BTEC Level 3 Extended Certificate in Sport

Summer Transition Work

Edexcel / Pearson BTEC National

Units 1, 2, 3 and 6

Name: _____ **Tutor Group:** _____ **Date:** _____

WELCOME - Hello and well done for choosing BTEC Sport!

This workbook is designed to help you prepare for your Level 3 BTEC Extended Certificate in Sport, which you will begin studying in September. It covers the four units you will study across the course:

- **Unit 1: Anatomy and Physiology (externally examined)**
- **Unit 2: Fitness Training and Programming for Health, Sport and Well-being (externally examined)**
- **Unit 3: Professional Development in the Sports Industry (coursework)**
- **Unit 6: Sports Psychology (coursework)**

This is not just a reading pack - there are tasks to complete, videos to watch, questions to answer and things to reflect on. Bring it with you on your first day.

HOW TO USE THIS BOOKLET - Getting the most from your summer preparation

- Work through each unit section in order - they build on each other
- Watch the recommended YouTube videos and make notes in the space provided
- Complete all tasks as fully as you can - quality over quantity
- Use the key terms tables to start building your subject vocabulary
- Attempt the practice exam questions even if you are unsure - give it a go
- Complete the reflection boxes honestly - they will help you identify what to focus on in September

Contents

UNIT 1: Anatomy and Physiology

Externally Assessed | Mandatory Unit | 120 Guided Learning Hours

Unit Overview

Unit 1 forms the foundation of the entire BTEC Sport qualification. You will develop a detailed understanding of how the human body works, how it responds to exercise and how it adapts over time through training. This knowledge underpins everything else you study on the course.

Assessment	Topics Covered
This unit is externally assessed through a 90-minute written examination set and marked by Pearson. You will sit this exam in January or May/June of Year 12.	• The skeletal system • The muscular system • The respiratory system • The cardiovascular system • The energy systems

Key Terms to Know

These are essential terms you should be able to define, explain and apply. Research any you do not know.

Key Term	Definition
Synovial joint	A freely moveable joint, e.g. the knee or shoulder, which contains synovial fluid
Antagonistic pair	Two muscles that work in opposition - when one contracts (agonist), the other relaxes (antagonist)
Cardiac output	The amount of blood pumped by the heart per minute (heart rate x stroke volume)
Tidal volume	The amount of air breathed in or out in a single breath during normal breathing
ATP (Adenosine Triphosphate)	The immediately usable form of energy in the body for all muscular activity
Aerobic respiration	Energy production using oxygen, producing CO2 and water as by-products
Anaerobic respiration	Energy production without oxygen, resulting in lactic acid build-up
VO2 max	The maximum volume of oxygen the body can use per minute; a measure of aerobic capacity
Cardiac hypertrophy	Long-term adaptation where the heart muscle becomes larger and stronger due to training
Gaseous exchange	The diffusion of oxygen from alveoli into the blood and CO2 from blood into alveoli
Stroke volume	The volume of blood ejected from the heart with each contraction

Type I muscle fibres	Slow-twitch fibres - fatigue resistant, suited to endurance activities
Type IIb muscle fibres	Fast-twitch fibres - powerful but fatigue quickly; suited to sprinting and power events

Pre-Reading and Research

READING - Recommended Pre-Reading for Unit 1

Read around the following topics before September. You do not need a textbook yet - reliable websites are fine.

- The structure and function of the skeletal system (BBC Bitesize GCSE PE is a good starting point)
- Major muscles of the body and their roles in sport (look up 'agonist and antagonist' in exercise)
- How the lungs and heart work together during exercise
- The three energy systems: ATP-PC, lactic acid and aerobic

Useful websites:

- www.bbc.co.uk/bitesize/subjects/ztvg9j2 (BBC Bitesize PE)
- www.physio-pedia.com (good for anatomy detail)
- www.teachpe.com (excellent diagrams and explanations)

Videos to Watch

WATCH - YouTube Videos for Unit 1

Watch the following videos and make notes in the space below each one. You can find them by searching the title on YouTube.

1. 'The Skeletal System: Crash Course Anatomy and Physiology' - a thorough overview of bones and joints
2. 'Muscles and Muscle Tissue' - Crash Course Anatomy (covers muscle types, contractions, fibre types)
3. 'How the heart actually pumps blood' - TED-Ed animation (excellent visual explanation)
4. 'The Three Energy Systems' - search for the 'Coach's Eye' version or 'Energy Systems Explained'
5. 'How the lungs work' - British Lung Foundation (short and clear)

Notes from Videos:

Summer Tasks

TASK 1: Label the Skeleton

On a blank sheet of A4 paper, draw or trace an outline of the human body and label as many bones as you can from memory. Then check your answers against a textbook or website and annotate any you missed in a different colour.

Key bones to include:

- Upper body: cranium, clavicle, scapula, sternum, humerus, radius, ulna, carpals
- Lower body: pelvis, femur, patella, tibia, fibula, tarsals, metatarsals
- Spine: cervical, thoracic and lumbar vertebrae

Record the bones you found most difficult to remember, and note a strategy to help you learn them:

TASK 2: Energy Systems in Action

Think about a sport or physical activity you do or regularly watch. Identify examples of moments in that sport where EACH of the three energy systems would be the primary energy source.

Sport/Activity: _____

ATP-PC System (0-10 seconds):	**Lactic Acid System (10 sec - 2 min):**

Aerobic System (2+ minutes):

TASK 3: The Heart During Exercise

Read about cardiac output, stroke volume and heart rate. Answer the following questions:

1. What happens to your heart rate when you begin to exercise? Why does this happen?

2. A trained athlete has a resting heart rate of 48 bpm. An untrained person has a resting heart rate of 75 bpm. What does this tell us about how training changes the heart?

3. Using the formula: Cardiac Output = Heart Rate x Stroke Volume, calculate the cardiac output of an athlete with a heart rate of 160 bpm and a stroke volume of 110ml.

Practice Exam Questions

These are the types of questions you will face in the Unit 1 examination. Work through them carefully. Do not worry if you cannot answer them all now - you will have developed these skills by the time your exam arrives.

Q1. Identify two bones found in the axial skeleton. **[2 marks]**

Hint: Think: skull, spine, ribs

Q2. Explain the role of the agonist and antagonist during a bicep curl exercise. Use examples in your answer. **[4 marks]**

Hint: Agonist = contracting muscle, Antagonist = relaxing muscle

Q3. Describe the process of gaseous exchange in the alveoli. **[3 marks]**

Hint: Think about diffusion, concentration gradients and what moves where

Q4. A marathon runner trains consistently for 18 months. Analyse the adaptations that would occur to the cardiovascular and respiratory systems as a result of this training. **[6 marks]**

Hint: Long-answer: structure your response with cardiovascular first, then respiratory. Include specific adaptations.

Q5. Explain the difference between Type I and Type IIb muscle fibres, giving a sporting example of when each would be predominantly recruited. **[4 marks]**

Hint: Think: slow vs fast twitch, fatigue, power, duration

Unit 1 Reflection

Reflection

Now that you have worked through the Unit 1 section, reflect on the following: Which topic do you feel most confident about, and why? Which topic do you feel most uncertain about? What steps will you take before September to address that gap?

UNIT 2: Fitness Training and Programming for Health, Sport and Well-being

Externally Assessed | Mandatory Unit | 120 Guided Learning Hours

Unit Overview

Unit 2 is the second externally assessed unit on the course. You will learn about how to design, deliver and evaluate fitness training programmes for a range of different individuals. This is a highly practical and applied unit that connects scientific knowledge from Unit 1 to real-world training contexts.

Assessment	Topics Covered
Externally assessed via a 90-minute written examination. The exam uses case study-style questions where you will be given information about a client and must apply your knowledge to their needs.	• Lifestyle factors and health • Pre-exercise screening • Nutritional needs • Training methods for all components of fitness • Training programme design

Key Terms to Know

Key Term	Definition
FITT Principles	Frequency, Intensity, Time and Type - the framework for designing a training programme
Progressive overload	Gradually increasing the demands of training over time to continue making adaptations
Specificity	Training should be specific to the sport, individual and fitness component being developed
PAR-Q	Physical Activity Readiness Questionnaire - a pre-exercise screening tool to identify health risks
Aerobic endurance	The ability to sustain continuous exercise using the aerobic energy system for extended periods
Muscular strength	The maximum force a muscle or group of muscles can exert in a single contraction
Muscular endurance	The ability of a muscle to repeatedly contract against a resistance without fatiguing
Flexibility	The range of movement available at a joint
1 Rep Max (1RM)	The maximum weight an individual can lift once with correct form; used to set strength training intensity
Plyometrics	Explosive training involving rapid stretch and contraction of muscles, e.g. box jumps, bounding

Continuous training	Steady-state exercise performed at a consistent pace for an extended duration
Interval training	Alternating periods of high-intensity exercise with periods of rest or low-intensity recovery
BMR (Basal Metabolic Rate)	The energy the body requires at rest to maintain basic physiological functions

Pre-Reading and Research

READING - Recommended Pre-Reading for Unit 2

Focus your reading on how training is designed and structured. Think about how a personal trainer or sports coach would plan sessions for different people.

- Read about the FITT principles - they underpin almost every topic in this unit
- Research the different training methods for aerobic endurance (e.g. continuous, fartlek, interval, circuit)
- Look up what a PAR-Q form is and why it is used before someone starts exercise
- Read about macro and micronutrients - what they are, where we get them, and why they matter for sport

Useful websites:

- www.nhs.uk/live-well/exercise (government guidelines and lifestyle info)
- www.eatwell.gov.uk / www.bda.com (nutrition information)
- www.teachpe.com/training-methods (excellent unit-specific content)

Videos to Watch

WATCH - YouTube Videos for Unit 2

Watch these videos and take notes. They directly link to content you will be examined on.

6. 'The FITT Principle Explained' - search for the PE Scholar or Coach's Eye version
7. 'Aerobic vs Anaerobic Training' - there are several good Sport Science explainer videos on YouTube
8. 'How to Read Food Labels' - NHS or BBC Good Food have clear short videos
9. 'Personal Training: How to Design a Programme' - YouTube search; look for a REPs-qualified trainer
10. 'Plyometric Training Explained' - look for a strength and conditioning channel

Notes from Videos:

Summer Tasks

TASK 4: The FITT Principles in Practice

Choose ONE sport or physical activity. Using the FITT principles, design a 4-week training programme outline for a beginner participant. You do not need to write full session plans - just describe what each week would look like in terms of frequency, intensity, time and type.

Sport/Activity: _____

Target Participant (age, experience, goals): _____

Week 1 - F, I, T, T:	**Week 2 - F, I, T, T:**

Week 3 - F, I, T, T:	**Week 4 - F, I, T, T:**

How does your programme demonstrate progressive overload?

TASK 5: Lifestyle Audit

Unit 2 begins by looking at lifestyle factors that affect health and well-being. Conduct an honest audit of your own lifestyle over the last week. This is for your benefit only - be honest with yourself.

Lifestyle Factor	Current Behaviour	Target/Improvement
Physical activity levels		
Sleep (hours per night)		
Diet / nutrition		
Hydration		
Stress levels		
Screen time		

Based on your audit, identify the ONE lifestyle factor you most need to improve and explain why, linking to the health benefits of making that change:

TASK 6: Nutritional Planning

Research the macronutrients (carbohydrates, protein, fats) and their role in sport. Then complete the table below and answer the question that follows.

Macronutrient	Role in the Body	Food Sources	Sports Relevance
Carbohydrates			
Protein			
Fats			

Practice Exam Questions

Q6. Identify two positive lifestyle factors that contribute to health and well-being. **[2 marks]**

Hint: Think beyond just exercise

Q7. Explain the purpose of a PAR-Q in the context of fitness programming. **[4 marks]**

Hint: What risks does it identify? What happens if someone answers 'yes' to a question?

Q8. A personal trainer is designing a 6-week aerobic endurance programme for a 35-year-old recreational runner who wants to complete a 10k race. Describe TWO training methods they could use and explain how the FITT principles would be applied. **[5 marks]**

Hint: Describe the methods clearly, then apply each FITT component

Q9. Evaluate the effectiveness of interval training compared to continuous training for improving aerobic endurance performance in a semi-professional football player. **[8 marks]**

Hint: This is a high-mark question. Consider: physiological benefits, specificity to football, practical considerations, advantages and disadvantages of each method.

Unit 2 Reflection

Reflection

Think about the topics in Unit 2. This unit requires you to apply knowledge - not just recall it. Which aspect of fitness training do you feel you already understand well from your own sporting experience? Which topic feels most new or unfamiliar? How will you prepare?

UNIT 3: Professional Development in the Sports Industry

Internally Assessed Coursework | 60 Guided Learning Hours

Unit Overview

Unit 3 is assessed through two written assignments and a role-play recruitment activity rather than an external exam. It asks you to explore the sports industry as a whole, audit your own skills, plan your career development and take part in a simulated job application process.

Assessment

Two assignments set internally:

- Assignment 1: Scope of the sports industry, career pathways and personal skills audit (covering Learning Aims A and B)
- Assignment 2: Job application documents and interview role-play with reflection (covering Learning Aims C and D)

Topics Covered

- Career and job opportunities in sport
- Professional training routes and legislation
- Continuing Professional Development (CPD)
- Personal skills audit and SWOT analysis
- Career Development Action Plan (CDAP)
- Job applications, CVs and interview skills

Key Terms to Know

Key Term	Definition
CPD (Continuing Professional Development)	Ongoing learning and development activities that keep professional skills and knowledge current
DBS Check	Disclosure and Barring Service check - a background check required to work with children and vulnerable adults
REPs	Register of Exercise Professionals - the industry standard register for fitness professionals in the UK
Person specification	A document that describes the skills, qualifications and experience required for a job role
Job description	A formal document outlining the duties, responsibilities and expectations of a job role
SWOT Analysis	A structured tool to identify Strengths, Weaknesses, Opportunities and Threats (personal or organisational)
CDAP	Career Development Action Plan - a structured personal document setting out career goals and the steps to achieve them
Safeguarding	Practices and procedures to protect children and vulnerable people from harm in a sports context

National Governing Body (NGB)	The organisation responsible for overseeing and regulating a specific sport at national level
Zero-hours contract	An employment contract where the employer is not obliged to offer a minimum number of working hours
Voluntary sector	Organisations that operate on a not-for-profit basis, often relying on volunteers

Pre-Reading and Research

READING - Recommended Pre-Reading for Unit 3

This unit is about the real world of sport as a profession. The more you know about different careers in the industry, the better your assignments will be.

- Visit www.prospects.ac.uk and search 'leisure, sport and tourism' - read about different career paths
- Look at job adverts on www.uksport.gov.uk/jobs or www.sportscareers.co.uk - notice what qualifications and experience they ask for
- Read about what CPD means and why it matters in professional sport contexts
- Look up what a DBS check is and when it is required when working in sport
- Think about a sports career that interests you and research the pathway to get there

Videos to Watch

WATCH - YouTube Videos for Unit 3

These videos will help you understand careers, professional skills and the world of work in sport.

11. 'Careers in Sport' - Sport England YouTube channel has a number of career profile videos
12. 'How to write a CV' - The Careers and Enterprise Company or Reed.co.uk have good guides on YouTube
13. 'Interview tips for young people' - search for advice videos from the National Careers Service
14. Search for a documentary or career profile about a job role in sport that interests you (e.g. sports physiotherapist, strength and conditioning coach, sports journalist)

Notes from Videos:

Summer Tasks

TASK 7: Career Research

Choose ONE career in the sports industry that interests you. Research it thoroughly and complete the table below.

Job title / career	
What does this person do day-to-day?	
What qualifications are needed?	
What experience is required?	
Typical salary range	
Which sector? (public/private/voluntary)	
Relevant NGB or professional body	
CPD requirements	
Safeguarding requirements (Y/N + why)	

TASK 8: Personal SWOT Analysis

A SWOT analysis is a key tool you will use in Unit 3. Complete your own personal SWOT analysis with reference to a career in the sports industry.

STRENGTHS *What are you good at? What experience/qualifications do you have?*	**WEAKNESSES** *What do you need to work on? What skills/qualifications are you missing?*
OPPORTUNITIES *What could you take advantage of? Courses, volunteering, experience?*	**THREATS** *What could hold you back? Competition, gaps in experience, personal obstacles?*

TASK 9: Draft a Career Development Action Plan (CDAP)

In Unit 3 you will produce a formal CDAP. Use this space to draft a basic version now. Think about where you want to be in 1 year, 3 years and 5 years in terms of your sports career.

Timescale	Goal / Target	Steps to Achieve It
By end of Year 12		
By end of Year 13		
Within 3 years of leaving school		
Within 5 years		

Scenario-Based Questions

Unit 3 is a coursework unit, but you still need to write analytically and in depth. These questions will help you practise writing extended, well-reasoned responses.

Q10. Describe THREE factors that affect sports provision and employment opportunities in the UK. Use examples in your answer. **[5 marks]**

Hint: Consider geographical, socio-economic and seasonal factors

Q11. A sports coaching graduate wants to work with a professional football academy. Identify and explain FOUR professional requirements they would need to meet before starting this role. **[6 marks]**

Hint: Think: DBS, qualifications, NGB awards, safeguarding training, REPs...

Q12. Evaluate the importance of Continuing Professional Development (CPD) for someone working as a personal trainer. Consider both the benefits to the individual and the wider implications for the fitness industry. **[8 marks]**

Hint: Discuss: career progression, industry standards, client safety, professional reputation, legal requirements

Unit 3 Reflection

Reflection

Unit 3 is ultimately about YOU and YOUR career ambitions. Thinking honestly, what career in the sports industry most appeals to you right now? What do you already have to offer an employer, and what do you need to develop? Is there any volunteering or work experience you could pursue before September to strengthen your profile?

UNIT 6: Sports Psychology

Internally Assessed Coursework | 60 Guided Learning Hours

Unit Overview

Unit 6 explores the psychological factors that influence sporting performance, both for individuals and within teams. You will investigate how personality, motivation and confidence affect performers under pressure, how groups and teams function, and how psychological skills training can be used to improve performance. This unit is assessed through three written assignments rather than an exam, so the depth and quality of your independent research and analysis really matters.

Assessment

Three assignments set internally:

- Assignment 1: Personality, motivation and competitive pressure (Learning Aim A)
- Assignment 2: Group dynamics and its effect on team performance (Learning Aim B)
- Assignment 3: Designing a psychological skills training programme (Learning Aim C)

Learning Aims

- A: Understand how personality, motivation and competitive pressure can affect sport performance
- B: Examine the impact of group dynamics in team sports and its effect on performance
- C: Explore psychological skills training programmes designed to improve performance

Key Terms to Know

Sports psychology has its own technical vocabulary, much of it borrowed from psychology more broadly. Make sure you can define EVERY one of these terms clearly and confidently before September - your tutor will expect you to use them accurately in your assignments.

Key Term	Definition
Personality trait theory	The theory that personality is made up of stable, enduring characteristics (traits) that determine behaviour across situations
Social learning theory	The theory that behaviour, including in sport, is learned by observing and imitating significant others (e.g. role models, coaches)
Interactional theory	The theory that behaviour is the product of BOTH personality traits AND the situation a person is in, rather than either factor alone
Intrinsic motivation	Motivation that comes from within the performer, e.g. enjoyment, personal satisfaction or a sense of achievement
Extrinsic motivation	Motivation that comes from external rewards, e.g. trophies, money, praise from others
Achievement motivation	An individual's drive to either achieve success or avoid failure, which shapes how they approach competitive situations

Mastery climate	A motivational environment created by a coach that focuses on effort, improvement and personal progress rather than winning
Competitive climate	A motivational environment created by a coach that focuses on outcome, winning and comparison with others
Attribution theory	A theory explaining how performers explain the causes of their success or failure (e.g. effort, ability, task difficulty, luck)
Arousal	A state of physical and mental alertness or readiness to perform, ranging from very low (drowsy) to very high (highly excited)
Drive theory	A theory stating that performance increases in a straight line as arousal increases
Inverted U hypothesis	A theory stating that performance improves as arousal increases, up to an optimal point, after which further arousal causes performance to decline
Catastrophe theory	A theory stating that once arousal passes the optimal point, performance doesn't just decline gradually - it can collapse suddenly and dramatically
Individual zones of optimal functioning (IZOF)	The idea that each performer has their own personal zone of arousal within which they perform best, rather than one single optimal point for everyone
Attentional focus	A performer's ability to concentrate on the relevant cues in their environment while ignoring irrelevant distractions
Choking	A sudden and significant drop in performance under pressure, often linked to a narrowing or disruption of attentional focus
Stress	A negative emotional state arising when a performer perceives an imbalance between the demands placed on them and their ability to cope
Anxiety	A negative emotional state involving nervousness, worry and apprehension, closely linked to high arousal
Self-efficacy	A performer's belief in their own ability to succeed at a specific task in a specific situation (Bandura's theory)
The Ringelmann effect	The finding that as group size increases, the average individual contribution and performance of each group member decreases
Social loafing	The tendency for individuals to put in less effort when working as part of a group than when working alone
Steiner's model of group productivity	A model stating that Actual Productivity = Potential Productivity minus Losses due to Faulty Processes
Task cohesion	The degree to which members of a group work together effectively to achieve a common goal
Social cohesion	The degree to which members of a group like each other and enjoy each other's company
Prescribed leader	A leader who is formally appointed to their role by an outside authority, e.g. a club captain chosen by a manager
Emergent leader	A leader who arises naturally from within a group due to their skills, personality or the respect of their peers
Autocratic leadership style	A leadership style where the leader makes all the decisions with little or no input from the group

Democratic leadership style	A leadership style where the leader shares decision-making with the group and values their input
Sociogram	A visual diagram used to map and analyse the relationships, interactions or preferences between members of a group
Psychological skills training (PST)	A planned, systematic programme of techniques used to develop mental skills that improve sporting performance
Self-talk	The internal dialogue a performer has with themselves, which can be positive (motivating) or negative (undermining)
Goal setting	The process of setting clear, structured targets to direct effort, increase motivation and monitor progress (e.g. using SMART targets)
Imagery	A psychological technique where a performer mentally rehearses a skill or situation in as much realistic detail as possible
Progressive muscular relaxation (PMR)	An arousal control technique involving the systematic tensing and relaxing of different muscle groups to reduce physical tension

Pre-Reading and Research

READING - Recommended Pre-Reading for Unit 6

Sports psychology connects strongly to your own experiences as a performer - the more you reflect on your own sport while reading, the more this content will make sense and stick.

- Read about personality trait theory and how psychologists try to measure personality (e.g. Eysenck's Personality Inventory, Cattell's 16 Personality Factors)
- Research the difference between intrinsic and extrinsic motivation, and think of examples from your own sporting experience of each
- Read about the Inverted U hypothesis and how arousal can both help and harm performance
- Look up Tuckman's four stages of group development: forming, storming, norming and performing
- Research the difference between autocratic, democratic and laissez-faire leadership styles in sport

Useful websites:

- www.brianmac.co.uk/psych.htm (a dedicated sports psychology section with clear explanations of every theory in this unit)
- www.teachpe.com/sport_psychology (concise revision-style notes matched closely to BTEC and A Level content)
- www.simplypsychology.org (useful for background on general psychological theories, though not sport-specific)

Videos to Watch

WATCH - YouTube Videos for Unit 6

Sports psychology theory is much easier to understand when you see it explained with real examples. Search for the following titles and make notes as you watch.

15. 'Personality Trait Theory in Sport' - search for an explainer covering Eysenck's model and its application to sporting examples
16. 'Intrinsic vs Extrinsic Motivation Explained' - look for a clear animated explainer with real-world examples
17. 'Inverted U Theory of Arousal' - search for a video that shows the graph and explains it using a famous sporting 'choke' as an example
18. 'Tuckman's Stages of Group Development' - search for an animated explainer; this theory is used widely beyond sport too
19. 'Bandura's Self-Efficacy Theory Explained' - look for a video covering the four sources of self-efficacy with sporting examples
20. 'How Elite Athletes Use Visualisation/Imagery' - search for interviews or features where professional athletes explain how they use mental rehearsal

Notes from Videos:

Summer Tasks

TASK 10: Investigating Your Own Personality and Motivation

This task asks you to start thinking like a sports psychologist by reflecting on yourself as a performer. Complete an online personality questionnaire, then apply the theory to your results.

Step 1: Search online for 'Eysenck's Personality Inventory' and complete it (many free versions are available). Record your results below.

My result (e.g. extrovert/introvert, stable/unstable):

_____

Step 2: Do you think this result is an accurate reflection of how you behave in sport? Explain why or why not, using specific examples from your own sporting experience.

Step 3: Identify whether your motivation to take part in sport is mainly intrinsic, extrinsic, or a mixture of both. Give specific examples to support your answer.

Step 4: Explain the difference between a mastery climate and a competitive climate. Which climate do you think helps YOU perform best, and why?

TASK 11: Arousal, Anxiety and Performance Under Pressure

Famous sporting 'chokes' under pressure are a great way to understand arousal theory in action. This task asks you to research a real example and apply the theory you have read about.

Step 1: Research ONE famous example of a sporting performer 'choking' under pressure (for example: a missed penalty, a missed putt, a dropped catch in a major final). You can choose your own example or research one of these: Doug Sanders' missed putt (1970 Open Championship), Chris Waddle's missed penalty (1990 World Cup semi-final).

Example chosen: _____

Step 2: Describe what happened in your own words.

Step 3: Using the Inverted U hypothesis, explain what is likely to have happened to this performer's arousal levels, and how this affected their performance.

Step 4: Explain how attentional focus may have been affected during this moment. What might the performer have been paying attention to that was unhelpful?

Step 5: Suggest ONE psychological skill (e.g. self-talk, imagery, breathing control) that could have helped this performer manage their arousal more effectively. Explain how it would work.

TASK 12: Group Dynamics: Analysing a Team You Know

This task uses a team you play for, support, or know well to explore group dynamics theory in a real context.

Team chosen: _____

Step 1: Using Tuckman's four stages of group development (forming, storming, norming, performing), identify which stage you think this team is currently at. Give clear evidence for your judgement.

Step 2: Identify the team's main leader. Is this an emergent or prescribed leader? Where would you place them on the autocratic-democratic continuum, and why?

Step 3: Explain the difference between task cohesion and social cohesion. Which type of cohesion do you think is strongest in this team, and what evidence makes you think this?

Step 4: Using Steiner's model of group productivity (Actual Productivity = Potential Productivity - Losses due to Faulty Processes), suggest TWO 'faulty processes' that could be reducing this team's actual productivity, and ONE strategy a coach could use to address each.

TASK 13: Designing a Mini Psychological Skills Programme

This task gives you a practical introduction to the kind of work you will do for Assignment 3 later in the unit. You will design and try out a very simple imagery-based psychological skills programme.

Step 1: Choose a simple closed skill that you can practise and measure easily (e.g. throwing a ball at a target, a basketball free throw, a golf putt, keepy-uppies). Perform the skill 10 times and record your results below (e.g. number of successes out of 10, or closest distance to target).

Skill chosen: _____

Baseline result (before imagery): _____

Step 2: Before your next attempt, spend 5 minutes using imagery - close your eyes and vividly imagine yourself successfully performing the skill, using all your senses (what you see, feel, hear). Do this calmly and seriously, then repeat the skill 10 more times and record your new result.

Result after imagery: _____

Step 3: Did your performance improve, stay the same, or get worse? Explain why you think this happened, linking your answer to the theory of imagery you researched.

Step 4: Imagery is just one of several psychological skills (others include self-talk, goal setting and arousal control techniques like progressive muscular relaxation). In your own words, explain when each of these techniques might be MOST useful for a performer, and when each might be LESS appropriate.

Scenario-Based Questions

Unit 6 is assessed through coursework, but these scenario-based questions will help you practise applying theory clearly and confidently - a key skill examiners and assessors look for throughout BTEC Sport.

Q13. Explain the difference between social learning theory and interactional theory as explanations of personality and behaviour in sport. **[4 marks]**

Hint: Social learning = behaviour copied from others; Interactional = personality AND situation combined

Q14. A youth football coach notices that several players seem to lose motivation after losing matches. Using your knowledge of mastery and competitive climates, suggest how the coach could restructure training sessions to improve motivation. **[5 marks]**

Hint: Think about what a mastery climate emphasises (effort, improvement) versus a competitive climate (winning, comparison)

Q15. A talented young tennis player performs brilliantly in practice but consistently underperforms in competitive matches. Using arousal theory, explain possible reasons for this and suggest TWO strategies that could help. **[6 marks]**

Hint: Apply Inverted U or catastrophe theory, then suggest practical arousal control strategies, e.g. breathing techniques, pre-performance routines

Q16. A newly-formed five-a-side football team is struggling to perform despite having talented individual players. Using your knowledge of group dynamics, evaluate possible reasons for this underperformance and recommend strategies a coach could use to improve team cohesion and performance. **[8 marks]**

Hint: Synoptic-style question: consider Tuckman's stages, Ringelmann effect/social loafing, Steiner's model and leadership style together in your answer

Unit 6 Reflection

Reflection

Sports psychology asks you to think deeply about your own performance as well as learning formal theory. Which topic in this unit (personality and motivation, group dynamics, or psychological skills training) do you find most interesting, and why? Is there a theory you found difficult to understand? What would help you grasp it more confidently before September?

Final Reflection and Goals for September

Setting yourself up for success on the BTEC Level 3 Sport course

Overall Reflection

You have now worked through all four units. Before you arrive in September, take some time to reflect honestly on your readiness for the course and set yourself some clear goals.

Unit	Confidence (1-5)	Most confident topic	Least confident topic	Action before September
Unit 1: Anatomy & Physiology				
Unit 2: Fitness Training				
Unit 3: Professional Dev.				
Unit 6: Sports Psychology				

Reflection

What are your THREE main goals for your first term on the BTEC Sport course? Be specific - what do you want to achieve academically, practically and personally?

Reflection

What study habits do you want to develop or improve? Think about independent research, note-taking, time management and asking for help when you need it.