

**National Extended
Certificate In
Sport
BTEC LEVEL 3**

Year 11 – 12
transition

COURSE INFORMATION

Course being studied

BTEC Level 3 National Extended Certificate in Sport

Units studied

Unit 1: Anatomy and Physiology

Unit 2: Fitness Training and programming for Health, Sport and Well being

Unit 3: Professional Development in the Sports Industry

These units are mandatory and are required to complete the course.

Additional unit required to complete the course

Unit 7: Practical Sports Performance

For this unit, you will be required to perform and be assessed practically in 2 sports. 1 sport must be an individual sport and 1 sport must be a team sport.

Unit 1 and Unit 2 are externally assessed ~ worth 33% each.

Unit 3 and Unit 7 are internally assessed ~ worth 17% each.

The externally assessed units are written examinations.

The internally assessed units are a combination of videoed practical work and written coursework.

Grading criteria

The criteria for each unit varies between a pass to a distinction, a combination of grades can be achieved. Distinction* can be achieved overall if you achieve a distinction in **all** of the units.

Important information regarding mandatory units!

You **must pass** all the mandatory units at a pass or above to complete the course.

Course Expectations

- 100% attendance to lessons.
- Excellent behaviour towards the learning environment.
- Good practical ability in 1 individual and 1 team sport - **at least one** of these should be played outside of school.
- Positive contributions to class discussions.
- Participate in presentations and work as a team when required.
- You **must** attend additional support sessions if required due to underperformance (eg if on a Smith form for intervention).
- Meeting coursework deadlines.

Assessment Expectations

- All learner work must be submitted on the given deadline day. If not the grade will be capped at pass level regardless of criteria.
- All learners work needs to have the name and assignment title in the header and page numbers in the footer.
- All coursework **must** be your own work. Any use of source material (eg BMI chart) to support your work must be correctly referenced.
- All learners need to have submitted their work with a signed declaration form, this form states that is your own work.
- For written examinations, you will be given at least 1 mock exam prior to the final exam - it is expected that you fully prepare for this exam as if it was your actual exam.

You will be starting the year in September studying Unit 2 - Fitness Training and programming for Health, Sport and Well-being.

UNIT 2

In this section learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

Assessment Outcomes (that you will be judged against)

AO1 - Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being

AO2 - Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals

AO3 - Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests

AO4 - Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved

AO5 - Be able to develop a fitness training programme with appropriate justification

Learning Aims

There are 5 learning aims through which the course is delivered. This helps to break the module down into smaller sections to aid progress and learning.

A - Examine lifestyle factors and their effects in health and well-being

B - Understand the screening process for training programming

C - Understand programme-related nutritional needs

D - Examine training methods for different components of fitness

E - Understand training programme design

It is expected that you will complete the following tasks to ensure that you are fully prepared to meet the demands of the course in September.

Some useful websites to help you:

www.nhs.uk/livewell (NHS website - healthy lifestyle)

www.nutrition.org.uk (Nutrition Foundation)

www.bhf.org.uk (British Heart Foundation)

www.cdc.gov (Government website - Centres of Disease Control and Prevention)

www.bases.org.uk (British Association of Sport and Exercise Sciences)

www.eis2win.co.uk (English Institute for Sport - improving athlete performance)

Part 2

Research the benefits of exercise and physical activity. Categorise your responses in the table below under the following headings: Physical, Social, Economic and Psychological.

Physical	Social	Economic	Psychological

Choose 1 *benefit* from each category and explain **WHY** it helps to keep a person healthy.

Physical: _____

Social: _____

Economic: _____

Psychological: _____

Task 3 - Balanced Diet

'Diet' refers to your typical food consumption, while 'balanced diet' is one that provides the correct amount of nutrients required by the body.

Identify key components of a balanced diet (pass).

Complete the following table to include the main components of a balanced, healthy diet and 2 examples of food sources for each one.

When deciding on a healthy or unhealthy food source, you can also consider the method of preparing and cooking foods.

Nutritional component	Food source - example HEALTHY	Food source - example UNHEALTHY
Carbohydrate		
Protein		
Fats		
Vitamins (eg: A, B, C, D)		
Minerals eg: Calcium (dairy products)		
Fluid		

Explain what a balanced, healthy diet looks like (merit)

Definition: _____

The 'Eatwell Guide' is a way in which the UK government (Public Health England) promotes a balanced diet.

It is made up of the following food groups:

- Starchy carbohydrates
- Fruit & veg
- Dairy & substitutes
- Protein products
- Oil & spreads

This model represents the proportion of each food group that should be consumed to achieve a healthy, balanced diet.



Using the 'Eatwell Guide', explain what a healthy, balanced diet should consist of. Consider the proportion of each food group, as well as the food types. Can you say why they are important?

Fruit & Veg _____

Carbohydrates _____

Dairy products _____

Healthy proteins _____

Fluid intake _____

Does the amount of calories you eat each day contribute to a healthy diet? What is the recommended daily calorie intake for men and women?

Give (at least) 3 examples of what you should try to avoid or limit in your diet.

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Task 4 - Evaluating your diet and comparing to an elite performer

(distinction)

Diet Diary - complete the diary below, showing your food & fluid intake for one day.

Day:

Time / activity / meal	Meal / snack - food and drink consumed
<p>EXAMPLE</p> <p>7am - breakfast</p>	<ul style="list-style-type: none"> • 2 slices of white bread (toasted) with butter and strawberry jam. • Small vanilla yoghurt (0%fat) • Glass of orange juice (approx. 250ml)
	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> •

Using different coloured pens, colour code each food item to identify which part of the 'eatwell' plate that food/fluid item comes from. Use a red pen to highlight any foods that are high in sugar, salt or saturated fat.

Below is an example of a diet diary for an Olympic Rower.

► **Table 2.3:** Example daily meal plan for an Olympic rower

Time	Meal
7 a.m.: breakfast	<ul style="list-style-type: none"> • large bowl of cereal or porridge and 500 ml skimmed milk • 2 slices of wholemeal bread with honey • glass of fruit juice • 1 litre fruit squash
8 a.m.: training	<ul style="list-style-type: none"> • 1 litre isotonic sports drink during training
9:30 a.m.: post-training	<ul style="list-style-type: none"> • 4 scrambled eggs • 2 rashers grilled bacon • portion grilled tomatoes • 2 slices of wholemeal bread with honey • 1 litre of fruit squash
11 a.m.: training	<ul style="list-style-type: none"> • 1 litre isotonic sports drink during training • 500 ml protein shake immediately after training
12:30 p.m.: lunch	<ul style="list-style-type: none"> • pasta with grilled chicken breast • green side salad • piece of fruit • 1 litre fruit squash
4 p.m.: training	<ul style="list-style-type: none"> • 1 litre isotonic sports drink during training
5:30 p.m.: post-training	<ul style="list-style-type: none"> • large bowl of cereal or porridge and 500 ml skimmed milk • piece of fruit • 500 ml of water
7:30 p.m.: dinner	<ul style="list-style-type: none"> • grilled lean meat or fish • 6–8 new potatoes or 1 cup of boiled rice • large portion of steamed vegetables • 1 low-fat yoghurt • piece of fruit • 750 ml of fruit squash
9:30 p.m.: bedtime snack	<ul style="list-style-type: none"> • 1 cereal bar
10:30 p.m.: bed	

Using different coloured pens, colour code each food item to identify which part of the 'eatwell' plate that food/fluid item comes from. Use a red pen to highlight any foods that are high in sugar, salt or saturated fat.

Evaluate your own diet and compare your diet to that of an Olympic rower. (distinction)

There is a list of questions at the end that you might like to consider or try to answer in your response. Use each bullet point to write a statement, making reference to either your own or the Olympic performer's diary. Where possible, try to justify your answer and use examples to back it up.





Questions you might like to consider:

1. What is good or bad about your diet?
2. Why are parts of your diet good or bad?
3. Why might it be different to that of an Olympic rower?
4. Is it OK that your diet is different to theirs?
5. What else would you need to consider to assess if your diet is adequate?
6. What do you need to change to make your diet healthier?
7. Why do you need to alter those elements? (add/take away certain foods)