



# **BTEC Sport Student Induction Booklet**

**Level 3 Qualifications**  
BTEC National Level 3 Extended Diploma

# INTRODUCTION

Welcome to BTEC. The course has been designed to be a vocational course. The course covers a wide range of units and will allow you the opportunity to develop your skills and broaden your knowledge within this subject. Some of you will have lots of experience in your chosen subject, others may not, do not worry (!), this course will allow you the opportunity to achieve and succeed.

The BTEC is a practical, work-related course. It will give you the opportunity to work in a professional manner and get hands-on experience and the team of teachers will be able to offer their knowledge on specialist areas.

## **Year 1 of the course:**

- Unit 1: Anatomy and Physiology (External assessment)
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being (External assessment)
- Unit 3: Professional Development in the Sports Industry (Assignment based)
- Unit 4: Sports Leadership (Assignment based)
- Unit 5: Application of Fitness Testing (Assignment based)
- Unit 6: Sports Psychology (Assignment based)
- Unit 7: Practical Sports Performance (Assignment based)

## **What you need to bring to lessons**

- Exercise book
  - You will be provided with this
  - All lesson notes should go into the exercise book
- A4 lever-arch folder
  - It is your responsibility to buy this
- A4 folder dividers
  - It is your responsibility to buy this
- A4 lined paper
  - It is your responsibility to buy this
- Necessary stationary, including pencil, ruler, green pen, red pen, black pen.
  - It is your responsibility to buy this

## **Organisation of lessons**

All classwork should be completed in your exercise book.

Homework and independent work should be completed on paper and handed in on the deadline. Failure to hand work in on the due date will result in a detention that evening. If a student completes the homework in their free periods in that day, they will still have a detention.

The folder should be separated into separate sections for each unit of work covered. This will have your:

- Lesson notes
- Homework and Independent notes
- Summary notes
- Assessments
- Specification

If a student misses a lesson, it is their responsibility to catch up on the work missed. If they miss a lesson they must do the following before the next lesson

- Email the teacher to find out the work missed
- Find the teacher to find out the work missed
- Speak to someone in the class to find out the work missed

Failure to complete the work missed from previous lessons will result in a student attending compulsory catch-up.

## Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. Each assessment is taken under specified conditions, then marked by the exam board and a grade awarded. You must achieve all external units at pass grade or above. The styles of external assessment used for qualifications are:

- examinations – your class will take the same assessment at the same time, normally with a written outcome or on a computer.
- set tasks – you 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 once or twice a year and you can have only one resit attempt during the programme.

## What are assignments?

Assignments are projects that are written by your teachers. During each assignment you will be given an assignment sheet, which explains everything for that project. You will find that the course is set up so that within each unit you will be given between four to six assignments to achieve the criteria needed to pass the unit. For some units you may have the opportunity in the second year of the course to achieve higher grades and catch missed criteria.

Assignment sheets will layout exactly what tasks you will need to complete to reach the criteria and within each subject area, the same basic format will be used. An assignment can last from one day to over a period of weeks. It is really important to know exactly what you are looking for when reading an assignment sheet. Your teacher will always go over the assignment, and there will always be an opportunity to ask any questions.

At the beginning of each assignment you will be given the unit description and the criteria that goes with it. You should always be aware exactly what it is you need to do to get 'PASS', 'MERIT' or 'DISTINCTION' level.

## What are 'PASS', 'MERIT' and 'DISTINCTION'?

Pass, merit and distinction are the three levels of grades that you can achieve on this course. These are achieved through the successful completion of assignments.

## The Assignment Brief

The following few pages give you an example of an assignment brief from Applied Science. You will find in an assignment brief the grading criteria taken from the qualification specification. They relate to 'PASS', 'MERIT' and 'DISTINCTION'. The criteria are laid out in a list, and each criterion has a number. The first criteria on the list would be referred to as 'P1', 'M1' and 'D1', the second on the list 'P2', 'M2' and 'D2' and so on.

Each unit may have a different number of criteria in order to complete that unit.

## How does an 'Assignment Sheet' actually work?

You will be given an assignment sheet each time a new project begins. You may find that you have more than one assignment running with different teachers at the same time. It is really important that you know what the different parts of the assignment sheet mean. It is not as complicated as it looks!

# Front Cover

Your name and the name of your teacher.

The course that you are studying and level of qualification.

Unit that the assignment refers to.

Deadline dates assignments are set, due and submitted.

John of Gaunt School Science		
Centre ID: 66641		
Course: ETEC First Certificate/Extended Certificate in Applied Science		
Name: Billy Tec		
Candidate Number: 6348		
Tutor Name: Mr Ray		
Unit: 3 Biology and our environment		
Assignment: B1.1.1	Start Date: 12.10.10	Hand in Date: 22.10.10
<p><u>Assessment Evidence:</u></p> <p>Your research will help the Wiltshire constabulary understand the functioning and classification of organisms. This will come from completing the tasks but you may wish to include any extra information that you find.</p> <p>How you present your work is up to you, but you should discuss this with your teacher.</p> <p>Remember to list any websites or books you have used in a bibliography.</p>		
<p><u>Unit 3</u></p> <p>P1</p> <p>P2</p> <p>P3</p> <p>M1</p> <p>M2</p> <p>D1</p>	<p><u>Grading Criteria</u></p> <p>Describe how the functioning of organisms relates to the genes in their cells.</p> <p>Construct simple identification keys to show how variation between species can be classified.</p> <p>Describe the interdependence and adaptation of organisms.</p> <p>Describe how variation within a species brings about evolutionary change.</p> <p>Explain how organisms within an ecosystem interact over time.</p> <p>Explain how genes control variation within a species using a simple coded message</p>	
Summary Assessor's Feedback		
Learners Signature		

**Assessment criteria** Criteria will be drawn from the Pass, Merit and Distinction descriptors, specific to the assignment. If all the criteria have not been met at least at Pass level, your work will be referred and you will have to resubmit within 7 days. The grades awarded are for specific criteria, they do not indicate your overall grade for the unit.

# Centre Pages

Title the teacher gives the assignment, in a vocational context.

What's in Coke?

## Scenario:

Analytical chemists work in many industries such as food science, forensics and pharmaceuticals. They often have to separate and identify the ingredients in substances.

You work as a food scientist in Trading Standards. There have been reports of bottles of coke being contaminated. You have been asked to explain how you could go about checking that the ingredients in a can of coke match the label.

## Things to include:

1. Coke is made of water, carbon dioxide and sugar. These substances contain atoms of carbon, hydrogen, oxygen. For each of these 6 substances you must identify whether they are an element, a mixture or a compound.
2. For the examples in part 1, try to include a symbol/formula.
3. Explain the differences between elements, compounds and mixtures using descriptions and diagrams. You should refer to the examples used in parts 1 & 2.
4. Make a table of separating techniques. Explain how each works and the sorts of substances they can separate. Could they be used to separate the substances in coke? Explain which substances may be separated and why.

P1 PASS

P1 PASS

M1 MERIT

D1 DISTINCTION

Keywords to include in the assignment

Key words: element, compound, mixture, atom, structure, bond, filtration, evaporation, distillation, solution, periodic table, substances, properties, chemical reaction.

Background information the teacher gives the assignment, in a vocational context.

The 'tasks' will explain exactly what you will have to do. The assignment will be set up so that each task will give you the opportunity to achieve criteria (P/M/D). It also lists the evidence required to complete the task.

## What happens when the assignment is over and the work has been marked?

When you have finished the assignment and handed in all the evidence (work) required the teacher will mark it and the verifier may also second mark some of the group's work.

You will then be given your work back with feedback on top of your work. This sheet is included within the 'Assignment Brief'. This sheet will have the criteria you have been awarded noted upon it.

## Providing Feedback to Students

Feedback should be given to you within two weeks of the submission date. The feedback needs to evidence the assignment as well as the feedback sheet. You will be provided with positive and encouraging comments that will promote a climate of interest in improving the quality of your written and/or practical work. All students will be given clear guidance on how improvements can be made and if necessary a time frame if the work is to be re-submitted.

## Feedback on the assignment will take the form of:

- ❖ Clarification of misconceptions – in these cases comments will be designed to improve understanding. Your teacher may wish to talk directly to you. Good references or other support materials could be identified.
- ❖ Comments on spelling, punctuation and grammar. There may also be comments on composition, layout and presentation.
- ❖ You will be given concise and accurate explanations.
- ❖ You will be praised for good work especially where there is evidence of selective and applied research or balanced arguments or interesting examples.
- ❖ You will receive written statements that are readable!!!

## Feedback on the assignment feedback sheet:

- Must identify how your work meets the grading criteria for that assignment.
- Should indicate strengths and weaknesses of the evidence.
- Indicate the level of research carried out by you.
- Encouraging comments should be made to motivate you in terms of improvement and success.
- Where necessary dates for resubmission and details of additional work required should be made known to you.
- To encourage you to gain the fullest benefit from the feedback you will be asked to make comments on the feedback sheet.
- Your teacher should allow sufficient time for this in their feedback sessions.

## What happens if I have not met all of the work at least at a 'pass' level?

On our BTEC courses the teachers will make sure that an assignment explains exactly what you need to do to hit the 'pass' criteria. If you do not manage to meet all of the tasks with at least Pass level the work will be given back to you and you will be asked to re-submit the work normally within seven days. Each assignment and brief will go through the following procedure, before it is set and after the work is handed in. If after having re-submitted the work and the work still does not meet the criteria at pass level, your case will be discussed between your teacher and other BTEC teachers in order to make a final decision. You do have the right to appeal against assessment decisions, if you feel grades are wrong.

## Recommended text for all BTEC Sport students

BTEC Nationals Sport Student Book 1 Activebook

[http://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/Sport/BTEC/BTECNationalsSport2016/ISBN/Student%20Books/BTECNationalsSportActivebook1.aspx?\\_ga=2.257088648.2011459087.1498574067-355024062.1442478760](http://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/Sport/BTEC/BTECNationalsSport2016/ISBN/Student%20Books/BTECNationalsSportActivebook1.aspx?_ga=2.257088648.2011459087.1498574067-355024062.1442478760)

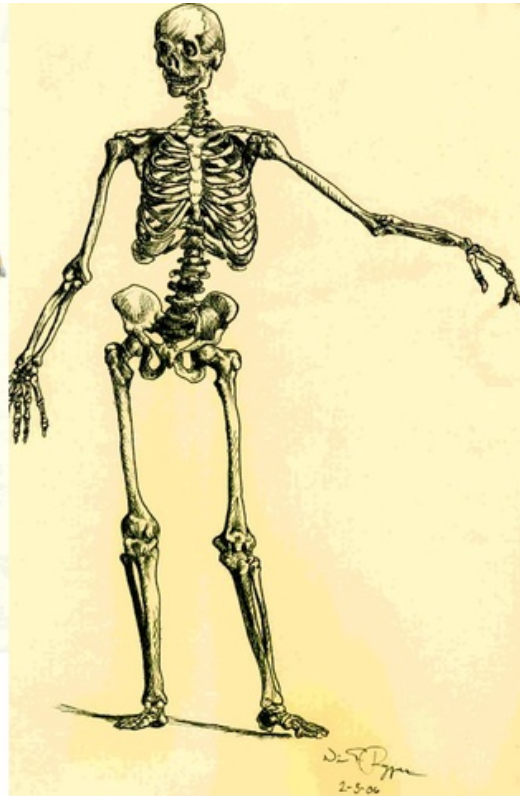
BTEC Nationals Sport Student Book 1 + Activebook

[http://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/Sport/BTEC/BTECNationalsSport2016/ISBN/Student%20Books/BTECNationalsSportStudentBook1Activebook.aspx?\\_ga=2.264426892.2011459087.1498574067-355024062.1442478760](http://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/Sport/BTEC/BTECNationalsSport2016/ISBN/Student%20Books/BTECNationalsSportStudentBook1Activebook.aspx?_ga=2.264426892.2011459087.1498574067-355024062.1442478760)

**Unit 1: Principles of Anatomy & Physiology in Sport**

# **The Skeletal system**

## **Workbook**



**Student name:** .....

**Tutor name:** .....



## **The skeletal system**

A general overview of the skeletal system is required and should include reference to the functions of the skeleton, the axial and appendicular skeleton and types of bone and cartilage.

### **Name the functions of the skeletal system**

1. ....
2. ....
3. ....
4. ....
5. ....

**Describe the make-up and role of both the axial and appendicular skeleton.**

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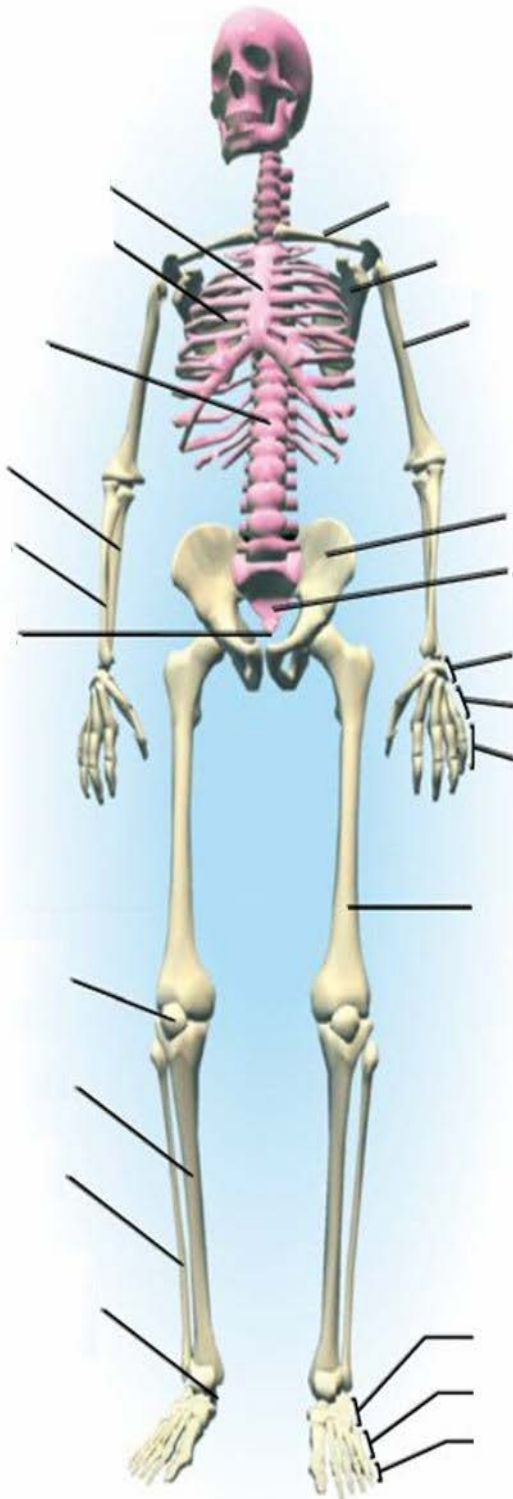
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**Label the skeleton below and fill in the key to indicate the Axial and Appendicular skeleton.**



**KEY TERMS**



**Appendicular skeleton**

The bones of the upper and lower limbs and their girdles that join to the axial skeleton.

**Axial skeleton**

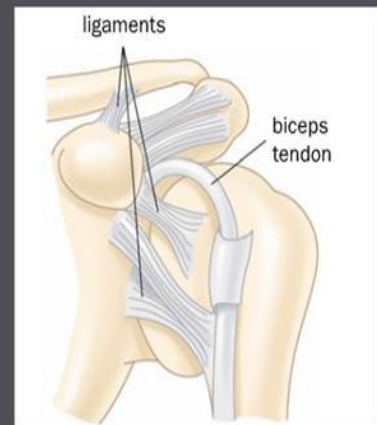
This forms the long axis of the body and includes the bones of the skull, spine and rib cage.

**Ligament**

A tough band of fibrous, slightly elastic connective tissue that attaches one bone to another. It binds the ends of bones together to prevent dislocation.

**Tendon**

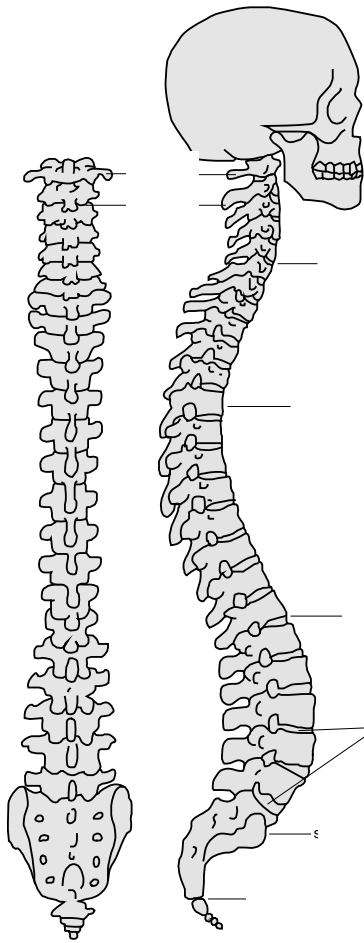
A very strong connective tissue that attaches skeletal muscle to bone.



Key



**Label all of the bones on the vertebral column.**



Describe the function of the vertebral column

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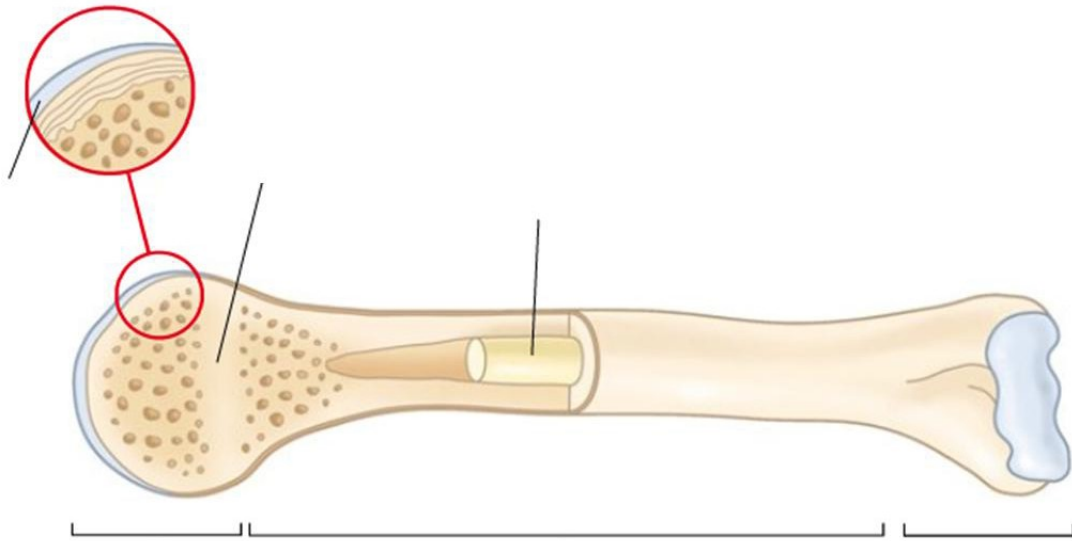
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**Label the structure of the long bone below**



Long bone is one of five types of bone found in the skeleton. Identify and give examples of the other four types of bone

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Articular cartilage is one of the three types of cartilage found in the human body. Identify, outline the function and give examples of the other two types of cartilage.

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- A **joint** is a place where two or more bones meet.
- Without joints, our bodies would not be able to move.
- Joints, along with the skeleton and muscular system, are responsible for the huge range of **movement** that the human body can produce.
- There are several **different types of joint**, each producing different types and amounts of movement.

Describe the three classifications of joints found in the human body with examples.

**Joint type 1 - Fixed**

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**Joint type 2 - Slightly movable**

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### Joint type 3 - Freely movable / Synovial

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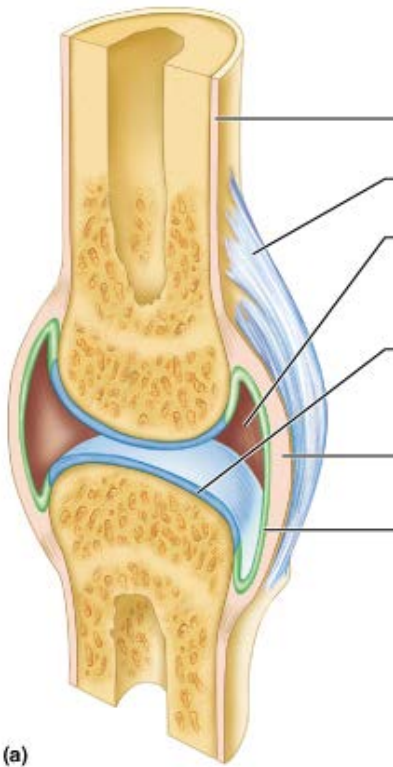
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### Structure of a synovial joint

Label the diagram of the knee joint and complete the table below.



<b>Feature</b>	<b>Structure</b>	<b>Function</b>
Ligament		
Synovial fluid		
Articular cartilage		
Joint capsule		
Synovial (joint) cavity		
Fatty pads or articular discs		



Describe the six types of synovial joints describing their shape and give an example of each.

Types of synovial joint	Description	Type of movement	Example in the body
Hinge			
Ball and socket			
Saddle			
Pivot			
Condyloid			
Gliding			

**For each of the following movement identify a sporting example. Some of them have been done for you**

Flexion at the Wrist – *During the follow-through a set shot in basketball*

Extension at the Wrist.....

Flexion at the Elbow.....

Extension at the Elbow.....

Flexion at the Shoulder.....

Extension at the Shoulder.....

Flexion at the Spine.....

Extension at the Spine.....

Flexion at the Hip.....

Extension at the Hip.....

Flexion at the Knee.....

Extension at the Knee.....

Horizontal flexion at the Shoulder – *The throwing arm during the execution phase of a disc throw*

Horizontal extension at the Shoulder.....

Abduction of the Shoulder.....

Adduction of the Shoulder.....

Abduction of the Hip – *The upward phase of a straddle jump*

Adduction of the Hip.....

Rotation of the Shoulder.....

Rotation of the Hip.....

Circumduction of the Shoulder.....

Pronation of the Forearm.....