

Exam Board:	<i>Edexcel</i>
Qualification:	<i>Level 3 National Extended Certificate in Sport</i>
Assessment Information:	<i>2 written examinations worth 67% of final grade (Unit 1 = 90 minutes. Unit 2 = 150 minutes.)</i>
	<i>2 internally assessed written pieces of coursework.</i>

[Link to official specification](#)

Department Information:

Our principal aim is to develop the sporting abilities, health and well-being of every student at Furze Platt. We strive for our students to adopt sporting values and develop a life-long love of sport and physical activity. Whether it be embracing competition in the numerous sports teams or developing an understanding of exercise that will benefit health for life, PE at Furze Platt is accessible to all.

Extra-curricular

We are proud to offer a broad extra-curricular provision that enables students to participate in traditional sports and more alternative sports such as fitness, table tennis and volleyball. Extra-curricular offerings change each term to provide students with variety throughout the year. In addition to our termly inter-house sporting competitions, the school also enters all sports teams into both league and cup competitions so that competitive fixtures are regular throughout the year. We also enter teams into regional athletics meets in the summer term. These fixtures enable many of our students to gain recognition at district and county level.

Leadership Opportunities

For students in Year 9 to Year 13, there is the yearly opportunity to apply to become a Furze Platt Sports Leader. This popular role allows students to develop essential life skills such as leadership, teamwork, planning and organisation, coaching and officiating all while supporting the PE department. Recent events led by our Sports Leaders include the whole school Sport Relief Mile, a Primary School netball festival that was attended by 10 local Primary Schools and the introduction of the Furze Platt Sport Review termly newsletter.

ACHIEVE in the curriculum:

The Sports Studies course embodies all the ACHIEVE values through its content and learning approaches. Some examples include:

Ambition - Developing written exam skills and producing high quality written work.

Versatility - Applying their theoretical knowledge to a broad range of sporting activities and scenarios. Utilising prior knowledge they have from GCSE and other A Level courses they may be studying such as Biology, Psychology or Business.

Integrity - Students will be expected to show integrity, empathy and respect when discussing complex issues and engaging in debates. Integrity will also be required in meeting deadlines set by staff.

Endurance - Students will be expected to demonstrate endurance by continuously revisiting previous content to ensure it is secure within the long term memory.

Curriculum Aims & Intent:

The year 13 Sport Studies curriculum is divided into two sections: *Anatomy and Physiology* and *Sports Psychology*.

Anatomy and Physiology - Students will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. Students will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems.

Sports Psychology (NEA) - Students will look at individual psychological factors that can influence performance, the psychological aspects of environments that sports are played in and the influences that others can have on performance. Students will look at how the functioning of a group can influence the outcome a sports team produces and how motivation can be developed and influenced. They will examine how arousal, anxiety, stress and self-confidence can affect performance and how these need to be controlled in order to achieve optimum performance. Finally, they will explore the psychological skills and programmes that can be used to improve performance.

How we keep parents informed:

Year 13 - Progress reports are published 4 times per year, in October, November and February, with a face-to-face parents' evening in December.

Resources:

- Textbook: BTEC Nationals Sport Student Book 1 + Activebook - ISBN-10: 1292134003 or ISBN-13: 978-1292134000
- Revision Guide: Pearson REVISE BTEC National Sport Units 1 & 2 Revision Guide - ISBN 1292230533
- EverLearner: <https://theeverlearner.com/>

How parents can help their child:

We ask that parents support their child in meeting deadlines for their written coursework and encouraging them to attend relevant intervention sessions in the preparation for the examination.

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	<p>The skeletal system</p> <p>The respiratory system</p>	<p>The skeletal system</p> <ul style="list-style-type: none"> • Structure of the skeleton • Function of the skeleton • Joints • Responses of the skeletal system to a single sport or exercise session • Adaptations of the skeletal system • Additional factors including skeletal diseases. <p>The respiratory system</p> <ul style="list-style-type: none"> • The structure of the respiratory system • Function of the respiratory system • Lung volumes • Control of breathing • Responses of the respiratory system to a single sport or exercise session • Adaptations of the respiratory system • Additional factors including asthma and altitude etc. 	<p>Students will demonstrate excellence by using their H&F or GCSE knowledge to build upon.</p> <p>Students will show ambition in their examination answers, using skills developed in Yr12 and their understanding of content to write high level, well-structured, answers.</p>	<p>Combination of practice exam questions in class and for home learning and an end of topic test.</p>	<p>Radiologist Orthopedics Physiotherapy Sports Scientist Sports Analyst Sports Medicine Biologist Pulmonologist</p>
2	<p>The muscular system</p> <p>The cardiovascular system</p> <p>Energy systems</p> <p>Revision and exam preparation.</p>	<p>The muscular system</p> <ul style="list-style-type: none"> • Characteristics and functions of different muscle types • Location of skeletal system • Antagonistic muscle pairs • Type of muscle contraction • Muscle fibre types • Responses of the muscular system to a single sport or exercise session • Adaptations of the muscular system 	<p>Students will demonstrate versatility by being able to apply knowledge to a range of sporting contexts.</p> <p>Students will show integrity in their revision in preparation for their examination.</p>	<p>*Official external examination.*</p>	<p>Orthopedics Physiotherapy Sports Scientist Sports Analyst Occupational Therapy Sports Medicine Biologist Cardiologist</p>

		<ul style="list-style-type: none"> • Additional factors affecting the muscular system including cramp. <p>The cardiovascular system</p> <ul style="list-style-type: none"> • Structure of the cardiovascular system • Function of the cardiovascular system • Nervous control of the cardiac cycle • Responses of the cardiovascular system to a single sport or exercise session • Adaptations of the cardiovascular system • Additional factors affecting the cardiovascular system including SADS and blood pressure. <p>Energy System</p> <ul style="list-style-type: none"> • The role of ATP • The ATP-PC system in exercise • The lactate system in exercise • The aerobic system • Adaptations of the energy system to exercise • Additional factors affecting the energy system including diabetes, children’s lack of lactate system. 			
3	<p>Personality, motivation and competitive pressure.</p> <p>Group dynamics</p>	<p>Personality, motivation and competitive pressure</p> <ul style="list-style-type: none"> • Personality factors and assessment of personality • Motivational factors • Arousal • Stress, anxiety and performance <p>Group dynamics</p> <ul style="list-style-type: none"> • Group processes • Cohesion • Leadership • Impact of processes, cohesion and leadership on a team and performance • Measurement of the impact using sociograms 	<p>Students will be required to show endurance by ensuring they are continuously reflecting on the feedback provided by staff and improving their work.</p>	<p>NEA marking ongoing with regular feedback provided by staff.</p>	<p>Sports Psychologist Teacher Sports Coaching Sports Management</p>

4	<p>Personality, motivation and competitive pressure.</p> <p>Psychological skills training programmes.</p>	<p>Personality, motivation and competitive pressure</p> <ul style="list-style-type: none"> • Self-confidence and performance <p>Psychological skills training programmes</p> <ul style="list-style-type: none"> • Psychological skills including self-talk, goal setting, arousal and imagery. • Designing a psychological skills training programme 	<p>Students will be required to show integrity and an understanding of their own needs when designing a programme for their own psychological requirements.</p>	<p>NEA marking ongoing with regular feedback provided by staff.</p>	<p>Sports Psychologist Teacher Sports Coaching Sports Management</p>
5	<p>Coursework completion</p>	<p>Complete the remainder of coursework using teacher guidance and ongoing feedback.</p>	<p>Students will be required to show endurance by ensuring they are continuously reflecting on the feedback provided by staff and improving their work.</p>	<p>NEA marking ongoing with regular feedback provided by staff.</p>	
6	<p>N/A - Year 13 study leave.</p>				