



Sir William Ramsay School



EMPOWERING EVERYONE TO ACHIEVE

Year 12 BTEC Extended Certificate in Sport

2020-2022

Unit 1 Anatomy and Physiology

Unit 2 Fitness Training and Programming for Health, Sport and

Well-Being

Summer Project Work



Name

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BTEC Sport information:

Course information

- Equivalent to 1 A Level
- Two teachers

Units

- Three mandatory units plus two additional units
- 1 Exam - Anatomy and Physiology
- 1 Externally assessed piece of work – Fitness Training and Programming for Health, Sport and Well-Being

Other units include

- Professional Development in the Sports Industry
- Sports Leadership

Resources

You will be expected to buy and use a folder for all your notes and resources given to you

You must come equipped with stationary you will need for the lesson

You will be given handouts with course and unit information and deadline dates on you must keep them and use them for every lesson.

Deadlines

Are non-negotiable therefore deadlines cannot be missed. You will not be given the chance to resubmit your work if you have not met the initial deadline.

Grades/Points

External Units (Unit 1 and 2)

Criteria	Unit 1 (120 GLH)	Unit 2 (120 GLH)	Unit 3 (60 GLH)	Unit 4 (60 GLH)	Unit 5 (60 GLH)	Overall unit points 360 GLH
Pass	12 points	12 points	6 points	6 points	6 points	36
Merit	20 points	20 points	10 points	10 points	10 points	52
Distinction	32 points	32 points	16 points	16 points	16 points	74
Distinction *						90



Verbs

The tasks in your course assessments will usually include a verb or verbs from the Grading Criteria/Learning Aims. In order to attain each grade, you will have to provide evidence in your work that you have understood what has been asked of you and have produced work that matches some or all of the criteria. However, if you do not fully understand what the verb or verbs actually mean, then it is going to be difficult for you to attain the grades!

PASS Verbs

Describe	Give a detailed account of something; this can be thought of as painting a picture with words.
Identify	Produce a list of the main features or alternatively it can be that you need to prove something as being certain e.g. identify the blood vessels leading into and out of the heart.
Plan	Write a plan of how you intend to carry out the activity - What will you do? When will you do it? How will you do it?
Summarise	Give the main points or essential features of an idea or a discussion. This should not include unnecessary details that could confuse the main topic of concern.
List	This involves making a record that includes an item by item account of relevant information. It can be written in the style of bullet points.
State	Provide information in a brief uncomplicated form.
Specify	Identify clearly and definitely your points on a topic.

MERIT Verbs

Explain	Give a detailed account to give the meaning of something with reasons. Include the 'how' and 'why' of the topic of interest.
Compare/ Contrast	Show the similarities between the two areas of interest and also the differences between the two or the advantages and disadvantages.
Discuss	Examine the advantages and disadvantages of the subject of interest and then try to complete the discussion with a conclusion.
Demonstrate	For some courses this is usually used in a practical situation (Sport/Music/Performing Arts etc.). This means that you must practically carry out the activity/skill whilst being observed.
Interpret	Explain the meaning of something by giving examples, diagrams and/or opinions.
Outline	Identify the main features of a particular topic.



Analyse	Explore the main ideas of the subject, state how they are related, why they are important and how each one contributes to the main area of interest.
Critically Analyse	Give your opinion of the subject of interest – both the advantages and disadvantages, after having considered all of the evidence.
Evaluate/Assess	Strengths and Weaknesses. Give evidence to support the good and bad points of the topic and then give your opinion based upon the evidence.
Justify	Give supported reasons for your view to explain how you have arrived at these conclusions.
Examine	Lay out the essential elements of an issue and investigate in detail.
Explore	Examine or investigate a topic or issue, often in an imaginative way.
Investigate	A careful and systematic enquiry into a topic or an issue.
Research	Use a variety of sources to establish facts or collect information.
Review	Write a critical assessment.



Unit 1 Anatomy and Physiology

Learning aim A The effects of exercise and sports performance on the skeletal system.

Identify the following major bones of the human skeletal system.

(Cranium, Clavicle, Sternum (Breastbone), Radius, Ulna, (Pelvis bones) Ilium, Pubis, Ischium, carpals, metacarpals, humerus, Phalanges x 2, femur, tibia, fibula, patella, metatarsals, tarsals, vertebral column (thoracic, lumbar, sacrum coccyx, cervical.)





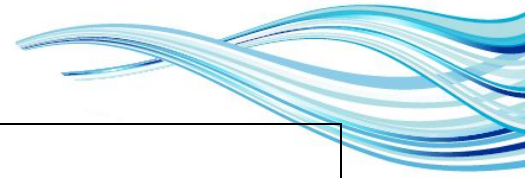
Research the meaning of the following key terms

Term	Meaning
Anterior	
Posterior	
Medial	
Lateral	
Proximal	
Distal	
Superior	
Inferior	

Types of bones:

Research the different types of bones you can find in the human body and give examples of them.

Bone classification	Description	Example(s)
Short Bones		
Long Bones		



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<p>Flat Bones</p>		
<p>Irregular Bones</p>		
<p>Sesamoid Bones</p>		

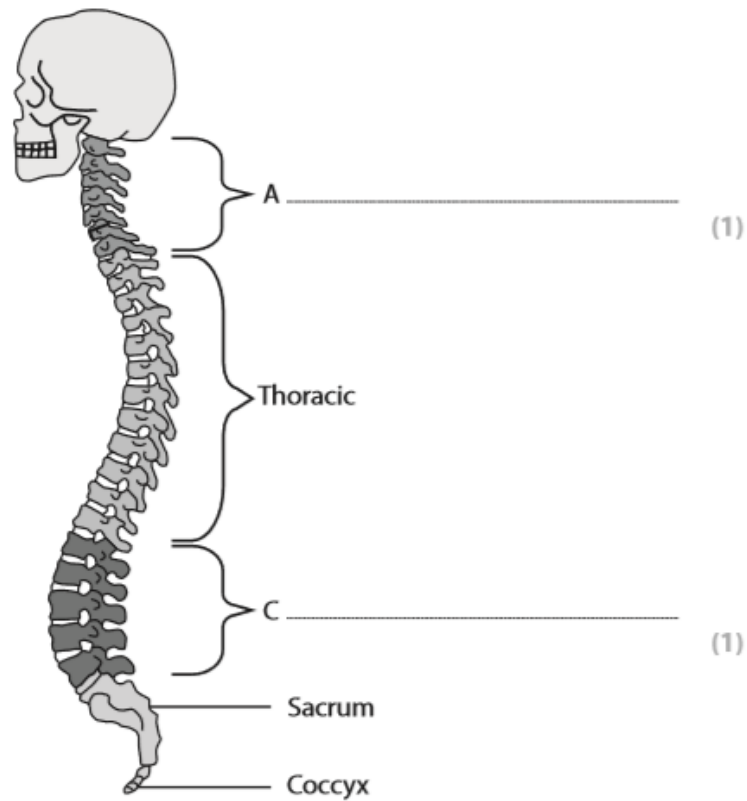


Exam Questions:

1.

Figure 1 shows the regions of the vertebral column.

1 Identify the regions labelled **A** and **C**.





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A flat bone is one type of bone. One function of a flat bone is to protect vital organs of the body.

2 Complete **Table 1** by:

- (a) giving **two** other types of bone in Column A
- (b) giving **one** function of each type of bone in Column B.

An example has been provided.

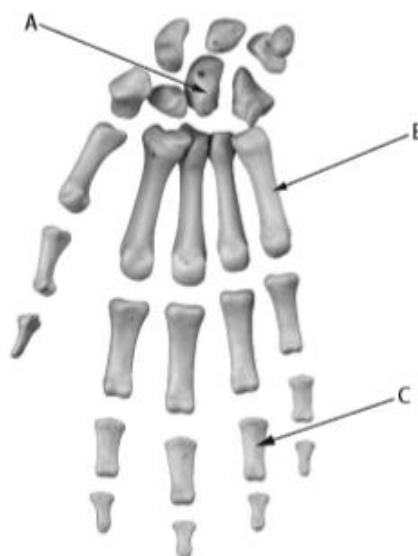
	Column A	Column B
	(a) Type of bone	(b) Function of the bone given in Column A
Example	Flat bone	Protect vital organs
1	(1)	(1)
2	(1)	(1)

Figure 1 shows the bones of the hand.

3.

1 (a) Name the bones labelled A–C in **Figure 1**.

(3)



(Source: © Sebastian Kaulitzki/Shutterstock)

Figure 1

- A
- B
- C



Unit 2 Fitness Programming for Health, Sport and Wellbeing.

Learning aim A Examine lifestyle factors and their effect on health and well-being.

Task 1:

A1 Positive lifestyle factors and their effects on health and well-being

Research and create an **informative booklet** similar to those you would find in a gym or at a doctors surgery on the following topics:

Importance of lifestyle factors, Physical Activity (PA) and a balanced diet to maintain health and well-being.

You must include information on:

- Physical benefits
- Reducing risks of chronic diseases such as heart disease and strokes
- Social (Friends and Family influence)
- Economic (Where you live and the finances you have available)
- Eat well Plate
- Benefits of healthy diet
- Fluid intake
- Strategies to improve diet
- Government guidelines and recommendations of how to improve health and wellbeing.



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Task 2:

Complete the food and exercise diary below as honestly as you can. Include all drinks, snacks and any exercise you do within the two days.

	Day 1	Day 2
6am		
7am		
8am		
9am		
10am		
11am		
12pm		
1pm		
2pm		
3pm		
4pm		
5pm		
6pm		
7pm		
8pm		
9pm		
10pm		
11pm		
12am		



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In order to have the full picture of your current physical activity levels in your everyday life please answer the following questions;

1. What is your current occupation?

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2. Is your job full or part time?

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3. How many hours per week do you work or attend college/school?

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4. How do you travel to and from your job?

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5. How long does it take you to travel to and from your place of work/school/college?

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6. Do you experience any stress in your life?

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7. What do you think causes this stress?

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8. Do you drink alcohol? If so how many units per week?

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9. Do you smoke? If so how many cigarettes per day?

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10. Are you taking part in physical activity?

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11. Do you feel you have a health balanced diet?

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Task 3:

Look at your information form task two and complete the table below looking at the positive and negative aspects of your health and wellbeing.

Positive factors	Negative factors

In summery what are your findings. Explain the table above.

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Deadline: Monday 7th September by 3pm.

Any questions please email Mrs Davis or Miss Bird.

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