

# High Storrs Sixth Form

## 2024 Bridging Work

**Subject: Sport**

**Name:** \_\_\_\_\_



**HIGH STORRS SCHOOL**

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# **PEARSON BTEC LEVEL 3 EXTENDED CERTIFICATE IN SPORT**

## **Bridging Work 2024**

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## **Introduction**

This series of tasks and activities are designed to give you an insight into the Pearson BTEC Level 3 Extended Certificate in Sport course. As part of the transition from year 11 to Level 3 BTEC Sport it is important to develop a greater understanding of certain aspects of the course which will help you over the next two years. Please complete the following booklet.

If you did not study a sports course in years 10 and 11 do not worry! A percentage of the topics we will cover, have not been studied in GCSE PE, CNAT Sport or BTEC Sport so the information will be new to all students. It is however essential you are aware of the step up from key stage 4.

<b>Name</b>	
<b>School</b>	
<b>Do you play sport?</b>	
<b>If yes to the question above; Team &amp; League/Competitions</b>	
<b>Other commitments e.g. part time jobs/gym membership</b>	

This booklet has been prepared by the PE department for you to read and the work contained in it will ensure that you get off to a positive start in this subject area. It is very important that you read this booklet carefully over the summer and attempt to complete the work to the best of your ability and submit it to your teacher. This will be the first impression you create and is a real indicator of how seriously you are prepared to be in your studies.

**PEARSON LEVEL 3 EXTENDED CERTIFICATE IN SPORT**  
**At a Glance**

**Course Details**

**Course Title:** BTEC National in Sport Level 3

**Exam board:** Edexcel/Pearson

**Exam Board web site:**

[www.edexcel.com](http://www.edexcel.com)

[www.btec.co.uk](http://www.btec.co.uk)

Assessment method: The BTEC Sport Level 3 qualification is assessed both externally and internally via coursework based assignments.

The pathway you will study at High Storrs is the Extended Certificate which is equivalent to an A Level qualification.

**Unit 1 - Anatomy and Physiology:** is a written exam for 1.5 hours, worth 90 marks. This will be set and marked by Pearson, with 1 re-take allowed.

**Unit 2 - Fitness Training and Programming for Health, Sport and well-being:** is the second externally assessed unit where pre-released information is released 1 week prior to a controlled assessment in exam conditions. 1 week prior to the assessment learners will receive information within controlled conditions where 4 hours can be spent preparing information. After this, on a date specified by Pearson, learners will then spend a further 2.5 hours applying this within controlled exam conditions.

**Unit 3 – Professional Development in the Sports Industry:** Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

**About the course**

**There has been** significant increases in the popularity of BTEC Sport Level 3 since 2010. This has been driven by increased investment, publicity (Olympics), and subsequent vocational opportunities. With a third of workers in this sector having no formal qualifications beyond Level 1, many employers complain they cannot fill vacancies because of the skills shortage. This course exists to enable learners to be at the forefront of sport where these opportunities exist. Units are tailored to the needs of learners and the Sports sector (e.g. Sports Coaching).



## ASSESSMENT POLICY

### **External assessment (Unit 1 Anatomy & Physiology & Unit 2 Fitness Training & Programming):**

Each external assessment for BTEC National is linked to specific units. All of the units are developed for external assessment of 120GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade is awarded. Learners must achieve all external units at pass grade or above. The styles of external assessment used for qualification in the sport suite are:

**Examinations (Unit 1 Anatomy & Physiology)** - all learners take the same assessment at the same time, normally with a written outcome.

**Set tasks (Unit 2 Fitness Training & Programming)** - learners take the assessment during the 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 learners can only have one resit attempt during the programme.

### **Internal assessment (Unit 3 Professional Development in the Sports Industry)**

Each student is allowed ONE submission for each assignment. Therefore, it is crucial that you get it right first time and meet the required assessment criteria. You should make sure that you fully understand the assignment or assessment task that you have been issued. Don't be afraid to ask your unit teachers for help if you don't understand what you need.

#### ***So what happens if I don't achieve the assessment criteria after my submission?***

Due to every assignment contributing towards the final grade, you may be entitled to one opportunity for a resubmission to meet the assessment criteria. However, this has to be authorised by the Lead Internal Verifier and you must meet the following criteria:

- You met the initial deadline set for the assignment.
- Your teacher feels you can improve your evidence with no further guidance.
- You have signed and dated a declaration of authenticity for your assignment.

If these three conditions have not been met, you will not be authorised for a resubmission. Should you be authorised for a resubmission, you will have 10 working days to complete the assignment from the date of receiving your feedback. You will not be given any additional guidance from your unit teacher. Get it right first time. Be prepared for your assignments!

#### ***What happens if my resubmission still doesn't meet the pass criteria?***

The qualification doesn't allow for compensation, therefore students are required to pass every unit in order to gain the full qualification.

## UNIT 1 - ANATOMY & PHYSIOLOGY

### Activity 1

#### Recommended websites;

[www.brianmac.com](http://www.brianmac.com)

Inner Body <http://innerbody.com>

#### Introduction

The human body is made up of many different systems that work together and allow us to take part in a huge variety of sport and exercise activities. An athlete can go from rest to all-out sprinting in a matter of seconds, whereas an endurance athlete can continue exercising for many hours at a time.

The skeletal and muscular systems work together to allow our bodies to perform a vast range of different movements. Our cardiovascular and respiratory systems act as a delivery service, working together to supply oxygen and nutrients to the body which in turn is used to produce energy for muscular contraction.

In order to appreciate how each of these systems function, you will study the structure of the skeletal, muscular, cardiovascular and respiratory systems. The human anatomy of these systems is very different but in terms of operation, each system is implicitly linked. Having an understanding of these body systems is imperative in the sport and active leisure industries in order to begin to appreciate how the body functions and how it copes with the many different stresses of exercise.

#### Scenario

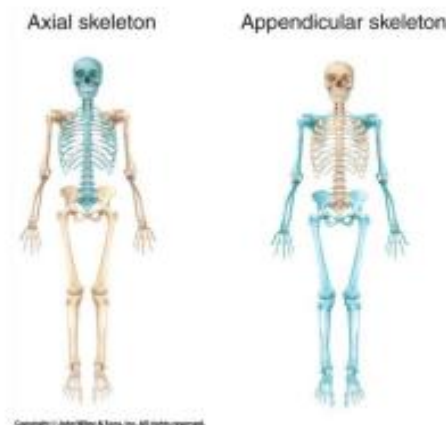
University places are extremely hard to get onto now days. You have applied for a place on a sports coaching degree. You have been called for an interview for a place on the course you want so much. As part of the application you must demonstrate a knowledge & interest in sport and the influences on performance. You have been given the topic of the Skeletal system to research & must be prepared to present and discuss fully in a discussion with an interview panel at the university.

#### Task 1

Using Powerpoint prepare slides for your discussion with your tutor:

- a) Find a blank picture of the AXIAL skeleton & label it
- b) Find a blank picture of the APPENDICULAR skeleton & label it

For each you will be required to describe: (a) where it is located, (b) the bones that form that part of the skeleton, (c) what that skeleton's function & role is & (d) What movement it allows  
DO NOT FORGET TO REFERENCE YOUR WORK & PICTURES

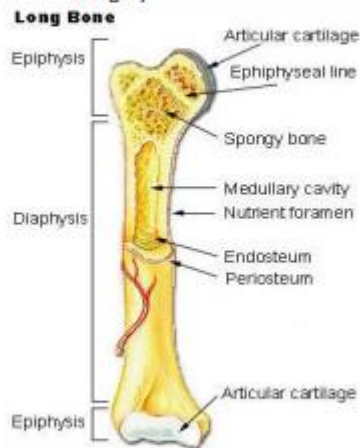


### Task 2

Using Powerpoint prepare slides for your discussion with your tutor on the following:

a) *The FIVE TYPES of bones: (1) Long Bones, (2) Short Bones, (3) Irregular Bones, (4) Flat Bones & (5) Sesamoid Bones.*

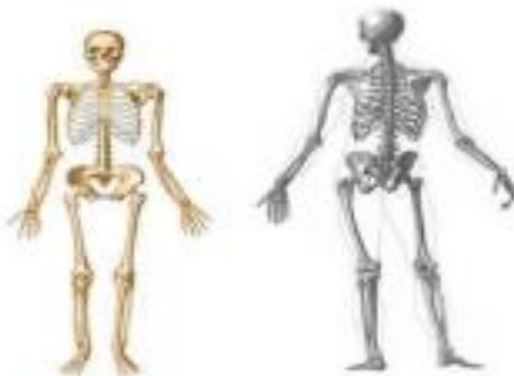
b) Have a picture/diagram (of the bone & its structure/make up), (B) Purpose/Job, (C) Examples of bones in this category & where these examples are found & why they are placed in this category.



### Task 3

Using Powerpoint prepare slides for your discussion with your tutor on the following:  
Find a blank picture of the skeleton & then identify the following 21 bones on it to include;

*cranium, clavicle, ribs, sternum, humerus, radius, ulna, scapula, ilium, pubis, ischium, carpals, metacarpals, phalanges x2, femur, patella, tibia, fibula, tarsals, metatarsals*



#### Task 4

Using Powerpoint prepare slides for your discussion with your tutor on the following:

- a) Find a blank picture of the Vertebral Column & then identify each of the following regions: cervical, thoracic, and lumbar vertebrae, sacrum, coccyx

For each region you will need to identify & know: (A) how many bones make up that region, (B) the function of the region, (C) identify where the Atlas & Axis Bones are in the vertebral column & their function



#### Task 5

Using Powerpoint prepare slides for your discussion with your tutor on the following:

Prepare a slide on each of the FUNCTIONS OF THE SKELETAL SYSTEM which covers the following:

*(A) What it is, (B) How the skeleton provides it & (C) why the function is important/useful*

**THE FUNCTIONS:** *support; protection; attachment for skeletal muscle; source of blood cell production; store of minerals*



## **UNIT 2 – FITNESS TRAINING & PROGRAMMING FOR HEALTH, SPORT & WELL-BEING**

### **Positive & Negative Lifestyle Factors**

#### **A Examine lifestyle factors and their effect on health and well-being**

##### **A1 Positive lifestyle factors and their effects on health and well-being**

Understand the importance of lifestyle factors in the maintenance of health and well-being.

- Exercise/physical activity: physical (strengthens bones, improves posture, improves body shape), reduces risk of chronic diseases (CHD, cancer, type 2 diabetes), psychological (relieves stress, reduces depression, improves mood), social (improves social skills, enhances self-esteem), economic (reduces costs to National Health Service, reduces absenteeism from work).
- Balanced diet: eatwell plate (food groups), benefits of a healthy diet (improved immune function, maintenance of body weight, reduces risk of chronic diseases – diabetes, osteoporosis, hypertension, high cholesterol), fluid intake requirements (moderation of caffeine intake), strategies for improving dietary intake (timing of meals, eating less/more of certain food groups, five a day, reducing salt intake, healthy alternatives).
- Positive risk-taking activities: participation in outdoor and adventurous activities, endorphin release, improved confidence.
- Government recommendations/guidelines: UK Government recommendations (physical activity, alcohol, healthy eating).

##### **A2 Negative lifestyle factors and their effects on health and well-being**

Understand the factors contributing to an unhealthy lifestyle.

- Smoking: health risks associated with smoking (CHD, cancer, lung disease, bronchitis, infertility).
- Alcohol: health risks associated with excessive alcohol consumption (stroke, cirrhosis, hypertension, depression).
- Stress: health risks associated with excessive stress (hypertension, angina, stroke, heart attack, stomach ulcers, depression).
- Sleep: problems associated with lack of sleep (depression, overeating).
- Sedentary lifestyle: health risks associated with inactivity.

#### **B Understand the screening processes for training programming**

##### **B1 Screening Processes**

Be able to interpret the lifestyle of a selected individual using appropriate screening documentation, and know when to refer the individual to a doctor.

- Screening questionnaires: lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q).
- Legal considerations: informed consent form, data protection, client confidentiality.

##### **B2 Health monitoring tests**

Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations.

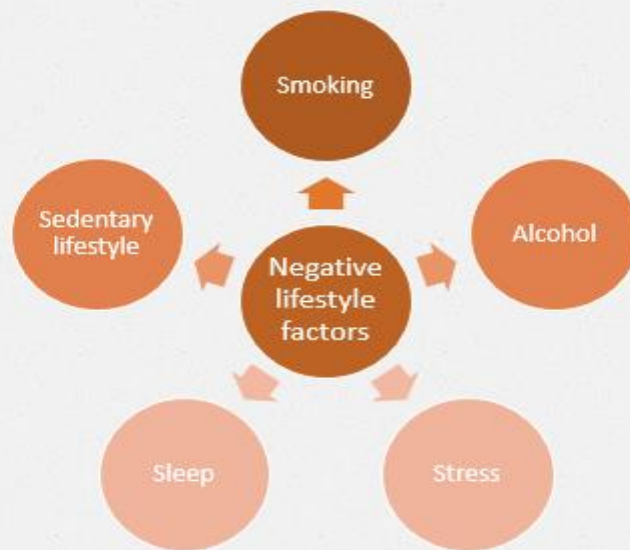
- Blood pressure.
- Resting heart rate.
- Body mass index (BMI).
- Waist to hip ratio.

##### **B3 Interpreting the results of health monitoring tests**

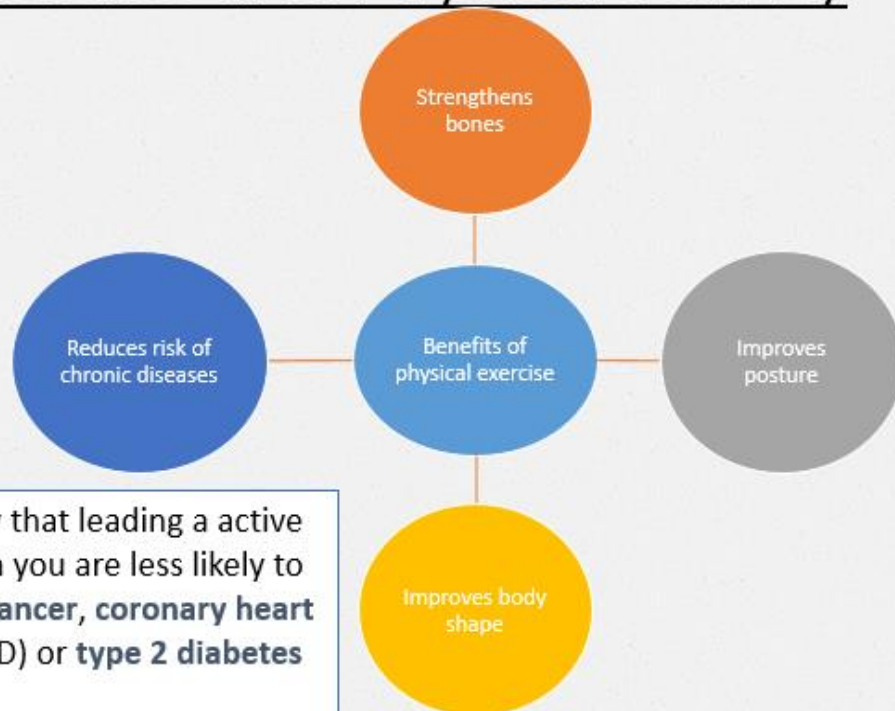
Be able to interpret health monitoring data against health norms and make judgements.

- Interpret results against normative data: compare and make judgements against population norms, norms for sports performers, norms for elite athletes, accepted health ranges.

## Negative lifestyle factors



## Exercise and Physical activity



Studies show that leading a active life can mean you are less likely to suffer from **cancer, coronary heart diseases (CHD) or type 2 diabetes**

## **Task 1**

### **Unit 2 Fitness Training and Programming for Health, Sport and Well-being**

Your first topic will be based on positive and negative lifestyle factors. Your task is to assess and review your own lifestyle, commenting on areas where you feel your lifestyle positively impacts your health, fitness and well-being, and commenting on areas where you feel it negatively impacts. Discuss strategies that you could implement to improve your lifestyle in order to improve health, fitness and well-being.

Use the information from the course specification to help you consider your own lifestyle.

Produce an A4 page which summaries the key information making links to all negative and positive lifestyle factors.

## **Task 2**

### **Part A**

#### **Case study**

**John is a 32-year-old male who works approximately 7-8 hours a day as a full-time builder.**

**He takes part in regular exercise and has a passion for weightlifting. John has recently participated in numerous competitions to challenge himself further within his sport. John trains twice every day, once before and once after work, and tries to follow a diet plan that will maximise his potential and performance.**

**John has recently hired a strength and conditioning coach, as he wants to improve his weightlifting technique, as well as different components of fitness that can take him to a higher level within the sport.**

**John's coach has decided to put him through a health screening procedure to see what his general health is like, as well as design a new diet plan and a fitness training programme. The aim of this is to improve his components of fitness, with the main objective being to win the next competition in 3 months' time.**

**Part B**

**Lifestyle questionnaire**

**Section 1: Personal details**

Name: John Smith  
 Address: 49 The Walk  
 Anytown  
 The County  
 Home telephone: 01234 567891  
 Mobile telephone: 07123 456790  
 Email: john7@email.com  
 Date of birth: 25/07/1984

Please answer the following questions to the best of your knowledge.

**Occupation**

- What is your occupation?  
Builder
- How many hours do you work daily?  
7-8 hours per day with a 30-minute lunch break
- How far do you live from your workplace?  
I work in lots of different places
- How do you travel to work?  
Drive
- How active would you say your job was?  
Very active

**Section 2: Current activity levels**

- How many times a week do you currently take part in physical activity?  
Six days a week, twice a day
- What type of activity/exercise do you mainly take part in?  
Weight training

**Section 3: Nutritional status**

1. Complete the food diary for the previous two days.

Day 1	Breakfast	Lunch	Dinner	Snacks
Yes/No	No	Yes	Yes	Yes
Time of day		12.45pm	8.30-9pm	Variable times throughout the day
Food intake		Jacket potato with cheese and beans	Steak and potatoes	Chocolate bar Packet of crisps Peanuts
Fluid intake	3 x cups of tea, 3 pints of beer, 1 small bottle of water			
Day 2	Breakfast	Lunch	Dinner	Snacks
Yes/No	No	Yes	Yes	Yes
Time of day		12.45pm	8.30-9pm	Variable times throughout
Food intake		Ham and cheese sandwich	Spaghetti Bolognese	1 apple Chocolate bar
Fluid intake	3 x cups of tea, 3 pints of beer, 1 small bottle of water			
2. Do you take any supplements? If yes, which ones?				No

**Section 4: Your lifestyle**

Please answer the following questions to the best of your knowledge.

- How many units of alcohol do you drink in a typical week? 24
- Do you smoke? Yes If yes, how many cigarettes a day? 3 a day
- Do you experience stress on a daily basis? Yes

If yes, what causes you stress (if you know)? I worry that my work may interrupt my training programme in the future.

- On average, how many hours sleep do you get per night? 7

**Section 5: Health monitoring tests**

Test results	
Test	Result
Blood Pressure	123/81 mmHg
Resting Heart Rate	65 bpm
Body Mass Index	35
Waist-to-Hip Ratio	0.80

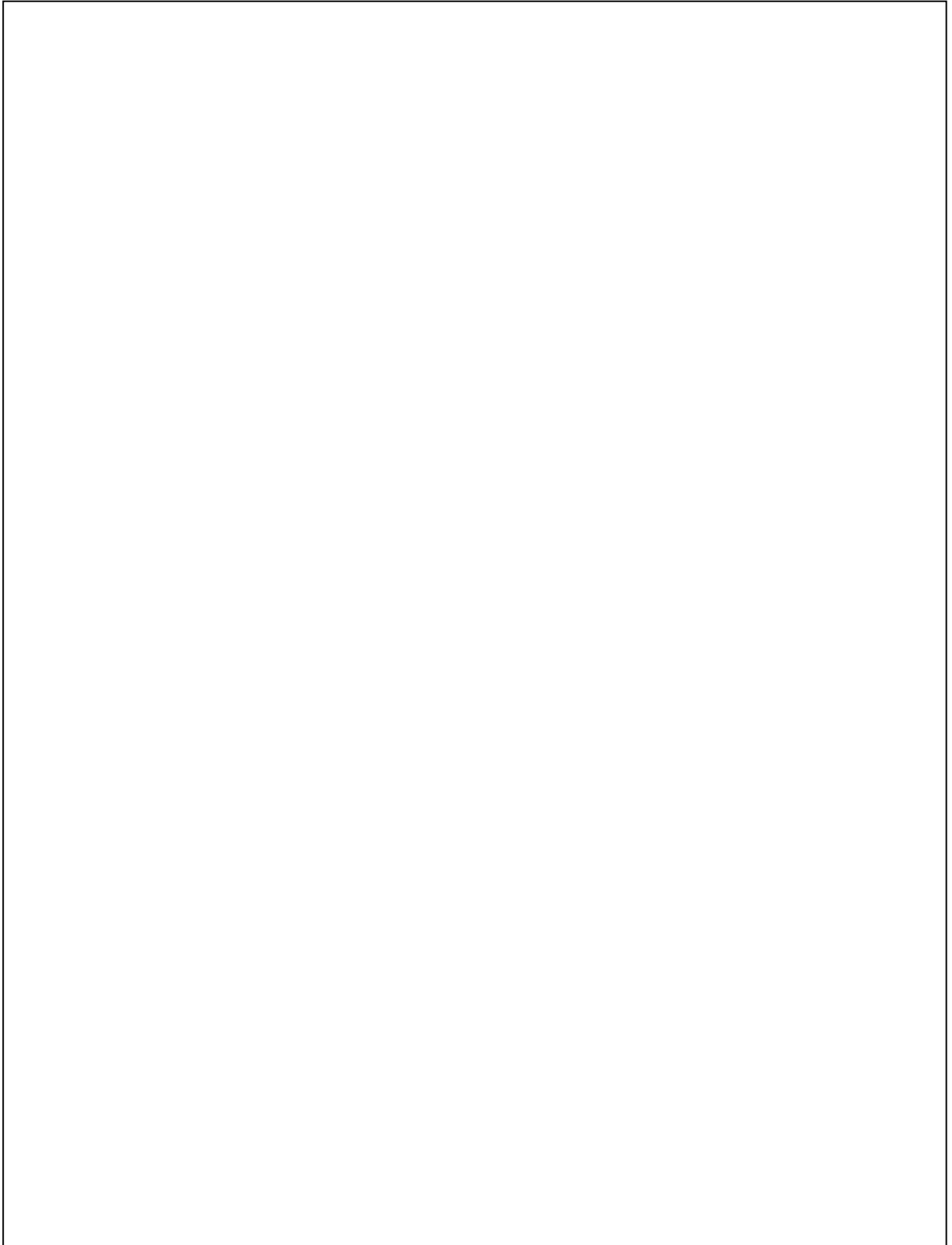
**Section 6: Physical activity/sporting goals**

What are your physical activity/sporting goals?  
 To win my next weightlifting competition in 3 months' time.  
 To increase my strength and the amount of weight I can lift.

**CLIENT DECLARATION**  
 I have understood and answered all of the above questions honestly. Signed client: J. Smith Print name: John Smith  
 Date: 11/09/16

**The following question would be worth 12 marks in the exam.**

**Interpret the lifestyle factors and screening information for John Smith.**



## **UNIT 3 - PROFESSIONAL DEVELOPMENT IN THE SPORTS INDUSTRY**

### **Activity 1 – Size of the Sports Industry**

#### **Linked to Unit 3 – Working in the Sports Industry**

A3 Professional training routes, legislation, skills in the sports industry Job descriptions and personal specifications for sports industry jobs.



Many footballers get noticed through school fixtures and academy programmes. However, some footballers will look for jobs on the internet to see what is available.

#### **Scenario**

You are the manager of Sheffield FC football club and you have put an advert on the internet looking for players.

You need to create an internet advert you have advertising looking for football players. This will include the job description of what is required.

#### **To Submit**

You need to create the advert for the internet looking for players.

What to include in the advert

- What experience you want the players?
- What position are you looking for?
- How much the player will be paid
- A job description for the position
- Some background about the club

**This is to be submitted on a word or PowerPoint document**

#### **Wider Reading to help you**

<http://www.thefa.com/>
















<http://www.premierleague.com/>

<http://www.givemefootball.com/>

<https://www.inputyouth.co.uk/jobguides/job-footballer.html>

<https://nationalcareers.service.gov.uk/job-profiles/footballer>

**READING LIST**

 <p><b>Complete this MOOC.</b></p> <p><a href="#">Football: more than a game</a> University of Edinburgh This course is open now!</p>	 <p><b>Listen to this radio programme</b> from the BBC World service. Sports Hour is a live Saturday morning sports show with reports, debate and humour. There are over 280 shows available covering all world sport.</p> <p><a href="#">BBC World Service: Sports hour</a> BBC Programmes</p>	 <p><b>Read this article</b> which explores the science behind wearing a helmet in sporting activities and how helmets are there to stop brain fracture and not concussion.</p> <p><a href="#">Football helmets don't protect against concussion - and we're not sure what does</a></p> <p>Ideas TED</p>	 <p><b>Watch this TED talk</b> which explores how racial stereotypes have infiltrated the language we use to discuss athletes.</p> <p><a href="#">Shouldn't sports be colour-blind</a> TED Talks – Patrick Ferrucci</p>	 <p><b>Complete this course.</b></p> <p><a href="#">Exercise prescription for the prevention and treatment of disease</a> Future Learn Available now or 4<sup>th</sup> May 2020</p>
 <p><b>Listen to this radio programme.</b> This is a daily podcast bringing you the latest from the Premier League, EFL, European football and more.</p> <p><a href="#">BBC Radio 5 Live</a> BBC Programmes</p>	 <p><b>Read this article</b> which explores some of the key gender issues in sports.</p> <p><a href="#">Sports are designed around men – and that needs to change</a> Ideas TED</p>	 <p><b>Watch this TED talk.</b></p> <p><a href="#">Are athletes really getting faster, better, stronger?</a> TED Talks – David Epstein</p>	 <p><b>Listen to this podcast</b> in which Calum and Buncey react to KSI's split-decision victory over Logan Paul in Los Angeles.</p> <p><a href="#">KSI vs Logan Paul II</a> BBC Sounds</p>	 <p><b>Watch this TED talk.</b></p> <p><a href="#">My 12 pairs of legs</a> TED Talks – Aimee Mullins</p>
 <p><b>Watch this TED talk</b> in which Valorie Kondos Field, long-time coach of the UCLA women's gymnastics team, shares the secret to her success. Hint: it has nothing to do with "winning."</p> <p><a href="#">Why Winning doesn't always equal success</a> TED Talk – Valorie Kondos</p>	 <p><b>Watch this TED talk</b> in which Christopher McDougall explores the mysteries of the human desire to run.</p> <p><a href="#">Are we born to run?</a> TED Talk – Christopher McDougall</p>	 <p><b>Watch this TED talk.</b> How much do you know about intellectual disabilities?</p> <p><a href="#">Special Olympics let me be myself – a champion</a> TED Talk – Matthews Williams</p>	 <p><b>Watch this TED talk.</b> Amazing, inspiring feats of daring and determination that will bring you everywhere from the high skies to the deep sea. (Playlist of eight talks).</p> <p><a href="#">Extreme sports</a> TED Talks</p>	 <p><b>Listen to this podcast</b> from the British Journal of Sports Medicine. It covers all sorts of aspects of Sports Medicine, from the science behind running shoes to the power of sleep.</p> <p><a href="#">BJSM Podcast</a> Also available on other podcast providers – search 'BJSM'</p>



British Olympic Association <http://www.olympics.org.uk/>

Department of Culture, Media and Sport <http://www.culture.gov.uk>

Sports Coach UK <http://www.sportscoachuk.org.uk>

Sport England <http://www.sportengland.org>

Inner Body <http://innerbody.com>

Peak Performance <http://www.pponline.co.uk>

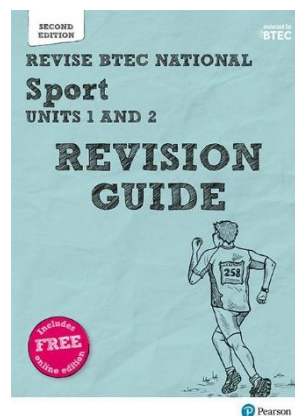
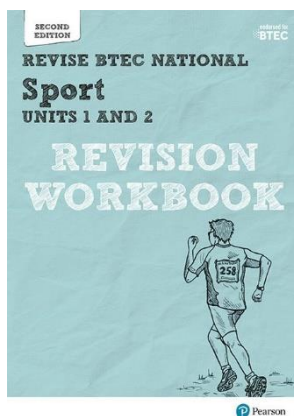
Psychology Lab <http://www.geocities.com/lazaridous/>

Training Programmes/Principles <http://www.brianmac.demon.co.uk/>

UK Sport <http://www.uksport.gov.uk>

Sport Injury Journals <http://www.physsportsmed.com/>

National Library of Medicine [www.ncbi.nlm.nih.gov/entrez/query.fcgi](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi)



Please purchase the revision workbook and revision guide through the Pearson website.

Below are a list of useful websites that can give advice to students about coursework:

[www.courseworkbank.co.uk](http://www.courseworkbank.co.uk)  
[www.courseworkhelp.co.uk](http://www.courseworkhelp.co.uk)  
[www.coursework.info](http://www.coursework.info)  
[www.essaybank.co.uk](http://www.essaybank.co.uk)  
[www.freestudentstuff.co.uk](http://www.freestudentstuff.co.uk)  
[www.maths-help.co.uk](http://www.maths-help.co.uk)  
[www.projectgcse.co.uk](http://www.projectgcse.co.uk)  
[www.revision-notes.co.uk](http://www.revision-notes.co.uk)  
[www.sci-journal.org.uk](http://www.sci-journal.org.uk)  
[www.studentcentral.co.uk](http://www.studentcentral.co.uk)  
[www.studyzones.com](http://www.studyzones.com)  
[www.topcourseworksites.co.uk](http://www.topcourseworksites.co.uk)  
[www.uk-learning.net](http://www.uk-learning.net)  
[www.essaysdone4u.com](http://www.essaysdone4u.com)

### KEY TERMS FOR ASSIGNMENTS & EXAMS

Key Terms	
KEY WORDS	DESCRIPTION
<b>Complete...</b>	Complete a form, diagram or drawing.
<b>Demonstrate...</b>	Show that you can do a particular activity.
<b>Describe...</b>	Give a clear, straightforward description which includes all the main points.
<b>Identify...</b>	Give all the basic facts which relate to a certain topic.
<b>List...</b>	Write a list of the main items (not sentences).
<b>Name...</b>	State the proper terms related to a drawing or diagram.
<b>Outline...</b>	Give all the main points, but without going into too much detail.
<b>State...</b>	Point out or list the main features.
<b>Comment on...</b>	Give your own opinions or views.
<b>Compare...</b>	Identify the main factors relating to two or more items and point out their similarities and differences.
<b>Contrast...</b>	
<b>Competently use...</b>	Take full account of information and feedback you have obtained to review or improve an activity.
<b>Demonstrate...</b>	Prove you can carry out a more complex activity.
<b>Describe...</b>	Give a full description, including details of all the relevant features.
<b>Explain...</b>	Give logical reasons to support your views.
<b>Justify...</b>	Give reasons for the points you are making so that the reader knows what you are thinking.
<b>Suggest...</b>	Give you own ideas or thoughts.
<b>Analyse...</b>	Identify several factors, show how they are linked, and explain the importance of each.
<b>Compare...</b>	Identify the main factors in two or more situations, then explain the similarities and differences, and in some cases adapt your original ideas.
<b>Contrast...</b>	
<b>Demonstrate...</b>	Prove that you can carry out a complex activity, taking into account information you have obtained or received to adapt your original ideas.
<b>Describe...</b>	Give a comprehensive description which tells a story to the reader and shows that you can apply your knowledge and information correctly.
<b>Evaluate...</b>	Bring together all your information and make a judgement on the importance or success of something.
<b>Explain...</b>	Provide full details and reasons to support the arguments you are making.
<b>Justify...</b>	Give full reasons or evidence to support your opinion.
<b>Recommend...</b>	Weigh up all the evidence to come to a conclusion, with reasons, about what would be best.

### **Department EXPECTATIONS**

There are some expectations that we set for all students who are studying BTEC Sport Level 3.

Students are to provide a notepad, pens, pencils and a folder for their lessons, a folder for each unit of the course (4 in total).

It is expected that students attend all lessons promptly. If a student misses a lesson it is expected that they will speak to the member of staff who taught the lesson and catch up with the work.

When students are involved in practical lessons they will be expected to wear appropriate kit and clothing.

Mobile phones are not to be used in lessons and must be switched off unless permitted by the member of staff.

Students will be provided with homework and coursework to be completed at home or in study time at school. It is expected that all students will hand their work in for marking promptly and to the best of their ability.

The workload is considerable and students are expected to complete their own research and revision outside of lesson time.

In addition to lessons the PE Faculty endeavours to hold regular support sessions before and after school during the exam period to help in preparation.

***We look forward to welcoming you in September 2023.***

***High Storrs PE Department***