
MARYHILL HIGH SCHOOL
PHYSICAL EDUCATION DEPARTMENT

**EDEXCEL
BTEC SPORT
LEVEL 2**

**STAFF, STUDENT AND PARENT
INFORMATION BOOKLET**



September 2009

Welcome to BTEC Sport,

We hope that you will have a very enjoyable period of study on this programme, and it's our aim that every learner who wants to succeed will do so. We are here to help you achieve your goals, and qualify in BTEC Sport.

The purpose of this handbook is to inform you, the learner, of what BTEC Sport has to offer, as well as giving you some guidance as to the way in which the course will be run. We have responsibilities to you, and you also have responsibilities to us. This pack will outline what both sides can expect from each other.

We have a team of tutors and support staff in BTEC Sport. If you have any further questions, please do not hesitate to talk to any of the PE Staff.

PE Team

Mr Bunn - Subject Leader

Mr Davies

Miss Lowndes

Miss Hambleton

What is BTEC?

BTEC qualifications have been developed to provide specialist qualifications in a range of areas. The course offered is both theoretical and practical and will give you the opportunity to complete assignments and activities based on situations linked to working in a variety of sports related environments. It will give you a good feel for what it will be like to be at work as well as developing your communication, number, IT, time management and teamwork skills.
There are no formal exams.

Programme:

BTEC Extended Certificate in Sport Level 2 (worth 2 GCSE's A*-C)

Course Content

A BTEC First Certificate involves following 4 units:

Units in the Programme include:

Anatomy & Physiology in Sport
Practical Sport
Leading and Planning Sports activities
Fitness Testing & Training

BTEC Qualifications - What is BTEC equivalent to?

You will be assessed on the assignment work that you undertake during the year and will be given overall grades at the end of the year as follows:

BTEC Certificate (Pass)	2 GCSEs grades C
BTEC Certificate (Merit)	2 GCSEs grades B
BTEC Certificate (Distinction)	2 GCSEs grades A
BTEC Certificate (Distinction*)	2 GCSE's grades A*

How will my learning be assessed?

Courses recognised by BTEC give you credit for what you do as you learn and the methods of assessment will vary according to the type and level of course you are on. Assessment can be through anything that reflects what you have achieved during the course, but we aim to improve your ICT and Media skills, especially as those are areas of MHS specialism.

Because there is no final examination, however, it is essential that the department keeps all assignment work locked in the PE department along with the BTEC FILE. You will be presented with a portfolio of your assignment work at the end of the course.

Assignment work shows you and your tutor what you have learnt and will be looked at during department and external moderation. An external moderator from BTEC will be sent a sample of work during the first year of the course.

What skills do I need to do this course?

You will need to be hardworking, well organised and self-motivated in order to be successful on this programme. You will need a basic level of IT, numeracy and communication skills but most of all you will need to be interested in Sport and Fitness.

What if I move part way through the course?

By registering with BTEC you will be able to transfer your credits and collect more wherever you move to.

What you can expect from us

Our aim is to provide a supportive learning environment. We will do our best to provide:

- Equal opportunities
- Good quality teaching
- Feedback on your progress
- Advice on your options after your course including opportunities to move onto other courses
- Opportunities to feedback your experience of our
-
- **What we expect from you**

To create an environment which helps you to have the best chance of success we expect all learners to:

- attend regularly and on time
- let us know if you are unable to get to your class
- behave responsibly and safely at all times
- contribute to creating a pleasant learning environment
- ask for assistance if you are having difficulties with any aspect of your
- course or feel you need help
- make any suggestions you may have to help us improve the course

Information, advice and guidance

Our course guide gives an overview of the learning activities we offer. Further information can be provided by speaking to a PE teacher.

Feedback

This will be given throughout the course. Mr Bunn is also available every Friday after school for support and advice relating to the BTEC course, or to provide a teaching room to assist your progress.

Feedback on Assignments

Stage 1: Informal from your class teacher.

This can be verbal or written, and include such things as marking assignments; q&a session with you; meeting at end of lesson; class teacher referral to Mr Bunn to talk to student.

Stage 2: Formal mark and feedback on completion date

Your class teacher will have already given you guidance in stage 1 as to the grade you are working at on each assignment.

When you hand the assignment in you will then be given verbal feedback on an individual basis from the class teacher who will also write your grade on the work itself, along with relevant marking of the work

The class teacher then enters your mark on their planner and notifies Mr Bunn. The class teacher may also wish to give you some written feedback on an Assignment Mark Sheet.

Stage 3: If there is no appeal - verification of work by Subject Leader

If the student doesn't appeal (see below) then Mr Bunn will moderate all assignments.

Students will then be given an **Assessment feedback form (Internal Verification Record)**. This is signed by Mr Bunn and also the relevant student. A copy is locked away with the assignments and another is kept in the BTEC FILE.

Stage 4: End of Unit

At the end of the Unit of work each student will meet with their class teacher and/or Mr Bunn and will complete and sign an **End of Unit Feedback Report**. This shows their assignment scores for all assignments in that unit.

What if things go wrong?

If you are not happy with the content or quality of your course or your assessment, please discuss this with your PE teacher. Further queries about the assessment of your coursework can be referred to the internal and external verifiers. We have an Appeals Policy which you must use should you feel your work has not been assessed correctly.

Appeals

Stage 1: If you are not happy with the content or quality of your course or your assessment, please discuss this with your PE teacher. Teacher gives clear feedback.

Stage 2: All work, after the teacher has marked it, is given to the Internal Verifier (Mr Bunn). He then types a IV Feedback sheet to the learner who signs it. On there, it states that the learner has one week to appeal against this. If they do, this will then go to:

Stage 3: an APPEAL HEARING by BTEC Senior Manager at MHS (Mr Bygrave).

Stage 4: EXTERNAL APPEAL to Edexcel within 14 days.

Setting up References and Quotations

Referencing sources online

Referencing systems for electronic sources are becoming standardised. You must link all photo's you use and also any websites or textbooks that provide information.

For example:

British Sports - Disability Sports online reference:

<http://www.britishsports.com/disabilitysports.htm>

General quotations

You *SHOULD* be using your own words, but if you do take text directly from a book or website then you should put the words in quotation marks " " and give a reference.

Plagiarism

Plagiarism is copying and passing off work as the learner's own. This can be a whole piece of work or a part, including artwork, images, words, computer generated work (including the internet), thoughts, inventions etc. This is taken very seriously and work handed in that is a form of plagiarism will not be accepted.

To ensure you do not plagiarise we stress that you must always try to write using your own words.

List of Command Verbs (used for SMART aims/objective setting and also for setting projects/assignments)

Pass	Example	Merit	Example	Distinction	Example
Describe	Give a clear description that includes all the relevant features. Think of it as 'painting a picture with words'	Analyse	Identify separate factors, say how they are related and how each one contributes to the topic	Appraise	Consider the plus and minus points and give a reasoned judgement
Define	Clearly explain what a particular term means and give an example, if appropriate, to show what you mean	Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant	Assess	Make a judgement on the importance of something (similar to evaluate)
Design	Create a plan, proposal or outline to illustrate a straightforward concept or idea	Compare/ Contrast	Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages	Comment critically	Give your view after you have considered all the evidence. In particular decide the importance of all the relevant positive and negative aspects
Explain	Set out in detail the meaning of something, with reasons. More difficult than describing or listing so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' and 'why'	Demonstrate	Provide several relevant examples or related evidence which clearly supports the arguments you are making. This may include showing practical skills.	Criticise	Review a topic or issue objectively and weigh up both plus and minus points
Identify	Point out (i.e. choose the right one) or give a list of the main features	Design	Create a plan, proposal or outline to illustrate a relatively complex concept or idea	Draw conclusions	Use the evidence you have provided to reach a reasoned judgement
Illustrate	Include examples or a diagram to show what you mean	Explain in detail	Provide details and give reasons and/or evidence to clearly support the argument you are making	Evaluate	Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements.

Pass	Example	Merit	Example	Distinction	Example
List	Provide the information in a list, rather than in continuous writing				precise and detailed information and assess possible alternatives, bearing in mind their strengths and weaknesses if they were applied instead
Outline	Write a clear description but not a detailed one				
Plan	Work out and plan how you would carry out at ask or activity				
State	Write a clear and full account				
Summarise	Write down the main points or essential features				

Working out BTEC Grades for Certificate

Assuming you will be following the BTEC First Certificate in Sport – this will involve three units in total (2 core and 1 specialist).

Each unit attracts: Pass – 6 Merit – 12 Distinction – 18

BTEC First Diploma Grade boundaries are as follows:

BTEC Grade boundaries	Overall Grade		GCSE equivalence
18-29	Pass	P	CC
30-41	Merit	M	BB
42-48	Distinction	D	AA
49-54	Distinction*	D*	A*A*

I.e. Pass equates to C grade GCSE, Merit to B grade and Distinction to A or A grade.*

Examples of calculations: 3 student following 3units in BTEC First Certificate in Sport

Student A	Grade	Points
1 – Body in Sport	Pass	6
2 – Health, Safety and Injury	Pass	6
6 – Practical Sport	Merit	12
Total points		24
Overall award falls between (18-29)		Pass

Student B	Grade	Points
1 – Body in Sport	Merit	12
5- Leadership	Pass	6
6 – Practical Sport	Merit	12
Total points		30
Overall award falls between (30-41)		Merit

Student C	Grade	Points
1 – Body in Sport	Distinction	18
2 – Health, Safety and Injury	Pass	6
6 – Practical Sport	Distinction	18
Total points		42
Overall award falls between (42-48)		Distinction

You will see from this that the overall Award is an aggregate of points and it is possible to obtain a Merit / Distinction even when getting a Pass in one area.