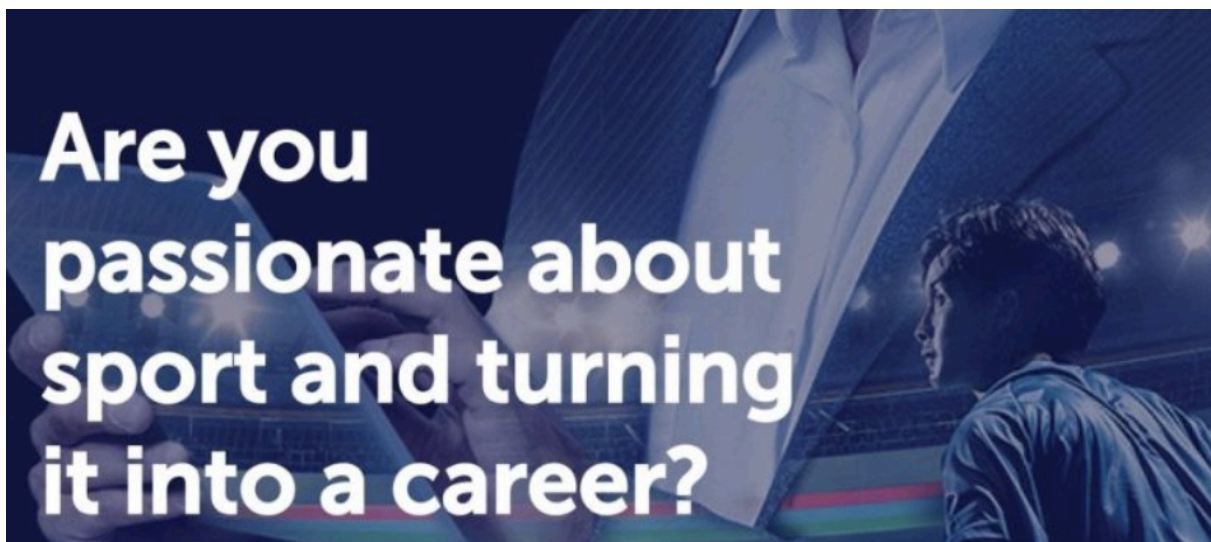




International Baccalaureate Careers-related Programme - Sport Management

Course Handbook





ISM Guiding Statements

VISION

INTERNATIONAL EDUCATION WITH DISTINCTION

Excellence - Wellbeing - Multilingualism

MISSION

“Our mission at ISM is to provide an outstanding education for students so that they are happy, confident, independent, multilingual and responsible global citizens.”

VALUES



INTEGRITY

We act with honesty, fairness and compassion even in the face of challenge.



LEARNING

We are all learners who embrace challenges and strive to develop and improve.



CARING

We nurture and care for the physical, emotional and social wellbeing of ourselves and others.



RESPECT

We communicate and act with courtesy and politeness. We value what we have.

LEARNING PRINCIPLES



Learning is planned to build upon and develop the **knowledge, skills** and **understanding** of all learners.



Learners are highly **engaged**, genuinely **curious** and **reflect** in a meaningful way.



Learners feel **safe** and **valued** as part of a learning focused environment.



Learning is deepened through effective and formative **feedback** on both the **process** and **outcome**.



Learners know **what** they are learning, **how** they are learning and **why** they are learning.



Learning is driven by high **expectations** of **behaviour**, individual **effort** and positive **collaboration**.

IB LEARNER PROFILE

As IB learners we strive to be:

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKER: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED: We understand the importance of balancing different aspects of our lives, intellectual, physical, and emotional, to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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Introduction

Welcome to the ISM International Baccalaureate Careers-related Programme - Sport pathway Handbook

This handbook has been created to assist and support students in Y12 and Y13 who are pursuing the IBCP Sport pathway. It will also act as a guide to Y10 and Y11 students who are considering the IBCP Sport as their pathway of study in Y12.

The handbook is intended to assist you in comprehending the contents of the IBCP Sport pathway and to give you knowledge that will enable you to successfully complete the programme. It also contains information on the range of support and guidance available to you when considering your next steps into university or employment. If you can't find the answer to your question in this handbook, your teachers and IBCP Coordinator will be happy to help.

Tips for success in IBCP

- There is an expectation that you will undertake a minimum of 3 hours of independent study to support learning per week.
- Identify a preferred note taking method early on in the programme
- Be punctual and do not skip lessons
- Stick to deadlines
- Make use of the support that is there for you
- Reflect on your journey and make yourself do better
- Remember that you are an individual and your success is your responsibility
- Hit the ground running

We wish you luck in completing your chosen pathway and hope that you will enjoy the programme that we have created for you.

The IBCP team

Overview of IBCP Sport



IBCP Core

- Reflective Project
- Language Development
- Service Learning
- Personal & Professional Skills

+

2 x **International Baccalaureate Diploma subjects** - taken at Higher Level, Standard Level or a combination

+

Career related qualification - Pearson **BTEC Extended Diploma in Sport**

IBCP Core - the heart of the programme

Language Development Students develop knowledge of a language and its culture. Internally assessed through a portfolio of evidence. Pitched at an individual level based on your current knowledge. The choice of language is flexible - if you have a particular interest in a language and culture, speak to Ms Prodhomme.	Personal & Professional Skills Students develop responsibility, practical problem-solving, ethical understanding, perseverance and an appreciation of identity and perspective, as well as an understanding of the complexity of the modern world. Six mini projects. Practical in nature. Internally assessed through a portfolio of evidence.	Service Learning Students develop and apply personal and social skills through engagement with real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability. Engaging with issues of global significance at a community and global level. Internally assessed through a portfolio of evidence.	Reflective Project The reflective project is an in-depth body of work submitted towards the end of the programme. You will identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from your career related studies; Choice of formats. Externally assessed. Graded A - E (D required to pass).
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International Baccalaureate Diploma Programme subjects

2 x subjects from a choice of three groups - subjects are grade 1 - 7, with 3 being the minimum passing criteria

- Group 2 - Language Acquisition
 - French (A or B) HL / SL
- Group 3 - individuals & Society
 - Business Management HL / SL
 - Geography HL / SL
 - Psychology HL / SL

Pearson BTEC International Level 3 Extended Diploma in Sport

18 Units graded U, Pass, Merit or Distinction

- Assessed through a portfolio of evidence (No exams)
- Option to study 8 self paced (This option is only available to World Academy of Sport students recognised as part of our elite athletes policy or students participating in the elite athletes World Academy of Sport extended IBCP)

Entry criteria

Internal applicants

IGCSE 5 - Grades A* - D / 9 - 5 - all subjects accepted. IGCSE PE an advantage
International Baccalaureate Middle Years Programme - 20 points

External applicants

As well as the above entry criteria, all previous educational backgrounds will be considered. However, it must be noted that a student needs to have achieved a high level academic profile to ensure they start the IBCP Sport pathway with a strong academic foundation.

For external applicants with non MYP or IGCSE qualifications, we will also require you to complete an admissions assessment.

Option 1 - Handwritten motivation essay, completed in person at ISM.

Applicants may bring one page of notes with them

REQUIREMENTS TO SIZE, LANGUAGE AND FORMAT

The motivational essay should take up no more than 3 pages, corresponding to a maximum of **800 words**. It is important that you meet the requirements. If you write more than 800 words, your motivational essay could be rejected and will not be included in the overall assessment.

Your motivational essay **must** be written in English.

Your motivational essay should include a bit about your background, your past experiences and your future plans in relation to the specific IBCP pathway you are applying for - Enterprise or Sport. Examples of content could include:

- Your motivation: Why do you wish to study the IBCP pathway?
- Your career plans: What are your future plans and how will the IBCP pathway help you to achieve your goals?

Remember to be concrete and specific when you write your motivational essay. Be personal rather than professional and reflect and show who YOU are, also when with other people. The essay is not about putting on a front or flashing your CV.

Option 2 - Handwritten essay 'Analysis of the impact of technology on sport'

REQUIREMENTS TO SIZE, LANGUAGE AND FORMAT

The essay should take up no more than 3 pages, corresponding to a maximum of **800 words**. It is important that you meet the requirements. If you write more than 800 words, your motivational essay could be rejected and will not be included in the overall assessment.

Your essay **must** be written in English.

All applicants

Students who do not achieve Grade C / 5 in IGCSE Maths or 5 points in MYP Maths are encouraged to resit their examination to enable progression to university at the end of the programme.

Meet the Team

Role	Team member	Contact details
CP Coordinator	Miss Leyland	tania.leyland@ismonaco.com
DP Coordinator (for DP subject questions)	Mr Elliott	jonathan.elliott@ismonaco.com
BTEC Sport course leader	Mr Ralph	mark.ralph@ismonaco.com
BTEC Lead internal verifier	Miss Gettel	hannah.gettel@ismonaco.com
BTEC Sport internal verifiers	Mr Santoro Ms Hart Mr Ralph	caetano.santoro@ismonaco.com deborah.hart@ismonaco.com mark.ralph@ismonaco.com
BTEC Sport teacher assessors	Mr Santoro Ms Hart Mr Ralph	caetano.santoro@ismonaco.com deborah.hart@ismonaco.com mark.ralph@ismonaco.com

Reflective Project Coordinator	Miss Leyland	tania.leyland@ismonaco.com
Service Learning Coordinator & supervisor	Mme Prodhomme Mrs Makenzie-Wright	alexandra.prodhomme@ismonaco.com lindsay.wright@ismonaco.com
Language Development Coordinator	Mme Prodhomme	alexandra.prodhomme@ismonaco.com
University guidance counsellor (IBCP)	Mme Gauthier Ms Nunez	naima.gauthier@ismonaco.com laura.nunez@ismonaco.com
Digital coach	Miss Sharma	vipula.sharma@ismonaco.com
Learning resources lead	Miss Abbott	jenny.abbott@ismonaco.com
Head of Year 12	Mr Manak	tarlochan.manak@ismonaco.com
Head of Year 13	Mr McCarthy	aaron.mccarthy@ismonaco.com

Course Structure

It is important to understand exactly what the contents of your individual courses are. For example, in your BTEC course each assignment and assessment grade contributes to the overall grade you will receive for the qualification and you will be required to complete all of them to pass the course.

This section provides you with information on each of the available courses within the component groups, the topic content and the assessment requirements.

You should read each part carefully.

IBCP Core

Language Development

Language Development is a timetabled course, where you will engage in independent language learning. You will evidence your learning across the course in your MyIBCP portfolio, demonstrating a development in your understanding of different cultures, contexts and experiences as well as engagement with the language itself. The language you choose for this is based on your personal interests and can be a language you have some awareness of or one that is completely new.

There are no formal assessments in Language Development, however you will need to demonstrate that you have met all of the learning outcomes.

Service Learning

Service Learning is an opportunity for you to engage within the wider community at a local, national and international level. Service is a chance for you to develop your understanding of the world around you and is designed to complement the rigours of the academic programme. Furthermore, universities attach great importance to participation as it is a chance to demonstrate your personal qualities and drive. You are expected to engage in Service Learning over the course of four Terms through direct service, indirect service, advocacy or research.

There are no formal assessments in Service Learning, however you will need to demonstrate that you have met all of the learning outcomes. You will evidence your learning across the course in your MyIBCP portfolio.

- LO1 Identify your **own strengths** and areas for growth.
- LO2 Demonstrate **participation** with service learning.
- LO3 Demonstrate the skills and recognise the benefits of working **collaboratively**.
- LO4 Demonstrate engagement with issues of **global** significance.
- LO5 Recognise and consider the **ethics** of decisions and actions.

Personal & Professional Skills

Personal and Professional Skills (PPS) is a timetabled lesson taking place two or three times per block. You will develop Approaches to Learning (ATL's) and explore core ideas and concepts relating to your Career-Related Studies (BTEC), including: applied ethics, effective communication, personal development, intercultural understanding and thinking processes. This is achieved through engagement with six 10 week projects over the course of four Terms.

- Project 1 : Critical thinking will be delivered once every 2 weeks throughout Y12 and Y13 and is assessed through continuous assessment.
- Project 2 : Who am I?
- Project 3 : Future learning
- Project 4 : Challenge ethics
- Project 5 : The world in my community

The course encourages you to develop your reflective skills and lifelong behaviours required for study and work through critical engagement with personal, local, national and global issues.

Each of the projects has its own assessment built in. You are required to produce a portfolio of evidence as outlined in the project brief. The range and type of evidence is slightly different for each project.

Your MyIBCP portfolio is assessed against three summative success criteria. You will receive a mark of 1 - 3

1 - Engagement in class discussions, 1 piece of evidence included (at least 1 LO covered) and a reflection on skills development

2 - All of the above plus 1 piece of additional evidence included (must cover at least 2 LO's)

3 - All of the above plus 1 piece of additional evidence included (must cover all LOs in the project brief), final reflection completed

Across the 6 projects, you are required to achieve a minimum of 6 marks to pass PPS. You will use your PPS MyIBCP Portfolio during the formative feedback sessions to discuss progress and provide evidence of progress.

Final outcomes for each project

- 6 marks - Pass (IBCP requirement)
- 7 - 12 marks - Merit (ISM Certificate)
- 13 - 18 marks - Distinction (ISM Certificate)

There are no examinations, however you will need to demonstrate that you have met all of the Learning Outcomes across the 6 projects. You will evidence your learning in your MyIBCP portfolio.

- LO1 - Identify their own strengths and develop areas for growth.
- LO2 - Demonstrate the ability to apply thinking processes to personal and professional situations.
- LO3 - Recognize and be able to articulate the value of cultural understanding and appreciation for diversity.
- LO4 - Demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively.
- LO5 - Recognize and consider the ethics of choices and actions.

Reflective project

The Reflective Project is an opportunity for you to develop your research and inquiry skills with a dedicated focus on an ethical issue relevant to your BTEC Sports course. This may be identified through the BTEC Ethics unit or at any time during your studies in Y12. It is advisable to start keeping a portfolio of ethical issues that come across throughout the programme. You will complete either a 3000 word research essay or a 1500 word essay accompanied by either a short film, presentation, play or display.

Throughout the course, you will reflect upon your decisions and choices in order to evaluate your progress. You will be supported throughout the research and writing period with advice and guidance from a supervisor. Reflective Project is timetabled twice per block.

The Reflective Project is an externally assessed component of the IBCP and is graded A to E. The minimum grade required to pass is grade D

The following are the assessment areas for the RP

- AO1: Focus and method
- AO2: Knowledge and understanding in context
- AO3: Critical thinking
- AO4: Communication
- AO5: Engagement and reflections on planning and progress

**The exact nature of your CP Core will depend on your choices.
Everyone will have their own individual programme**

Diploma Programme subjects

Group 2 - Language Acquisition

- French HL / SL

I. Course description and aims

Language acquisition consists of two modern language courses language ab-initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

The following language acquisition aims are common to both language ab initio and language B.

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.

- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

II. Curriculum model and overview

The curriculum is organized around five prescribed themes with which the students engage through written, audio, visual and audio-visual texts. Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation. Communication is evidenced through receptive, productive and interactive skills.

III. Assessment model

The language acquisition assessment objectives are common to both language ab initio and language B.

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

The assessment outlines for language B SL and HL are identical; it is the nature of the assessment that differs and this is what distinguishes SL assessments from those of HL.

For language B HL paper 1, the tasks set will require more complex language and structures and demand higher-order thinking skills. Additionally for HL, a higher word range has been provided in order to accommodate the more complex responses required.

For the individual oral internal assessment, the stimulus at language B SL is a visual image that is clearly relevant to one (or more) of the themes of the course. The stimulus at language B HL is an excerpt from one of the two literary works studied.

Assessment at a glance

Language B SL and HL assessment outline		Weighting
External 75%	Paper 1 (productive skills) One writing task from a choice of three Writing—30 marks	25%
	Paper 2 (receptive skills) Separate sections for listening and reading Listening—25 marks Reading—40 marks	25% 25%
	Individual oral assessment 30 marks	25%
Internal 25%		

IV. Content outline

Theme	Guiding principle	Optional recommended topics		Possible questions
Identities	Explore the nature of the self and what it is to be human.	• Lifestyles • Health and well-being • Beliefs and values	• Subcultures • Language and identity	• What constitutes an identity? • How do language and culture contribute to form our identity?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	• Leisure activities • Holidays and travel • Life stories	• Rites of passage • Customs and traditions • Migration	• How does our past shape our present and our future? • How and why do different cultures mark important moments in life?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Entertainment • Artistic expressions • Communication and media	• Technology • Scientific innovation	• What can we learn about a culture through its artistic expression? • How do the media change the way we relate to each other?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	• Social relationships • Community • Social engagement	• Education • The working world • Law and order	• What is the individual's role in the community? • What role do rules and regulations play in the formation of a society?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• The environment • Human rights • Peace and conflict • Equality	• Globalization • Ethics • Urban and rural environment	• What environmental and social issues present challenges to the world, and how can these challenges be overcome? • What challenges and benefits does globalization bring?

Group 3 - Individuals and society

- Business Management HL / SL
- Geography HL / SL
- Psychology HL / SL

Business Management

I. Course description and aims

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organisation and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

The aims of the DP business management course are to enable students to:

- develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
- foster an informed understanding of ethical and sustainable business practices
- explore the connections between individuals, businesses and society
- engage with decision-making as a process and a skill.

II. Curriculum model and overview

Component	Recommended teaching hours
Unit 1: Introduction to business management 1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational companies (MNCs)	20
Unit 2: Human resource management 2.1 Introduction to human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation and demotivation 2.5 Organizational (corporate) culture (HL only) 2.6 Communication 2.7 Industrial/employee relations (HL only)	20
Unit 3: Finance and accounts 3.1 Introduction to finance 3.2 Sources of finance 3.3 Costs and revenues 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Debt/equity ratio analysis (HL only) 3.7 Cash flow 3.8. Investment appraisal 3.9 Budgets (HL only)	30

Unit 4: Marketing	30
4.1 Introduction to marketing	
4.2 Marketing planning	
4.3 Sales forecasting (HL only)	
4.4 Market research	
4.5 The seven Ps of the marketing mix	
4.6 International marketing (HL only)	
Unit 5: Operations management	15
5.1 Introduction to operations management	
5.2 Operations methods	
5.3 Lean production and quality management (HL only)	
5.4 Location	
5.5 Break-even analysis	
5.6 Production planning (HL only)	
5.7 Crisis management and contingency planning (HL only)	
5.8 Research and development (HL only)	
5.9 Management information systems (HL only)	
Business management toolkit	10
Research time allocated for the pre-released statement in paper 1	5
Internal assessment	20

III. Assessment model

By the end of the business management course, students are expected to achieve the following assessment objectives.

AO1: Knowledge and understanding

Demonstrate knowledge and understanding of:

- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- HL extension topics (HL only).

AO2: Application and analysis

Apply and analyse:

- business management tools and theories
- course topics and concepts

- business problems, issues and decisions
- business decisions and issues through the selection and use of appropriate data
- HL extension topics (HL only).

AO3: Synthesis and evaluation

Synthesise and evaluate:

- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- stakeholder interests to reach informed business decisions
- recommendations for competing future strategic options (HL only)
- HL extension topics (HL only).

AO4: Use and application of appropriate skills

- Select and apply relevant business management tools, theories and concepts to support research into a business issue or problem.
- Select, interpret and analyse business materials from a range of primary and secondary sources.
- Create well-structured materials using business management terminology.
- Communicate analysis, evaluation and conclusions of research effectively.

Assessment SL

Assessment at a glance

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		3 hours	70
Paper 1	Based on a pre-released statement that specifies the <i>context</i> and <i>background</i> for the unseen case study	1 hour 30 minutes	35
Paper 2	Based on unseen stimulus material with a quantitative focus	1 hour 30 minutes	35
Internal			
Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20 hours	30

Assessment HL

Assessment at a glance

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4 hours 30 minutes	80
Paper 1	Based on a pre-released statement that specifies the <i>context</i> and <i>background</i> for the unseen case study	1 hour 30 minutes	25
Paper 2	Based on unseen stimulus material with a quantitative focus	1 hour 45 minutes	30
Paper 3	Based on unseen stimulus material about a social enterprise	1 hour 15 minutes	25
Internal			
Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20 hours	20

IV. Sample questions

Paper 1

- Explain one advantage and one disadvantage for MT of being a small business. [4]
- Discuss whether Jackie should accept or reject KC's offer to buy MT. [10]

Paper 2

- Using the information in the stimulus, evaluate WM's decision to shift from mass production to mass customization. [10] (SL)
- Using the data provided in Table 7, other information in the stimulus, and a Boston Consulting Group (BCG) matrix, recommend to QS which e-scooter model should be removed from QS's portfolio in order for the company to remain profitable. [10] (HL)

Paper 3 HL only

- Using all the resources provided and your knowledge of business management, recommend a possible plan of action to ensure the sustainability of SML for the next five years. [17]

Geography

I. Course description and aims

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluate actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

Geography as a subject is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences.

The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines, helping students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Students at both SL and HL are presented with a common core and optional geographic themes. HL students also study the HL core extension. Although the skills and activity of studying geography are common to all students, HL students are required to acquire a further body of knowledge, to demonstrate critical evaluation and to further synthesise the concepts in the HL extension.

The aims of the geography course at SL and HL are to enable students to:

- understand and evaluate the need for planning and sustainable
- development through the management of resources at varying scales.
- develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:

- acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
- synthesising diverse geographic knowledge in order to form viewpoints about how these issues could be resolved.

II. Curriculum model and overview

Syllabus component	Teaching hours	
	SL	HL
Geographic themes—seven options SL—two options; HL— three options • Freshwater • Oceans and coastal margins • Extreme environments • Geophysical hazards • Leisure, tourism and sport • Food and health • Urban environments	60	90
SL and HL core Geographic perspectives—global change • Population distribution—changing population • Global climate—vulnerability and resilience • Global resource consumption and security	70	70

HL only Geographic perspectives—global interactions • Power, places and networks • Human development and diversity • Global risks and resilience		60
Internal assessment SL and HL Fieldwork Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation	20	20
Total teaching hours	150	240

III. Assessment model

There are four assessment objectives (AOs) for the SL and HL geography course. Having followed the course at SL or HL, students will be expected to do the following:

1. Demonstrate knowledge and understanding of specified content

- between areas of film focus and film elements employed by
- the core theme—global change
- two optional themes at SL and three optional themes at HL
- at HL, the HL extension—global interactions
- in internal assessment, a specific geographic research topic.

2. Demonstrate application and analysis of knowledge and understanding

- apply and analyse geographic concepts and theories
- identify and interpret geographic patterns and processes in
- unfamiliar information, data and cartographic material
- demonstrate the extent to which theories and concepts are recognized and understood in particular contexts.

3. Demonstrate synthesis and evaluation

- examine and evaluate geographic concepts, theories and perceptions
- use geographic concepts and examples to formulate and present an argument
- evaluate materials using methodology appropriate for geographic fieldwork
- at HL only, demonstrate synthesis and evaluation of the HL extension—global interactions.

4. Select, use and apply a variety of appropriate skills and techniques

- select, use and apply:
 - prescribed geographic skills in appropriate contexts
 - techniques and skills appropriate to a geographic research question.
- produce well-structured written material, using appropriate terminology.

IV. Sample questions

- Examine the role of plate margin type in determining the severity of volcanic hazards.
- Evaluate the success of attempts to predict tectonic hazard event and their possible impacts.
- Evaluate the role of agribusiness and new technologies in increasing world food supply.
- Examine the relationship between food security and health.
- Using examples, analyse how technological developments can threaten the security of states.
- To what extent does a global culture exist?

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		2.75	4.5	75	80
Paper 1	Each option has a structured question and one extended answer question from a choice of two.	1.5	2.25	35	35
Paper 2	Three structured questions, based on each SL/HL core unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two.	1.25	1.25	40	25
Paper 3	Choice of three extended answer questions, with two parts, based on each HL core extension unit.		1		20
Internal		20	20	25	20
Fieldwork	One written report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation.	20	20	25	20

Psychology

I. Course description and aims

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

The aims of the psychology course at SL and at HL are to:

- develop an understanding of the biological, cognitive and socio-cultural factors affecting mental processes and behaviour
- apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study

- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- provide students with a basis for further study, work and leisure through the use of an additional language
- foster curiosity, creativity and a lifelong enjoyment of language learning.

II. Curriculum model and overview

Syllabus component	Teaching hours	
	SL	HL
Core	90	120
• Biological approach to understanding behaviour		
• Cognitive approach to understanding behaviour		
• Sociocultural approach to understanding behaviour		
• Approaches to researching behaviour	20	60
Options	20	40
• Abnormal psychology		
• Developmental psychology		
• Health psychology		
• Psychology of human relationships		
Internal assessment	20	20
Experimental study		
Total teaching hours	150	240

III. Assessment model

By the end of the psychology course at SL or at HL, students will be expected to demonstrate the following.

1. Knowledge and comprehension of specified content

- Demonstrate knowledge and comprehension of:
 - key terms and concepts in psychology
 - a range of psychological theories and studies
 - the biological, cognitive and sociocultural approaches to mental processes and behaviour
 - research methods used in psychology.

2. Application and analysis

- Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question.
- Demonstrate application and analysis of:
 - a range of psychological theories and research studies
 - the knowledge relevant to areas of applied psychology.
 - At HL only, analyse qualitative and quantitative research in psychology.

3. Synthesis and evaluation

- Evaluate the contribution of:
 - psychological theories to understanding human psychology
 - research to understanding human psychology
 - the theories and research in areas of applied psychology.
- At HL only, evaluate research scenarios from a methodological and ethical perspective.

4. Selection and use of skills appropriate to psychology

- Demonstrate the acquisition of skills required for experimental design, data collection and presentation, data analysis and the evaluation of a simple experiment while demonstrating ethical practice.
- Work in a group to design a method for a simple experimental investigation, organise the investigation and record the required data for a simple experiment.
- Write a report of a simple experiment.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		3	5	75	80
Paper 1	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. HL only: essays will reference additional HL topic.	2	2	50	40
Paper 2	SL: one question from a choice of three on one option. HL: two questions; one each from a choice of three on two options.	1	2	25	20
Paper 3	Three short answer questions on approaches to research.		1		20
Internal		20	20	25	20
Experimental study	A report on an experimental study undertaken by the student.	20	20	25	20

IV. Sample questions

- Outline one study investigating schema.
- Discuss ethical considerations linked to genetic research into human behaviour.
- (HL only) Discuss how the use of technology affects one cognitive process.

BTEC International level 3 Extended Diploma in Sport

Pearson has developed the content of the new BTEC International Level 3 qualifications in collaboration with employers and representatives from higher education, and relevant professional bodies. In this way, Pearson have ensured that content is up to date and that it includes the knowledge, understanding, skills and personal attributes required in the sports sector.

The **BTEC** International Level 3 Extended Diploma in **Sport** is equivalent to 3 A Levels and therefore carries comparable UCAS points for entry to University. BTEC D*D*D* is equal to A*A*A* at A Level.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through you performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork and research and analysis, which are valued in both higher education and the workplace. Opportunities to develop these skills are signposted in the units. Transferable skills development will link directly to the core elements of the IBCP and are fully embedded in your learning.

Teaching and learning

Your BTEC qualification will be achieved through the delivery of structured lessons and where applicable, self paced study. You will be assessed through informal and formal assessments. Active participation in all aspects of your studies will be required to successfully achieve the qualification.

Units

Unit number	Unit name	Possible types of evidence
1	Health, Wellbeing & Sport	Report and presentation
2	Careers in the sport and active leisure industry	Presentation
3	Research project in sport (Self paced option available)	Report and presentation
4	Ethics, behaviours & values	Display and leaflet
5	Self employment in sport and physical activity	Leaflet and presentation
12	Sports tourism	Documentary
13	Sports journalism (Self paced option available)	Article
14	Marketing communications	Social media posts and report
20	Large sports spectator events (Self paced option available)	Plan and display
24	Applied sports anatomy & physiology	Report
26	Nutrition for physical performance	Plan and report
27	Sports psychology	Report
28	Fitness testing (Self paced option available)	Videos and report
30	Organising events in sport & physical activities	Plan and observations
31	Influence of technology in sport and physical activity (Self paced option available)	Display and report
32	Sport performance analysis (Self paced option available)	Videos and report
34	Sport development (Self paced option available)	Proposal and presentation
35	Practical sports performance (Self paced option available)	Videos and report

Please note that the self paced units option is only available to students registered on the extended World Academy of Sport elite athletes programme. If you feel you qualify for this option please speak to the IBCP Sport Coordinator.

Below is a key summary of the **types of evidence** used for BTEC International Level 3 qualifications as outlined in the table above.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge.
Project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity. A large-scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Group task	Learners work together to show skills in defining and structuring activity as a group.
Presentation	Oral or through demonstration.
Production of plan	Learners produce a plan as an outcome related to a given or limited task.
Reflective journal	Completion of a journal from work experience detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.
Skills audit	An audit of relevant skills for a task/activity or job role.
Video and audio	Video clips of performance or an audio of an interview

Brief overview of each unit

Unit 1 Health, wellbeing & sport

Health and wellbeing is a growing area of importance in the sport and active leisure industry and recently much consideration is being given to the impact that physical and mental health can have on day-to-day living as well as on sport. This is a growth area in the sport and active leisure industry as more individuals recognise the limitations that poor mental and physical health can have on their wellness. In this unit you will look at the important elements of health and wellbeing and how they influence sport and active leisure in its widest sense.

You will gain an appreciation of benchmarks and indicators of good health. These will be supported by an understanding of why governments and international governing bodies of sport are prioritising this area of the sport and active leisure industry. You will also investigate how these factors impact on all stakeholders. You will then be required to apply your knowledge and skills to assess your own health status and that of a chosen individual. Using the information collected you will then identify strategies to improve health and wellbeing.

In this unit you will:

- Examine the importance of physical activity and sport
- Investigate the importance of physical health
- Explore mental health and social wellbeing
- Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure.



Source ©nickolya - stock.adobe.com

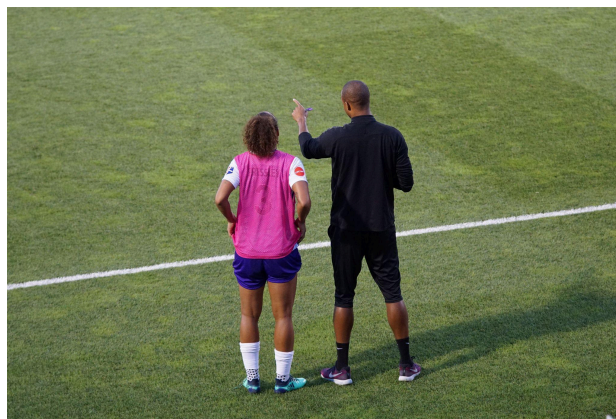
Unit 2 Careers in the sport and active leisure industry

The sport and active leisure industry is constantly changing and growing with many different opportunities for employment. For a successful career it is vital to understand the behaviours, values, skills and techniques required to apply for one of these opportunities.

In this unit you will gain an understanding of the organisation of the sport and active leisure industry in your country and research different careers in the public, private and voluntary sectors, and examine the qualifications, skills and experiences required to pursue each career. You will undertake an application and interview process for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and areas for development. You will evaluate your own performance to gain an understanding of the generic employability and specific – technical knowledge and skills required to access and progress in a selected career pathway in the sport and active leisure industry. This unit will provide you with the skills and knowledge required to apply for a career in the sports industry.

In this unit you will:

- Examine the organisation of the sport and active leisure industry and its provision in your country
- Investigate careers in the sport and active leisure industry
- Explore recruitment processes for a job role in the sport and active leisure industry
- Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry.



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Unit 3 Research project in sport

Improving overall performance in sport is a key focus for many sports participants and they rely on information from current research and investigation to do so. Whether trying to engage the community in being more active, developing new tactics and techniques, or trying to improve overall performance, there are always opportunities for development through questioning, testing established practice, assessing current information and then applying the findings to current skills and knowledge.

In this unit, you will develop broad research skills, including the knowledge, understanding and professional behaviour required for independent investigations in sport. Research skills include problem solving, critical thinking and analytical skills. You will develop these skills by searching, selecting and reviewing relevant current literature and then producing a research rationale that will help form the basis of a research proposal in response to a theme and related topics.

You will then develop an experimental hypothesis or specific research aims of your chosen methodology in a named population. Planning, managing and carrying out a research project involves a broad range of transferable skills that are highly valued in higher education and employment. You will carry out your investigation safely and ethically, following the appropriate ethical guidelines. You will use techniques for analysing and interpreting the data in order to draw conclusions. You will consider the impact of your findings and how they contribute to knowledge and practice in sport.

In this unit, you will:

- Investigate different types of research methods and current trends in sports and exercise
- Propose a research project in sport
- Apply investigation skills for a research project in sport
- Draw conclusions from a research project in sport.

Unit 4 Ethics, behaviours & values

In this unit, you will explore the ethics and values that are required in sport to make them equitable. You will investigate the ethical values that sport requires performers to have, which ensure that they are fair in training and performance, demonstrate integrity while showing responsibility as an athlete, and transfer these skills into all aspects of life. The importance of respect and how sport intensifies such a characteristic in all participants is a necessary ingredient in sports performance.

The ethics and values of large sporting organisations can be compromised due to the temptations of profit and commercialism. In this unit you will examine the impact of ethical decision making and study the ways in which international organisations try to maintain parity amongst performers. The final section of the unit will be all about you researching local and national sporting events to evaluate their ethics and values, as well as recommended ways you believe they could be improved.

In this unit you will:

- Explore ethics and values in sport
- Examine the impact of ethics and values on the organisation of sport
- Investigate how sporting events implement ethics and values.



Source <https://idrottsforum.org/merom/philosophy/>

Unit 5 Self employment in sport and physical activity

Self-employment in the sports industry is very common whether it is directly in the sports industry such as a personal trainer, instructor or coach or in the supporting industries such as nutritionist or physiotherapist. There is a huge range of opportunities with rewarding challenges such as working within legislation or working with clients on a part-time basis as part of a portfolio of jobs or full time as a main career.

In this unit you will investigate types of self-employment and the personal skills and behaviours required for self-employment. You will also consider client and customer needs and opportunities within the sports industry. You will then use this knowledge to define a self-employment strategy and business plan. You will develop the skills to present and review your self-employment strategy.

In this unit you will:

- Explore self-employment within the sports, fitness and outdoor activities industry
- Design a strategy for self-employment in the sports, fitness and outdoor activities industry
- Present and review the feasibility of the self-employment strategy.



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Unit 12 Sports tourism

The tourism industry across the world grows annually with travellers preferences changing all the time. Sports tourism is a growing sector and includes a range of categories such as major sports-related events and recreational activities.

In this unit you will investigate the characteristics and impacts of sports tourism locally, nationally and internationally. You will explore the roles and responsibilities of those who work in the sports tourism sector and consider the opportunities available for a sports tourism enterprise.

You will then apply this knowledge and understanding to develop a feasible sports tourism plan, giving your insight into the requirements for developing your own enterprise opportunity in the future.

In this unit you will:

- Explore the characteristics and the economic, social and environmental impact of sports tourism
- Investigate the opportunities, demand and requirements for a sport tourism enterprise
- Develop and present a plan for a sports tourism enterprise.



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Unit 13 Sports journalism

Sports journalism helps to bring sport to life for audiences across television, radio, print and online. The role of the sports journalist is to provide news, insight and understanding of the broader context of sports stories and events. Sports journalists work in a dynamic digital environment and are expected to tell their stories across different media platforms to reach their audience.

In this unit you will explore the context of sports journalism, including common conventions and what makes a sports story newsworthy. You will also learn about the legal and ethical responsibilities of sports journalists.

You will develop skills in sports journalism, such as how to research, source and compile stories so that you can write compelling sports articles, ask the important questions and produce imaginative sports features. You will need to gather information, create content and produce sports articles for broadcast, publication or digital distribution to specific audiences.

In this unit you will:

- Explore sports journalism
- Develop skills in sports journalism
- Produce sports articles for specific platforms.



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Unit 14 Marketing communications

Marketing professionals use a range of methods to communicate with consumers. Marketing communications is a key component in the overall marketing strategy of an enterprise in order to reach the end goal of boosting awareness or revenue for that business. It is not only commercial businesses that use different forms of marketing communications to reach their customers but other organisations such as charities, tourist boards and government departments that are increasingly implementing a range of marketing communication techniques to achieve their aims and objectives.

In this unit, you will learn about the range of techniques businesses use to communicate with their consumers. These can include advertising, sales promotions, personal selling, direct marketing and public relations (PR) activities. For businesses aiming to achieve a profit, these techniques are used to persuade customers that they want to buy specific products and services. How often have you bought a product purely because of the advertising and excitement surrounding the launch of that product? Probably more than once.

In this unit you will:

- Explore the purpose of marketing communications in achieving marketing aims and objectives
- Investigate marketing communications techniques to raise awareness and boost revenue
- Present a marketing communications plan to a client for a specific product or service.



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Unit 20 Large sports spectator events

Large scale sports events vary widely in their type, scale, and purpose; they range from global large-scale international events such as the Olympic Games to country and regional events such as soccer matches golf tournaments and cricket matches.

They can involve a range of sports, just one sport or a specific to a target group. Sports events can frequently be the catalyst for important processes such as personal expression and social development. As a sportsperson you may also be a spectator at a large event. Those working or volunteering in sports will be involved with the organisation and delivery of a range of large-scale sports events and should be aware of how these events are organised.

In this unit, you will explore and develop a knowledge of the varied types of large spectator sport events. You will investigate and understand all the considerations involved in running large spectator sport events. You will create a proposal for a large sporting event exploring and using research to plan a one-off large-scale event.

You will also investigate the purpose, roles, skills required and responsibilities of those associated with these events and required to ensure the successful planning and promotion of large-scale sporting events.



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Unit 24 Applied sports anatomy and physiology

The human body is made up of many different systems that work together and allow us to take part in a variety of sport and exercise activities. A sprinter will go from rest to all-out sprinting in a matter of seconds, whereas an endurance sports performer will continue exercising for many hours at a time. The skeletal and muscular systems work together to allow the body to perform a range of different movements. The cardiovascular and respiratory systems act as a delivery service, working together to supply oxygen and nutrients to the body which in turn are used to produce energy for muscular contraction.

In this unit you will look at how these body systems respond to exercise in both the short and the long-term. You will explore the musculoskeletal and cardiorespiratory systems and how they respond to exercise and how the different energy systems interact to provide energy for the body during exercise. In order to appreciate how each of these systems function, you will study the structure of the skeletal, muscular, cardiovascular and respiratory systems. The structure of these systems are very different but in terms of operation, each system is closely linked. You will explore the different bones of the skeleton and the different types of joints, the major muscles of the body, muscle movement, the different types of muscle and muscle fibre types. You will also look at the structure of the heart and blood vessels.

You will take part in practical activities and conduct physiological tests to see how each of the body systems reacts. You will investigate the physiology of exercise participation which will help you to explore how the musculoskeletal, cardiorespiratory and energy systems become more efficient in response to different types of exercise.

In this unit you will:

- Examine the function of the musculoskeletal system and how it responds to exercise
- Examine the function of the cardiovascular system and how it responds to exercise
- Examine the function of the respiratory system and how it responds to exercise
- Explore the different types of energy systems and how they are used in exercise.

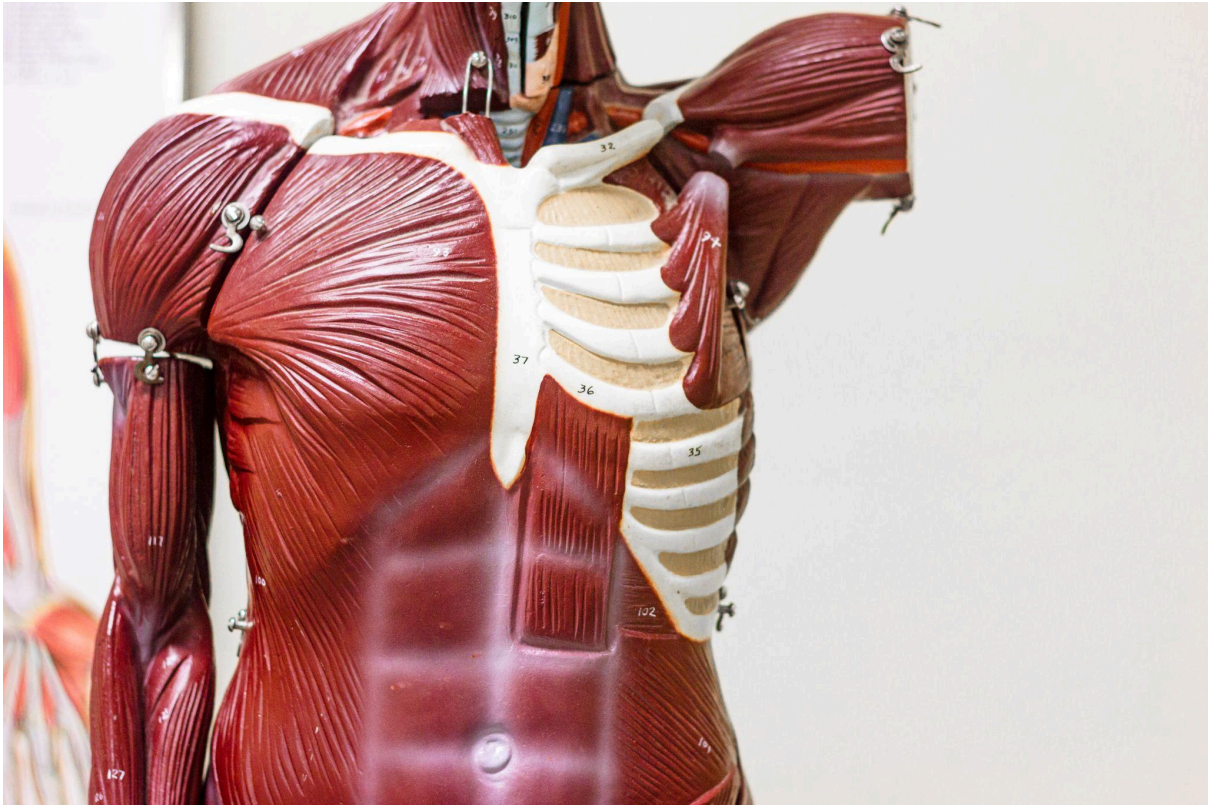


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Unit 26 Nutrition for physical performance

The importance of good nutrition and hydration in sports and physical activity has grown in popularity in recent years. The significance of a healthy balanced diet and its links to good health and improved sports performance is now a key aspect of the sports person's lifestyle; whether they are an elite athlete, semi-professional competitors or amateur participants. The importance of this is also extended to members of the sports team such as coaches, outdoor activity instructors, personal trainers and strength and conditioning personnel. The demands of rigorous training and competition schedules can have negative effects on the health of every sports participant, but the individual's diet can have a considerable effect on performance.

In this unit you will look at the concepts of nutrition and digestion, exploring the physiology of the digestive system and how food is broken down and subsequently utilised by the body. You will then be introduced to the components of a balanced diet and common terms linked to nutritional requirements. You will also explore energy intake and expenditure and how this can be measured in different ways for individual sports performers. You will also consider the availability, costs and accuracy of these measures and how relevant they are to the participant. You will look at hydration and diet for different sporting activities and investigate the sporting demands of performers and how nutritional requirements will vary for each individual. The inclusion of sports drinks, gels and traditional methods of hydration will be considered, alongside the activity levels and fitness levels of the individual and legislation relating to doping for increased performance. Finally, you will be able to apply knowledge and understanding by producing a realistic diet and hydration plan.

In this unit you will:

- Examine concepts of nutrition, hydration, diet and digestion
- Explore energy intake and expenditure for sports and physical activity
- Investigate legislation, guidance and procedures associated with anti-doping
- Produce a diet and hydration plan to support a selected sport or physical activity

Unit 27 Sports psychology

How often do we hear about sporting success being attributed to a performer's mental state or the way that a team functions? In modern day sport, success is the result of several variables. Sports performers are leaving no stone unturned to gain that extra edge to help them achieve success and as a result the application of psychology in sport has become increasingly prevalent in modern society.

In this unit you will develop knowledge of sport psychology and how psychological techniques can be applied to influence the performance of individuals and teams. Initially, you will look at personality, which is seen as the basis for behaviour, and how this is a key factor in choosing sport and subsequent level of achievement. A second major factor in successful sports performance is the motivation of the individual and how this can be developed and influenced. You will then move away from the individual and start to address the environments that sports people find themselves performing in and how these can affect both motivation levels and stress levels. The sports performer's ability to deal with increasing levels of stress and anxiety will be vital to their performance.

You will develop an appreciation of the social environment in which sport is played and how the functioning of a team can influence the outcome that a sports team produces. Finally, you will look at bringing your knowledge of sport psychology together, using it to improve an athlete's performance in a practical way. You will assess the psychological strengths of a sports performer and identify areas for improvement. You will have an opportunity to explore the psychological techniques that can be employed to enhance sports performance. You will then be able to bring this together in a coherent framework and produce a psychological skills training programme for a selected sports performer.

In this unit you will:

- Explore the effect of personality and motivation on sports performance
- Explore the relationship between stress, anxiety, arousal, team dynamics and sports performance
- Plan a psychological skills training programme to enhance sports performance.

Unit 28 Fitness testing

In today's society, we can easily fall into the trap of developing a sedentary lifestyle; we use the car rather than walk to the local shops, we take the lift rather than the stairs, and our hectic lifestyle doesn't seem to allow us the time to engage in regular physical activity. Establishing and maintaining a desirable level of fitness is more important than ever; it's paramount to our future health. The overall relationship between fitness and health affects performance in our everyday lives, whether it be sport- or work-related. Fitness is vital to achieving success in sport, and fitness testing plays a valuable role in the development of personal fitness levels. Sports performers regularly participate in fitness tests to determine their baseline measures. Fitness testing results are then used to identify strengths and areas for improvement. Fitness testing results are also used to predict future performance and provide feedback on the effectiveness of a training programme. Fitness testing can be carried out in a health club setting or sports facility. Clients are screened for contraindications to exercise, and fitness testing enables the instructor to determine baseline measures, using the results as a basis for exercise programme design.

In this unit you will look at a range of laboratory and field-based fitness tests. You will also be introduced to the practice of health screening and how to carry out health monitoring tests. You will develop the skills and knowledge to be able to follow fitness testing protocols, taking into account test validity and reliability. You will develop skills to be able to administer fitness tests in a safe and effective manner, interpreting results against recommended values, providing feedback on how fitness levels can be improved.

In this unit you will:

- Examine a range of laboratory-based and field-based fitness tests
- Use health screening techniques and fitness tests for a specified purpose
- Interpret the results of fitness tests and health screening techniques for a specified purpose.

Unit 30 Organising events in sport & physical activities

Sports and physical activity events vary widely in their type, scale and purpose; they range from large-scale international events such as the Olympic Games to small-scale, local events such as a 5k fun run. They may involve a range of sports or fitness activities, just one activity or a specified target group. Sports events can frequently be the catalyst for important processes such as personal expression and social development. As a sportsperson participation in events may occur at different levels. Those working in the sports, active leisure and fitness sectors will be involved with the organisation and delivery of a range of sports events and should be aware of how events are organised.

In this unit, you will explore and develop knowledge and skills regarding the successful planning and promotion of sport and physical activity events. You will investigate the characteristics, purpose, roles and responsibilities associated with these events. You will prepare a plan using suitable planning methods and then take part in working as a member of a team to deliver the event. This unit will help you to progress to employment within the sport and fitness industry in a variety of job roles to include marketing and public relations, sports management, coaching and instruction, athletic training and media and journalism.

In this unit you will:

- Explore considerations of sport and physical activity events
- Plan and promote a sport or physical activity event
- Deliver a planned sport or physical activity event.



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Unit 31 Influence of technology in sport and physical activity

Technology in sport is developing continuously to enhance the sporting world and develop the day to day physical activity that performers take part in and how spectators engage with sports. Technological developments in the sports industry are used to enhance the analysis, rules and regulations, practicality and experience of many sporting aspects which lead to improvements in competitive sport and also physical wellbeing of society as a whole. Sporting professionals are expected to maintain current industry knowledge through engaging in contemporary sports technology methods used within the industry at various levels.

In this unit, you will learn about the impact that technology has in sport, exploring how this has helped develop sport and physical fitness and our experience of these. You will explore the technological developments in sport, which have impacted the performance outcomes for athletes at different levels and the experience of people accessing sport across the world. You will also explore the key technological impact that technology has on the rules and regulations of sports and the potential issues there may be with using technology in sport. You will create and present a strategy for improving performance or experience within sport and physical activity, and then review how it will impact performance or experience.

In this unit you will:

- Explore how different types of technology are used in sport and physical activity
- Explore the role of technology in improving sport and physical activity performance and experience
- Propose a strategy to improve performance or experience in a selected sport or physical activity.



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Unit 32 Sport performance analysis

Coaches and athletes are always striving for the marginal gains that will lead to improved performance and success. Sports performance analysis provides the tools and framework for analysis, which then allows the identification of the key performance factors and areas for athletes' improvement.

You will learn the components of successful performance in sport and the different methods of analysis that are applied to the different areas of performance. You will analyse sport through performance profiling to identify different areas of performance, including measures of fitness factors and various measures employed to technical and tactical components for success.

When factors affecting successful performance are established then suitable measures for the performance will be produced and practical observation of athletes performance made. Based on this structured observation areas of improvement can be identified and future training feedback to athletes.

In this unit you will:

- Examine methods for analysing sports performance
- Explore ideal modes, benchmarks and protocols for performance analysis
- Carry out an analysis of sports performance of an individual athlete or team
- Review the collected analysis data and provide feedback to individual athlete or team.



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Unit 34 Sport development

Sport development has evolved and is an important part of today's sports industry. The effectiveness of sport development has a direct impact on many current issues in sport including the performance of athletes at major events, healthy living and developing key life skills. Sport development is about positive change. In this unit you will look at sport development and the diverse work of sport development officers. You will explore the key concepts in sport development including the sport development continuum, target groups and barriers to participation.

Participation in sport and exercise is at the core of the work of any sport development officer. You need to understand what may prevent people from participating in sport, whether it is cultural, financial or for another reason. You will identify the needs of key central and local target groups and what can be done to allow these groups more access to sport and exercise. You will also study sport development in practice including within local authorities, sport's national governing bodies, voluntary clubs and other organisations. Sport development is largely about project management. These projects are seldom delivered in isolation, and you need to develop an understanding not just of other stakeholders or funding sources but also the protocol for designing and delivering a multi-agency project.

In this unit you will:

- Examine key concepts in sport development
- Explore the key providers of sport development
- Investigate sport development in practice.



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Unit 35 Practical sports performance

Sports participation remains a key focus for many governments and sports governing bodies. Active lifestyles are part of a political agenda more than ever to improve the health of a nation, and to continue the success of many major sporting events. For an individual to enjoy and fulfil their potential in any sport, it is important that they understand the techniques and tactics essential to that sport and are able to prepare and participate in the sport.

In this unit you will improve your knowledge and practical ability in a selection of individual or team sports. You will develop your own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on your performance. This will be achieved through participation in practical activities, followed by a reflection on your performance. You will have the opportunity to practise and refine your individual skills and techniques, investigating and experiencing different areas of tactics and techniques.

In this unit you will:

- Explore skills, techniques and tactics required in selected sports
- Use skills, techniques and tactics in an individual or team sport
- Review your own performance in an individual or team sport to inform future development.



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Assessment

Units are assessed using an assignment brief. The brief outlines the vocational scenario that the assessment is based on, the tasks you need to undertake and the type of evidence you need to produce. Evidence is assessed against a range of assessment criteria. The assessment criteria are listed in the assignment brief.

Each assessment takes place over a specific time period which has an assignment issue date and a hand in date.

The assessment process makes use of a digital platform called Pearson Progress. You will be issued with your login details at the start of the course. You upload all of your evidence to the Progress platform before the final hand in date. Your work is then assessed by your teacher.

In the event that your evidence is not sufficient to achieve all of the Pass criteria, you will have 10 days to submit further evidence. You must understand that in order for the Lead Internal Verifier of your course to be able to authorise a resubmission these conditions must be met:

- A learner has handed in their initial submission by the published deadline (or applied for an extension in line with published procedures)
- A learner has confirmed that their submission was their own work and/or appropriately acknowledged another's work
- The assessor has authenticated the learner's submission and believes that the learner can improve their submission independently with no further teaching

(Pearson BTEC Quality Assurance for Centres, 2022)

Once submitted to Progress, work will be marked within 2 weeks. Following that a sample of the assessments will be checked by another member of the teaching team to ensure the grading is fair and accurate. Once this has been completed you will be given your grade for that assignment and feedback which will help you to improve and develop your skills.

Units are graded as follows

- Unclassified - The evidence does not meet one or more pass criteria
- Pass - All pass criteria need to be met

- Merit - All pass and merit criteria need to be met
- Distinction - All pass, merit and distinction criteria need to be met. The Distinction level criteria define outstanding performance across the unit as a whole

Points are awarded for each grade. The number of points depends on the number of guided learning hours (GLH) the unit holds, 30, 60, 90 or 120. Guided learning hours are the number of hours it takes to teach and assess a unit.

	Unit size			
	30 GLH	60 GLH	90 GLH	120 GLH
Unclassified	0	0	0	0
Pass	3	6	9	12
Merit	5	10	15	20
Distinction	8	16	24	32

Academic Honesty during Assessments

In order to achieve a BTEC qualification, you must produce your own work. You will not be allowed to do the following :

- Copy word for word from a textbook
- Copy and paste work from the internet
- Copy from other students (past and present)
- Use AI to generate work

Any content that has been produced from content you found on the internet, books, magazines, published or unpublished work, must be clearly identified and referenced.

At ISM we take academic honesty seriously and it is our aim to develop young people who have the highest level of integrity. We therefore have a clear policy on how to deal with students who cheat. If you copy the work of another student you will risk having your work cancelled and will have to repeat the unit

assessment with a new assignment. Persistent plagiarism may result in your place on the course being compromised.

Calculation of your final grade

The final grade you receive will depend on the number of units you have completed and the total number of accumulated points. To achieve the Extended Diploma you need to complete all of the units in this handbook. However, there is an opportunity to drop down to the Diploma and still achieve the IBCP certification if the workload becomes overwhelming. Decisions are made on a case by case basis.

The final grade of the Extended Diploma is calculated as follows

Final grade	Points threshold
U	0
PPP	108
MPP	124
MMP	140
MMM	156
DMM	176
DDM	196
DDD	216
D*DD	234
D*D*D	252
D*D*D*	270

BTEC Glossary of terms

You must refer to the Glossary below when doing your assessments.

Below is a summary of the **key terms used to define the requirements in the units.**

Term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice, written or verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Communicate	Learners are able to convey ideas or information to others.
Create/construct	Skills to make or do something, for example a display or set of accounts.
<i>Describe</i>	Give a clear, straightforward description which includes all the main points and links these together logically
Discuss	Learners consider different aspects of: • a theme or topic • how they interrelate • the extent to which they are important. A conclusion is not required.

Demonstrate	Learners show knowledge and understanding.
Develop	Learners grow or progress a plan, ideas, skills and understanding.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explore	Skills and/or knowledge involving practical research or testing.
Examine	Knowledge with application where learners are expected to select and apply to less familiar contexts.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Investigate	Learners conduct an inquiry or study into something to discover and examine facts and information.
Justify	Learners give reasons or evidence to support an opinion, or prove something right or reasonable.
Manage	Learners can engage with and influence an activity or process.
Report	Learners can adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Research	Learners proactively seek information from primary and secondary sources.
Review	Learners make a formal assessment of work produced. The assessment allows learners

	to: • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary.
Stage and manage	Organisation and management skills, for example running an event or a business pitch.
Undertake/carry out / <i>produce</i>	Learners use a range of skills to perform a task, research or activity. Carry out a specific activity

Success is your for the taking. Good luck



Source Photo by [Vince Fleming](#) on [Unspl](#)

Next steps after IBCP

Career opportunities and pathways

As well as performing in sport as a career, there are a number of other opportunities available. Here is just a small selection.

Sports Coach/Trainer: As an IBCP graduate with the BTEC International Level 3 in Sport as your career related study, you can pursue a career as a sports coach or trainer. You'll work closely with athletes or teams, providing guidance, developing training programs, and enhancing performance. This role requires strong communication skills and a deep understanding of sports techniques and strategies.

Website: [National Council for Coaching Excellence](#)

Sports Development Officer: In this role, you'll focus on promoting and developing sports participation within communities or organisations. You'll organise events, coordinate sports programs, and work with various stakeholders to enhance sports opportunities. This career path allows you to make a positive impact on individuals and communities through sports.

Website: [Sport England](#)

Fitness Instructor/Personal Trainer: With your knowledge of sports and fitness gained from the BTEC qualification, you can become a fitness instructor or personal trainer. You'll guide individuals in achieving their fitness goals, designing exercise programs, providing nutritional advice, and motivating clients.

Website: [National Academy of Sports Medicine](#)

Sports Event Manager: If you enjoy organising and managing events, a career as a sports event manager might be ideal. You'll be responsible for planning, coordinating, and executing sports events such as tournaments, races, or competitions. Strong organisational and leadership skills are essential in this role.

Website: [International Festivals & Events Association](#)

Sports Journalist: Combine your passion for sports with writing and reporting by becoming a sports journalist. You can work for newspapers, magazines, websites, or

broadcasting companies, covering sports events, interviewing athletes, and providing sports analysis. Excellent communication skills and a deep understanding of various sports are crucial for success in this field.

Website: [Association for Women in Sports](#) (specifically for women)

[Career Prospects in Sports Journalism | UCFB](#) (men and women)

Media Sports Marketing and Sponsorship: With IBCP Sport and BTEC International Level 3 in Sport, you can pursue a career in sports marketing and sponsorship. This involves promoting sports brands, managing sponsorships, organising marketing campaigns, and enhancing the visibility and profitability of sports organisations.

Website: [Sports Marketing Association](#)

Sports Science Researcher: If you have a strong interest in the science behind sports performance and achieved a good grade in your SEHS DP subject, you can work as a sports science researcher. You'll conduct studies, collect and analyse data, and contribute to the understanding of human performance in sports. This career path often requires further education at the university level.

Website: [British Association of Sport and Exercise Sciences](#)

Sports Rehabilitation Specialist: As a sports rehabilitation specialist, you'll focus on helping athletes recover from injuries and improve their physical function. You'll design and implement rehabilitation programs, use therapeutic techniques, and work closely with healthcare professionals to facilitate athletes' return to sport.

Website: [Association of Chartered Physiotherapists in Sports and Exercise Medicine](#)

It's important to note that specific requirements and qualifications may vary for each career path, and further education or certifications may be required. For detailed information on each profession, including educational pathways and job opportunities, it is recommended to visit the respective websites provided, conduct your own research and speak to the IBCP University Counsellor Mme Gauthier or the USA specialist Ms Nunez.

University options

There are a large number of universities around the world that offer sports related degrees or degrees associated with the sports industry. Each will have their own entry requirements and you are therefore advised to visit the website of any that you are

interested in.

If you are intending to study in the USA, the US College Board has recently recognised the IBCP as the equivalent of the Highschool Diploma and therefore accepted as meeting the entry requirements to study in the USA. Please speak to Mme Gauthier or Ms Nunez. Here are a couple of UK examples

Leeds Trinity University (UK) - BA(Hons) Sports Journalism

Sports Journalism is about much more than match reports and events coverage. It's about unearthing the stories behind the headlines and understanding the broader context that the sports industry operates in.

- 112 - 136 UCAS points (BTEC Extended Diploma equivalent DMM - DDD)
- 3 Years

<https://www.leedstrinity.ac.uk/courses/undergraduate/sports-journalism/#course-entry-content>

Loughborough University (UK) - BSc (Hons) Sports Management

The BSc Sports Management degree is co-taught by the School of Sport, Exercise and Health Sciences (currently ranked 1st in the world for sports-related subjects) and the School of Business and Economics (one of the UK's leading business schools) to equip you with vital skills in marketing, organisational management, and accounting.

The degree will provide you with a thorough grounding in the key strategic challenges and opportunities for sport by developing your understanding of sports organisations, governance, policy, marketing and economics. Optional modules allow you to explore the wider context of sport management as it relates to coaching, leadership, society, physical activity and wellbeing, enabling you to pursue your interests and develop the skills and knowledge sought by graduate employers.

- BTEC Extended Diploma DDD + 2 x DP Grade 6
- 3 years

<https://www.lboro.ac.uk/study/undergraduate/courses/sport-management/>

Procedures & Policies

To support you in your IBCP, we have put in place a number of procedures and policies. It is important that you spend time reading these at the start of the programme. At the end of induction week you will sign a document stating that you have read and understood the contents of this handbook, procedures and policy documents.

Procedures

- 1. Admissions process**
- 2. Induction week**
- 3. BTEC unit level appeals procedure**
- 4. Concerns with student attendance, engagement, progress or attainment**
- 5. Changing programme components**

1 Admissions process

The IBCP is a rigorous programme of study requiring good organisation and time management skills as well as the ability to engage in independent study. The continuous assessment model of the IBCP means that you need to start the programme with a good level of academic understanding and the ability to produce work at a good level.

In order to facilitate success in the IBCP, it is important that students have achieved a high level of academic achievement in Year 11. The entry criteria are outlined in section one of this handbook.

The admissions process for IBCP is as follows:

1. Enquiry made to enter ISM year 12 - Student provides expected IGCSE results (or equivalent)
2. Suitable Pathway options booklets sent to student
3. Suitable options forms, based on expected IGCSE results, provided to student
4. Student makes choices as outlined for each available pathway
5. Forms handed to IBCP coordinator or admission team if an external applicant
6. Student is invited to meet with IBCP coordinator and University counsellor
 - exploration of motivation to attend the chosen pathway,

- university guidance,
 - potential WAOS application discussed (if applicable)
7. Options form adapted if necessary following meeting with student and assessment of essay if applicable
 8. Conditional Offer letter sent to student and shared with admissions
 9. Admissions continue admission paperwork
 10. WAOS application documentation requested and prepared, if applicable

In the event that an applicant does not meet the conditions outlined in their offer letter, they may be offered an alternative pathway

2. Induction week

An induction week will take place at the start of the programme. The purpose of this is to ensure you are clear about the systems and structure of the programme and have all necessary information that will ensure your success

.

The induction to your studies will include information on:

- Overview and interconnectivity of the IBCP
- Approaches to Learning and your MyIBCP Portfolio
- Specific details about your BTEC qualification
- Centre policies
- Academic integrity and referencing
- Expectations of engagement
- Health and Safety
- Safeguarding
- Equality and Diversity
- The teaching team and timetables
- Where to seek support (pastoral / academic)

3. BTEC unit level appeals procedure

Stage 1 - Assessor and Candidate

If you disagree with an assessment you must discuss your reasons with your teacher as soon as possible. Normally this will be immediately after you receive the assessment decision. If this is not convenient, you should arrange an appointment with your teacher.

Your teacher will consider your reasons and look again at your work. (Please be aware that assessment decisions go through a rigorous internal verification process before being shared with students, it is therefore unlikely that the decision, based on the work submitted, will be wrong).

Following the meeting, your teacher will give you a response within 3 working days, which will be:

- A clear explanation, backed up in writing, of the assessment decision
- Confirmation of the original decision, or if appropriate, a new grading

If you agree with your teachers response then the appeal stops at this point. You must tell your teacher if you are still unhappy with the decision; your appeal will then progress to stage 2.

Stage 2 - Lead Internal Verifier (LIV)

If you are still dissatisfied after stage 1, you must ask the Lead Internal Verifier (Miss H Gettel) for a re-assessment in writing within 10 working days of the original assessment.

The Lead Internal Verifier will reconsider the assessment decision taking into account the following:

- The candidate's reason for appeal
- The candidate's evidence and associated records
- The assessor's reason for the decision
- The opinion of another assessor from the centre

The Lead Internal Verifier (Miss H Gettel) and Quality Nominee (Mr R Henry) will try to seek a solution between you and your teacher. You must tell the Lead Internal Verifier if you are still unhappy with the reconsidered assessment decision. The appeal will then progress to stage 3.

Stage 3 - Internal Verification Appeals Panel

The Internal Verification Appeals Panel will normally meet within 1 week of receipt of the appeal by the Lead Internal Verifier, with the reassessment if deemed necessary by the panel, taking place within 10 working days of the

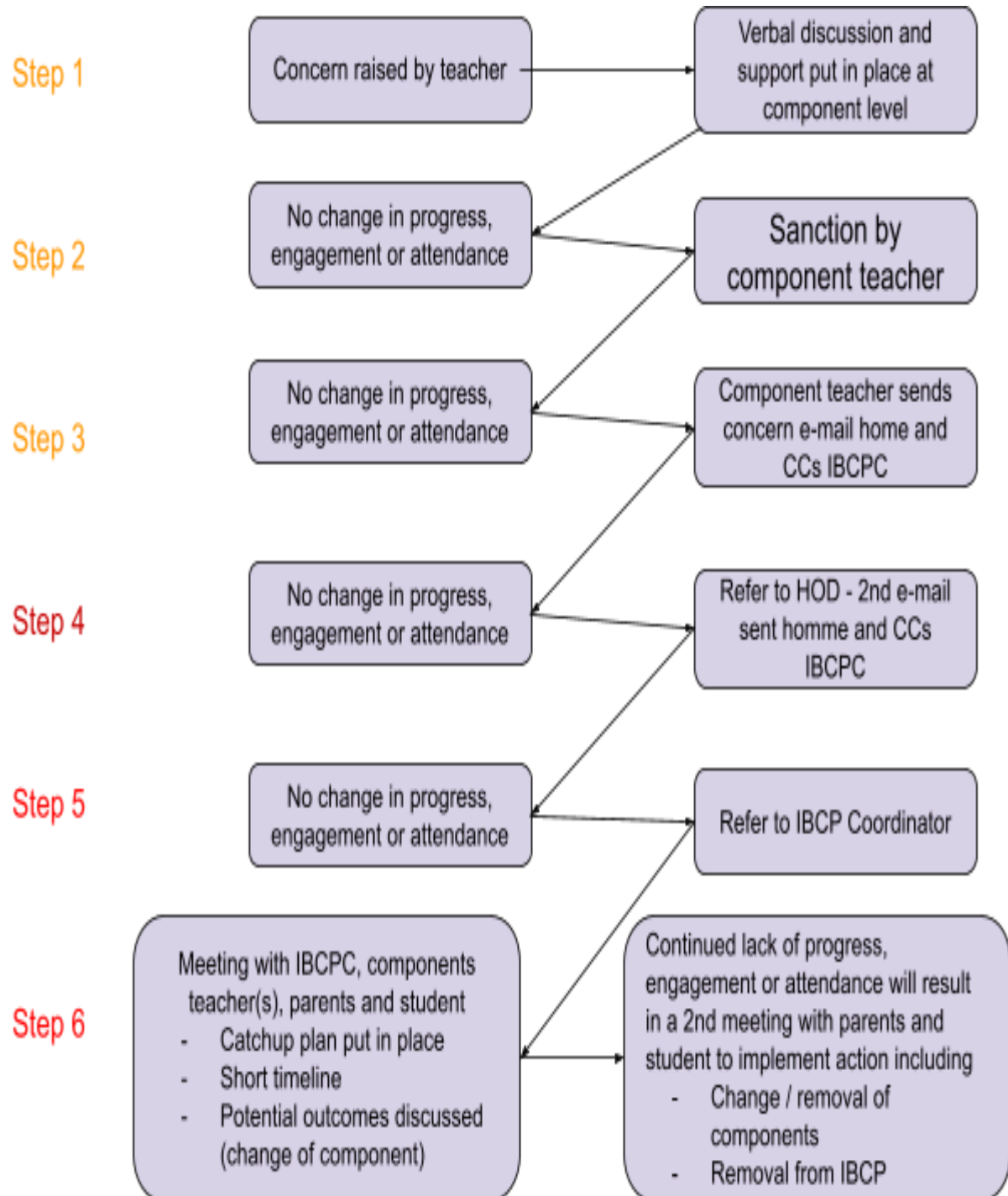
appeal's panel meeting. The Appeal's Panel will consist of the following members of staff:

- The teacher involved
- The Lead Internal Verifier for the course
- The programme leader for the subject (if different from the teacher)
- The Quality Nominee

The decision made at this stage is final.

4. Concerns with student attendance, engagement, progress or attainment

Our main priority is your success. This means that as a team, we monitor your progress, engagement and attendance. In the event that concerns are raised, we follow a clear process of support and intervention.



5. Changing programme components

It may be necessary for you to change one of the components within your CP programme. This could be requested by you or the CP coordinator due to a lack of progress or attainment. This change could include

- Moving from HL to SL in a DP subject or dropping a subject
- Moving from BTEC Extended Diploma to BTEC Diploma
- In extreme cases, change from IBCP to a BTEC+ route

In either scenario, the following document needs to be completed at each stage before a final decision is made. Contact the IBCP Coordinator for a copy of the form

CHANGE IBCP subject or level - REQUEST FORM

Being focused in your IBCP subjects will give you the best possible chance of success in assessments. Changing a subject or the level should not be considered lightly once the course is underway as catching up on the work can be challenging.

IMPORTANT NOTICE: It is important to find out which subjects and levels you require for your further education. For example, some universities require particular combinations and levels of subjects. Dropping down to BTEC diploma from Extended Diploma may limit your options. Some countries accept the IBCP regardless of which levels and subjects you choose.

This form must be completed in the order written.

It is the student's responsibility to pass the form from one member of staff to the next, until stage 4.

Stage 1 - To be completed by the student. (or IBCP Coordinator if a pushed change)		
Name	Year	School email address:
IB Subjects and level you currently study		
1	2	3
Career Related Study eg Entrepreneurship Diploma or Sport Extended Diploma		
Post IB plan	Possible career choices	

Note to teacher: please do not complete this section unless the previous section is fully complete.
Details of advice given by the subject teacher regarding this student changing subject or changing level within the subject:

Teacher's names:
Date:

Signature:

Stage 4-To be completed by the University Counsellor

Note to UC please do not complete this section unless the previous section is fully complete.
Details of advice given by the university counsellor and IB Coordinator regarding this student changing subject or changing level within the subject:

University Counsellor

Signature:

Date:

Stage 5 - To be completed by the IBCP Coordinator

Note to IBCP CO: please do not complete this section unless the previous sections are fully complete.
Details of advice and timetable implications given by the DoS regarding this student changing this subject or subject level.

Leadership name:

Signature:

Date:

**THE INFORMATION WILL NOW BE COMMUNICATED TO PARENTS AND A COPY
OF THEIR EMAILED RESPONSE ATTACHED TO THIS FORM.**

Stage 6 - To be completed by the Head of School or Director of studies

Note to HoSS: please do not complete this section unless the previous sections are fully complete.
Approval or rejection of request or meeting with parents to be scheduled.

Date Teachers notified of outcome:

Date HoDs notified of outcome:

Policies

The policies will be shared with you during the IBCP induction week.