



Year 10 and 11 BTEC Sport



What have students at St. Crispin's been taught to understand and be able to do?

Students have been taught a wide range of topics and concepts related to sport and physical activity. Students need to be able to apply these to a range of sporting activities.

Core Knowledge

The structure and function of the cardio respiratory system

The structure of the heart, describe blood vessels, cardiac cycle and the pathway of the blood, cardiac output and stroke volume in relation to exercise.

The structure of the lungs, gaseous exchange, describe mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing, interpret a spirometry trace.

Aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen). Use of aerobic and anaerobic exercise in practical examples of differing intensities.

Physical training and fitness testing

The difference between health and fitness, explain relationship between health and fitness.

Components of fitness, using sports and physical activity to the required components of fitness.

Fitness testing, measure the components of fitness. Using fitness tests show how data is collected for fitness testing.

Principles of training and overload and apply the principles of training.

Types of training and identify the advantages and dis-advantages (the effects on the body) of training types linked to specific aims.

Suitable ways to prevent injury and the importance of warming up and cooling down.

Core Skills

The vocational nature of BTEC courses ensures that students develop necessary skills to increase their employability within the sports sector. These include:

Research & Independence skills:

For example, through completing tasks that involve planning training sessions for individuals

Teamwork skills:

For example, through investigating successful tactics that could be used in team games

Communication Skills:

For example, through students having to lead a group of younger pupils through an activity session.

Analytical Skills:

For example, through evaluating their own effectiveness when participating in sports and designing an action plan to support areas they need to improve upon.



Year 10 and 11 BTEC Sport continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

Leadership

How to design a session plan for a range of learners
 How to lead a session for a range of learners
 How to evaluate sports session and write a plan for improvement.

Practical Sport

Then rules & regulations of 2 contrasting sports
 The skills and tactics needed to participate effectively in 2 contrasting sports
 How to evaluate performance in 2 contrasting sports.

Designing a Personal training program

Prior considerations to training clients
 Taking into consideration individuals needs
 Applying principles of training to a 6 week programme
 How to adapt training programs
 How to evaluate the effectiveness of training programmes.

How has learning been assessed?

The Pearson BTEC Level 1/Level 2 First Award in Sport includes one externally assessed unit. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment. This approach will also assist learners in developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts.

The remaining units are internally assessed. Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including written work, practical performance and verbal presentations.

What is coming up in the following year?

Students will have to opportunity to develop their interest in Sport in the Sixth Form through studying Physical Education A-Level or the Level 3 BTEC in Sport.