & SPAG ➤ Compare & Contrast ➤ Analysing Skills ➤ Spoken Language ➤ Time Keeping ➤ Organisation ➤ Interview Skills ➤ Writing to persuade

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	<p>weaknesses of their performance, supported by well-considered examples based on their research of the knowledge, skills and qualities required for a job in their selected career pathway. Learners will offer a detailed conclusion as to how their preparation for, and performance in, interview assessment activities will support career progression.</p>			
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