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BTEC LEVEL 2 FIRST AWARD IN SPORT

EXAM BOARD: **EDEXCEL**

COURSE CODE: **600/4779/3**

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Name:

Tutor Group:

BTEC 2 First Award in Sport SP – Topic 1

Unit 1 - Exam:

Physical components of Fitness

INTRODUCTION:

There are 6 Physical components of fitness. These components of fitness refer to how well the systems of your body work for an athlete to be successful.

KEY WORDS

Aerobic Endurance	The ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to the working muscles during sustained physical activity.
Muscular Endurance	The ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.
Flexibility	Having adequate range of motion in all joints of the body; the ability to move a joint fluidly through its complete range of movement.
Speed	Distance divided by the time taken. Speed measured in metres per second (m/s)
Muscular Strength	The maximum force (in KG or N) that can be generated by a muscle or muscle group
Body Composition	The relative ratio of fat mass to fat-free mass (Vital organs, muscle, bone) in the body.

FURTHER LINKS

BTEC First Sport (Study & Exam Practice Book)
(Refer to Physical Components of Fitness)

EXAM TIPS:

In your exam, you will need to be able to;

- Identify each of these components of fitness, and be ready to match them to their definitions. (1 Markers)
- You may also need to apply these components of fitness to relevant sporting examples. (2-4 Markers) *EG: A Marathon Runner would require good Aerobic Endurance.*
- Link these components of fitness to their training methods (See section 5&6) (2-4 Markers) *EG: To improve an athlete's speed, I would recommend Hollow Sprints because..*
- Link these components of fitness to the appropriate fitness tests (See section 7&8) (2-8 Markers) *EG: To test a gymnast's flexibility in their hamstrings, you would need to complete the Sit and Reach test.*

KEY FACTS TO MEMORISE

- 1) Aerobic Endurance is about how efficiently the body can supply nutrients and oxygen to the working muscles
- 2) Muscular Endurance is how efficient muscles can work over a long period of time
- 3) Muscular Strength is the maximum force you can generate in one movement.
- 4) Body Composition is a measure of your fat mass to fat free mass within your body.

EXAM QUESTIONS

- 1) Identify an athlete that would require muscular strength. (1Mark)
- 2) Identify an athlete that would require speed. (1Mark)
- 3) What two components of Physical Fitness are most important for a Marathon Runner? (2Marks)
- 4) Describe, using a sporting example, a component of physical fitness that a gymnast would require? (2 Marks)
- 5) Which three components of Physical Fitness do you think are most important to Usain Bolt? Use sporting examples to explain your answer (3 Marks)
- 6) Can you identify an athlete that needs all of the components of physical fitness to aid their performance? Use specific examples from their sport within your answer to explain. (6 Marks)

STRETCH

- a) Can you link all the physical components of fitness to sporting examples?
- b) Can you then explain why these sporting examples need those components of fitness?
- c) Can you link these components of physical fitness to their training methods?
- d) Can you link these components of physical fitness to their fitness tests?
- e) Are you able to display the above in a mind-map? Or are you able to create flash cards that can help you test these on a regular basis?

BTEC 2 First Award in Sport SP – Topic 2

Unit 1 – Exam:

Skill related components of fitness

INTRODUCTION

There are 5 Skill Related components of fitness. These form a basis for successful sport or physical activity participation.

KEY WORDS

Agility	The ability for a sports performer to quickly and precisely move or change direction without losing balance or time
Balance	The ability to maintain a centre of mass over a base of support
Coordination	The Smooth flow of movement needed to perform a motor task efficiently and accurately
Power	The product of speed and strength combined
Reaction Time	The time taken for a sports performer to respond to a stimulus and the initiation of their response.

FURTHER LINKS

BTEC First Sport (Study & Exam Practice Book)
(Refer to Skill Related Components of Fitness)

EXAM TIPS:

In your exam, you will need to be able to;

- Identify each of these components of fitness, and be ready to match them to their definitions. (1 Markers)
- You may also need to apply these components of fitness to relevant sporting examples. (2-4 Markers) *EG: A 100m sprinter would need good reaction time at the start of the race to react to the 'B' of the bang to get a good start.*
- Link these components of fitness to their training methods (See section 5&6) (2-4 Markers) *EG: To improve an athlete's Power, I would recommend that they complete a plyometric circuit 2 times a week for 6 weeks.*
- Link these components of fitness to the appropriate fitness tests (See section 7&8) (2-8 Markers) *EG: To test a rugby player's agility, I would recommend that they complete the Illinois agility test.*

KEY FACTS TO MEMORISE

The Skill Related components of fitness can be remembered easily using the acronym **Powerful CRAB**. (Power, Co-ordination, Reaction-time, Agility, Balance)

Can you make one that you'll remember even better?

EXAM QUESTIONS

- 1) Identify an athlete that would require good agility. (1Mark)
- 2) Identify an athlete that would require good power. (1Mark)
- 3) What two components of Skill related fitness are most important for a 100m runner? (2Marks)
- 4) Describe, using a sporting example, a component of skill related fitness that a netball player would require? (2 Marks)
- 5) Which three components of Skill Fitness do you think are most important for a hockey player? Use sporting examples to explain your answer (3 Marks)
- 6) Can you identify an athlete that needs all of the components of skill related fitness to aid their performance? Use specific examples from their sport within your answer to explain. (6 Marks)

STRETCH

- a) Can you link all the skill related components of fitness to sporting examples?
- b) Can you then explain why these sporting examples need those components of fitness?
- c) Can you link these components of skill related fitness to their fitness tests? (Not all of them have them!)
- d) Are you able to display the above in a mind-map? Or are you able to create flash cards that can help you test these on a regular basis?
- e) Can you make your own acronym that will help you remember these skill related components of fitness?

BTEC 2 First Award in Sport SP – Topic 3

Unit 1 - Exam: Exercise Intensity

INTRODUCTION:

This section looks at exercise intensity and how it can be determined. It's important to know how to determine how hard you are working to develop future training.

KEY WORDS

Intensity	How hard an individual will train.
Heart Rate (BPM)	Measured in BPM (Beats per min), The speed in which your heart beats per min. (EG: 62BPM)
Maximum Heart Rate (MHR)	A medical number used to calculate the 'maximum' BPM. This is worked out by $220 - \text{age} = \text{Max HR}$
Training Zones	A range that defines the upper and lower limits of training intensities when training Aerobically.
Upper Training Zone	The upper limit of 85% HR , is the upper zone for training within the Aerobic Training Zone.
Lower Training Zone	The lower limit of 60% HR , is the lower zone for training within the Aerobic Training Zone.
Rate of Perceived Exertion (RPE)	Relates to the Borg Scale and is a scale of how hard you think you're working on a scale of 6-20. This links to perceived HR.

FURTHER LINKS

BTEC First Sport (Study & Exam Practice Book)
(Refer to Exercise Intensity)

EXAM TIPS:

- In your exam you will need to be able to;
- Describe how you would take somebody's resting and working at Heart Rate (1-2Marks)
 - Apply the Maximum HR calculation, to then work out a participant's Lower and Upper Training Zones. (EG: 15 Years Old : $(220 - 15 = 205)$ $(205 / 100 * 85) = 174\text{BPM}$ (1-3 Marks)
 - Use the Upper and Lower Training Zones to describe if a participant is working in the correct Aerobic training Zone (EG: 15-year-old working at 200BPM is outside this zone, therefore not working Aerobically)
 - Use the Borg Scale (6-20), to estimate how hard somebody is working during physical activity by using their HR (EG 70BPM = Light) or provide a estimated HR using the Borg Scale (EG: 120BPM = 12 on the Borg Scale)
 - Be able to apply HR and Training Zones to sporting examples when talking about their intensities of activities.

KEY FACTS TO MEMORISE

1. Always include the units to your workings – EG **150 BPM**. You might get a mark for this in your exam.
2. The Upper Training Zone is **85% Max HR**. The Lower Training Zone is **60% Max HR**. Learn how to work these out. (Max $\text{HR} / 100 * 60$) (Upper) or 85 (Lower)
3. Borg Scale is either adding or removing a 0. EG: 150BPM = 15 or 17 on the Borg scale = 170BPM

EXAM QUESTIONS

- 1) Dave is 54, what is his Max HR? Give the units in your answer (2Mark)
- 2) Dave (aged 54), wants to know his Lower Training Zone, what is it? Show your working. (3Mark)
- 3) Describe why Dave needs to work above this lower training zone, if he wanted to improve his Aerobic Endurance for his Hockey Training (3Marks)
- 4) Angus is currently working at 182BPM on the running machine, where would this be on the Borg Scale? (1Mark)
- 5) Sarah states she is working at around 10 on the Borg scale, what is her estimated HR? (1Mark)
- 6) Describe one advantage and one disadvantage of using the Borg Scale when working out somebody's Heart Rate (2marks)
- 7) Using you as your example, state your Max HR, your Lower and Upper Training Thresholds and explain why you would need to be within these zones to improve your aerobic endurance for a sport of your choice (6 Marks)

STRETCH

- a) Can you describe how using the Borg Scale could impact a training programme design? Are you able to link this to the FITT principle?
- b) Why is knowing your Heart Rate important? Can you think of athletes that would require information about their working HR's and how this would impact/determine their training routines?

BTEC 2 First Award in Sport SP – Topic 4

Unit 1 - Exam: Principles of training (FITT)

INTRODUCTION

To get the most out of your training, you must follow some basic training principles, the simplest being the FITT Principle.

KEY WORDS

Frequency	The number of training sessions completed over a period of time, usually per week
Intensity	How hard an individual will train
Time	How long an individual will train for
Type	How hard an individual will train by selecting a training method to improve a specific component of fitness/and or their sporting performance

FURTHER LINKS

BTEC First Sport (Study & Exam Practice Book)
(Refer to Principles of Training)

This section also links heavily to SP Number 5:
Additional Principles of Training.

EXAM TIPS:

In your exam you will need to be able to:

- Be able to define each of the FITT Principles (Frequency, Intensity, Time and Type) (1Mark)
- Apply these principles to a specific sporting example (*EG: A Marathon runner would need to consider the frequency in which they train because..*) (2-3 Marks)
- Understand and be able to explain how these principles should underpin how people plan to improve a specific component of fitness or sporting performance (*EG: For a Boxer to improve their muscular strength, they will need to increase their intensity to at least..... this is important because.....*) (2-4Marks)
- Be able to assess a training programme design and explain what is correct and/or incorrect and how they could adapt it to ensure it's more suitable. (*EG: The training programme is currently applying frequency correctly because the athlete is training 4 times a week, but the amount of time that they are working for is incorrect because..*) (2-6 Marks)

KEY FACTS TO MEMORISE

1. You must know each aspect of the **FITT** principle, and be able to link each section to a sporting example.
2. When an athlete wants to improve a component of fitness, or sporting performance, they should always incorporate the FITT principle to maximise this.

EXAM QUESTIONS

- 1) Using the cover, write, check approach, state the definitions of Frequency, Intensity, Time and Type (4 Marks)
- 2) What FITT Principle does this apply to? An athlete is looking to improve their Aerobic Endurance, but can only train once a week, how could you improve this? (2 Mark)
- 3) What FITT Principle does this apply to? A weightlifter is struggling to fit their routine into an hour's workout. What advice would you give them and why? (3 Marks)
- 4) Mike is looking to improve the 'Type' aspect of the FITT Principle within his gym routine. He is currently only using free weights to improve his muscular endurance when he's in the gym. Could you suggest two different methods of training that he could do to improve his muscular endurance, explaining how this would improve his training? (4Marks)

STRETCH

- a) Can you create a 2 week training programme, which looks to improve a component of fitness for an athlete of your choice? How are you going to ensure that you include the FITT Principle to their training programme?
- b) Using the training programme you created above, justify your choices explaining how you included the FITT principle, and how this would positively impact their training session (8 Marks)
- c) Have a go at creating different training programmes for sporting athletes focusing on the following areas; Aerobic Endurance, Muscular Endurance, Speed & Power.

BTEC 2 First Award in Sport SP – Topic 5

Unit 1 - Exam:

Additional Principles of Training

INTRODUCTION

To get the most out of your training, you must follow some basic training principles, the simplest being the FITT Principle.

KEY WORDS

Progressive Overload	In order to progress, training needs to be demanding enough to cause the body to adapt, improving performance
Specificity	Training should be specific to the individual's sport, activity or physical/skill-related fitness goals to be developed
Individual Needs	The programme should be designed to meet individual training goals and needs
Adaptation	How the body reacts to training loads by increasing its ability to cope with these loads. Adaptation occurs during the recovery period after the training programme is completed
Reversibility	If training stops, or the intensity of training is not sufficient to cause adaptation, training effects are reversed.
Variation	It is important to vary the training regime to avoid boredom and maintain enjoyment
Rest and Recovery	Required so that the body can recover from the training and to allow adaption to occur,

FURTHER LINKS

BTEC First Sport (Study & Exam Practice Book)
(Refer to Additional Principles of Training)

EXAM TIPS:

In your exam you will need to be able to:

- Be able to define each of the additional Principles of training (1Mark)
- Apply these principles to a specific sporting example (*EG: A Marathon runner would need to consider the specificity of their training programme to ensure that it meets their requirements EG..*) (2-3 Marks)
- Understand and be able to explain how these principles should underpin how people plan to improve a specific component of fitness or sporting performance (*EG: For a Boxer to improve their muscular strength, they will need to ensure they cause adaption EG:..... this is important because.....*) (2-4Marks)
- Be able to assess a training programme design and explain what is correct and/or incorrect and how they could adapt it to ensure it's more suitable. (*EG: The training programme is currently applying progressive overload correctly because the athlete is demanding enough, but the time between training sessions could cause reversibility because..*) (2-6 Marks)

KEY FACTS TO MEMORISE

1. You must know each aspect of the additional principles of training, and be able to link each section to a sporting example or training programme design.
2. Be able to use each of the Keywords when looking at, creating or developing a fitness training programme or specific sport training programme.

EXAM QUESTIONS

- 1) Using the cover, write, check approach, state the definitions of the additional principles of training (7 Marks)
- 2) Apply each of the above to a sporting performer within their training programmes (7 Marks)
- 3) Describe individual needs that need to be considered when creating a training programme. (2 Marks)
- 4) Explain how you would implement progressive overload into a weight training programme, using specific sporting examples within your answer (3 Marks)
- 5) Explain the importance of Rest and Recovery within a training programme design. (3 Marks)
- 6) Explain the impact of a training programme that didn't have some or all of these principles applied. Use specific examples within your answer to reflect your understanding (6 Marks)

STRETCH

- a) Can you create 2 week training programme, which looks to improve a component of fitness for an athlete of your choice. How are you going to ensure that you include all the additional principles of training to their training programme?
- b) Using the training programme you created above, justify your choices explaining how you included all aspects of the additional principles of training, and how this would positively impact their training session (12 Marks)
- c) Have a go at creating different training programmes for sporting athletes focusing on the following areas; Aerobic Endurance, Muscular Endurance, Speed & Power. Can you apply Question 5 to each of them?

BTEC 2 First Award in Sport SP – Topic 6

Unit 1 - Exam: Flexibility, Strength, Muscular Endurance and Power Training

INTRODUCTION

The various components of fitness can be improved, via these methods of training.

KEY WORDS

Active Stretching	Active stretching if performed independently where the performer applies all the force.
Passive Stretching	Passive stretching is also known as assistive stretching, this might require a partner, or an object to stretch the muscle.
Ballistic Stretching	This is where the performer makes fast, jerky movements. This is usually in the form of 'Bobbing' or 'Bouncing'
Proprioceptive Neuromuscular Facilitation	PNF – Used to develop mobility, strength and flexibility. Can be completed with a partner, or immovable object. Isometric contractions held for 6-10 seconds.
Circuit Training	This is where different stations/exercises are used to develop strength, muscular endurance or power.
Free Weights	Use of barbells, dumbbells to perform different types of dynamic exercises.
Plyometric	Type of training that develops sport-specific explosive power and strength. Performed at Maximal forces.

FURTHER LINKS

BTEC First Sport (Study & Exam Practice Book)
(Refer to Types of Training)

EXAM TIPS:

In your exam you will need to be able to do:

- **Flexibility Training:** Describe the difference between Passive, active, ballistic and PNF, being able to give specific examples of movements that would be used to improve flexibility (*EG: When performing an active stretch, such as a lunge, this would improve flexibility because... However, compared to PNF would improve your fitness by...*) (2-6 Marks)
- **Strength Training:** Be able to describe how you improve somebody's strength, (**Low Reps, High Weight**) using a variety of methods – Weight Training Methods.
Strength Endurance = 50-60% 1RM 20Reps
Elastic Strength = 75% 1RM 12 Reps
Maximum Strength = 90% 1RM 6 Reps.
- **Muscular Endurance Training:** Be able to describe how you improve somebody's muscular endurance (**high reps, low weights**) using a variety of different types of exercises.
- **Power Training:** be able to state that Plyometric exercises need maximal force as the muscle lengthens, before maximal force as the muscle shortens. Types of exercises include lunging, bounding, hopping and jumping.

KEY FACTS TO MEMORISE

1. People often get Active and passive stretching the wrong way around! Think of them as the opposite of what the names suggest.
2. Muscular Strength = High Weights, Low Reps
3. Muscular Endurance = Low Weights, High Reps

EXAM QUESTIONS

- 1) Using the cover, write, check approach, state the definitions of the keywords (7 Marks)
- 2) What is the difference between Active and Passive stretching? (2marks)
- 3) What movements best describe Ballistic Stretching? (2marks)
- 4) Proprioceptive Neuromuscular Facilitation (PNF) with a partner is broken into four stages, can you describe each of these stages in the correct order? (4 Marks)
- 5) When building a circuit training session, why is it important to carefully plan the order of the stations/exercises? (2 Marks)
- 6) State the three different strength training methods that you can use, including their 1RM's and Reps (3 Marks)
- 7) Plyometric training method requires maximal force when completing a series of exercises such as jumps and lunges. Describe two safety considerations you would highlight to somebody who wanted to use plyometric training (2marks)
- 8) A Basketball player is looking to improve her flexibility and muscular strength in her legs. Explain what methods of training you would suggest, providing specific exercises/movements within your answer to help her develop these components. (6 Marks)

STRETCH

- a) Can you build a 2-week training programme for a weight lifter, looking to improve their Maximum Strength?
- b) Could you do (a), but now for a Marathon runner wanting to use the gym?

BTEC 2 First Award in Sport SP – Topic 7

Unit 1 – Exam:

Aerobic Endurance and Speed Training

INTRODUCTION

The various components of fitness can be improved, via these methods of training.

KEY WORDS

Continuous Training	This is training at a steady pace and moderate intensity for a minimum of 30 mins.
Fartlek Training	This is where intensity of training is varied by running at different speeds or over different terrain. This training is still continuous, with no rest periods.
Interval Training	This is where the individual will have a work period, followed by a rest period. Typical length of time could be 30secs-5mins.
Circuit Training (Cont. Training)	This is where different stations /exercises are used to develop aerobic endurance. The order of the stations is important to avoid fatigue.
Hollow Sprints	A series of sprints separated by a 'hollow' period of jogging or walking.
Acceleration Sprints	This is where the pace is gradually increased from standing to jogging to striding to then maximum sprint. You can also include incline/hills.
Interval Training (Speed)	Period of work followed by a rest. For speed training, work intervals are shorter and more intense, close to maximum.

FURTHER LINKS

BTEC First Sport (Study & Exam Practice Book)
(Refer to Types of Training)

EXAM TIPS:

In your exam you will need to be able to:

- **Aerobic Endurance Training:** Be able to describe the different Aerobic Endurance training that an individual could complete. (2-4marks)
- Be able to describe the difference between continuous, fartlek, interval training and circuit training, being able to explain why individuals would choose these to improve their Aerobic Endurance. (2-4Marks)
- **Continuous:** 30Mins non-stop no rest
- **Fartlek:** Non-stop, change speeds
- **Interval:** Work, Rest, Work, Rest.
- **Speed Training:** Be able to describe the different types of speed training that an individual could complete. (2-4marks)
- Be able to describe the difference between Hollow sprints, Acceleration sprints and Interval training for speed. You should be able to explain why individuals might choose to complete these different types of speed training. (2-4 marks)
- **Hollow:** *Sprint, jog/walk, sprint, jog/walk*
- **Acceleration:** *Walk, jog, run, sprint*
- **Interval (Speed):** *Sprint, rest, sprint, rest.*

KEY FACTS TO MEMORISE

1. Continuous and Fartlek Training don't have a rest period.... You must keep moving!
2. Hollow Sprints: A Hollow tree has nothing in the middle... a hollow sprint has nothing in the middle!
3. Continuous training needs to be for a period of 30mins+

EXAM QUESTIONS

- 1) Using the cover, write, check approach, state the definitions of the keywords (7 Marks)
- 2) Continuous training must be completed over a period of how long? (1Mark)
- 3) Describe the differences between Interval and Fartlek training (4 Marks)
- 4) A complete novice who has had no prior fitness training wants to get fitter, which type of aerobic endurance training method would you recommend and explain why? (3 Marks)
- 5) A 200m runner completes a short section of their training session starting from walking, into a jog, into a run and then into a sprint. State what type of speed training would this be? (1mark)
- 6) Alan is looking to improve his acceleration phase of his 100m sprint. What type of speed training and type's exercises would you recommend to Alan? (4marks)
- 7) A swimmer is looking to improve their aerobic endurance, could you recommend a training programme that would look at all aspects of aerobic endurance within a swimming pool. Their coach wants all aspects covered on different days (6marks)

STRETCH

- a) Can you build a 2-week training programme for a Marathon Runner, looking to improve their aerobic endurance?
- b) Could you do (a), but now for;
 - A swimmer?
 - A cyclist
 - A Triathlete
- c) Could you design a 4 week training programme for a sprinter, considering all aspects of speed training? Are you able to justify your choices?

BTEC 2 First Award in Sport SP – Topic 8

Unit 1 – Exam: Fitness testing

INTRODUCTION

To see if you have made any improvement, or to find your starting point, you will need to conduct a fitness test.

KEY WORDS

Sit and reach test	Tests flexibility (CM)
Hand grip dynamometer test	Tests strength (KgW)
Multistage fitness test	Tests aerobic endurance (ml/kg/min)
Forestry step test	Tests aerobic endurance/Vo2 Max (ml/kg/min)
35m sprint test	Tests speed (s)
Illinois agility test	Tests agility (s)
Vertical jump test	Tests power (kgm/s)
One-minute press-up	Tests muscular endurance (reps/min)
One-minute sit-up	Tests muscular endurance (reps/min)
Body Mass Index (BMI)	Tests body composition (kg/m ²)
Bioelectrical Impedance Analysis (BIA)	Tests body composition (%)
Skinfold Calliper Test	Tests body composition

FURTHER LINKS

BTEC First Sport (Study & Exam Practice Book)

<https://www.brianmac.co.uk/conditon.htm>

EXAM TIPS:

In your exam you will need to be able to:

- Know how to conduct all 12 of the fitness tests listed in the keywords section.
- You will need to be able to link these fitness tests to their correct component of fitness.
- Know the measurements for recording each of the fitness tests data.
- Know what equipment you require for each of the tests;

Sit and reach test: Sit and Reach Box

Hand grip test: Hand Grip Dynamometer

Multistage fitness test: Audio Equipment, Cones, Tape Measure

Forestry Step test: Step (40cm for Males, 33cm for Female) Metronome, Stopwatch

35m sprint: Tape Measure, Cones, Stop Watch

Illinois agility test: Tape Measure, Cones, Stop Watch

Vertical jump test: Vertical Jump Board or Tape Measure & Chalk

One-minute press-up/sit-up: Stopwatch, Mats

Body Mass Index: Weighing Scales, tape measure, calculator

Bioelectrical impedance analysis: BIA Machine.

Skinfold calliper test: Skinfold Callipers

KEY FACTS TO MEMORISE

1. Each of these tests above have a correct way of completing them – are you fully aware of each step for each test? If not, you need to know this.
2. Each fitness test only measures a specific area of the body – EG: Vertical Jump, tests the power in your legs, not your whole body. Remember that the Vertical Jump won't tell you how powerful you are in your arms for example, as it doesn't test this.

EXAM QUESTIONS

- 1) Using the cover, write, check approach, are you able to list all the fitness tests? (12Marks)
- 2) Are you able to now link these to their components of fitness? (12 Marks)
- 3) Can you then add the units that the results are measured in? (12 Marks)
- 4) Are you able to make a list of the equipment you require to conduct each of these tests? (12marks)
- 5) A basketball player is looking to improve their aerobic endurance. Explain which test you would recommend for them to complete? (3marks)
- 6) A hockey player is completing the Illinois agility test. They start the test from a standing position. The coach isn't sure if this is correct. What would be your recommendation? (1marks)
- 7) Describe the parts of the body that a male and a female athlete would need to measure using the Skinfold Calliper Test? (6 marks)
- 8) State the instructions that you would give to a participant completing the sit and reach test for the first time? (4marks)
- 9) A football goalkeeper is looking to test their components of fitness, explain which three tests you would get them to complete, linking this to specific sporting examples. (6marks)

STRETCH

- a) Are you able to list the instructions you would give for each of the fitness tests listed?
- b) From memory, can you complete a mind-map that shows each of the fitness tests with the following;
 - The Component of fitness
 - The units the results are measured in
 - The equipment required

BTEC 2 First Award in Sport SP – Topic 9

Unit 1 – Exam: Requirements of Fitness Testing

INTRODUCTION

When conducting fitness tests, you need to make sure that they are completed correctly to ensure that the results collected are valid and reliable.

KEY WORDS

Informed Consent	A form that is signed by the client giving their consent to exercise and states they have fully disclosed all items that may in any way affect their exercise participation.
Calibration	Calibration of equipment to ensure that the instrument used in measurement will produce accurate results
Reliability	This refers to the consistency or repeatability of a fitness test – How easily can you repeat the test each and every test
Validity	This refers to the degree that a test measures what it's supposed to.
Practicality	This refers to the economy of time, effort and money in completing this test. A Test should be easy to design, administer and interrupt results
Normative data	Data that has been collected previously for a range of ages. This data helps to guide you when interpreting fitness results.

FURTHER LINKS

BTEC First Sport (Study & Exam Practice Book)

EXAM TIPS:

In your exam you will need to be able to:

- Describe the importance of pre-test procedures, including informed consent and calibration of equipment. (2-4marks)
- Explain what would happen if you didn't complete pre-test procedures. How might this influence the results and/or the participant? (4-6marks)
- Be able to explain the importance of ensuring each fitness test is reliable. Are you able to say to explain how a test might be un-reliable? (2-8marks)
- Be able to explain the validity of a fitness test. (2-8marks) *EG: Are you able to explain how valid the one-min push-up test is in testing muscular endurance.*
- Explain the practicality of performing each of the fitness tests. Can you give advantages and disadvantages of each of the fitness tests? (2-6marks)
- Be able to identify when a fitness test has been incorrectly set-up, and provide changes that would ensure that the test would provide valid and reliable results. (6-8marks)
- Be able to compare and contrast results of fitness tests to normative data, explaining similarities and differences. (4-8marks)

KEY FACTS TO MEMORISE

- a) Reliability = Can you repeat the test in the same conditions, using the same equipment, to get accurate results?
- b) Valid = is the test looking at what you want it to?
EG: Multistage Fitness wouldn't test flexibility.
- c) Practicality = How easy is it to complete/lead the test? Do you need specialist equipment? Specialist space? Is there a cost?

EXAM QUESTIONS

- 1) Using the cover, write, check method, are you able to define reliability, validity and practicality? (3marks)
- 2) Can you explain the importance of ensuring that your fitness testing equipment works correctly prior to the fitness test? Use a test of your choice to explain your answer (3marks)
- 3) Describe why it's important to gain written consent before completing a fitness test (3marks)
- 4) Using a fitness test of your choice, describe how its practicality would make it difficult for you to complete? (3marks)
- 5) Describe what might happen to the reliability of the results of the multistage fitness test, if the coach didn't have a tape-measure and paced out the 20metres? (3marks)
- 6) The Illinois agility test have been set-up for Gemma's hockey team. The coach has said that they are testing speed, agility and stamina using the results. The coach has marked out the test 12m long, 8m wide and has used 15 cones. Analyse the impact this test would have of the reliability and validity of the results compared to normative data. (8Marks)

STRETCH

- a) For each of the fitness tests, provide 3 examples of how the fitness tests results could be un-reliable.
- b) For each of the fitness tests, provide 3 examples of how the fitness test results could be invalid.
- c) Find the normative data for each of the fitness tests, and compare your results to them. Can you explain these comparisons using examples from your own sporting experience?

BTEC 2 First Award in Sport SP – Topic 10

Unit 2 – Learning Aim A: Rules, Regulations & Scoring Systems

INTRODUCTION

A good sportsman understands the rules, regulations and scoring systems of their sport to be able to perform at the highest level. You will need to explain the rules (and apply them to situations), regulations and scoring systems

KEY WORDS

Rules	An accepted principle or instruction that states the way things should be done.
Regulations	An accepted principle that must be in place to enable sport to commence.
Scoring systems	The methods used to decide a winner in a specific sport
Application	To use a game-based situation to explain how a rule would be used
NGB	National Governing Body – these create and enforce the rules, regulations and scoring systems for each sport.

FURTHER LINKS

NGB websites

Football – www.thefa.com

Netball – www.englandnetball.co.uk

Basketball – www.basketballengland.co.uk

Rounder's – www.rounderseotland.co.uk

Softball – www.baseballsoftballuk.com/ngb

Rugby – www.englandrugby.com

Table Tennis – www.tabletennisengland.com

COURSEWORK TIPS:

P1 - Rules: What are the main rules in your **two** chosen sports? You need to include:

- Start and Restart of the game (How does this happen?)
- Fouls and misconduct (Give examples of each, what are the consequences?)
- Punishment for fouls and misconduct (Give examples of what they are.)

Other examples include: penalties, throw-ins, offside, corner kicks and free kicks.

P1 - Regulations: What are the main regulations in your **two** chosen sports? You need to include:

- Pitch Sizes (How big do the pitches have to be?)
- Size of the ball (What size does the ball have to be in CM/inches)
- How many players per team on the pitch? (How many subs etc)
- How long do the games occur for? (Why might a game go on for longer? How long? What happens after that?)

P1 - Scoring Systems – How do you win a game in your two sports? You need to include:

- How do you win a game?
- What must you do to win the game?
- What scoring systems are in place to allow a winning team, and a losing team?

P2 – Complete **4 scenarios**, describing the application of the rules in your two chosen sports to each of them, for example: What happens when a team commits a foul throw in football?

COMMON MISTAKES

Ensure that you complete the tasks for **TWO** sports

P2 – For the scenarios ensure that you give a situation, the relevant rule and what happens in a game.

GRADING CRITERIA

2A.P1: Describe the rules, regulations and scoring systems of two selected sports.

2A.P2: Apply the rules of a selected sport in four specific situations.

STRETCH / EXTENSION

For **P1:** Rules, Regulations and Scoring systems, there is no Merit or Distinction criteria.

You can however consider including the following in your work to ensure that you meet the criteria for **P1 & P2.**

- Can you include images of you adhering to, or breaking any of the rules you stated in your **P1** work? EG: Taking a penalty kick in football, with all the other players outside the box and D or in Netball, standing next to your opponent after committing a contact foul.
- Can you include images of regulations to help you describe them? EG: Dimensions of a Hockey Pitch or a picture of the different size basketballs
- Are you able to show the actions of the officials during your **P2** scenarios work using images of yourself within those scenarios? EG: What signals would a basketball referee make if a player committed a double dribble offense? Can you include these images in your work?

BTEC 2 First Award in Sport SP – Topic 11

Unit 2 – Learning Aim A: Roles of the Officials

INTRODUCTION

To enable competitive sport to take place safely there must be qualified officials that are responsible for enforcing the sport specific rules, regulations and scoring systems.

KEY WORDS

Roles	The different functions/parts played by an individual. E.g. linesman, referee.
Responsibilities	The actions an official must perform
Accountability	Taking personal responsibility for completing tasks, functions or roles.
Interpretation	A persons understanding of a situation

FURTHER LINKS

Football officials – www.thefa.com

Netball officials – www.englandnetball.co.uk

Basketball officials – www.basketballengland.co.uk

Rounders officials – www.roundersengland.co.uk

Softball officials – www.baseballsoftballuk.com/ngb

Rugby officials – www.englandrugby.com

Table Tennis officials – www.tabletennisengland.com

COURSEWORK TIPS:

P3 - Describe at least 2 officials from your **two selected** sports. Provide a picture of each official you choose. You need to include the following about each to meet the **P3** criteria:

- Appearance: What do they look like?
- Equipment: What equipment do they have to help them officiate the games?
- Qualifications: What qualifications do they need to officiate?
- Interpretation and application of rules: What rules do they apply and how do they do this?
- Control of players: What control do they have over the players?
- Accountability to, health and safety: What responsibility do they uphold to make sure that all players and spectators are safe all the time?
- Use of technology: Do they use any technology that helps them when they officiate?
- Effective communication: How do they communicate when officiating? What hand signals do they complete? How do they communicate with the other officials?

COMMON MISTAKES

Ensure that you complete the tasks for your **TWO** chosen sports. Ensure that you discuss all the criteria above to meet the pass.

Each official will have a different responsibility, or apply the rules differently to the other officials – are you able to identify what makes them different?

GRADING CRITERIA

2A. P3 - Describe the roles and responsibilities of officials from two selected sports.

2A. M1 - For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.

2A. D1 - Compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport.

WHATS THE MERIT/DISTINCTION

2A.M1: Explaining why the officials have their roles within the game. Why do they look the way they do? Why do they need the equipment they carry/use? Why is it important that they apply the rules that they do? Give examples for all the pass criteria you have already completed.

2A.D1: (Part 1) What are the similarities and differences between the roles and responsibilities of the officials? Compare and contrast 1 official from each sport. Use **P3 & M1** criteria to aid your answer. **(Part 2)** Suggest how you would change the rules, regulations and scoring systems of your two selected sports. Justify your choices.

BTEC 2 First Award in Sport SP – Topic 12

Unit 2 – Learning Aim B: Technical and Tactical Demands

INTRODUCTION

A good sportsman should understand the skills and techniques required for success in their sports. They should also have an appreciation of the tactics that give them or their team an advantage over their opponents

KEY WORDS

Techniques	Is a way of performing a skill. Players select different techniques of a skill on the basis of their personal preference, or how it suits their level of skill or confidence.
Tactics	A tactic is a plan that is made before or during the game which considers your own or your opponents' strengths and weaknesses. They are used to try and create an advantage
Advanced Skills	A more complex skill. This could have more elements of movement associated with it, or be more difficult to execute for a beginner
Coaching Points	A single step in a process or skill that can be broken down and improved on.

FURTHER LINKS

YouTube – Research different skills on YouTube for a step-by-step guide of how to execute them correctly. EG: Search – How to do a lay-up in basketball.

Google – If you google 'Fundamental Skills' in your chosen sport, you will be able to view websites which break each skill down so that you can learn how to complete them

COURSEWORK TIPS:

You will need to describe the technical and tactical demands of your two selected sports:

P4 – Technical:

You will need to break down at least 4 different skills within your selected sport, providing coaching points as to how you would teach this skill to a beginner. EG:

Rugby conversion;

- Describe what position should their body be in
- Describe their head position
- Describe the placement of their non-kicking foot
- Describe the placement of their kicking foot
- Describe the connection with the ball.
- Describe what equipment might be required to complete the skill, and how to use it correctly.

P4 – Tactical:

You will need to describe at least four different tactical demands that you could apply within your selected sport, providing coaching points of how to apply this. EG: Netball;

- Describe what decision making is needed for a Goal Keeper
- Describe any defending or attacking tactics that individuals or teams can apply.
- Describe how a centre could create space to receive the ball.
- Describe when you would use different types of passing

COMMON MISTAKES

A common mistake here is when pupils describe what a skill is but not how to perform it correctly. EG: *Passing is where you get the ball to your teammates to get the ball forward so you can score goals. Instead of: To pass accurately you should look at your target, plant your non-striking foot in line with the ball, use the inside of your foot etc..*

GRADING CRITERIA

2B. P4 Describe the technical and tactical demands of two selected sports.

Stretch / Extension

For **P4**, Technical and tactical demands of two sports, there is no Merit or Distinction criteria.

You can however consider including the following in your work to ensure that you meet the criteria for **P4**:

- Can you include images of you completing each step of your technical skills? Can you then use the images to help you describe each phase of the skill?
- Are you able to provide video evidence of you performing these skills and use this within your description?
- Are you able to include images of you performing the skill incorrectly? Could create a 'Common Mistakes' section where you describe how beginners learning the skill might go wrong?
- Are you able to describe your tactical demands through images that you have drawn? EG: Football off-side trap. Could you use a whiteboard and draw a step-by-step guide of how to enforce the off-side trap? Could you include these images in your work to show your understanding?

BTEC 2 First Award in Sport SP – Topic 13

Unit 2 – Learning Aim C: Review Sporting performance

INTRODUCTION

To become a more effective sports person one should be able to analyse themselves. This will allow them to gain an appreciation of their strengths and areas in which they need to develop in order to improve their performance.

KEY WORDS

Strengths	Something that a sports performer is able to complete easily, with a consistent degree of success.
Weaknesses	Something that a sports performer may struggle to do. They might be able to perform the skill, but they aren't consistently successful when executing it.
Goals	Targets that a participant will work towards to improve sporting technique or performance
Technical	Is a way of performing a skill. Players select different techniques of a skill on the basis of their personal preference, or how it suits their level of skill or confidence.
Tactical	Is a plan that is made before or during the game which considers your own or your opponents' strengths and weaknesses. They are used to try and create an advantage

FURTHER LINKS

When a sports analyst reviews a sporting event, they will use a checklist to identify strengths and weaknesses. Can you find an example of this on the internet?

COURSEWORK TIPS:

P6- Part One: Independently create an observation checklist to review your performance of key techniques and tactics within your chosen sport. In your checklist you will need to include a section:

- Where you can name the skill.
- A method of judging yourself EG: 1-10,
#1 = can't complete the skill at all
#10 = consistently execute the skill with consistent success
- Where you can identify your strengths and weakness' when performing each skill.
- Where you can recommend how you would improve this skill.

P7 – Part Two: Complete the checklist on your own performance, identifying strengths and areas for improvement. You could include:

- Skills from your selected sport: EG: Shooting
- Tactical from your selected sport: Playing the offside trap
- Fitness Requirements: Acceleration phase of a sprint when first receiving the ball on the wing

COMMON MISTAKES

- This section is all about **you**. You can't review somebody else's performance.
- Giving too harsh, or too high un-realistic judgements of yourself. EG: I am 10/10 when performing an overhead kick because I always score.
- Be critical of your own performance so that you are able to discuss areas for improvement. If you are 10/10 in everything, there's nothing you can improve on.
- Make sure you talk about both technical and tactical aspects of your sport.

GRADING CRITERIA

2C. P6: Independently produce an observation checklist that can be used effectively to review your own performance in two selected sports.

2C. P7: Review own performance in two selected sports, describing strengths and areas for improvement.

2C. M3: Explain strengths and areas for improvement in two selected sports, recommending activities to improve own performance.

2C.D2: Analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.

WHATS THE MERIT/DISTINCTION

M3 – To achieve the criteria, you will need to explain your identified strengths. EG: 'Heading in football is a strength of mine because...' For your areas of improvements, you will need to recommend activities/drills that would improve that skill. EG: 'To improve my short corners in hockey, I would complete the following drills...'

D2- (Part 1) You will need to analyse your strengths and areas for improvement. (Part 2) for the recommended activities, justify how these would help you. EG: 'The short corner drills in hockey would help to improve my performance because..'

BTEC 2 First Award in Sport SP – Topic 14

Unit 5 – Learning Aim A:

Design a personal fitness programme

INTRODUCTION

You are to create a 6-week training plan that focuses on your own personal fitness goals. The plan needs to link to personal SMARTER goals. You should also consider all the principles of training when designing your programme.

KEY WORDS

S.M.A.R.T.E.R (goal setting)	Specific, measurable, achievable, realistic, time-related, exciting, recorded.
F.I.T.T	Frequency, intensity, time, type
Intensity (target zones)	Max HR = 220 - Age. Training for CV fitness = 60-85% max HR.
Borg RPE Scale	A way of measuring how hard you are working (intensity). RPE = Rating of Perceived Exertion. The scale runs from 6-20. In relation to heart rate the equation is: $RPE \times 10$.
Progressive overload	Training needs to be demanding enough to cause the body to adapt, improving performance. This can be achieved by increasing frequency, intensity, time but shouldn't use all at once due to the risk of injury.
Specificity	Training should be suited to your personal goals or the sport you are trying to develop.
Individual differences	The programme needs to be suited to the individual needs of the performer.
Variation	Change the exercises you choose to do over the plan to avoid boredom/tedium.
Recovery	The time between sessions to allow the body to heal and adapt.
Adaptation	The body reacting to the training loads by increasing the ability to cope with these loads.
Reversibility	If training stops or the intensity is not high enough then the effects are reversed.

This section refers to SP Topic 5: Additional principles of training.

COURSEWORK TIPS:

P1: Aims: Before designing your 6-week training plan you first need to decide what you wish to improve, this can be a personal fitness goal e.g. weight loss or building muscle, or link to sporting performance e.g. improving cardio vascular endurance to be a better midfielder in football.

P1: Personal goals: Refer to the SMARTER principle:

- Short term goals (1 session to 2 weeks)
- Medium term goals (weeks 4-6 they should give support to achieving the long term goals)
- Long term goals (6 weeks and beyond) these should focus on the long term and the best way of achieving this

P1: Objectives: How do you intend to meet your aims? What is going to motivate you to complete your 6 week training programme?

P1: Lifestyle, medical and activity history:

Complete a PAR-Q before starting your plan. State any pre-existing medical conditions that you might have and how these might affect your performance when completing your training programme.

P1: Attitudes and motivation for training: What do you like and dislike when you think about completing a training programme? What will keep you going when the going gets tough? How are you going to ensure you complete your training programme?

COMMON MISTAKES

- Not setting realistic SMARTER goals
- Being too vague about how you intend to stick to your training programme. EG: I want to lose weight, so I will complete it.
- If you don't get your objectives right for your training programme, you're whole programme won't be centred on what you want to improve.

GRADING CRITERIA

2A.P1: Summarise personal information for designing a fitness training programme.

2A.M1: Assess personal information for fitness training programme design.

WHATS THE MERIT/DISTINCTION

M1: You are required to assess how your personal information will be used and considered to create your fitness training programme.

Evaluate how the following will impact your training programme design:

- How will your personal goals (using the SMARTER Targets) influence your training programme design? Give examples from your training programme. EG: 'My goal to achieve a 5k at the end of the 6 week programme is evident within my training programme because...'
- How will your objectives and aims be met within your training programme. Provide examples in your evaluation. EG: 'Each week to track my progress I will ensure that I do..... this is important because...'
- How do any pre-existing medical conditions impact your training programme design? EG: 'When assessing my PAR-Q results, I identified that my recent knee injuries might impact my ability to perform squats. I have therefore chosen not to do this... but instead....'

BTEC 2 First Award in Sport SP – Topic 15

Unit 5 – Learning Aim A&B: Design a personal fitness programme

INTRODUCTION

When designing a fitness training programme you must consider the types of activities that you plan to complete. It's important to also plan for how this programme might make you feel, and how you might overcome doubt and reward success.

KEY WORDS

Progressive Overload	In order to progress, training needs to be demanding enough to cause the body to adapt, improving performance
Specificity	Training should be specific to the individuals sport, activity or physical/skill-related fitness goals to be developed
Individual Needs	The programme should be designed to meet individual training goals and needs
Adaptation	How the body reacts to training loads by increasing its ability to cope with these loads. Adaptation occurs during the recovery period after the training programme is completed
Reversibility	If training stops, or the intensity of training is not sufficient to cause adaptation, training effects are reversed.
Variation	It is important to vary the training regime to avoid boredom and maintain enjoyment
Rest and Recovery	Required so that the body can recover from the training and to allow adaption to occur,

FURTHER LINKS

Links to SP Topic 7 : Additional Principles of training.

COURSEWORK TIPS:

P2: Designing the plan: You need to plan the training you are going to do.

- It needs to use an appropriate selection of training methods for improving fitness, e.g. flexibility, strength, muscular endurance and power, aerobic endurance, speed.
- The design needs to be safe so consider the type of exercises you will do, particularly the order you do them in.
- It must include a warm up and a cool down
- Be creative enough to avoid any barriers (school work, fixtures)
- Keep it enjoyable so you will stick to it.

P3: Principles of training: Are you able to describe how you've implemented the following in your training programme design?

- Intensity; Target Zones, Training Thresholds, MHR, Borg Scale & RPE's?
- **Principles of training:** Progressive overload, Specificity, Individual needs, Variation, Rest and recovery, Adaptation, Reversibility

P4: Adherence Factors: Can you describe 4 Adherence factors that could stop you from completing your 6week-training programme. Are you then able to say how you would overcome these barriers?
EG: Facilities, time, commitment, lack of interest, personal injury, emotional, motivation and cost.

P4: Strategies for success: Can you describe four strategies for success, which will allow you to reward or motivate you to complete your training programme?
EG: SMARTER Targets, enjoyable activities, benefits of personal training, support and reinforcement & rewards.

GRADING CRITERIA

2A. P2: Independently design a safe six-week personal fitness training programme.

2A. M2: Design a safe six-week personal fitness training programme, showing creativity in the design.

2A.P3: Describe the principles of training and their application to the personal fitness training programme design.

2B.P4: Describe four personal exercise adherence factors and four strategies for training success.

2A.D1: Justify the training programme design, explaining the links to personal information.

WHATS THE MERIT/DISTINCTION

2A.M2: To achieve this criteria, you must show creativity in your training programme design. Examples of this could be;

- Using a variety of training methods. EG: Continuous, muscular endurance, Circuit training.
- Not completing the same exercises each week. Instead could you; Wk1 = Bench Press, Wk2 = Incline Bench Press, Wk3 = Dumbbell Press etc.
- Fully apply the principles of training throughout.

2A.D1: Are you able to fully justify why you have created the training programme you did, and how this links to your training needs, requirements and goals. Are you able to provide specific examples of personal links, and how these would truly meet your training needs.

BTEC 2 First Award in Sport SP – Topic 16

Unit 5 – Learning Aim C:

Completing a training programme diary

INTRODUCTION

You will complete your own personal fitness training programme maintaining a training diary with information about the session and its outcomes.

KEY WORDS

Safety requirements	When completing your training programme, you need to ensure that everything you do it safe.
Correct technique	Ensuring you have the correct technique when performing exercises (especially when lifting weights) is incredibly important. Without the correct technique, you might not be getting the full benefit of the exercise, but also run the risk of potentially injuring yourself or others around you.
Barriers	When exercising, you might encounter issues that could potentially stop you from training, or force you to change your training programme. EG: Injury.
Training diary	A log that you personally complete with all the activities you complete, including the weights/sets/reps and/or the intensity. There should also be a section where you can record your thoughts and feelings throughout the session

FURTHER LINKS

If you are unsure about how to complete an exercise correctly, try Google or YouTube for a step by step guide on how to do it!

COURSEWORK TIPS:

P5 – Safely complete the personal fitness training programme:

- Ensure when taking part in planned sessions, always perform to the best of your ability.
- Wear suitable clothing to complete the activities.
- Ensure safe use of the equipment with good technique
- Being aware of any other safety issues e.g. training outside potential weather issues / choice of footwear.
- Taking responsibility to complete the training diary after each session to record details and outcomes.

P5 – Maintain a training diary for each session:

- Make sure you have a date, time and location for your training sessions, include clear aims and objectives for each session including the session duration.
- Record the type of training that is completed, what methods and activities, relate to and use the FITT principles.
- Keep a log of your personal performance and achievements throughout the programme.
- What resources and or equipment is needed to complete the sessions. Show an understanding of progressive overload and an explanation of how it has been achieved within the sessions.
- Record different barriers that you might have faced throughout the session. Were you tired from previous session? Were you feeling unwell? How did you overcome these?

P5 – Review a personal fitness training programme:

- Review before and after each training session, show evidence where the programme has been modified to ensure it allows you to achieve your goals.
- Where can you improve?
- Where have the outcomes not met your goals? What can you do to improve future training and performance to achieve the goals?
- Use of different methods or activities completed. Why?

GRADING CRITERIA

2C. P5: Safely implement a six-week personal fitness programme, whilst keeping a training diary.

2C. M3: Safely implement a successful six-week personal fitness programme, whilst keeping a training diary which includes brief outcomes of each session.

2C. D2: Safely implement a successful six-week personal fitness programme, whilst keeping a training diary that evaluates the performance and the progress of the programme.

WHAT'S THE MERIT/DISTINCTION

2C.M3: To achieve this criteria, you need to include a summary of your whole training session against your goals and aims of that session.

- Were you able to achieve what you set out to achieve? If so, why? If not, why not?
- What barriers did you face which meant that you weren't able to achieve your goals?
- How did you adapt the session goal or aim so that you were able to achieve a different target?

2C.D2: To achieve this criteria, you need to evaluate your performance and progress within the session.

- How did you perform on the activities? Were you able to lift 10kg heavy? If so, why? Were you unable to lift 90kg on the leg press, if so why?
- How are you progressing over time? Last week I could do X&Y, compared to this week where I can..
- You must include specific examples from your training diary within your evaluation.

BTEC 2 First Award in Sport SP – Topic 17**Unit 5 – Learning Aim D:****Review a personal training programme****INTRODUCTION**

A good athlete will always review their sessions. You now need to create a detailed review of your personal fitness training programme, reflecting on your planning and final outcomes.

KEY WORDS

Specific	How was your target specific to you? What evidence do you have of this?
Measurable	How did you measure your progress towards your goal?
Achievable	Was this goal achievable for your current ability?
Realistic	Was this goal realistic? For example, did you have the time/ facilities/ resources to be able to achieve it?
Time-related	How long did it take to complete this target? What time frame did you work within?
Exciting	Did this target interest you? If not, how can you make it next time?
Recordable	What method did you use to record your progress towards this target?

FURTHER LINKS

BTEC First Award in Sport (Level 2) Pupil Book

COURSEWORK TIPS:**P6 – Training Programme Review:**

You need to review the 6 week training programme you have created and completed. Use your training diary (P5, M3 & D2) to help you. Are you able to review the following:

- Was the training programme safe/appropriate for your current physical state?
- Can you identified strengths and weaknesses of your session post training?
- What did you do to adapt your session due to injury/fatigue/boredom? How/why?
- What personal goals did you set that you may have achieved during your 6 week programme? What did you do to be successful here?
- What in your training programme did not go according to plan? Why was this?
- What could you do to develop your training plan next time?
- Have you considered your own individual training needs? Different training methods/activities? How might this make a difference/increase your chance of success?

COMMON MISTAKES

Be critical of your training programme, it will make it easier for yourself to achieve a merit and distinction if you have more to talk about.

You must be able to identify your weaknesses as well as your strengths. The best athletes are those who can identify both and analyse why things did not work.

GRADING CRITERIA

2D.P6: Review the six week personal fitness training programme, describing strengths and areas for improvement.

2D.M4: Explain strengths of the training programme and areas for improvement, providing recommendations for future training and performance.

2D.D3: Justify recommendations for future training and performance.

WHATS THE MERIT/DISTINCTION

2D.M4: Ensure after every point you make in your personal review you then EXPLAIN why that is a particular strength or an area for improvement. *"I have identified this strength/area of improvement because..."*

When explaining your areas for improvement, you need to then provide a recommendation of what you would change should you complete the training programme again, giving specific examples.

2D.D3: Once you have explained all of your strengths and areas for improvement, you need to justify how your recommendations would improve your future training programmes. *"This recommendation will improve my training programme next time because...."*

BTEC 2 First Award in Sport SP – Topic 18**Unit 6 – Learning Aim A:
Attributes of a successful sports leader****INTRODUCTION**

It is important to be a good role model for the people you lead in order to make sessions fun, active and engaging. In this section you will identify what qualities and skills are required to be a successful sports leader.

KEY WORDS

Communication	Successfully sharing information with other people. A sports leader can communicate in a variety of ways verbal and non-verbal.
Knowledge	This is how much you know about an activity – rules, regulations and skills.
Organisation	Getting the equipment read before and checking you have enough and it is safe.
Language	Use language that the people you are leading to understand. Appropriate words used for age.
Structure	You need to have a clear plan to the activity that you are leading. It needs to be split into several parts.
Evaluation	To be able to accurately review the session you delivered. To make improvements.
Enthusiasm	This is how excited and interested you are in an activity
Confidence	This is when you show that you are certain and comfortable in what you do.
Personality	This is what type of person you are. Extrovert and introvert.
Motivation	This is your desire to achieve success. Many sports leaders are intrinsically motivated which means they do it because they enjoy it.

COURSEWORK TIPS:**P1:** Attributes of a sports leader:

Define each of the 14 keywords below, and describe why a sports leader would need these:

- **Skills:** 1) Communication, 2) Organisation of equipment 3) Knowledge of the sport.
- **Advanced skills:** 4) Activity structure 5) Target setting 6) Use of language 7) Evaluation
- **Qualities:** 8) Appearance 9) Enthusiasm 10) Confidence
- **Additional qualities:** 11) Leadership style 12) Motivation 13) Humour 14) Personality

P2: Choose any two sports leaders (they could be your PE teachers), and describe the attributes that they have. Include a minimum of 2 attributes from each of the categories above: (Skills, advanced skills, qualities and additional qualities – Listed above)

P1: Responsibilities of a sports leader:

Define each of the following and describe why a sports leader would need to consider or implement these when leading a sports session:

- **Core responsibilities:** 1) Professional conduct 2) Health and Safety 3) Equality
- **Wider responsibilities:** 4) Insurance 5) Child Protection 6) Legal obligations 7) Ethics and values 8) Rules and regulations.

COMMON MISTAKES

- Ensure that describe/explain all 14 of the attributes highlighted above.
- Ensure that you describe/explain all 8 of the responsibilities highlighted above.
- Always provide specific examples when you are explaining.

GRADING CRITERIA

2A. P1 - Describe, using relevant examples, the attributes required for, and responsibilities of, sports leadership.

2A. P2 - Describe the attributes of two selected successful sports leaders.

2A. M1 - Explain the attributes required for and responsibilities of, sports leadership.

2A. M2 - Evaluate the attributes of two successful sports leaders.

2A. D1 - Compare and contrast the attributes of two successful sports leaders.

WHATS THE MERIT/DISTINCTION**2A. M1** – Explain

Ensure after every definition you make in your assignment that you explain how it will affect the people they lead.

*“If a sports leader has good communication then **it** will...”*

2A.D1 – Compare and Contrast

Select two sports leaders of your choice.

- Compare the similarities of the sports leaders, and how these attributes enable them to be successful sports leaders.
- Identify the differences between the sports leaders attributes, explaining how these differences effect their sports leadership.

BTEC 2 First Award in Sport SP – Topic 19

Unit 6 – Learning Aim B: Planning and delivering a successful session.

INTRODUCTION

You must demonstrate your ability to plan and lead a sports activity session.

KEY WORDS

Warm-up	The first activity in a session. Involves pulse raising, stretches and skills
Conditioned game	Where you practice a skill you have learnt and put it into a game where that skill is the focus.
Aims and objectives	Where you tell the students what you want them to achieve by the end of the session.
Resources	Equipment and environment needed to run a session.
Risk assessment	Something taken before you start a session to make sure the area is safe.
Cool down	Completed at the end of the session to release lactic acid and prevent stiffness.
Participants	Knowing their age, ability, gender etc before planning the session so it is appropriate.

FURTHER LINKS

There are 100s of session plans that coaches, teachers and sports leaders have created on the internet that might be able to give you some guidance, should you need help or ideas when planning your session. Your PE teachers, or other pupils within the class might also have some ideas from their experiences that they could share with you!

COURSEWORK TIPS:

P3: You need to create two session plans for a sport/skill of your choice. Within your plan you need to include:

- **Target Audience:** Information about the group you will lead
- **Aims and objectives:** What do you want the group to get out of the session?
- **Resources:** e.g. equipment
- **Risk assessment:** of the activities you will complete in your session.
- **Components of the session:** Warm-up, main activity and cool down
- **Activities:** What activities are you actually going to lead? You must make sure the activities you prepare are suitable for the group.

P4: Select the plan you feel most confident in delivering. Give reasons for why you have chosen this plan. Be ready to say how your plan meets your aims, goals and needs of the group. Deliver your session!

P4: Collect feedback on the session from:

- The participants you delivered your session too.
- The teacher watching the session.

COMMON MISTAKES

- Not completing ALL the points stated in the planning section.
- Being under prepared as not planned in enough detail. Being unsure on what to do next – always plan more!
- Being quiet when leading.

GRADING CRITERIA

2B.P3 - Plan two selected sports activities.

2B.P4 - Independently lead a sports activity session.

2B.M3 - Justify the choice of the activities within the sports activity plan..

2B.M4 - Lead a successful sports activity session.

WHATS THE MERIT/DISTINCTION

2B.M3 – To achieve this criteria you need to be able to explain why you have chosen to lead the session the way you did. Consider the following:

- Why is the session appropriate for participants you will deliver it too?
- Why will the session meet your aims and objectives that you set out to achieve?
- Why are the resources you plan to use appropriate for your participants?
- Why are the individual activities/tasks that you planned relevant to the participants?
- How does your plan consider the health and safety of your participants?

2B.M4 – To achieve this criteria you will need to lead the sports session without the input of a teacher. Ensure that it is safe, fun and active throughout.

BTEC 2 First Award in Sport SP – Topic 20**Unit 6 – Learning Aim C:**

Review the plan and delivery of session.

INTRODUCTION

A good leader will always review their sessions. You now need to create a detailed review of your leadership session reflecting on your planning, skills and attributes.

KEY WORDS

Specific	How is your target specific to you? What evidence do you have of this?
Measurable	How will you measure your progress towards your goal?
Achievable	Is this goal achievable for your level/ experience of leadership?
Realistic	Is this goal realistic? For example, do you have the time/ facilities/ resources to be able to achieve it?
Time-related	How long will it take to complete this target? What time frame will you work towards?
Exciting	Is this target going to interest you? If not, how can you make it?
Recordable	What method will you use to record your progress to this target?

FURTHER LINKS

BTEC First Award in Sport (Level 2) Pupil Book

COURSEWORK TIPS:

P6: Part One: Structure your assignment using a WWW and EBI format. Include the following:

The session:

- Planning: was it suitable for the age group and ability?
- Content: was it fun and active?
- Organisation: did you have all your equipment ready? Did the session flow?
- Health and safety: was your session safe?
- Achievements: what did the children learn?

You as a leader?

- Were you enthusiastic?
- Did you motivate the students?
- Were you confident?
- Did you have good communication?
- Were you smart/ have a good appearance?

Finally: Include feedback for from your participants and your teachers.

P6: PART TWO:**Targets for development:**

Using your EBI points from above, pick your main areas of development and set yourself a target. Use the SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded)

Development plan:

Referring to the above aims and targets, research and include a range of opportunities that will help you achieve these, e.g. training, courses, qualifications. To finish, list the possible barriers that may stop you achieving them e.g. time is limited in year 11 due to my GCSE studies.

COMMON MISTAKES

Pick a maximum of three targets, ensuring they are ones which provide plenty of opportunities to achieve these e.g. I could improve this by helping at the school Netball club after school. Be critical of your session, it will make it easier for yourself to achieve a merit and distinction in your review

GRADING CRITERIA

2D.P5: Review the planning and leading of the sports activity session, describing strengths and areas for improvement, and targets for future development as a sports leader.

2D.M5: Explain targets for future development as a sports leader, including a personal development plan.

2D.D2: Justify targets for future development as a sports leader and activities within the personal development plan.

WHATS THE MERIT/DISTINCTION**2D.M5:** Explain

Create a development plan that outlines how you will improve your sports leadership skills in your chosen sport. Think about additional training, courses and qualifications that you could attend to improve. Ensure after every point you make in your development plan that you explain why you have included this.

"I have included this because...."

2D.D3: Justify

Once you have explained it, justify how it will make you a better leader. EG: Why would attending additional netball sessions after school improve you as a leader? Why would a level 1/2 umpire's course improve you as a leader?

"This will make me a better leader next time because...."

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Y11 GCSE Exam Dates

Y11 Mock(s):

Y11 PPE(s):

Final GCSE(s):

Success Programme Sessions:

Revision Guide (if applicable):

Notes
