



# Year 12 Course Induction Booklet 2026-2028



Pearson BTEC Level 3 Extended  
Certificate in Sport





## **BTEC SPORT**

### Qualification structure

#### **Pearson BTEC Level 3 National Extended Certificate in Sport**

##### **Mandatory units**

There are three mandatory units, one internal and two external. Learners must complete and achieve a Near Pass grade or above in all mandatory external units and achieve a Pass or above in the mandatory internal unit.

##### **Optional units**

Learners must complete one optional unit.

<b>Pearson BTEC Level 3 National Extended Certificate in Sport</b>				
<b>Unit number</b>	<b>Unit title</b>	<b>GLH</b>	<b>Type</b>	<b>How assessed</b>
<b>Mandatory units – learners complete and achieve all units</b>				
<b>1</b>	Anatomy and Physiology	<b>120</b>	<b>Mandatory</b>	External
<b>2</b>	Fitness Training and Programming for Health, Sport and Well-being	<b>120</b>	<b>Mandatory and Synoptic</b>	External
<b>3</b>	Professional Development in the Sports Industry	<b>60</b>	<b>Mandatory</b>	Internal
<b>Optional units – learners complete 1 unit</b>				
<b>4</b>	Sports Leadership	<b>60</b>	<b>Optional</b>	Internal
<b>5</b>	Application of Fitness Testing	<b>60</b>	<b>Optional</b>	Internal
<b>6</b>	Sports Psychology	<b>60</b>	<b>Optional</b>	Internal
<b>7</b>	Practical Sports Performance	<b>60</b>	<b>Optional</b>	Internal

### **STRUCTURE AND ASSESSMENT**

This is a two-year course consisting of assignments, exams, and a set task. You will sit 2 external assessments (exam & set task) over the 2 years. The outline for this is below:

**Unit 1 Anatomy and Physiology** is an **EXAM** unit and will be sat in May of your first year.

**Unit 2 Fitness Training and Programming** is a **SET TASK** unit and that will be sat in May of your first year.

**Unit 3 Professional Development in the sports Industry** is an **ASSIGNMENT** unit in Year 2

**Unit 6 Sports Psychology** is an **ASSIGNMENT** unit in Year 2



## **STUDENT LEARNING AGREEMENT**

### Requirements

All students will be expected to get to all lessons on time. In addition to this, you will be expected to complete other work in your own time. You will be required to hand in assignments no later than the end of day on the deadline date. You will also be expected to take full participation in practical group work and theory debate.

### Class work

Lesson time will focus on covering the key aspects of each topic along with a couple of worked examples. There may be some class time dedicated to working through exercises, but it's likely that you will have completed the exercises at home or in your own time. The theory unit of work will be focused on theory and research should be undertaken to fully participate in these sessions.

### Homework

You will be given assignments to complete in individual learning time, and revision tasks. These will be expected to be completed on time and assessed formally to enable effective revision and learning to take place.

### Monitoring

You will be regularly assessed in the form of learning conversations, past papers, research assignments, critical debates, group and peer work, case studies, presentations, textual analysis etc. Students will be assessed in accordance with Pearson's marking criteria and assessment objectives.

### Your target

We want you to achieve the highest possible grade and we will target you a grade that you can achieve, providing you follow the course requirements. This target grade will be based on your GCSE grade and our experience. We will discuss this grade with you and alter it overtime if necessary. Regular assessment in the form of learning conversations will take place to enable individual targets to be set and reviewed.

### Aims of the PE/Sport Department

1. Every student who is taught by the Sport team is given the same learning opportunities as all other students.
2. Students are to be supported as best as can be with their learning development as Sport Students.
3. Students are to be given a wide range of learning resources through booklets, ICT provision, group, paired and individual tasks that enable them to achieve to the highest level of their ability and enjoy their learning.
4. That every Sport student is given the opportunity to develop their Spiritual, Moral, Social and Cultural knowledge of the world and themselves.
5. To provide extra provision outside of lesson time for every student to help develop their work to the best level that is possible.
6. To guide every Sportstudent to progress into careers related to the Sport sector.

### Questions

If you have any questions or problems please contact;  
Mrs Cole – [mrs.cole@holyfamilycatholicschool.co.uk](mailto:mrs.cole@holyfamilycatholicschool.co.uk) or  
Mr Wilbraham [mr.wilbraham@holyfamilycatholicschool.co.uk](mailto:mr.wilbraham@holyfamilycatholicschool.co.uk)



# Holy Family Catholic School

## Curriculum Overview Year 12 – Sport (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities		
Half Term 1 (Sept-Oct)	<b>Unit 1: Anatomy and Physiology</b>  <b>Topic A:</b> The effects of exercise and sports performance on the skeletal system <b>Topic B:</b> The effects of exercise and sports performance on the muscular system <b>Topic C:</b> The effects of exercise and sports performance on the respiratory system <b>Topic D:</b> The effects of sport and exercise performance on the cardiovascular system <b>Topic E:</b> The effects of exercise and sports performance on the energy systems	<a href="https://www.youtube.com/watch?v=LMZStgTd-Tw">https://www.youtube.com/watch?v=LMZStgTd-Tw</a> <i>Time: 13 mins</i> <a href="https://www.youtube.com/watch?v=mMecn9S4zW4">https://www.youtube.com/watch?v=mMecn9S4zW4</a> <i>Time: 14 mins</i> <a href="https://www.youtube.com/watch?v=E4RjzRzKafk">https://www.youtube.com/watch?v=E4RjzRzKafk</a> <i>Time: 13 mins</i> <a href="https://www.youtube.com/watch?v=JbT-oygHL-w">https://www.youtube.com/watch?v=JbT-oygHL-w</a> <i>Time: 14 mins</i>	<a href="https://www.youtube.com/watch?v=z4d5_7NNSok&amp;t=15s">https://www.youtube.com/watch?v=z4d5_7NNSok&amp;t=15s</a> <i>Time: 17 mins</i>  <a href="https://www.youtube.com/watch?v=-GEWi9fNKRA">https://www.youtube.com/watch?v=-GEWi9fNKRA</a> <i>Time: 4 mins</i> <a href="https://www.youtube.com/watch?v=nhOY5xCVhpl">https://www.youtube.com/watch?v=nhOY5xCVhpl</a> <i>Time: 6 mins</i>  <a href="https://www.youtube.com/watch?v=mt8VycST1_s">https://www.youtube.com/watch?v=mt8VycST1_s</a> <i>Time: 6 mins</i>	
Half Term 2 (Nov-Dec)		<b>Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing</b>  <b>Topic A:</b> Examine lifestyle factors and their effect on health and well-being <b>Topic B:</b> Understand the screening processes for training programming <b>Topic C:</b> Understand programme-related nutritional needs <b>Topic D:</b> Examine training methods for different components of fitness <b>Topic E:</b> Understand training programme design	<a href="https://www.youtube.com/watch?v=zW2QMP64vVM">https://www.youtube.com/watch?v=zW2QMP64vVM</a> <i>Time: 13 mins</i> <a href="https://www.youtube.com/watch?v=utQK-NIL9t0">https://www.youtube.com/watch?v=utQK-NIL9t0</a> <a href="https://www.youtube.com/watch?v=qg65ZlIK73A">https://www.youtube.com/watch?v=qg65ZlIK73A</a> <a href="https://www.youtube.com/watch?v=rMcg9YzNSEs">https://www.youtube.com/watch?v=rMcg9YzNSEs</a>	<a href="https://www.youtube.com/watch?v=cES44_7eUJY">https://www.youtube.com/watch?v=cES44_7eUJY</a> <a href="https://www.youtube.com/watch?v=QltS-l2-pRg">https://www.youtube.com/watch?v=QltS-l2-pRg</a> <a href="https://www.youtube.com/watch?v=G3L_KbsCDg0">https://www.youtube.com/watch?v=G3L_KbsCDg0</a> <a href="https://www.youtube.com/watch?v=IM-zC4EVNsY">https://www.youtube.com/watch?v=IM-zC4EVNsY</a>
Half Term 3 (Jan-Feb)			Listen to the podcast "sprint training for fitness" from Fitness for Sport Podcast. Consider its application to their general population. <a href="#">Sprint training for fitness</a>  <i>Time: 1 hour 18 mins</i>	Watch the documentary on Netflix "The Game Changers". The documentary explores the effects of a non-meat diet in sport. Consider the application of this to an endurance athlete. <a href="#">The Game Changers (on Netflix)</a>  <i>Time: 1 hour 25 mins</i>
Half Term 4 (Feb-Mar)				
Half Term 5 (Apr-May)				
Half Term 6 (Jun-Jul)	Introduction to  <b>Unit 3: Professional Development in the Sports Industry</b>  and  <b>Unit 6: Sports Psychology</b>			

Examples of Home Learning Tasks	
Assessment Tasks, Methods & Frequency	Unit 1 exam - May 2027 (resit Jan 2028) Unit 2 exam - May 2027 (resit Jan 2028)

Who Can I Contact?	Director of Sport	Mrs E Cole
	Teachers of Year 12 Sport	Mr R Wilbraham Mrs E Cole

# Holy Family Catholic School

## Curriculum Overview Year 13 – Sport (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<b>Unit 3: Professional Development in the Sports Industry</b>  <b>Learning aim A:</b> Understand the career and job opportunities in the sports industry <b>Learning aim B:</b> Explore own skills using a skills audit to inform a career development action plan <b>Learning aim C:</b> Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway <b>Learning aim D:</b> Reflect on the recruitment and selection process and your individual performance  <b>Unit 4: Sports Psychology</b>  <b>Learning Aim A:</b> Understand how personality, motivation and competitive pressure can affect sport performance  <b>Learning Aim B:</b> Examine the impact of group dynamics in team sports and its effect on performance  <b>Learning Aim C:</b> Explore psychological skills training programmes designed to improve performance.	
Half Term 2 (Nov-Dec)		
Half Term 3 (Jan-Feb)		
Half Term 4 (Feb-Mar)		
Half Term 5 (Apr-May)	Moderation of unit 3 and 6 by external moderator	
Half Term 6 (Jun-Jul)		

<b>Examples of Home Learning Tasks</b>	
<b>Assessment Tasks, Methods &amp; Frequency</b>	<ul style="list-style-type: none"> <li>• Unit 6 coursework due according to assessment plan</li> <li>• Unit 3 coursework due according to assessment plan</li> </ul>

<b>Who Can I Contact?</b>	Director of Sport	Mrs E Cole
	Teachers of Year 13 Sport	Mrs Cole/ Mr Wilbraham



## Assessment

### Example of Exam Paper: Unit 1 – Anatomy and Physiology

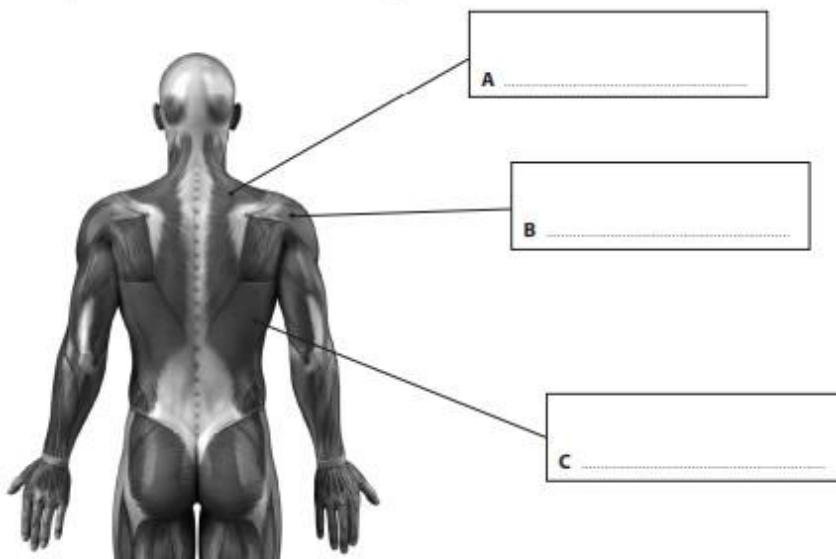
*This is an exam (1.5HRS) out of 80 marks, which you will sit in exam conditions.*

*You will answer questions based on the content you have learnt in class.*

#### SECTION B: The Muscular System for Sports Performance

Answer ALL questions. Write your answers in the spaces provided.

4 Identify the muscles labelled A–C in Figure 1.



Source: © CLIPAREA | CUSTOM MEDIA/Shutterstock

Figure 1

(Total for Question 4 = 3 marks)

5 State **three** types of muscle contraction.

1 .....

2 .....

3 .....

(Total for Question 5 = 3 marks)

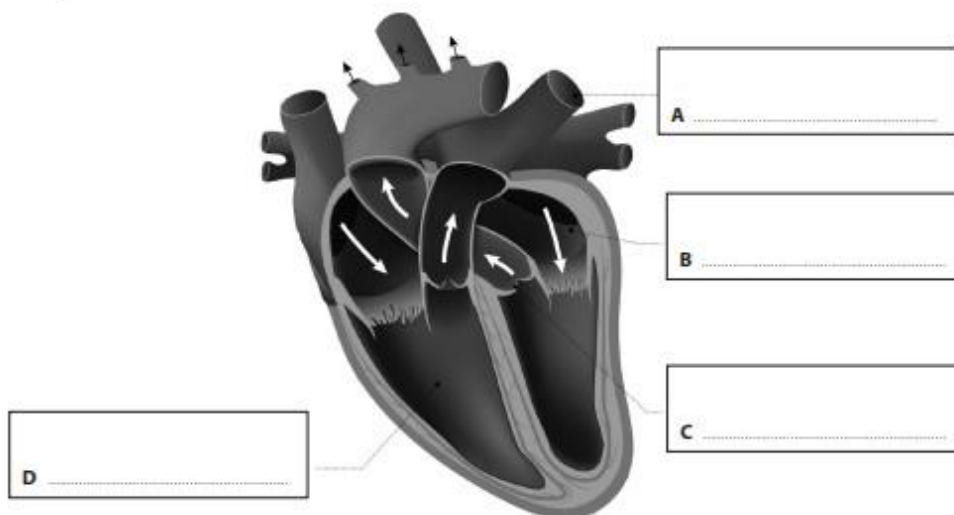


**SECTION D: The Cardiovascular System for Sports Performance**

**Answer ALL questions. Write your answers in the spaces provided.**

**Figure 2** shows the heart.

**11** Identify the structures of the heart labelled **A–D**.



© Source: Designua/Shutterstock

**Figure 2**

**(Total for Question 11 = 4 marks)**

**12** Describe the **function** of capillaries.

.....

.....

.....

.....

**(Total for Question 12 = 2 marks)**



## **Example of an Assignment Task (Internal Assessment)**

### **Part A**

#### **Case study**

Zara is 24 years old. She used to be a goalkeeper for a football team but she stopped playing football 5 years ago. Because Zara has recently been watching her role models on television she now wants to start playing football again.

Zara has decided to join a new football team that is approximately 2 miles from her home. The team trains twice per week and competes in matches on Saturdays.

The coach has watched Zara play and he thinks Zara could be an important player for the team this season. All new players must have a full health screening assessment.

Zara is very excited about playing for a football team again, but she is worried about her poor fitness levels and reaction time. Her aim is to increase both her physical fitness and her skill-related fitness, so that she will play well for her new team this season.

#### **Taskbook**

**Please do not write answers outside the spaces provided.**

**You must complete all activities in this taskbook.**

- 1** Interpret the lifestyle factors and screening information for Zara Gibson.

(12)

.....

.....

.....

- 3** Provide and justify nutritional guidance for Zara Gibson to meet her specific requirements.

(8)

.....



*Throughout each year you will be set a number of assignment tasks.*

*These tasks will be based on case studies and will assess how well you can apply the content that you have learnt in class. You will be set strict deadlines for each assignment that you must meet.*

How do I get marked?

Assessment is continuous in BTEC...this means you get marked all the time!

Each assignment has an assessment set of criteria. The criteria are separated into pass, merit and distinction.

- Pass is the equivalent to a 'C' at A-Level
- Merit is the equivalent to a 'B' at A-Level
- Distinction is the equivalent to an 'A' at A-Level

For each assignment you will get a pass, merit or distinction.

You **MUST** achieve the same grade in each criteria of a unit to be awarded that grade overall, eg. If you achieve a merit in 3 criteria out of 4 but a pass in 1, you would only receive a pass overall.

### **Coursework and written assessments**

- Please note that much of the written evidence you complete will be done on google docs and shared with your teacher.
- You will have a Google Classroom where unit booklets, assignment briefs and submission dates will all be detailed and you can upload links to your google doc booklet/blog/evidence record.
- It is imperative that you keep up with this work online as you go along, as your teacher will monitor and subsequently assess your progress this way.



## **Holy Family Catholic School and Sixth Form - Malpractice document**

This document is taken directly from the Edexcel website and gives information on malpractice for learners.

### **Attention all BTEC Students**

Please be aware of the following information regarding malpractice

Attempting to or actually carrying out any malpractice activity is not permitted by the examination board. Below is a list of some instances of malpractice:

- Plagiarism by copying and passing off work as learners own
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learners work
- Pretending to be someone else in order to produce the work for another or arranging to take another's place in an assessment
- Fabrication of results/evidence (for example when carrying out a survey)
- Failing to abide by the instructions or advice of an assessor
- Misuse of assessment and/or examination material
- Use of unauthorised material
- Obtaining, receiving, exchanging or passing on information which could be assessment related
- Behaving in such a way to undermine the integrity of any assessment
- The alteration of any results document, including certificates – Cheating