

Year 11 BTEC SPORT AWARD UNIT 4 LTP

Rationale with endpoints: will enable learners to understand their own sports performance, why they have achieved the results they have and what they could do in the future to improve their preparation and performance. This unit will also help them to develop skills in teaching, coaching and helping other people.

Term	Topic	Knowledge	Skills	Reading /wider reading
Autumn 1	The Mind and Sports Performance: Learning Aim A: Personality	<ul style="list-style-type: none"> • Definition and structure of personality • Personality types • Measuring personality • Views of personality • How to reference 	<ul style="list-style-type: none"> • Class discussions • Listening to others • Application of theory to self and role models/athletes • Complex activity: comprehension of new terminology and referencing 	Barsby et al. (2013) BTEC First in Sport 2nd Ed.: pages 44 - 51
	Assignment 1 Learning Aim A: Investigate personality and its effect on sports performance	<ul style="list-style-type: none"> • Outline personality and its effect on sports performance • Use of relevant examples to describe, explain or analyse the above bullet points and their effects on sports performance • CEIAG - potential career paths (Sports Psychology) 	<ul style="list-style-type: none"> • ICT - how to reference from websites • Independent working - supervised/unsupervised • Reading and following instructions from the assignment brief • Time management (meeting deadlines) • Research • Writing genre: descriptive writing in PPT - using key terminology • Complex activity: using relevant examples from sport and referencing 	(as above)
Autumn 2	The Mind and Sports Performance: Learning Aim B: Motivation	<ul style="list-style-type: none"> • Definition and the types of motivation • Influence of motivation on sports performance • Influence of goal setting on motivation and sports performance • Self-confidence and self-efficacy • The effects of anxiety and arousal on sports performance 	<ul style="list-style-type: none"> • Class discussions • Listening to others • Group activity - sharing workload/organisation • Paired activity - sharing ideas on topic • Application of theory to self and role models/athletes • Complex activity: comprehension of new terminology 	Barsby et al. (2013) BTEC First in Sport 2nd Ed.: pages 52 - 61
	Assignment 2 Learning Aim B: The Influence of Motivation and Self-confidence on Sports Performance	<ul style="list-style-type: none"> • Describe/discuss/analyse types of motivation and the benefits motivation and self-confidence have on sports performance • Summary with relevant examples methods to increase self-confidence 	<ul style="list-style-type: none"> • ICT - creating a booklet/information leaflet (Publisher) • Independent working - supervised/unsupervised • Reading and following instructions from the assignment brief 	(as above)
Spring 1				



		<ul style="list-style-type: none"> Describe using relevant examples, factors that influence self-efficacy in sport Describe/discuss types of goals that can be set and how these can influence motivation 	<ul style="list-style-type: none"> Time management (meeting deadlines) Writing genre: using key terminology and class notes to produce a detailed booklet Complex activity: using relevant examples from sport and summarising the benefits 	
	The Mind and Sports Performance: Learning Aim C: Anxiety	<ul style="list-style-type: none"> Definition and the types of anxiety Know about the effects of anxiety and arousal on sports performance How anxiety and arousal can be controlled 	<ul style="list-style-type: none"> Class discussions Listening to others Complex activity: comprehension of new terminology 	Barsby et al. (2013) BTEC First in Sport 2 nd Ed.: pages 61-63
Spring 2	Assignment 3 Learning Aim C: Arousal and anxiety and their effects on sports performance	<ul style="list-style-type: none"> Describe using relevant examples, different types of anxiety Describe/assess using four theories the effect arousal and anxiety have on sports performance and their control Evaluate imagery and relaxation techniques as methods of controlling arousal and anxiety, and in improving sports performance 	<ul style="list-style-type: none"> ICT -presenting to class: using technology independently Independent working - supervised/unsupervised Reading and following instructions from the assignment brief Time management (meeting deadlines) Writing genre: using key terminology and class notes to produce the presentation Complex activity: using relevant examples from sport and a presentation in front of peers 	
Summer 1	Revisit and upgrade assignments until April 30th		Work to be collated and submitted to Standards Verifier by May 15th	