

Year 12 BTEC Sport Curriculum Plan

	Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Yr12 BTEC Sport - Half term 1	Unit 1: Anatomy & Physiology	9	<p>Learning Aim A The effects of exercise and sports performance on the skeletal system</p> <ul style="list-style-type: none"> <li>• Structure of the skeletal system – Bones and types of bone</li> <li>• Structure of the skeletal system – Areas of the skeleton</li> <li>• Function of the skeletal system – function of skeleton and bones</li> <li>• Function of the skeletal system – Joints</li> <li>• Function of the skeletal system – Synovial joints</li> <li>• Responses and adaptations of the skeletal system to sport and exercise</li> <li>• Additional factors affecting the skeletal system</li> </ul>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse		<ul style="list-style-type: none"> <li>• Interleaving low stakes re-call questions at start of all lessons</li> <li>• Solo taxonomy used where appropriate</li> <li>• Exam questions to apply knowledge at the end of all lessons</li> <li>• Topic tests on the skeletal system.</li> </ul>

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Yr12 BTEC Sport - Half term 1	Unit 3 : Professional Development in the Sports Industry	9	<p><b>Learning aim A:</b> Understand the career and job opportunities in the sports industry</p> <p>Lesson 1: Scope and provision of the sports industry                  Lesson 2: Careers and jobs in the sports industry                  Lesson 3: Types of employment                  Lesson 4: Professional training routes, legislation and skills in the sports industry                  Lesson 5: Sources of continuing professional development (CPD)                  Lesson 6: Assessment practice                  Lesson 7+: Allocated assignment time</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse		<p><b>Pass:</b>                  A.P1: Explain the different career pathways, the associated job opportunities and their requirements in the sports industry.                  A.P2: Explain the development pathway into a selected career in the sports industry.</p> <p><b>Merit:</b>                  A.M1: Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the sports industry.</p> <p><b>Distinction:</b>                  AB.D1: Justify how own skills audit outcomes, and development action plan, align to chosen career pathway based on a comprehensive knowledge and understanding of the career.</p>
Yr12 BTEC Sport - Half term 1	Unit 5: Application of Fitness Testing	9	<p><b>Learning Aim A: Understand the principles of fitness testing</b></p> <p><b>A1</b> Validity of fitness tests  <b>A2</b> Reliability of fitness tests  <b>A3</b> Practicality and suitability of fitness tests  <b>A4</b> Ethical issues associated with fitness screening</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p>	<p><b>A.P1</b> Explain the importance of validity, reliability, practicality and suitability in relation to fitness testing.  <b>A.P2</b> Explain how ethical requirements should be met when planning and conducting fitness testing,</p>

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						<ul style="list-style-type: none"><li>• Lower stakes re-call questions</li><li>• Writing frames</li><li>• One-to-one support</li><li>• Buddied up with more able students</li></ul>	giving examples. <b>A.M1</b> Recommend methods that can be used to ensure fitness testing is conducted in a valid, reliable, practical, suitable and ethical way. <b>AB.D1</b> Analyse own administration of selected fitness tests against practicality, suitability and ethical guidelines, justifying suggestions for improvement.
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	Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Yr12 BTEC Sport - Half term 2	Unit 1: Anatomy & Physiology	9	<p>Learning Aim B The effects of exercise and sports performance on the muscular system</p> <ul style="list-style-type: none"> <li>• Characteristics and functions of different types of muscle</li> <li>• Major skeletal muscles of the muscular system</li> <li>• Antagonistic muscle pairs</li> <li>• Types of skeletal muscle contraction</li> <li>• Fibre types</li> <li>• Responses and adaptations of the muscular system to sport and exercise</li> <li>• Additional factors affecting the muscular system</li> </ul>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes recall questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<ul style="list-style-type: none"> <li>• Interleaving low stakes recall questions at start of all lessons</li> <li>• Solo taxonomy used where appropriate</li> <li>• Exam questions to apply knowledge at the end of all lessons</li> </ul> <p>Topic tests on the muscular system</p>
Yr12 BTEC Sport - Half term 2	Unit 3 : Professional Development in the Sports Industry	9	<p><b>Learning aim B:</b> Explore own skills using a skills audit to inform a career development action plan</p> <p>Lesson 8: Personal skills audit Lesson 9: Planning personal development Lesson 10: Maintaining a personal portfolio/record of achievement and experience Lesson 11: Assessment practice Lesson 12+: Allocated assignment time</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse,	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes recall questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> </ul>	<p><b>Pass:</b> B.P3: Explain how selected sports industry career matches outcomes of own personal skills audit. B.P4: Develop a career development action plan to meet the requirements of intended sports career, using skills audit outcomes.</p> <p><b>Merit:</b> B.M2: Analyse own personal skills audit outcomes against a selected career in the sports industry.</p>

						<ul style="list-style-type: none"> <li>Buddied up with more able students</li> </ul>	<p>B.M3: Develop a career development action plan that has specific relevance to the requirements of intended sports career and skills audit outcomes.</p> <p><b>Distinction:</b> AB.D1: Justify how own skills audit outcomes, and development action plan, align to chosen career pathway based on a comprehensive knowledge and understanding of the career.</p>
Yr12 BTEC Sport - Half term 2	Unit 5: Application of Fitness Testing	9	<p><b>Continued from Half Term 1:</b></p> <p><b>Learning Aim A: Understand the principles of fitness testing</b></p> <p><b>A1</b> Validity of fitness tests</p> <p><b>A2</b> Reliability of fitness tests</p> <p><b>A3</b> Practicality and suitability of fitness tests</p> <p><b>A4</b> Ethical issues associated with fitness screening</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse,	<p>More Able:</p> <ul style="list-style-type: none"> <li>Higher level exam questions – 6 marks</li> <li>Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>Lower stakes re-call questions</li> <li>Writing frames</li> <li>One-to-one support</li> <li>Buddied up with more able students</li> </ul>	<p><b>A.P1</b> Explain the importance of validity, reliability, practicality and suitability in relation to fitness testing.</p> <p><b>A.P2</b> Explain how ethical requirements should be met when planning and conducting fitness testing, giving examples.</p> <p><b>A.M1</b> Recommend methods that can be used to ensure fitness testing is conducted in a valid, reliable, practical, suitable and ethical way.</p> <p><b>AB.D1</b> Analyse own administration of selected fitness tests against practicality, suitability and ethical guidelines, justifying suggestions for improvement.</p>

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	Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Yr12 BTEC Sport - Half term 3	Unit 1: Anatomy & Physiology	9	<p>Learning Aim C The effects of exercise and sports performance on the respiratory system</p> <ul style="list-style-type: none"> <li>• Structure of the respiratory system</li> <li>• Function of the respiratory system</li> <li>• Mechanisms and control of breathing</li> <li>• Gaseous exchange</li> <li>• Lung volumes</li> <li>• Responses and adaptations of the respiratory system to sport and exercise</li> <li>• Additional factors affecting the skeletal system</li> </ul>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<ul style="list-style-type: none"> <li>• Interleaving low stakes re-call questions at start of all lessons</li> <li>• Solo taxonomy used where appropriate</li> <li>• Exam questions to apply knowledge at the end of all lessons</li> <li>• Topic tests on the respiratory system.</li> </ul>
Yr12 BTEC Sport - Half term 3	Unit 3 : Professional Development in the Sports Industry	9	<p><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 Lesson 1:Applying for a job – job advertisements Lesson 2:Applying for a job – application form, CV &amp; letter of application Lesson 3:Interviews and selected career pathway specific skills</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse,	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> </ul>	<p>Pass:</p> <p>C.P5: Prepare appropriate documentation for use in selection and recruitment activities. C.P6: Participate in the selection interviews and activities, as an interviewee. Merit: C.M4: In interviews and activities demonstrate analytical responses and questioning and activities to</p>

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			<p>Lesson 4: Interviews and selected career pathway specific skills – feedback, observation &amp; evaluation</p> <p>Lesson 5: Assessment practice</p> <p>Lesson 6 +: Allocated assignment time</p>			<ul style="list-style-type: none"> <li>Buddied up with more able students</li> </ul>	<p>allow assessment of skills and knowledge.</p> <p>Distinction:</p> <p>CD.D2: Demonstrate individual responsibility and effective self management during the recruitment activity.</p> <p>CD.D3: Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected career pathway</p> <p><b>B.P3</b> Select six valid fitness tests for selected sports performers.</p> <p><b>B.P4</b> Safely administer and accurately record the results of six fitness tests for a sports performer.</p> <p><b>B.P5</b> Interpret fitness test results against normative data.</p> <p><b>B.M2</b> Assess practicality and suitability of each selected fitness test for selected sports performers.</p> <p><b>B.M3</b> Administer six fitness tests, demonstrating skills to ensure the test results are accurate and reliable.</p> <p><b>B.M4</b> Suggest areas for improvement in the administration process of fitness tests based on test results.</p>
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							<b>AB.D1</b> Analyse own administration of selected fitness tests against practicality, suitability and ethical guidelines, justifying suggestions for improvement.
Yr12 BTEC Sport - Half term 3	Unit 5: Application of Fitness Testing	9	<p><b>Learning Aim B: Explore fitness tests for different components of fitness</b></p> <p><b>B1</b> Fitness tests to assess components of physical fitness  <b>B2</b> Fitness tests to assess components of skill-related fitness  <b>B3</b> Planning of tests  <b>B4</b> Administration of tests</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse,	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	



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Yr12 BTEC Sport - Half term 4	Unit 1: Anatomy & Physiology	9	<p>Learning Aim D The effects of exercise and sports performance on the cardiovascular system</p> <ul style="list-style-type: none"> <li>• Structure of the cardiovascular system</li> <li>• Structure of blood vessels</li> <li>• Composition of blood</li> <li>• Function of the cardiovascular system</li> <li>• Nervous control of the cardiac cycle</li> <li>• Responses and adaptations of the cardiovascular system to sport and exercise</li> <li>• Additional factors affecting the skeletal system</li> </ul>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes recall questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<ul style="list-style-type: none"> <li>• Interleaving low stakes re-call questions at start of all lessons</li> <li>• Solo taxonomy used where appropriate</li> <li>• Exam questions to apply knowledge at the end of all lessons</li> <li>• Topic tests on the cardiovascular system.</li> </ul>
Yr12 BTEC Sport - Half term 4	Unit 3 : Professional Development in the Sports Industry	9	<p>Continued from half term 3:</p> <p><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</p> <p>Lesson 1:Applying for a job – job advertisements Lesson 2:Applying for a job – application form, CV &amp; letter of application</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse,	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes recall questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> </ul>	<p>Pass:</p> <p>C.P5: Prepare appropriate documentation for use in selection and recruitment activities. C.P6: Participate in the selection interviews and activities, as an interviewee.</p> <p>Merit:</p> <p>C.M4: In interviews and activities demonstrate analytical responses and questioning and activities to allow assessment of skills and knowledge.</p> <p>Distinction:</p>

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			<p>Lesson 3: Interviews and selected career pathway specific skills</p> <p>Lesson 4: Interviews and selected career pathway specific skills – feedback, observation &amp; evaluation</p> <p>Lesson 5: Assessment practice</p> <p>Lesson 6 +: Allocated assignment time</p>			<ul style="list-style-type: none"> <li>Buddied up with more able students</li> </ul>	<p>CD.D2: Demonstrate individual responsibility and effective self management during the recruitment activity.</p> <p>CD.D3: Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected career pathway.</p>
Yr12 BTEC Sport - Half term 4	Unit 5: Application of Fitness Testing	9	<p><b>Continued from half term 3:</b></p> <p><b>Learning Aim B: Explore fitness tests for different components of fitness</b></p> <p><b>B1</b> Fitness tests to assess components of physical fitness</p> <p><b>B2</b> Fitness tests to assess components of skill-related fitness</p> <p><b>B3</b> Planning of tests</p> <p><b>B4</b> Administration of tests</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse,	<p>More Able:</p> <ul style="list-style-type: none"> <li>Higher level exam questions – 6 marks</li> <li>Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>Lower stakes recall questions</li> <li>Writing frames</li> <li>One-to-one support</li> <li>Buddied up with more able students</li> </ul>	<p><b>B.P3</b> Select six valid fitness tests for selected sports performers.</p> <p><b>B.P4</b> Safely administer and accurately record the results of six fitness tests for a sports performer.</p> <p><b>B.P5</b> Interpret fitness test results against normative data.</p> <p><b>B.M2</b> Assess practicality and suitability of each selected fitness test for selected sports performers.</p> <p><b>B.M3</b> Administer six fitness tests, demonstrating skills to ensure the test results are accurate and reliable.</p> <p><b>B.M4</b> Suggest areas for improvement in the administration process of fitness tests based on test results.</p> <p><b>AB.D1</b> Analyse own administration of selected fitness tests against practicality, suitability and ethical guidelines, justifying suggestions for improvement.</p>

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Yr12 BTEC Sport - Half term 5	Unit 1: Anatomy & Physiology	9	<p>Learning Aim E The effects of exercise and sports performance on the energy system</p> <ul style="list-style-type: none"> <li>• The role of ATP in exercise</li> <li>• The ATP-PC (alactic) system in exercise and sport performance</li> <li>• The lactate system in exercise and sport performance</li> <li>• The aerobic system in exercise and sport performance</li> <li>• The energy systems in combination</li> <li>• Adaptations of the energy systems to exercise</li> <li>• Additional factors affecting the energy systems</li> </ul>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<ul style="list-style-type: none"> <li>• Interleaving low stakes re-call questions at start of all lessons</li> <li>• Solo taxonomy used where appropriate</li> <li>• Exam questions to apply knowledge at the end of all lessons</li> <li>• Topic tests on the energy system.</li> </ul>
Yr12 BTEC Sport - Half term 5	Unit 3 : Professional Development in the Sports Industry	9	<p><b>Learning aim D:</b> Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p> <p>Lesson 7: Review and evaluation Lesson 8: Updated SWOT and action plan Lesson 9: Assessment practice Lesson 10+ : Allocated assignment time</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse,	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<p><b>Pass:</b> D.P7: Review own performance in role in the interviewing activities, supported by an update SWOT analysis.</p> <p><b>Merit:</b> D.M5: Analyse the results of the process and how your skills development will contribute to your future success.</p> <p><b>Distinction:</b> CD.D2: Demonstrate individual responsibility and effective self management during the recruitment activity.</p>

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							CD.D3: Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected career pathway.
Yr12 BTEC Sport - Half term 5	Unit 5: Application of Fitness Testing	9	<p><b>Learning Aim C:</b> Undertake evaluation and feedback of fitness test results</p> <p><b>C1</b> Produce a fitness profile for a selected sports performer  <b>C2</b> Providing feedback to a selected sports performer</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse,	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<p><b>C.P6</b> Create a fitness profile for a selected sports performer following fitness testing, providing feedback to the performer on their fitness test results and how they can impact on sporting performance.</p> <p><b>C.M5</b> Assess the strengths and areas for improvement from fitness test results, providing feedback to a selected sports performer.</p> <p><b>C.D2</b> Justify the fitness profile for a selected sports performer, including identified areas for improvement related to their selected sport.</p> <p><b>C.D3</b> Evaluate the effectiveness of methods used to test the components of fitness and provide feedback to sports performers</p>

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Yr12 BTEC Sport - Half term 6	Unit 1: Anatomy & Physiology	9	<p>Learning Aims A, B, C, D, E</p> <ul style="list-style-type: none"> <li>- Interrelationships between all 5 body systems</li> </ul> <p>AO5 : Making connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems.</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<ul style="list-style-type: none"> <li>• Interleaving low stakes re-call questions at start of all lessons</li> <li>• Solo taxonomy used where appropriate</li> <li>• Exam questions to apply knowledge at the end of all lessons</li> <li>• Topic tests on the all systems.</li> </ul>
Yr12 BTEC Sport - Half term 6	Unit 3 : Professional Development in the Sports Industry	9	<p><b>Continued from half term 5:</b></p> <p><b>Learning aim D:</b> Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p> <p>Lesson 7: Review and evaluation Lesson 8: Updated SWOT and action plan Lesson 9: Assessment practice Lesson 10+ : Allocated assignment time</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse,	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<p><b>Pass:</b> D.P7: Review own performance in role in the interviewing activities, supported by an update SWOT analysis.</p> <p><b>Merit:</b> D.M5: Analyse the results of the process and how your skills development will contribute to your future success.</p> <p><b>Distinction:</b> CD.D2: Demonstrate individual responsibility and effective self management during the recruitment activity. CD.D3: Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected career pathway.</p>

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Yr12 BTEC Sport - Half term 6	Unit 5: Application of Fitness Testing	9	<p><b>Continued from half term 5:</b></p> <p><b>Learning Aim C:</b> Undertake evaluation and feedback of fitness test results</p> <p><b>C1</b> Produce a fitness profile for a selected sports performer</p> <p><b>C2</b> Providing feedback to a selected sports performer</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse,	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<p><b>C.P6</b> Create a fitness profile for a selected sports performer following fitness testing, providing feedback to the performer on their fitness test results and how they can impact on sporting performance.</p> <p><b>C.M5</b> Assess the strengths and areas for improvement from fitness test results, providing feedback to a selected sports performer.</p> <p><b>C.D2</b> Justify the fitness profile for a selected sports performer, including identified areas for improvement related to their selected sport.</p> <p><b>C.D3</b> Evaluate the effectiveness of methods used to test the components of fitness and provide feedback to sports performers.</p>
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