

BTEC Level 2 Technical Certificate in
**SPORT AND ACTIVITY
LEADERS**

UNIT 2: WORKING IN SPORT AND ACTIVITY LEADERSHIP

A close-up photograph of a person's hands wearing a blue jacket with black cuffs. The person is holding a yellow plastic carabiner. The background is blurred, showing a wooden surface and a grey floor.

**SAMPLE ASSESSMENT
MATERIALS (SAMS)**

First teaching: September 2017 | First certification: Summer 2018

ISSUE 1

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Pearson BTEC Level 2 Technical Diploma

Write your name here		Level 2
Surname	Forename	
Learner Registration Number	Centre Number	
<input type="text"/>	<input type="text"/>	
Sport and Activity Leaders		Part S
Unit 2: Working in Sport and Activity Leadership		Marks <input type="text"/>
Certificate/Foundation Diploma Sample assessment material for first teaching September 2017		Supervised hours 2

Instructions

- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and this material must be issued only to learners who have been entered to take the task in the specified series.
- This booklet should be kept securely until the start of the two-hour supervised assessment period.
- This set task must be undertaken over a period of 2 days in the period specified by Pearson.

Information

- The total mark for this paper is 40.

Paper reference
XXXX/XX
S55153A

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Instructions for teachers/tutors and/or invigilators

The set task must be completed during the period of 2 days within the period timetabled by Pearson.

The set task must be carried out under supervised conditions. The set task can be in more than one supervised session.

Learners must complete the set task using this task and answer booklet.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the *Information for Conducting External Assessments (ICEA)* document, to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Teachers/tutors and invigilators are responsible for maintaining security and for reporting issues to Pearson. In particular:

- only permitted materials for the set task can be brought into the supervised environment
- during any permitted break and at the end of the session, materials must be kept securely and no items removed from the supervised environment.

After the session the teacher/tutor or invigilator will confirm that all learner work was completed independently as part of the authentication submitted to Pearson.

Outcomes for submission

This task and answer booklet should be submitted to Pearson.

Each learner must complete an authentication sheet.

Instructions for learners

Read the set task information carefully.

You must plan your time on each part of the task. You have a total of two hours in this session to complete the task.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and must not share your work with other learners.

Outcomes for submission

You must complete the task in this answer booklet.

You must complete an authentication sheet.

Set task

Task

You are required to suggest an activity that meets the aims of a sport and physical activity initiative and the needs of a selected group of participants in a scenario.

You will need to consider key information, such as the context of the scenario, the main aim(s) of the initiative and the needs of the participants, including any barriers to participation.

You will justify how the activity is designed to meet the initiative aims and overcomes the identified barriers to participation. You will explain the benefits that the participants will gain from the activity.

You will compare and justify the leadership skills, qualities and responsibilities that need to be demonstrated to successfully deliver the activity to two different groups of participants that may have very different needs.

You must complete all sub-tasks in the set task.

You are expected to spend around 1 hour on sub-task 1, around 20 minutes on sub-task 2 and around 40 minutes on sub-task 3.

You will provide answers in response to the structured prompts in this task and answer booklet. Complete your work in the space provided.

Set task information

Scenario

You are working as a sport and activity leader employed by a council in a small town. The local sports development officer has noticed that 12–14-year-old girls are not participating regularly in sport and physical activities offered by the town's leisure centre. The sports development officer is concerned about a group of twenty 12–14-year-old girls that live in a new housing development on the edge of a village about two miles outside of the town.

Aims of sport and physical activity initiative

The sports development officer has introduced a sport and physical activity initiative with two aims.

1. Increase the participation of 12–14-year-old girls in sport and physical activities.
2. Provide opportunities for 12–14-year-old girls to interact with each other and reduce their risk of isolation.

You have been asked to suggest an activity for the girls that will achieve the aims of the initiative.

You have been given use of some activity areas in the local leisure centre and access to a range of equipment.

Activity area

Half of the large sports hall (equivalent to the size of four badminton courts).

Outside multi-use activity area the size of two netball courts. The outside area has floodlights.

Equipment

A large number and variety of bats and balls for different sports.

A number of cones and other types of small, simple equipment (including beanbags, whistles).

Four badminton nets, but only five badminton posts.

Two sets, each of ten indoor hockey sticks, but seven sticks are broken.

Two mobile hockey/football goals with nets.

Four netball posts with nets.

- The leisure centre is quite old, some of the facilities need refurbishing. The changing rooms have old, dirty and smelly showers and very few mirrors. The centre does have a recently refurbished cafe that attracts lots of young people.
- You have been given use of the centre facilities from 7 a.m.–9 a.m. and 6 p.m.–9 p.m. only.
- The leisure centre is two miles from the secondary school that the girls attend and four miles away from their village. There are several direct bus routes between the school and the leisure centre.

You must complete ALL sub-tasks

Please do not write answers outside the spaces provided below.

Sub-task 1

Aims of the initiative:

Aim 1: Increase the participation of 12–14-year-old girls in sport and physical activities.

Aim 2: Provide opportunities for 12–14 year-old-girls to interact with each other and reduce isolation.

Suggest an activity that is suitable to meet the aims of the initiative and engage this group. Provide justification for why you have suggested the activity.

In your answer you **must** make reference to:

- the requirements of the activity, including the equipment, timings and facilities available
- participants and their needs
- barriers to participation and how these can be overcome.

Suggested Activity

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Barriers to participation and how these can be overcome

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Justification of suggested activity

Dotted lines for writing.

Total for Sub-task 1 = 20 marks

Sub-task 2

The initiative aims to bring benefits to the participants who take part in the suggested activity.

What are the benefits that the participants will gain from the activity?

In your answer you **must** make reference to:

- benefits of participation that the initiative intends participants to receive
- how the suggested activity will bring about the intended benefits of participation.

What the benefits are that the initiative intends to bring

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How the suggested activity will bring about the benefits

A large rectangular area containing 25 horizontal dotted lines for writing.

Total for Sub-task 2 = 8 marks

Sub-task 3

A group of male and female adults aged 50–60 years old have been participating in the activity that you suggested in sub-task 1. You have been asked to deliver a session to this group.

Your leadership skills, qualities and responsibilities as a Sports and Activity leader would be different when delivering to:

- **a group of 12–14 year old girls and**
- **a group of 50–60 year old male and female adults**

Justify how your leadership skills, qualities and responsibilities would change to ensure success of the session with the group of 12–14 year old girls and the group of 50–60 year old male and female adults.

A large rectangular box containing 20 horizontal dotted lines for writing the justification.

A large rectangular area with a double-line border and a dotted line for writing.

Blank writing area with horizontal dotted lines.

Total for Sub-task 3 = 12 marks

END OF TASK **TOTAL FOR TASK = 40 MARKS**

Unit 2: Working in Sport and Activity Leadership – sample mark grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not worthy of credit according to the mark grid.
- Where judgement is required, the mark grid will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a levels-based marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Interprets scenario to propose and justify activity that meets the aims of the initiative and the needs of the participants	<p>0</p> <p>Level of response not worthy of credit.</p>	<p>1-5</p> <ul style="list-style-type: none"> A basic description of the activity is given with generic statements about the requirements for the activity, showing little relevance to the scenario and the aims of the initiative (which shows limited knowledge of activities, initiatives and provision). Vague statements about the needs of the participants are made with limited relevance to the scenario. Limited interpretation of the scenario to identify some barriers to participation. Generic statements on how the barriers may be overcome may be given. 	<p>6-10</p> <ul style="list-style-type: none"> A partial justification of the activity is given with the requirements for the activity discussed, attempts made to link back to the information in the scenario and the aims of the initiative (which shows knowledge of activities, initiatives and provision). Identifies the needs of the participants with attempts made to link back to the scenario. Barriers to participation and how these can be overcome are identified, occasionally supported by evidence from the interpretation/analysis of the scenario. 	<p>11-15</p> <ul style="list-style-type: none"> A justification of the activity is given with the requirements for the activity discussed and some links made to the information in the scenario and the aims of the initiative (which shows sound knowledge of activities, initiatives and provision). A description of the needs of the participants is given with some logical links and connections made to the scenario. A description of the barriers to participation and how these can be overcome is given, supported consistently by evidence from the interpretation/analysis of the scenario. 	<p>16-20</p> <ul style="list-style-type: none"> A detailed justification of the activity is given with the requirements for the activity discussed with clear links made to the information in the scenario and the aims of the initiative (which shows in-depth knowledge of activities, initiatives and provision). A detailed description of the needs of the participants is given with sustained and comprehensive links made to the scenario. A description of the barriers to participation and how these can be overcome is given, supported by consistent and in-depth evidence from the interpretation/analysis of the scenario.

Assessment focus	Band 0	Band 1	Band 2	Band 3
Apply understanding of the benefits of participation to novel scenarios	<p>0</p> <p>Level of response not worthy of credit.</p>	<p>1-3</p> <ul style="list-style-type: none"> • Demonstrates a limited understanding of the benefits of participation, with generic statements made. • Little or no attempt made to link back to the scenario. 	<p>4-6</p> <ul style="list-style-type: none"> • Demonstrates a sound understanding of the benefits of participation. • Some logical links and connections made to the scenario. 	<p>7-8</p> <ul style="list-style-type: none"> • Demonstrates an in-depth understanding of the benefits of participation. • Sustained and comprehensive links made to the scenario.
Skills, qualities and responsibilities of the sport and activity leader	<p>0</p> <p>Level of response not worthy of credit,</p>	<p>1-4</p> <ul style="list-style-type: none"> • Identifies the skills, qualities and responsibilities needed for the two groups. • Limited links made of how the skills, qualities and responsibilities identified meet the needs of the participants and the proposed activity. • Comparison of skills, qualities and responsibilities required to deliver to different participant groups is limited. 	<p>5-8</p> <ul style="list-style-type: none"> • The skills, qualities and responsibilities needed for the two groups are identified and described. • Some logical links and connections made of how the skills, qualities and responsibilities identified meet the needs of the participants and the proposed activity. • Coherent and mostly balanced comparison of skills, qualities and responsibilities required to deliver to different participant groups. 	<p>9-12</p> <ul style="list-style-type: none"> • The skills, qualities and responsibilities needed for the two groups are identified and described in detail. • Sustained and comprehensive links and connections made of how the skills, qualities and responsibilities identified meet the needs of the participants and the proposed activity. • Concise and balanced comparison of skills, qualities and responsibilities required to deliver to different participant groups.



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