

Year	Autumn	Spring	Summer
Year 12	UNIT 2 FITNESS TRAINING AND PROGRAMMING 31525H EXTERNAL EXAM UNIT 5 APPLICATION OF FITNESS TESTING 31528H INTERNAL COURSEWORK		
	Concepts/Tier 3 vocabulary <i>Fitness Training and Programming Unit 2</i> <i>Application of Fitness Testing Unit 5</i>		Concepts/Tier 3 vocabulary <i>Fitness Training and Programming Unit 2</i> <i>Application of Fitness Testing Unit 5</i>
	Justification: <p>Students will explore the principles of fitness testing and examine the factors affecting the selection and administration of fitness tests, including validity, reliability and suitability of tests. Students will explore a range of laboratory and field-based fitness tests and the administration process of each fitness test. Students will consider the selection of appropriate tests for specific sports performers, and demonstrate their ability to conduct a range of fitness tests in accordance with the safety and ethical requirements of fitness testing.</p>	Justification: <p>Students will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information Students will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored.</p>	Justification: <p>Students will investigate the process of evaluating and comparing fitness test results to draw meaningful conclusions about a specific person's fitness. These activities will prepare students for a variety of careers in the sport sector, such as coaching, fitness instruction and working with elite sport performers. This unit will form a good basis for aspects of higher education study in sport and sport and exercise science-related qualifications</p>
	Justification <p>To complete the assessment task within this unit, students will need to draw on their learning from across the programme. Carrying out client screening and designing fitness training programmes is an essential skill for many people working in the sports industry, including sports coaches looking to improve an individual or team's sporting performance. Any person working in these careers would need to be able to carry out client screening and the design of training programmes in time-constrained conditions, utilising knowledge gained from previous experiences and application of content from across these units.</p>		
	Assessment: <p>Students will complete mock examination papers in the Autumn Term (December) for Unit 2. Students will sit the BTEC examination Unit 2 in the Spring Term (January) and Summer Term (May/June) if required. Students will complete practice assignments in the Autumn & Spring Term for Unit 5. Final assignments will be completed by May, ready for external standards verification</p>		
	Cultural Capital: Throughout the course wider reading /experience is provided and signposted including: articles, books, websites, documentaries, trip locations.		

	Autumn	Spring	Summer
Year 13	UNIT 1 ANATOMY AND PHYSIOLOGY 31524H EXTERNAL EXAM UNIT 3 PROFESSIONAL DEVELOPMENT IN THE SPORTS INDUSTRY 31526H INTERNAL COURSEWORK		
	<i>Concepts/Tier 3 vocabulary</i> <i>Anatomy and Physiology Unit 1</i> <i>Professional Development in the Sports Industry Unit 3</i>		<i>Concepts/Tier 3 vocabulary</i> <i>Anatomy and Physiology Unit 1</i> <i>Professional Development in the Sports Industry Unit 3</i>
	Justification: In order to appreciate how each of the body systems function, 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.	Justification: Students will research the different possible careers and the associated job roles in the sports industry, then action plan their development towards achieving a selected career aim. Students will analyse their own skills and identify how to develop them into a career through the use of a career plan. Students will research their chosen career to understand how to access and progress within it.	Justification: 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. This unit will give students the detailed core knowledge required to progress to coaching and instruction in the sports industry or further study.
	Justification: Students will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify their own strengths and gaps in knowledge and skills. Students will evaluate their own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry. This unit will prepare students for progression to a career in the sports industry either directly or through higher education, by developing their understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.		
	Assessment: Students will complete mock examination papers in the Autumn Term (December) for Unit 1. Students will sit the BTEC examination Unit 1 in the Spring Term (January) and Summer Term (May/June) if required. Students will complete practice assignments in the Autumn & Spring Term for Unit 3. Final assignments will be completed by May, ready for external standards verification		

Year	Autumn		Spring		Summer	
Year 12	Physiological factors affecting performance (01) Psychological factors affecting performance (02) Socio-cultural issues in physical activity and sport (03)					
	Concepts/Tier 3 vocabulary Applied anatomy and physiology (01) Skill acquisition (02) Contemporary issues in physical activity and sport (03)		Concepts/Tier 3 vocabulary Exercise physiology (01) Skill acquisition (02) Contemporary issues in physical activity and sport (03)		Concepts/Tier 3 vocabulary Biomechanics (01) Skill acquisition (02) Contemporary issues in physical activity and sport (03)	
	Justification: Students gain a deeper understanding of key systems in the body and how they react to changes in diet and exercise. They also study the effects of force and motion on the body and how they can be used to our advantage	Justification: Learners will develop an understanding of the importance of being able to classify skills in order to select the most suitable approach to the learning of motor skills. Focus will be placed on how different methods of training, guidance and feedback work and why their effectiveness differs from person to person Students consider the impact of hosting a global sporting event and the influence of modern technology on both the performer and the spectator.	Justification: Students will learn how to interpret data and graphs relating to: changes within musculo-skeletal, cardiorespiratory and neuro-muscular systems during different types of physical activity. They will also learn about the use of energy systems and the recovery process.	Justification: Knowledge and understanding will be developed of the different theories to teaching new skills. Focus will also be placed on enhancing existing skills and the opportunities to transfer between the two. The ethics involved in sport and deviance that affects sport and sporting behaviour will be understood and applied using practical examples.	Justification: Students will gain knowledge and use of definitions, equations, formulae and units of measurement in Biomechanics and refine their ability to plot, label and interpret graphs.	Justification Learners will begin to understand how individual differences such as personality and attitudes affect performers in sport. Learners will develop their knowledge and understanding of the positive and negative impacts of commercialisation and the media on physical activity and sport. The routes to sporting excellence in the UK and the key organisations that help to achieve this will be understood
	Assessment: Internal half termly assessments are made in all 3 examined components under timed conditions.					
	Component 05 : Students are assessed in the role of either performer or coach in one practical activity. They are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions – 15%					

	Cultural Capital: Throughout the course wider reading /experience is provided and signposted including: articles, books, documentaries, trip locations.				
	Autumn		Spring		Summer
Year 13	<div>Physiological factors affecting performance (01)</div> <div>Psychological factors affecting performance (02)</div> <div>Socio-cultural issues in physical activity and sport (03)</div>				<div>External Examinations</div> <div>Physiological factors affecting performance (01)</div> <div>2hr 90 marks – 30%</div> <div>Psychological factors affecting performance (02)</div> <div>1hr 60 marks – 20%</div> <div>Socio-cultural issues in physical activity and sport (03)</div> <div>1 hr 60 marks - 20%</div>
	<div>Concepts/Tier 3 vocabulary</div> <div>Exercise physiology (01)</div> <div>Sports psychology (03)</div> <div>Sport and society (03)</div>		<div>Concepts/Tier 3 vocabulary</div> <div>Exercise physiology (01)</div> <div>Sports psychology (03)</div> <div>Sport and society (03)</div>		
	<div>Justification:</div> <div>Learners will develop their knowledge and understanding of the components and functions of a balanced diet, as well as being able to relate diet, hydration and dietary supplements to performance in physical activities and sports.</div> <div>Learners will develop their knowledge and understanding of acute and chronic injuries related to physical activities and sports.</div>	<div>Justification</div> <div>Students explore the psychological factors that affect group dynamics and the effects of leadership and goal setting. The role of attributions in motivating performers; confidence and self-efficacy in sport are considered.</div> <div>Students focus on the social and cultural factors that have shaped sports over time, and their influences on physical activity.</div>	<div>Justification:</div> <div>Learners will develop their knowledge and understanding of aerobic training, methods of evaluating aerobic capacity and factors affecting VO2 max, as well as applying the importance of this training to physical activities and sports.</div>	<div>Justification:</div> <div>Students look at stress and anxiety and the role of stress management to optimise performance. Students gain an understanding of the interpretation of graphical representations associated with sport psychology theories.</div> <div>Learners will develop their knowledge and understanding of how physical activity and sport have developed through time and the factors that shape contemporary sport</div>	<div>Non-exam assessment (NEA) is the name for the internally assessed component of Physical Education; this includes the practical performances and the Evaluation and Analysis of Performance for Improvement (EAPI).</div> <div>Weighting of non-exam assessment is 30% of the total assessment</div> <div>Learners' final marks for both NEA components must be submitted to OCR by 15 March.</div>
	<div>Assessment:</div> Internal half termly assessments are made in all 3 examined components under timed conditions.				
	<div>Component 06</div> - Evaluating and analysing performance for improvement EAPI -15%. Observe a live or recorded performance by a peer and provide an oral analysis and critical evaluation of their peer's performance.				

