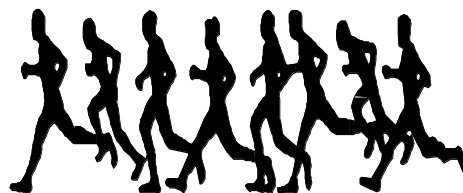
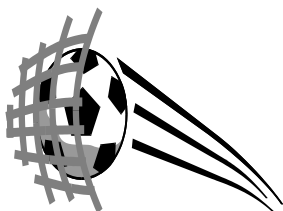


**BTEC
LEVEL 1 /
LEVEL 2 FIRST
AWARD IN
SPORT**

**STUDENT HANDBOOK
2016 - 2018**

**THE BROXBOURNE
SCHOOL**



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INTRODUCTION TO THE COURSE

INTRODUCTION

The course is led by the Physical Education Department, co-ordinated and managed by Mr M Dobson (course leader and lead internal verifier). The course was introduced to capitalise on a very highly motivated group of students within core Physical Education. It should provide a sound educational base to enable each student to progress either to a BTEC Level 3, A/S levels or to employment within the sports and leisure industry. The course offers an alternative to GCSE Physical Education, catering for a wider range of individual needs. It is intended that the BTEC Level 1 / Level 2 First Award in Sport will use each student's skills and enthusiasm in sport, to develop an awareness and interest in leisure, health, safety and science, which underpins much of the sporting industry.

COURSE STRUCTURE

The course is taught in units and has core and optional units. The Edexcel BTEC Level 1 / Level 2 First Award in Sport is a **120 guided learning hour** (GLH) qualification (equivalent in teaching time to one GCSE).

Edexcel BTEC Level 1 / Level 2 First Award in Sport		
Core units	Assessment method	GLH
Fitness for sport and exercise	External	30
Practical sports performance	Internal	30
Optional specialist units		
The sports performer in action	Internal	30
Leading sports activities	Internal	30

ENTRY REQUIREMENTS

To be considered for entry onto the course you must fulfil the following entry requirements:

- A proven interest in the study of physical education and sport.
- A commitment to develop your knowledge and understanding of anatomy and physiology in sport.

COURSE AIMS

- To give all students the opportunity to gain a nationally recognised qualification that can be used when applying either for Post-16 education or employment.
- To provide a sound, intellectually demanding vocational learning experience.
- To use the motivating interest in sport to promote academic learning.
- To develop and extend the students practical sporting skills in a range of activities.
- The course will provide opportunities for the students to be aware of and to develop personal qualities of leadership, responsibility, appearance, commitment and teamwork in a range of practical and academic situations.
- To build upon the foundation of the National Curriculum in PE. It will extend the students' knowledge of factors that affect a performance of a practical skill.

COURSE IMPLEMENTATION

TEACHING AND LEARNING STRATEGIES

The course is student centred. Students learn through investigation and active involvement. They have a big responsibility for their own learning. Units are taught through 'learning outcomes' and each assignment will concentrate on testing and extending the students' knowledge in one or more of the outcomes. The tutor will act as a learning resource for the students, offering advice and guidance as to how to approach the work. Nevertheless, the course team recognise, maintain and support the use of traditional teaching methods where appropriate throughout the course.

REFERENCE MATERIAL

- BTEC Sport (Pearson) – available from PE Department.
- PE to 16 – available in the school library
- Sport Examined – available in the school library

The Internet is a resource widely used within all units.

ASSESSMENT

METHODS

All units consist of a set of formal assessment tasks/assignments. The range of tasks will include:

- Experimental reports
- Interviews
- Investigative research
- Practical assessments
- Individual and group presentations
- On screen test

Internally assessed units will be marked by the tutor who then awards a grade based on the evidence that the learner has presented. A selection of learners' work is then chosen for an internal verification process.

The externally assessed unit consists of an onscreen test which is set and marked by Edexcel. The assessment must be taken by the learner under examination conditions and will last for 1 hour.

GRADING

The level of attainment will be marked individually for each unit of the course, in line with BTEC guidelines. The grades will be:

Points per grade per 10 guided learning hours				
Unclassified	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
0	2	4	6	8

An overall grade is awarded for the qualification, based on the performance in each unit.

Award (120 GLH)	
Grade	Minimum points required
Unclassified	0
Level 1	24
Level 2 Pass	48
Level 2 Merit	66
Level 2 Distinction	84
Level 2 Distinction*	90

This qualification is a Level 2 qualification, and the certification may show a grade of Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*. If these are not achieved a Level 1 or Unclassified grade may be awarded. If your work is graded as unclassified your work may be resubmitted/re-done and if the tutor is still not satisfied with the outcome then you may not pass the unit. An appeals procedure is in place if students believe the grading has been unfair.

Each unit will consist of a number of assignment briefs. These will then be split up into individual tasks. When an assignment has been submitted students will be given interim feedback, which will give a guide to the level they are working at. Work may be improved and remarked if resubmitted within the allotted time set out in the assignment brief. If you submit work late then you will only be allowed to improve your work if you were marked as unclassified. You will be given the necessary time to make this up to a Level 1 grade.

If students fail to hand the work in before the deadline on the final piece of work then they are not able to pass the unit. Parents will be informed before this deadline has expired. Our policy on deadlines rewards those students who can organise their work schedule effectively.

If students have a genuine reason why they cannot submit the work by the final deadline date a written explanation must be handed to the tutor before the deadline, and an extension granted.

The tutor will mark all work, a selection will be verified internally and moderated through Edexcel. An appeals procedure for students (and staff!) is in place.

SUBMISSION OF WORK

Each assignment will indicate a submission date. You should be given a minimum of four weeks to plan, research and write the assignment.

Our policy on late or unacceptable work is outlined quite clearly in the previous section on assessment.

PROGRESSION

Throughout the course there will always be assignments to do. It is imperative that students are able to organise their work schedule efficiently and effectively so as to be able to meet all deadlines. It is very difficult to produce quality assignments if students allow themselves to get behind.

PRACTICAL ACTIVITIES

The assessment for each practical component of the course will be based on:

- personal performance
- analysis of performance
- knowledge of rules and the role of an official
- attendance, punctuality and personal appearance

Performance in extra curricula fixtures or/and representative games may be used when deciding the mark for the skills/tactics section.

IMPORTANT!

All students will be expected to attend all practical sessions. Injury is not an acceptable excuse to be absent from lessons. Punctuality and appropriate kit is an essential attribute of any student who wishes to pursue a long term interest in sports coaching, as is a positive attitude towards representing, and assisting in running, school clubs and activities.

Special note

The following activities support the practical sports studies:

- Lesson support
- Governing Body coaching and leadership awards
- Extra curricula clubs and fixtures

Possible Programme of Activities

- Major Games - football, hockey, basketball, rugby, netball, cricket and rounders
- Racquet Sports - badminton, tennis and table tennis
- Individual - athletics, swimming

Assessment is based on two activities.

EXPECTATIONS

The following is expected of every student on the BTEC Sports Course:

- An interest in a wide range of practical and theoretical forms of sport
- To develop personal qualities;

<i>LEADERSHIP</i>	<i>RESPONSIBILITY</i>
<i>SELF DISCIPLINE</i>	<i>HIGH STANDARDS</i>
<i>COMMITMENT</i>	<i>TEAMWORK</i>

- Manage your time effectively to achieve objectives and to gain a variety of skills.
- Work well with others.
- Hand assignments in on time.
- Ask for advise and help when needed.
- Be organised, confident and clear when leading groups – both in the classroom and on the field.
- Develop coaching and leadership skills through working with young people in the school and others within our community.
- To represent your school when required to assist in the organisation, coaching and management of junior teams.

GUIDELINES / ADVICE ON PRESENTING ASSIGNMENTS

- You should be given at least four weeks to do each assignment. Work through it gradually – **try not to leave the work to the last minute.**
- Each assignment will have a deadline date – **keep to it**, otherwise you will struggle to survive the course.
- The assignments are your work. You may well use some lesson notes – but mainly the work will come through your own research. If you are unsure where to do this – **ask!**
- If you have a good reason why your work cannot be submitted on the deadline date you need to see the teacher concerned and **ask for an extension.**
- Make sure you read the task sheet carefully and check that you have **completed all of the work.**
- Your work should, wherever suitable, be word-processed and include computer aided design and presentation methods.

Any problems or concerns see the teacher concerned or me!

REFERENCING

Reference lists are created to allow readers to locate original sources themselves. Each citation in a reference list includes various pieces of information including the:

- Name of the author(s)
- Year published
- Title
- Publisher
- Pages used

Generally, Harvard Reference List citations follow this format:

Last name, First Initial. (Year published). Title. City: Publisher, Page(s).

Citations are listed in alphabetical order by the author's last name.

If there are multiple sources by the same author, then citations are listed in order by the date of publication.

COURSE EVALUATION/REVIEW/MODERATION

MODERATION

The tutor, who has set the assignment, marks each piece of work. Students will be given their assignment back with a standard marking sheet. The teaching team internally moderates a selection of work in each unit. Those that have been moderated are indicated on the marking sheet. The External Verifier, who should visit the school at some stage during the year, also checks the work for marking consistency. All students will keep a file containing all assignments and other relevant information.

MEETINGS

These are considered important in the smooth running and development of the course. The teaching staff meets once per term and will discuss general student progress as well as other issues relevant to the course. Student's concerns about any aspect of the course should be addressed to Mr M Dobson or the student's subject teacher who will address these at the meetings and respond accordingly.

STUDENT APPEALS PROCEDURE

If students have any concerns as regards their individual assignments then the following procedure should be followed:

- Speak to the tutor who has set and marked the assignment, explaining the reason for your concerns. The tutor, after considering the student's explanation, will provide an immediate response with a clear explanation of the decision taken. If the student still remains unhappy with the outcome then they should be referred to Mr Dobson who will explain the school's policy on 'How to make an Appeal on an Internal Assessment'.

HOW TO MAKE AN APPEAL ON AN INTERNAL ASSESSMENT

The First Stage – A Written Response

If a candidate, parent or carer, is dissatisfied with an assessment made by the school they should contact the Examinations officer stating the details of the complaint and the reasons for the appeal. The Examinations Officer must receive this written complaint within two weeks of the assessment being made.

If the appeal is acknowledged to be valid, the teacher concerned in making the assessment will indicate in writing to the appellant, within five working days, the change to be made to the original assessment. If the appeal is found to lack substance, the teacher concerned in making the assessment will notify the appellant, within five working days, that the original assessment will stand.

The school's response will also state that in the event of an appellant remaining dissatisfied there is a right to a personal hearing.

The Second Stage – A Personal Hearing

An appellant who is dissatisfied with the school's response may wish to appeal to the Headteacher or Deputy Headteacher.

A candidate will be given one week's notice of the hearing date and will be given copies of any marks given and assessments made in advancement of the hearing.

Where candidates are presenting their own case, a parent or carer may accompany them. The teacher concerned in making the assessment and the appellant will have the opportunity to be informed of the other's submission to the Headteacher and Deputy Headteacher.

The school will keep a written record of all appeals. This record will include the outcome of an appeal and the reasons for that outcome. The school will send a copy to the appellant within two weeks of the hearing.

PLAGIARISM

In the event of a student copying and submitting the work of another student the following procedure will take place:

- the assignment will be marked as unclassified, and have to be resubmitted by a given deadline.
- a written warning will be handed to the student.
- if the offence is committed again then the student will be withdrawn from the course.

EVALUATION

This is a continuous process. At each meeting ways to improve the course are put forward. Nevertheless, at the final meeting of the year a course evaluation item will be put on the agenda.

HOW CAN THE QUALIFICATION BE USED?

Sport and recreation is a growing business. Many opportunities exist for suitably qualified students. BTEC Level 1 / Level 2 First Award in Sport provides students with the appropriate knowledge, skills and understanding to enter further education either in BTEC National Sport or A-Level sport. The school can give career advice and inform students of local opportunities involved directly in the sports and leisure industry. See Mr Dobson or Miss Bishop if you need any help/advice on this.

CONCLUSION

A BTEC Level 1 / Level 2 First Award in Sport is a single award; equivalent to one GCSE grade. Hard work is essential in both theory and practical lessons as is taking responsibility for organising your own work. The continuous assignments mean that the work (and the pressure!) is spread evenly throughout the year. Make sure you seek advice if you have difficulties or need something clarifying. It would be to your advantage if, throughout the year, you achieve a few “extra” qualifications along the way so as to assist your own future professional development (e.g. Leadership Awards).

On behalf of all of the teaching team, I wish you all the best over the next two years and hope you do well.

MR M DOBSON
COURSE LEADER
BTEC SPORT