



Award

Specification

SPORT

From Autumn 2012

Pearson BTEC Level 1/Level 2 First Award in Sport

Issue 3

Pearson BTEC Level 1/Level 2 First Award in Sport Specification

First teaching September 2012
Issue 3

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Welcome to your BTEC First 2012 specification

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record in improving motivation and achievement among young learners. Additionally, BTECs provide progression routes to the next stage of education or into employment.

BTECs are evolving

Informed by recent policy developments, including the *Review of Vocational Education – The Wolf Report* (March 2011), we have designed this new suite of BTEC Firsts to:

- ensure high quality and rigorous standards
- conform to quality criteria for non-GCSE qualifications
- be fit for purpose for learners, pre- or post-16, in schools and in colleges.

We conducted in-depth, independent consultations with schools, colleges, higher education, employers, the Association of Colleges and other professional organisations. This new suite builds on the qualities – such as a clear vocational context for learning and teacher-led assessment based on centre-devised assignments – that you told us make BTECs so effective and engaging.

This new suite introduces features to meet the needs of educators, employers and the external environment. They are fully aligned with requirements for progression – to further study at level 3, into an apprenticeship or into the workplace. We believe these features will make BTEC even stronger and more highly valued.

What are the key principles of the new suite of BTEC Firsts?

To support young people to succeed and progress in their education, we have drawn on our consultations with you and embedded four key design principles into the new BTEC Firsts.

1 Standards: a common core and external assessment

Each new Level 2 BTEC First Award has an essential core of knowledge and applied skills. We have introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

2 Quality: a robust quality-assurance model

Building on strong foundations, we have further developed our quality-assurance model to ensure robust support for learners, centres and assessors.

We will make sure that:

- every BTEC learner's work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- we visit each BTEC centre every year to review and support your quality processes.

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lie at the heart of BTEC learning.

3 Breadth and progression: a range of options building on the core; contextualised English and mathematics

The **essential core**, developed in consultation with employers and educators, gives learners the opportunity to gain a broad understanding and knowledge of a vocational sector.

The **optional units** provide a closer focus on a vocational area, supporting progression into a more specialised level 3 vocational or academic course or into an apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. These give learners the opportunity to practise these essential skills in naturally occurring and meaningful contexts, where appropriate to the sector. The skills have been mapped against GCSE (including functional elements) English and mathematics subject content areas.

4 Recognising achievement: opportunity to achieve at level 1

The new BTEC Firsts are a level 2 qualification, graded at Pass, Merit, Distinction and Distinction*.

However, we recognise that some learners may fail to achieve a full Pass at Level 2, so we have included the opportunity for learners to gain a level 1 qualification.

Improved specification and support

In our consultation, we also asked about what kind of guidance you, as teachers and tutors, need. As a result, we have streamlined the specification itself to make the units easier to navigate, and provided enhanced support in the accompanying Delivery Guide.

Thank you

Finally, we would like to extend our thanks to everyone who provided support and feedback during the development of the new BTEC Firsts, particularly all of you who gave up many evenings of your own time to share your advice and experiences to shape these new qualifications. We hope you enjoy teaching the course.

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Purpose of this specification

This specification sets out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded, and any optional routes
- any other requirements that a learner must have satisfied before the learner will be assessed, or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials (supplied separately)
- any specified levels of attainment.

Source: Ofqual – *General conditions of recognition May 2011*

Qualification title and Qualification Number

Qualification title	Pearson BTEC Level 1/Level 2 First Award in Sport
Qualification Number (QN)	600/4779/3

This qualification is on the Regulated Qualifications Framework (RQF).

Your centre should use the Qualification Number (QN) when seeking funding for your learners.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Information Manual* on our website, qualifications.pearson.com

1 What are BTEC Firsts?

BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory level 2 course for learners wanting to study in the context of a vocational sector. This is still relevant today. The skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. In the sport sector, typical employment opportunities may include working as a coach or as a fitness instructor.

These qualifications are intended primarily for learners in the 14–19 age group, but may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a level 3 course or an apprenticeship.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression into further study and responsibility within the workplace.

The BTEC First suite continues to reflect this ethos and builds on the recommendations outlined in the *Review of Vocational Education – The Wolf Report* (March 2011). That report confirmed the importance of a broad and balanced curriculum for learners.

The BTEC First suite of qualifications

The following qualifications are part of the BTEC First suite for first teaching from September 2012:

- Application of Science
- Art and Design
- Business
- Engineering
- Health and Social Care
- Information and Creative Technology
- Performing Arts
- Principles of Applied Science
- Sport.

Additional qualifications in larger sizes and in different vocational sectors will be available from 2012.

Objectives of the BTEC First suite

The BTEC First suite will:

- enable you, as schools, colleges and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- secure a balanced curriculum overall, so learners in the 14-19 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English and mathematical competence in relevant, applied scenarios
- support learners' development of transferable interpersonal skills, including working with others, problem-solving, independent study, and personal, learning and thinking skills
- provide learners with a route through education that has clear progression pathways into further study or an apprenticeship.

Breadth and progression

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

The suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

2 Key features of the Pearson BTEC First Award

The Pearson BTEC Level 1/Level 2 First Award:

- is a level 2 qualification; however it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified
- is for learners aged 14 years and over
- is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE)
- has core units and optional units
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments.
- will be available on the Regulated Qualifications Framework (RQF)
- presents knowledge in a work-related context
- gives learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provides opportunities for synoptic assessment. Learners will apply the skills and knowledge gained from the core units when studying the optional units. See *Annexe D* for more detailed information.

Learners can register for this BTEC Level 1/Level 2 First Award qualification from April 2012. The first certification opportunity for this qualification will be 2013.

Types of units within the qualification

The BTEC First qualifications have core and optional units. See *Section 4* for more detailed information.

Core units

- Each qualification has core units totalling 60 guided learning hours.
- These compulsory core units cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners.
- There are usually two contrasting types of core unit. One type focuses on essential knowledge and the other type focuses on applying essential vocational skills.
- One of the core units is externally assessed.

Optional units

The remainder of the qualification consists of specialist units. Specialist units are sector specific and focus on a particular area within that sector.

Total qualification time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is expected learners will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction and supervised study.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

Qualifications can also have a credit value, which is equal to one tenth of TQT, rounded to the nearest whole number.

Qualification sizes for BTEC Firsts in the Sport sector

This suite of BTEC Firsts for the Sport sector is available in the following sizes:

	GLH	TQT
First award	120	160
First certificate	240	360
First extended certificate	360	480
First diploma	480	640

Pearson BTEC Level 1/ Level 2 First Award in Sport

3 Pearson BTEC Level 1/Level 2 First Award in Sport

Rationale for the Pearson BTEC Level 1/Level 2 First Award in Sport

The Pearson BTEC Level 1/Level 2 First Award in Sport has been designed primarily for young people aged 14 to 19 who may wish to explore a vocational route throughout Key Stage 4, but it is also suitable for other learners who want a vocationally focused introduction to this area of study. It has been developed to:

- encourage personal development through practical participation and performance in a range of sports and exercise activities
- give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of optional specialist units
- encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to select from optional units available in the qualification structure
- provide education and training for sport, leisure and recreation employees
- give opportunities for sport, leisure and recreation employees to achieve a nationally recognised level 1 or level 2 vocationally-specific qualification
- give full-time learners the opportunity to progress to other vocational qualifications, such as the Pearson BTEC Level 3 Nationals in Sport or Sport and Exercise Sciences, or on to GCE AS or A level, and, in due course, to enter employment in the sport and active leisure sector
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

The Pearson BTEC Level 1/Level 2 First Award in Sport has been designed to provide an engaging and stimulating introduction to the world of sport. The qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4. It also provides a good introduction to Sport for learners in post-16 education, and brings together learning at levels 1 and 2 to ensure that every learner taking the qualification completes it with a level of understanding and skill on which to build at a later date.

This qualification gives centres opportunities to cover the Physical Education Key Stage 4 mandatory criteria (*Annexe E*) by combining the delivery of the core units (*Unit 1: Fitness for Sport and Exercise* and *Unit 2: Practical Sports Performance*) with optional specialist unit (*Unit 5: Training for Personal Fitness*).

Centres have the flexibility to select optional specialist units from the qualification structure to build a programme that will best meet their requirements and the needs and interests of learners.

In addition to this, the qualification provides opportunities for learners to develop the communication skills needed for working in the sport sector, as they progress through the course. This can be achieved through presentations and in discussions where they have the opportunity to express their opinions.

The qualification provides opportunities for learners to focus on the development of personal, learning and thinking skills, and English and mathematics knowledge and skills, in a sport-related context.

The Pearson BTEC Level 1/Level 2 First Award in Sport also provides the starting point for a route to employment into many diverse areas of sport, including junior level roles in the sport and active leisure sector, such as recreation assistant or sports leader.

Assessment approach

The Pearson BTEC Level 1/Level 2 First Award in Sport includes an externally assessed unit in the core to introduce externality into vocational programmes of study. This will assist learners as they progress either into higher levels of vocational learning, or to related academic qualifications such as GCEs and GCSEs. The assessment approach for the internally assessed units in the qualification structure enables learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment criteria.

Evidence for assessment can be generated through a range of activities, including workplace assessment, role play, practical performance and verbal presentations.

Delivery strategies should reflect the nature of work within the sport sector by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible. It will be beneficial to learners to use local examples wherever possible, and for your centre to engage with local employers for support and input. This allows a more realistic and motivating basis for learning and can start to ensure learning serves the needs of local areas.

Learners should be encouraged to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

Progression opportunities

The Pearson BTEC Level 1/Level 2 First Award in Sport provides a good foundation for learners in post-16 education, or to entry level job roles within the sector.

Achievement at level 2 provides a suitable foundation for further study within the sector through progression on to other vocational qualifications, such as Pearson BTEC Level 3 qualifications in Sport or Sport and Exercise Sciences. The underpinning knowledge, practical and vocational skills learnt will also enhance and support progression to a relevant competency-based qualification, such as the Pearson Level 3 NVQ Diploma in Sports Development, or the Pearson Level 3 NVQ Diploma in Leisure Management. Successful learners at level 2 may also consider general qualifications at level 3, such as a GCE in Physical Education or Leisure Studies.

Learners who achieve the qualification at level 1 may progress to a Level 1 NVQ, such as the Pearson Level 1 NVQ Award in Sport and Active Leisure, or a BTEC Level 2 qualification in a related sector. Alternatively, learners may progress to other competency-based qualifications, such as the Pearson Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services or the Pearson Level 2 NVQ Certificate in Activity Leadership. Alternatively learners may also consider progression to general qualifications such as a GCSE in Physical Education.

Stakeholder support

The Pearson BTEC Level 1/Level 2 First Award in Sport reflects the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of this qualification.

4 Qualification structure

The Pearson BTEC Level 1/Level 2 First Award in Sport is taught over 120 guided learning hours (GLH). It has core and optional specialist units.

Learners must complete the two core units, and a choice of optional units to reach a total of 120 GLH.

This BTEC First Award has units that your centre assesses (internal) and a unit that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Award in Sport			
Unit	Core units	Assessment method	GLH
1	Fitness for Sport and Exercise	External	30
2	Practical Sports Performance	Internal	30
	Optional specialist units		
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
6	Leading Sports Activities	Internal	30

5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualification using any mode of delivery (such as full-time, part-time, evening only or distance learning) that meets your learners' needs. As such, those already employed in the sport sector could study for the BTEC First Award on a part-time basis, using industry knowledge and expertise gained from the workplace to develop evidence towards meeting the unit assessment criteria.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

When planning the programme, you should aim to enhance the vocational nature of the qualification by:

- using up-to-date and relevant teaching materials that make use of scenarios relevant to the scope and variety of employment opportunities available in the sector. These materials may be drawn from workplace settings where this is feasible. For example, in sport you could draw on sports activity plans used in leisure centres or health clubs to exemplify the way firms plan sports activities
- giving learners the opportunity to apply their learning through practical activities to be found in the workplace. For example, in sport you could ask them to reflect on the importance of health-and-safety considerations when planning sports events
- including employers in the delivery of the programme and, where appropriate, in the assessment. You may, for example, wish to seek the cooperation of local employers to provide examples of current work procedures and practices
- liaising with employers to make sure a course is relevant to learners' specific needs. You may, for example, wish to seek employer help in stressing the importance of English and mathematics skills, and of wider skills in the world of work.

Resources

As part of the approval process, your centre must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health-and-safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Your centre should refer to the *Teacher guidance* section in individual units to check for any specific resources required.

Delivery approach

Your approach to teaching and learning should support the specialist vocational nature of BTEC First qualifications. These BTEC Firsts give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature.

Instruction in the classroom is only part of the learning process. You need to reinforce the links between the theory and practical application, and make sure that the knowledge base is relevant and up to date, by using teaching methods and materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learners' experience where relevant, for example, by encouraging them to reflect on their own experience of work or the experiences of family and friends.

One of the important aspects of your approach to delivery should be to instil into learners who have a limited experience of the world of work some insights into the daily operations that are met in the vocational area being studied. It is suggested that the delivery of the BTEC Firsts can be enriched and extended by the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of the qualification sector being studied. This may include:

- vocationally specific workplace case-study materials
- visiting speakers, and the assistance of local employers
- visits by learners to local workplaces
- inviting relevant parents or contacts to come to speak to the learners about their involvement in sport at different levels and in different ways
- arranging visits to employers in sport, such as health clubs or sports grounds
- asking a local employer to set learners a problem-solving activity to be carried out in groups
- referring to trade journals, magazines or newspaper articles relevant to the sector.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) within a sector-related context. See *Annexe A* for detailed information about PLTS, and mapping to the units in this specification.

English and mathematics knowledge and skills

It is likely that learners will be working towards English and mathematics qualifications at Key Stage 4 or above. This BTEC First qualification provides further opportunity to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.

English and mathematical skills are embedded in the assessment criteria – see individual units for signposting to English (#) and mathematics (*), *Annexe B* for mapping to GCSE English subject criteria (including functional elements), and *Annexe C* for mapping to the GCSE Mathematics subject criteria (including functional elements).

6 Access and recruitment

Our policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

This is a qualification aimed at level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualification to make sure it meets their needs.

Your centre should review the applicant's prior qualifications and/or experience, to consider whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualification.

Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First. No prior knowledge or skills are necessary. There are no specific requirements for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

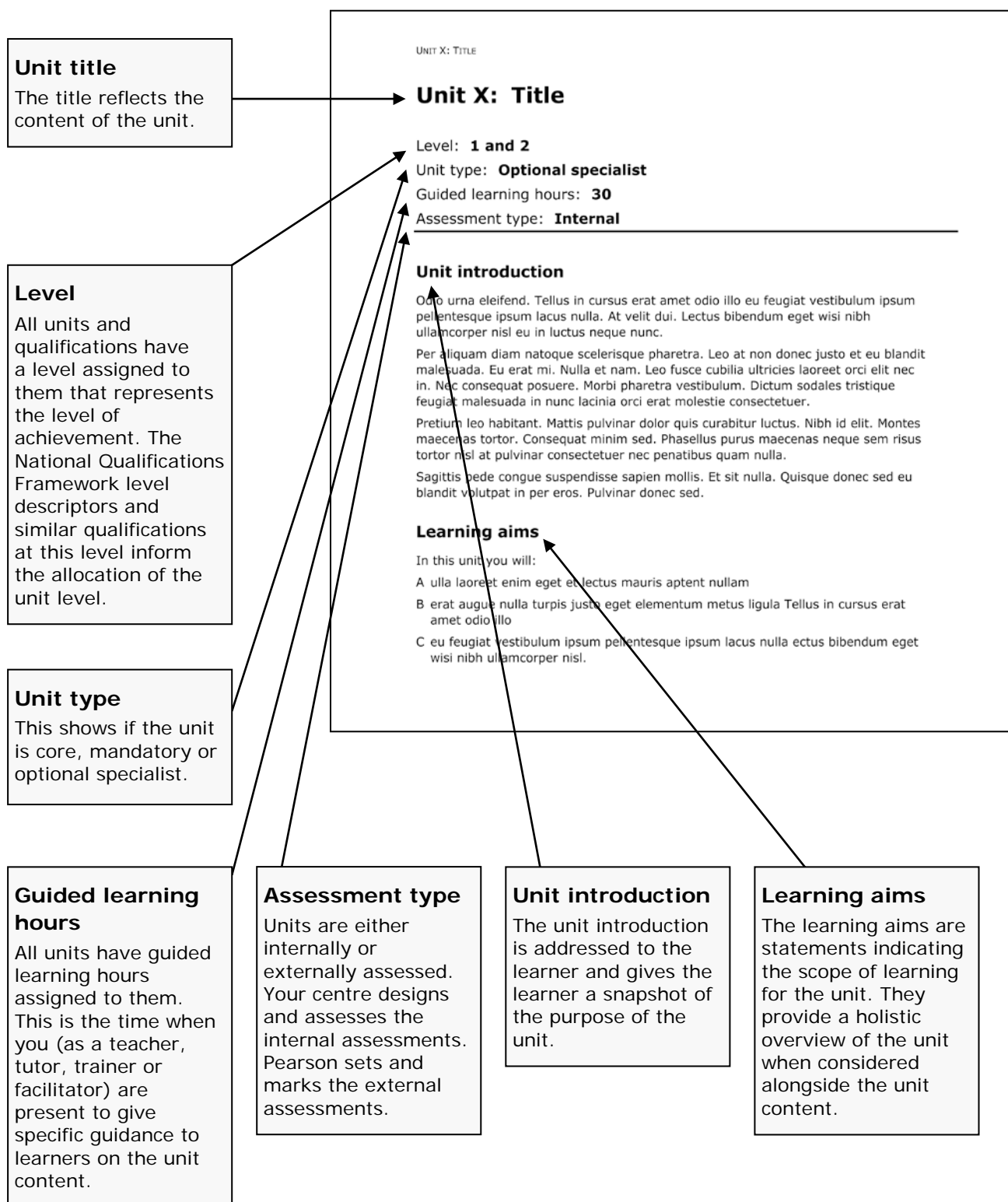
We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for learners with protected characteristics in the policy document *Access arrangements, reasonable adjustments and special considerations*, which is on our website, qualifications.pearson.com

7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below uses placeholder text and is for **illustrative purposes only**.



UNIT X: TITLE
Learning aims and unit content
What needs to be learnt
Learning aim A: Elit elit libero felis ligula ut
Topic A.1 Neque magna consectetur scelerisque nec in ut orci arcu:
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Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur:
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Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

Content covers:

- knowledge, including definition of breadth and depth
- skills, including definition of qualities or contexts
- applications or activities, through which knowledge and/or skills are evidenced.

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with 'e.g.'. These are provided as examples and centres may use all or some of these, or bring in additional material, as relevant.

Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.

UNIT X: TITLE

➔ Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Enim lorem et elit libero felis ligula ut			
1A.1 Amet interdum commodo sed facilisis.	2A.P1 Durna eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum.	2A.M1 A lacus nulla velit dui ectus.	2A.D1 Ultrices ultrices ut cursus ac sem in urna assa in a mauris mattis ut. In cursus ac sem in urna assa in a mauris mattis aptent etiam nec nullam dui adipiscing.
1A.2 Iorem in nullam amet interdum commodo. empot sed facilisis.	2A.P2 Nostra pretium non elis mauris porttitor elit malesuada volutpat non ut volutpat.	2A.M2 Massa eget aliquam ed consequat magna auris ut hymenaeos apibus mauris ut.	
Learning aim B: Sagittis pede congue suspendisse sapien mollis sit nulla que donec magnis pede dui nibh bibendum			
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1B.4 Per aliquam diam scelerisque pharetra.	2B.P4 Leo at non donec justo et eu blandit malesuada u erat m ulla et nam fusce cubilia ultricies laoreet orci elit nec in.		

Teacher guidance

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.

Resources – identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

UNIT X: TITLE

Teacher guidance

Resources

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Assessment guidance

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Assessment guidance – gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

Suggested assignment outlines – gives examples of possible assignment ideas. These are not mandatory. Your centre is free to adapt them, or you can design your own assignment tasks.

UNIT X: TITLE

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	Phasellus purus maecenas tortor	Euismod pede eget erat quis libero. Enim lorem et. Elit elit libero felis ligula ut. Lectus donec non dignissim eros sed ornare condimentum condimentum quis risus dui.	Pulvinar donec.
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8 Internal assessment

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. This qualification can also be made available through the medium of Welsh in which case learners may submit work in Welsh and/or English.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Summary of internal assessment

For the Pearson BTEC Level 1/Level 2 First qualifications, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example, assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take, and how you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that your implementation, delivery and assessment is consistent with national standards.

Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

- Lead Internal Verifier
- Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Regional Quality Manager or Centre Quality Reviewer if you are unsure about the requirements for your centre
- assessor.

The Lead Internal Verifier must be registered with Pearson and is required to train and standardise assessors and Internal Verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

- has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification
- can be responsible for more than one programme
- ensures that there are valid assessment instruments for each unit in the programme
- ensures that relevant assessment documentation is available and used for each unit
- is responsible for the standardisation of assessors and Internal Verifiers using Pearson-approved materials
- authorises individual assessments as fit for purpose
- checks samples of assessment decisions by individual assessors and Internal Verifiers to validate that standards are being correctly applied
- ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications
- has responsibility for ensuring learner work is authenticated
- liaises with Pearson, including the Pearson Standards Verifier.

Internal Verifiers must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance within the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

Assessors make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers within your school or college, but the term 'assessor' refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit

- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

Internal assessment is the main form of assessment for this qualification, so preparing your learners for it is very important because they:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to appreciate fully that all the work submitted for assessment must be their own.

You will need to provide learners with an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship between the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning
- how learners can develop responsibility for their own work and build their vocational and employability skills
- how they should use and reference source materials, including what would constitute plagiarism.

Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners' skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
- the assessment instrument gives clear instructions to the learner about what they are required to do
- the time allowed for the assessment is clearly defined and consistent with what is being assessed
- you have the required resources for all learners to complete the assignment fully and fairly

- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. A learning aim **must** be covered completely in an assessment. Learning aim coverage must not be split between assignments. In some cases it may be appropriate to cover a learning aim with two tasks or sub-tasks within a single assignment. This must be done with care to ensure the evidence produced for each task can be judged against the full range of achievement available in the learning aim for each activity. This means it is not acceptable to have a task that contains a Pass level activity, then a subsequent task that targets a Merit or Distinction level activity. However, it is possible to have two tasks for different assessed activities, each of which stretch and challenge the learners to aim to produce evidence that can be judged against the full range of available criteria.

When you give an assessment to learners, it must include:

- a clear title and/or reference so that the learner knows which assessment it is
- the unit(s) and learning aim(s) being addressed
- a scenario, context, brief or application for the task
- task(s) that enable the generation of evidence that can be assessed against the assessment criteria
- details of the evidence that the learner must produce
- clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against the full range of assessment criteria; it is important the learners are given the opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. A central feature of vocational assessment is that it should be:

- current, i.e. it reflects the most recent developments and issues
- local, i.e. it reflects the employment context of your area
- flexible, i.e. it allows you as a centre to deliver the programme, making best use of the vocational resources that you have
- consistent with national standards, with regard to the level of demand.

Your centre should use the assessment guidance within units along with your local resource availability and guidance to develop appropriate assessments. It is acceptable to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit requirement, that it is vocational in nature, and that the context in which the assessment is set is in line with unit assessment guidance and content. For many units, this will mean providing for the practical demonstration of skills. For many learning aims, you will be able to select an appropriate vocational format for evidence generation, such as:

- written reports, graphs, posters
- projects, project plans
- time-constrained practical assessments
- audio-visual recordings of portfolio, sketchbook, a working logbook, etc
- presentations.

Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it to certify:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Your assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets, etc. This should be submitted as part of the learner's evidence.

The authentication of learner evidence is the responsibility of your centre. If during external sampling a Pearson Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

Applying criteria to internal assessments

Each unit and learning aim has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

Unless specifically indicated by the assessment guidance, assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.

A final unit grade is awarded after all opportunities for achievement are given.

A learner must achieve all the assessment criteria for that grade. Therefore:

- to achieve a Level 2 Distinction a learner must have satisfied all the Distinction criteria in a way that encompasses all the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance of outstanding depth, quality or application
- to achieve a Level 2 Merit a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing performance of enhanced depth or quality
- to achieve a Level 2 Pass a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills
- a learner can be awarded a Level 1 if the Level 1 criteria are fully met. A Level 1 criterion is not achieved through failure to meet the Level 2 Pass criteria.

A learner who does not achieve all the assessment criteria at Level 1 has not passed the unit and should be given a grade of U (Unclassified).

A learner must achieve all the defined learning aims to pass the internally assessed units. There is no compensation within the unit.

Assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given a full opportunity to show how they have achieved the learning aims covered by a final assessment. This is achieved by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves **one** opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the tutor considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 10 working days of the assessment decision being given to the learner, and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.

Appeals

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy would be a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners.

If there is an appeal by a learner you must document the appeal and its resolution.

Dealing with malpractice

Your centre must have a policy for dealing with potential malpractice by learners. Your policy must follow the Pearson Assessment Malpractice policy. You must report serious malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Pearson's Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

Special consideration

You must operate special consideration in line with Pearson's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

(Exemplar for centres)

Learner Assessment Submission and Declaration

This sheet must be completed by the learner and provided for work submitted for assessment.

Learner name:		Assessor name:	
Date issued:	Completion date:	Submitted on:	
Qualification:			
Assessment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
Comments for note by the assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:

Date:

9 External assessment

Externally assessed units have the same grades as internally assessed units:

- Level 2 – Pass, Merit, Distinction
- Level 1
- Unclassified.

The table below shows the type of external assessment and assessment availability for this qualification.

Unit 1: Fitness for Sport and Exercise	
Type of external assessment	The unit is externally assessed using an onscreen test – Pearson sets and marks the test. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 1 hour.
No. of marks	50
Assessment availability	On demand
First assessment availability	June 2013

Your centre needs to make sure that learners are:

- fully prepared to sit the external assessment
- entered for assessments at appropriate times, with due regard for resit opportunities as necessary.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website: qualifications.pearson.com

Grade descriptors for the internal and external units

Internal units

Each internally assessed unit has specific assessment criteria that your centre must use to judge learners' work in order to arrive at a grading decision for the unit as a whole. For internally assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria, and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading domains:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes
- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes
- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

External units

The externally assessed units are assessed using a marks-based scheme. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external unit.

Level 2 Pass

Learners will be able to recall and apply knowledge in familiar situations, including constructed training sessions, to demonstrate basic principles of training. They have a sound understanding of key terms, processes, equipment and technologies related to sport, training and physical and skill-related fitness. They are able to interpret information about fitness, sports performance and training regimes in order to select and apply knowledge of the principles using sports training. Learners are able to define and communicate key aspects of health, fitness, training and sports performance, selecting appropriate actions in more simple and familiar contexts. They are able to relate knowledge to vocationally realistic situations, making some decisions on valid applications and impact. They are able to relate use of terminology and concepts to a specific audience and purpose.

Level 2 Distinction

Learners will be able to synthesise knowledge of sport, training and physical and skill-related fitness, bringing together understanding of training methods, techniques and concepts and applying them to contexts. Learners will also be able to apply advanced training techniques to achieve specific fitness outcomes. They will show depth of knowledge and development of understanding in different situations, being able to make effective judgements based on analysis of given information about fitness, techniques, their uses and their impact on health and fitness targets. Learners will be able to analyse data and information on sporting techniques, practices, fitness tests and select appropriate concepts and make recommendations.

They will be able to make judgements about the consequences of effective and ineffective application of techniques, and make recommendations on solutions, controls, plans and future actions. Learners will be able to compare training methods and approaches, such as the application of principles of training to different regimes and given exercise settings and evaluate alternatives against defined criteria.

10 Awarding and reporting for the qualification

The awarding and certification of this qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Calculation of the qualification grade

This qualification is a level 2 qualification, and the certification may show a grade of Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*. If these are not achieved a Level 1 or Unclassified grade may be awarded.

Each individual unit will be awarded a grade of Level 2 Pass, Merit or Distinction, Level 1 or Unclassified. Distinction* is not available at unit level.

Award of Distinction* (D*)

D* is an aggregated grade for the qualification based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a level 2 qualification learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the core units, i.e. 24 points
- achieve the minimum number of points at a grade threshold from the permitted combination. See the Calculation of qualification grade table.

Learners who do not achieve a Level 2 may be entitled to achieve a Level 1 where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the core units, i.e. 12 points
- achieve the minimum number of points for a Level 1. See the Calculation of qualification grade table.

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 guided learning hours				
Unclassified	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
0	2	4	6	8

Pearson will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the Calculation of qualification grade table.

Example:

A learner achieves a unit at Level 2 Pass grade. The unit size is 30 guided learning hours (GLH). Therefore they gain 12 points for that unit, i.e. 4 points for each 10 GLH, therefore 12 points for 30 GLH.

Calculation of qualification grade

Award (120 GLH)	
Grade	Minimum points required
U	0
Level 1	24
Level 2 Pass	48
Level 2 Merit	66
Level 2 Distinction	84
Level 2 Distinction*	90

The tables below give examples of how the overall grade is determined.

Unit numbering is for illustrative purposes only.

Example 1: Achievement of an Award with a Level 2 Merit grade

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Core unit	30	3	Level 2 Merit	6	18
Unit 2	Core unit	30	3	Level 2 Pass	4	12
Unit 3	Optional unit	30	3	Level 2 Merit	6	18
Unit 4	Optional unit	30	3	Level 2 Merit	6	18
	Qualification grade totals	120	12	Level 2 Merit		66

The learner has more than sufficient points across the core units to be considered for a Level 2.

The learner has sufficient points for a Level 2 Merit grade.

Example 2: Achievement of an Award with a Level 2 Pass grade

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Core unit	30	3	Level 2 Merit	6	18
Unit 2	Core unit	30	3	Level 1	2	6
Unit 3	Optional unit	30	3	Level 2 Merit	6	18
Unit 4	Optional unit	30	3	Level 1	2	6
	Qualification grade totals	120	12	Level 2 Pass		48

The learner has sufficient points across the core units to be considered for a Level 2.

The learner has sufficient points for a Level 2 Pass grade.

Example 3: Achievement of an Award at Level 1 but a Level 2 Pass grade points total

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Core unit	30	3	Level 1	2	6
Unit 2	Core unit	30	3	Level 1	2	6
Unit 3	Optional unit	30	3	Level 2 Merit	6	18
Unit 4	Optional unit	30	3	Level 2 Merit	6	18
	Qualification grade totals	120	12	Level 1		48

The learner has not achieved sufficient points across the core units to achieve a Level 2 but has sufficient points to be considered for a Level 1.

Although the learner has gained enough points overall for a Level 2, they will get a Level 1 qualification as they did not achieve sufficient points across the core units.

Example 4: The learner has not achieved sufficient points in the core units to gain a Level 2 or Level 1 qualification

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Core unit	30	3	Unclassified	0	0
Unit 2	Core unit	30	3	Level 1	2	6
Unit 3	Optional unit	30	3	Level 2 Merit	6	18
Unit 4	Optional unit	30	3	Level 2 Merit	6	18
	Qualification grade totals	120	12	Unclassified		42

The learner has not achieved sufficient points across the core units to achieve a Level 2 or Level 1.

Although the learner has gained enough points overall for a Level 1, they will receive an Unclassified grade as they did not achieve sufficient points across the core units.

11 Quality assurance of centres

Pearson will produce, on an annual basis, the *BTEC Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification. Your centre should refer to the *BTEC Quality Assurance Handbook*, issued annually, for detailed guidance.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment.
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres.

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this for BTEC First programmes include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres where necessary
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC First programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

12 Further information and useful publications

For further information about the qualification featured in this specification, or other Pearson qualifications, please call Customer Services on 0844 576 0026 (calls may be monitored for quality and training purposes) or visit our website qualifications.pearson.com.

Related information and publications include:

- *Equality Policy*
- *Information Manual* (updated annually)
- *Access arrangements, reasonable adjustments and special considerations*
- *Quality Assurance Handbook* (updated annually)
 - Publications on the quality assurance of BTEC qualifications are on our website at qualifications.pearson.com

Additional documentation

Additional materials include:

- Sample Assessment Material (for the external unit)
- a guide to *Getting Started with BTEC*
- guides to our support for planning, delivery and assessment (including sample assignment briefs).

Visit www.btec.co.uk/2012 for more information.

Additional resources

If you need to source further learning and teaching material to support planning and delivery for your learners, there is a wide range of BTEC resources available to you.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website: qualifications.pearson.com

13 Professional development and support

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality-assurance systems.

The national programme of training we offer is on our website at qualifications.pearson.com. You can request customised training through the website or you can contact one of our advisors in the Training from Pearson team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualification

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. In addition, we have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. Call **0844 576 0027** to contact the curriculum team for your centre.

Your BTEC Support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there is someone in our BTEC Support team to help you whenever – and however – you need, with:

- Welcome Packs for new BTEC centres: if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with the new Pearson BTEC Level 1/Level 2 First Award
- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: qualifications.pearson.com/subjectadvisors
- BTEC Hotline: call the BTEC Hotline on 0844 576 0026 with your query

Units

Unit 1: Fitness for Sport and Exercise

Level: **1 and 2**

Unit type: **Core**

Guided learning hours: **30**

Assessment type: **External**

Unit introduction

All sports performers want to be the best they can be. To reach optimal levels requires years of dedication to training, including successfully overcoming any barriers (such as injury) which might prevent a performer from achieving their goals. Working closely with their coach, the performer will gain an appreciation and understanding of the different fitness components, training principles, training methods and fitness tests which can be incorporated into their training regime to further enhance and improve their sports performance.

Physical and skill-related fitness components, including aerobic endurance, body composition and power, are related to positive health and wellbeing. Sports performers train regularly to improve and maintain their fitness levels and performance. Their training programmes are tailored to their specific training needs and their sport. A performer's training cycle can incorporate lots of different fitness training methods, such as circuits for muscular strength and endurance. Incorporating different fitness training methods keeps training interesting, which helps to keep motivation levels high.

Before different training methods can be explored, the sports performer needs to find out about their baseline fitness levels and what measures need to be improved. Fitness tests are essential; they help to identify areas that need improving and to track fitness improvements and progress over time. Fitness test results give an objective overview of performance and are used by sports coaches to ensure training continues to meet the performer's needs.

Fitness for sport and exercise is core to the programme of study. This unit has links to, and underpins, the other units for sport. In learning aim A you will cover the components of physical and skill-related fitness and the principles of training. Learning aim B explores different fitness training methods for developing components of fitness, and for learning aim C you will gain knowledge and skills in undertaking and administering fitness tests.

This unit is particularly relevant if you would like to work in sports coaching, elite sport or personal training.

Learning aims

In this unit you will:

- A know about the components of fitness and the principles of training
- B explore different fitness training methods
- C investigate fitness testing to determine fitness levels.

Learning aims and unit content

What needs to be learnt

Learning aim A: Know about the components of fitness and the principles of training

Topic A.1 Components of physical fitness:

- aerobic endurance:
 - definition: the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.
 - alternative names: aerobic endurance is also known as cardiorespiratory fitness, cardiorespiratory endurance, or aerobic fitness.
 - the cardiorespiratory system consists of the cardiovascular system (the circulatory system – comprising the heart, blood, and blood vessels) together with the respiratory system (lungs and airways). The cardiorespiratory system is responsible for the uptake of oxygen from the air we breathe, the transport of nutrients and oxygen around the body and the removal of waste products including carbon dioxide.
- muscular endurance:
 - definition: 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:
 - definition: having an adequate range of motion in all joints of the body; the ability to move a joint fluidly through its complete range of movement.
- speed:
 - definition: distance divided by the time taken. Speed is measured in metres per second (m/s). The faster an athlete runs over a given distance, the greater their speed
 - there are three basic types of speed: accelerative speed (sprints up to 30 metres), pure speed (sprints up to 60 metres) and speed endurance (sprints with short recovery period in-between).
- muscular strength:
 - definition: the maximum force (in kg or N) that can be generated by a muscle or muscle group.
- body composition:
 - definition: the relative ratio of fat mass to fat-free mass (vital organs, muscle, bone) in the body.

continued

What needs to be learnt**Topic A.2 Components of skill-related fitness:**

- agility:
 - definition: the ability of a sports performer to quickly and precisely move or change direction without losing balance or time.
- balance:
 - definition: the ability to maintain centre of mass over a base of support
 - there are two types of balance: static balance and dynamic balance. A gymnast uses static balance when performing a headstand and dynamic balance to perform a cartwheel.
- coordination:
 - definition: the smooth flow of movement needed to perform a motor task efficiently and accurately.
- power:
 - definition: the product of strength and speed
 - expressed as the work done in a unit of time.
- reaction time:
 - definition: the time taken for a sports performer to respond to a stimulus and the initiation of their response.
- recognition of fitness components needed for sports performance.

Topic A.3 Why fitness components are important for successful participation in given sports in terms of:

- being able to successfully meet the physical demands of the sport in order to reach optimal performance
- being able to successfully meet the skill-related demands of the sport in order to reach optimal performance
- being able to perform efficiently
- giving due consideration to the type of event/position played.

Topic A.4 Exercise intensity and how it can be determined:

- intensity – be able to measure heart rate (HR) and apply HR intensity to fitness training methods
- know about target zones and training thresholds; be able to calculate training zones and apply HR max to training: $\text{HR max} = 220 - \text{age (years)}$
- be able to calculate 60–85% HR max and know that this is the recommended training zone for cardiovascular health and fitness
- know that the Borg (1970) (6–20) Rating of Perceived Exertion (RPE) Scale can be used as a measure of exercise intensity
- know about the relationship between RPE and heart rate where:
 $\text{RPE} \times 10 = \text{HR (bpm)}$
- application of the FITT principles to training methods, regimes and given exercise situations.

continued

What needs to be learnt**Topic A.5 The basic principles of training (FITT):**

- 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 an individual will train by selecting a training method to improve a specific component of fitness and/or their sports performance.

Topic A.6 Additional principles of training:

- progressive overload:
 - definition: in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance.
- specificity:
 - definition: training should be specific to the individual's sport, activity or physical/skill-related fitness goals to be developed.
- individual differences/needs:
 - definition: the programme should be designed to meet individual training goals and needs.
- adaptation:
 - definition: how the body reacts to training loads by increasing its ability to cope with those loads
 - adaptation occurs during the recovery period after the training session is completed.
- reversibility:
 - definition: 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 are required so that the body can recover from the training and to allow adaptation to occur
- application of the principles of training to training methods, regimes and given exercise settings.

Learning aim B: Explore different fitness training methods**Topic B.1 Requirements for each of the following fitness training methods:**

- safe, correct use of equipment
- safe, correct use of training technique
- requirements for undertaking the fitness training method, including warm-up and cool down
- application of the basic principles of training (FITT) for each fitness training method
- linking each fitness training method to the associated health-related/skill-related component of fitness.

continued

What needs to be learnt**Topic B.2 Additional requirements for each of the fitness training methods:**

- advantages/disadvantages
- application of exercise intensity to fitness training methods
- application of principles of training to fitness training methods
- appropriate application of fitness training method(s) for given situation(s)
- appropriate application of fitness training method(s) to given client needs/goals/aims/objectives.

Topic B.3 Fitness training methods for:**flexibility training:**

- static: there are two types of static flexibility training. Firstly active stretching, which is performed independently where the performer applies internal force to stretch and lengthen the muscle. The second is passive stretching, also known as assisted stretching, which requires the help of another person or an object such as a wall. The other person/object applies external force causing the muscle to stretch.
- ballistic: this is where the performer makes fast, jerky movements through the complete range of motion, usually in the form of bobbing or bouncing. Ballistic stretching is specific to the movement pattern of the sport/activity to be performed. It needs to be undertaken with care as the technique can cause muscle soreness and strains.
- Proprioceptive Neuromuscular Facilitation (PNF) technique: this is used to develop mobility, strength and flexibility. The technique may be performed with the help of a partner or alternatively by using an immovable object (as resistance to inhibit movement). PNF stretches can be used in rehabilitation programmes. To perform the PNF technique with a partner, the performer should stretch the muscle to the upper limit of its range of movement and then, with the help of a partner, hold the muscle in an isometric contraction, where there is no active shortening or lengthening of the muscle, for 6–10 seconds. Then relax the muscle and with the help of a partner a static (passive) stretch is performed to enable the muscle to stretch even further. The technique inhibits the stretch reflex which occurs when a muscle is stretched to its full capability, so that an even greater stretch and range of movement can occur.

strength, muscular endurance and power training:

- circuit training: this is where different stations/exercises are used to develop strength, muscular endurance and power. The stations/exercises use different muscle groups to avoid fatigue.
- free weights:
 - use of barbells or dumb-bells to perform different types of dynamic exercises
 - concepts to use when training for strength (low reps and high loads)
 - concepts to use when training for endurance (high reps and low loads)
 - order of exercises: focus on core exercises (working muscles which help to stabilise the spine and pelvis) before assistance exercises (working muscles associated with the events in a performer's specific sport, or the main exercises in a training programme if a performer is not training for a specific sport)

continued

What needs to be learnt

- perform exercises which alternate between upper and lower body, alternate push and pull exercises)
- intensity (% 1 Repetition Maximum – 1RM)
- training for strength endurance (50–60% 1RM and 20 reps – repetitive movements of a muscle or muscle group)
- training for elastic strength (75% 1RM and 12 reps – for producing movements in very close succession, like in gymnastics)
- training for maximum strength (90% 1RM and 6 reps – producing a single movement against a resistance/load), reps, sets, rest period.
- **plyometrics:** this type of training develops sport-specific explosive power and strength. It is used by sports performers such as sprinters, hurdlers, and netball, volleyball and basketball players. Plyometric exercises need maximal force as the muscle lengthens (eccentric action) before an immediate maximal force as the muscle shortens (concentric action). Types of exercises include lunging, bounding, incline press-ups, barrier hopping and jumping. This type of training needs to be performed carefully because it can cause muscle soreness.

aerobic endurance training:

- **continuous training:** this is training at a steady pace and moderate intensity for a minimum period of 30 minutes.
- **fartlek training:** this is where the intensity of training is varied by running at different speeds or over different terrain. The training is continuous with no rest period. It is important to know about other ways in which intensity of training can be increased, including the use of equipment (harness, running with weights or weighted backpack).
- **interval training:** this is where the individual performs a work period followed by a rest or recovery period. Typical work time can vary from training for 30 seconds to five minutes; recovery periods can be complete rest, walking or light jogging. Typical work intervals for aerobic endurance will be around 60% maximum oxygen uptake (VO₂ max). Decrease the number of rest periods and decrease work intensity to develop aerobic endurance.
- **circuit training:** this is where different stations/exercises are used to develop aerobic endurance. The station order/order of exercises is important to ensure different muscle groups are used to avoid fatigue. The number of stations, time spent at each station, number of circuits, rest period between exercises and number of circuit sessions per week can be varied.

speed training:

- **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 a standing or rolling start to jogging, then to striding, and then to a maximum sprint. Different drills can be used, such as resistance drills and hill sprints. Rest intervals of jogging or walking are used in between each repetition.
- **interval training:** the individual performs a work period followed by a rest or recovery period. For speed training, the work intervals will be shorter and more intense – performed at a high intensity, close to maximum. Increase the number of rest periods and increase work intensity to develop speed.

continued

What needs to be learnt**Learning aim C: Investigate fitness testing to determine fitness levels****Topic C.1 Fitness test methods for components of fitness:**

- **flexibility:** sit and reach test (usually measured in cm or inches)
- **strength:** grip dynamometer (usually measured in KgW)
- **aerobic endurance:**
 - multi-stage fitness test, known as the bleep test (usually predicted in ml/kg/min)
 - forestry step test (usually predicted in ml/kg/min)
 - definition of VO₂ max (ml/kg/min): the maximum amount of oxygen uptake, usually measured in ml of oxygen per kg of body mass per minute. It is a measure of cardiorespiratory endurance.
- **speed:** 35m sprint (usually measured in s)
- **speed and agility:** Illinois agility run test (usually measured in s)
- **anaerobic power:** vertical jump test (usually measured in kgm/s)
- **muscular endurance:** one-minute press-up, one-minute sit-up (usually measured in number of reps/minute)
- **body composition:**
 - Body Mass Index (BMI) (usually measured in kg/m²)
 - Bioelectrical Impedance Analysis (BIA), used for prediction of percent body fat
 - skinfold testing via the Jackson-Pollock nomogram method for prediction of percent body fat (sites for males: chest, abdominal and thigh; sites for females: triceps, suprailiac and thigh).

Topic C.2 Importance of fitness testing to sports performers and coaches:

- gives baseline data for monitoring/improving performance
- can design training programmes based on test results and determine if training programmes are working
- results can give a performer something to aim for/goal setting.

Topic C.3 Requirements for administration of each fitness test:

- pre-test procedures (informed consent, calibration of equipment)
- knowledge of published standard test methods and equipment/resources required
- purpose of each fitness test
- accurate measurement and recording of test results
- basic processing of test results for interpretation (using published data tables and appropriate units for comparison purposes)
- ability to safely select appropriate test(s) for given purposes, situations and/or participants
- the terms 'reliability', 'validity' and 'practicality' related to each fitness test method
- advantages and disadvantages of fitness test methods.

continued

What needs to be learnt

Topic C.4 Interpretation of fitness test results:

- compare fitness test results to normative published data
- compare fitness test results to those of peers
- be able to draw conclusions from data results
- be able to analyse and evaluate test results
- be able to suggest and justify appropriate recommendations for improvements to fitness for a given purpose/situation/participant
- be able to suggest and justify appropriate fitness training methods that could be used for a given purpose/situation/participant.

Teacher guidance

Resources

The special resources required for this unit are:

- informed consent forms
- access to a sports hall (for multistage fitness test and training methods)
- access to free weights, perhaps within a local leisure/sports centre
- fitness testing equipment: sit and reach box, grip dynamometer, benches for step test, stop watches, metronome, vertical jump board, skinfold calipers, Bioelectrical Impedance Analysis machine, heart rate monitor
- Rating of Perceived Exertion Scale
- published normative data tables for interpretation of fitness test results.

Assessment guidance

Onscreen on-demand testing

This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The test lasts for one hour and has 50 marks. The assessment is available on demand.

Learners will complete an onscreen test that has different types of questions including objective and short-answer questions. Where appropriate, questions contain graphics, photos, animations or videos. An onscreen calculator is available for questions requiring calculations. An onscreen notepad is available for making notes. Each item will have an accessibility panel that allows a learner to zoom in and out, and apply a colour filter.

Unit 2: Practical Sports Performance

Level: **1 and 2**

Unit type: **Core**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Participation in sport continues to grow, as people become more aware of the benefits of physical activity. Engaging young people through sport is a key political agenda, both because current national health statistics show that obesity in young children is rapidly increasing and also because of our striving for excellence and success at major sporting events.

This unit focuses on developing and improving your own practical sports performance. This is achieved through your active participation in practical activities and reflection on your own performance and that of other sports performers.

This unit introduces you to a variety of different sports and, through participating in different sports, it is expected that you will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics.

In learning aim A, you will investigate the rules and regulations of a sport and apply the knowledge gained through observing officials in action. You might also decide to take part in National Governing Body coaching and leadership awards to reinforce and extend your knowledge and qualifications in this area.

For learning aim B, you will take part in a variety of sports. These may be sports in which you excel or have a particular interest. You are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment.

For learning aim C, you will review your performance in the sports in which you participated. This review will look at the strengths and areas for development within your own performance. You will also be encouraged to consider plans to develop your performance within the selected sports.

Many job roles in sport have a close relationship with practical sports performance, from the elite performer in action to the sports coach practically demonstrating skills and techniques.

Learning aims

In this unit you will:

- A understand the rules, regulations and scoring systems for selected sports
- B practically demonstrate skills, techniques and tactics in selected sports
- C be able to review sports performance.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand the rules, regulations and scoring systems for selected sports</p> <p>Topic A.1 Rules (or laws): Rules (or laws) as regulated by the national or international governing body for the sport. For example, FIFA (Fédération Internationale de Football Association) laws of football, IRB (International Rugby Board) laws of rugby, BWF (Badminton World Federation) rules of badminton, IOF (International Orienteering Federation) rules of orienteering.</p> <p>Topic A.2 Regulations: For example, relating to players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, starter, timekeeper).</p> <p>Topic A.3 Scoring systems: For example, the method of scoring goals or points, method and/or requirements of victory.</p> <p>Topic A.4 Application of the rules/laws of sports in different situations: For example, when a goal is scored when a player is in an offside position in football, leg before wicket (lbw) in cricket, charging in lead-up to scoring in basketball, forward pass resulting in a try in rugby.</p> <p>Topic A.5 Sports: For example, cricket, hockey, netball, rounders, volleyball, wheelchair basketball, golf, trampolining, table tennis, archery, judo, cross-country running, Boccia, fencing, orienteering, skiing, canoeing, sailing, mountain biking.</p> <p>Topic A.6 Roles of officials: For example, the roles of umpires, referees, referees' assistants, judges, timekeeper, starters, table officials, third umpire, fourth official.</p> <p>§ Topic A.7 Responsibilities of officials: For example, appearance, equipment, fitness, qualifications, interpretation and application of rules, control of players, accountability to spectators, health and safety (equipment, facilities, players), fair play, use of technology, effective communication (voice, whistle, signals).</p> <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports****Topic B.1 Technical demands:**

These are the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to sport.

§ Topic B.2 Tactical demands:

For example, decision making, defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.

Topic B.3 Safe and appropriate participation:

The demonstration of skills, techniques and tactics within a controlled environment, for example, no competition, drills, set plays.

Topic B.4 Relevant skills and techniques:

The skills and techniques relevant to the selected sport and practice.

§ Topic B.5 Relevant tactics:

The tactics relevant to the selected sport and practice/situation.

Topic B.6 Effective use of skills and techniques, and the correct application of each component:

For example, rugby conversion, including head position, body position, placement of non-kicking foot, placement of kicking foot, connection with the ball.

§ Topic B.7 Effective use of skills, techniques and tactics:

The use of skills and techniques within conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.

Topic B.8 Isolated practices:

For example, skills and techniques demonstrated independently without any pressure or external forces, completed successfully and without fault.

§ Topic B.9 Conditioned practices:

For example, small-sided games, a limited number of touches, a set number of defenders or attackers.

§ Topic B.10 Competitive situations:

For example, full-sided games, with appropriate opposition, with match officials.

continued

What needs to be learnt**Learning aim C: Be able to review sports performance****Topic C.1 Observation checklist:**

For example, to review performance in selected sports using video analysis:

- technical demands of sport (skills and techniques)
- production of a checklist suitable for self-analysis of performance in selected sports
- § tactical demands of sport.

Topic C.2 Review performance:

- strengths and areas for improvement: skills and techniques, specific to the sport and non-specific, e.g. fitness
- self-analysis: completion of observation checklist, e.g. use of video
- § strengths and areas for improvement: tactics, the effectiveness of decision making
- § activities to improve performance: (short-term and long-term goals) e.g. training programmes, use of technology, attending courses, where to seek help and advice.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the rules, regulations and scoring systems for selected sports			
1A.1 Describe the rules, regulations and scoring systems of a selected sport. #	2A.P1 Describe the rules, regulations and scoring systems of 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. #
1A.2 Apply the rules of a selected sport in two given specific situations.	2A.P2 Apply the rules of a selected sport in four specific situations.		
1A.3 Describe the roles of officials from a selected sport.	2A.P3 Describe the roles and responsibilities of officials from two selected sports.		
Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports			
1B.4 Describe the technical demands of two selected sports.	2B.P4 Describe the technical and tactical demands of two selected sports.		
1B.5 Use relevant skills and techniques effectively, in two selected sports, in isolated practices.	2B.P5 Use relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.	2B.M2 Use relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Be able to review sports performance			
1C.6 Produce, with guidance, an observation checklist that can be used effectively to review own performance in two selected sports. #	2C.P6 Independently produce an observation checklist that can be used effectively to review own performance in two selected sports. #		
1C.7 Review own performance in two selected sports, identifying strengths and areas for improvement.	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.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Learners need access to an appropriate sports environment and the facilities and equipment required for participation in their selected sports. They also need resources for reviewing performance, such as recording equipment (e.g. video cameras and Dictaphones).

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

For this unit, appropriate sports are those that will allow all criteria to be satisfied. The sports should, therefore, have rules, a clear method of victory and a range of skills, techniques and tactics. Learners do not have to fulfil all the criteria using the same two selected sports throughout. The unit assessment criteria give learners the flexibility to explore a variety of different sports should they wish to do so.

Alternatively, learners may decide to select the same two sports throughout as evidence to meet the assessment criteria.

This unit should be delivered and assessed in a practical manner. The assessment criteria have been developed to enable learners to submit evidence to meet each criterion without picking up a pen if so desired. For example, when describing the rules, regulations and scoring systems of two selected sports, learners could present evidence verbally to the assessor while officiating or practically demonstrating the selected sports. Evidence presented verbally should be recorded, and detailed observation records/witness statements completed and retained for the purposes of internal and external verification.

For learning aim A, to apply the rules in different situations learners should be encouraged to do this within the role of one of the officials in a selected sport, thus demonstrating practically the application of rules in each specific situation. When using alternative methods of delivery it is very important that learners have a range of evidence. For example, assessors should ensure that a wide range of audio and video clips is produced for an appropriate sample of learners within the centre to support assessment decisions.

For learning aim B, the assessment of the demonstration of skills, techniques and tactics (level 2) and skills and techniques (level 1), it is important that assessors understand the differences between the standards.

For 1B.4, it is expected that learners will have attempted each of the core skills and techniques over the duration of delivery of the sports within isolated practices (skills and techniques used/demonstrated independently without any pressure or external forces).

For 2B.P5, learners need to apply relevant skills, techniques and tactics of each of the two selected sports within conditioned practices. A conditioned practice is a situation where players are given the opportunity to demonstrate a specific skill under some pressure in a similar environment to a game/competitive situation. For example, practising a corner in football – six players defending the corner and five attacking the corner. For 2B.M2, learners are required to demonstrate the skills, techniques and tactics applied in a competitive situation. This should be in line with the rules of the sport. The competitive situation should have officials officiating the game/competition and should clearly show the learner participating within the situation.

Learners may demonstrate their practical participation through a variety of clips from a variety of different situations, but it is important that each criterion is awarded by assessors only for full coverage of the assessment requirements in each of the two selected sports the learner is demonstrating.

For learning aim C, learners should be encouraged to complete their self-analysis while watching a recording of their performance; this will support them to complete their observation checklist. Learners can give verbal or written feedback to the assessor as evidence of the attainment of their review of their own performance. Verbal presentations must be supported by an assessor's observation record which clearly shows learners' achievements against the target assessment criteria.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 1A.2, 2A.P2, 1A.3, 2A.P3, 2A.M1, 2A.D1	Sports Rules, Regulations and Scoring Systems	You have been asked by the manager of a sports coaching company to give support to some of the younger children (aged 10 to 11 years) who attend his/her coaching sessions. The children often struggle to understand the rules, regulations and scoring systems for the sports they take part in. The manager has asked you to select two sports and cover the rules, regulations and scoring systems for each sport and demonstrate how the rules are applied and who applies these rules within the selected sports, within specific situations.	Presentation of rules, regulations and scoring systems Presentation notes and slides Observation record Practical demonstration of the application of the rules in specific situations Video evidence Observation record/witness statement
1B.4, 2B.P4, 1B.5, 2B.P5, 2B.M2	Sports Coaching Company	A sports coaching company has decided to develop a section on a sports website to promote themselves within the local community. The manager of the company has asked if you will develop a recording for the site for two selected sports. The recordings which you produce for each sport should demonstrate you applying the skills, techniques and tactics within a variety of situations (PE lessons, team training sessions and competitive situations). You should ensure that you include a commentary which outlines all the skills, techniques and tactics that you are applying throughout the video.	Practical demonstration of the skills, techniques and tactics for two selected sports Video evidence which demonstrates learners participating in each of the selected sports in specific situations Written/verbal commentary Observation record/witness statement

Criteria covered	Assignment	Scenario	Assessment evidence
1C.6, 2C.P6, 1C.7, 2C.P7, 2C.M3, 2C.D2	Sports Performance Review	<p>In order to develop as a sports performer it is important that you can assess your own strengths and areas for development.</p> <p>You have been asked to review your own performance using self-designed observation checklists, recommending activities to improve your performance and justify why you have chosen the activities you have.</p>	<p>Completed observation checklists for learner's own performance in two selected sports</p> <p>Written or verbal summary – if verbally presented, learners should produce audio/visual evidence and assessors should produce observation records to support assessment decisions</p>

Unit 3: The Mind and Sports Performance

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Psychology has become one of the most interesting subjects in the field of sport. The sports viewer will often give a psychological explanation for the failure of a team or individual, for example by saying 'he bottled it'. Sports psychologists are becoming more common in sport, and many sports performers and teams use their services.

Why do some sports people produce their best performances under the greatest pressure whilst others fall apart? Performance in sport is the outcome of a combination of various physiological, sociological and psychological factors. Physiological and sociological factors will affect the potential that the individual has to reach the top level in sport. However, of equal importance is having the right psychological approach to achieve success and remain at the top.

This unit looks at the concepts that influence the mind in sporting situations and, most importantly, explores the effects that they can have on sports performance.

Learning aim A looks at personality, which is the basis of our behaviour, including how personality can influence choice of sport, and performance in sport.

Learning aim B examines motivation and self-confidence, the influence that they have on sports performance, and a range of techniques that can be used to influence them.

Learning aim C focuses on arousal and anxiety and the effect these can have on sporting situations.

This unit will enable you to understand your own sports performance, why you have achieved the results you have and what you could do in the future to improve your preparation and performance. This unit will also help you to develop skills in teaching, coaching and helping other people.

An understanding of the effects of psychology on sports performance is important for many roles in sport, including sports performers who want to understand their own performance and sports coaches who aim to improve the performance of those they work with.

Learning aims

In this unit you will:

- A investigate personality and its effect on sports performance
- B explore the influence that motivation and self-confidence have on sports performance
- C know about arousal and anxiety, and the effects they have on sports performance.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Investigate personality and its effect on sports performance</p> <p>Topic A.1 Definition of personality: the sum of the characteristics that make a person unique.</p> <p>Topic A.2 Structure of personality:</p> <ul style="list-style-type: none"> • role-related behaviours, e.g. changes in behaviour as perception of the situation changes, different situations require different roles • typical responses, e.g. the way we usually respond in certain situations • psychological core, e.g. represents the 'real you', encompassing attitudes, values, interests and beliefs. <p>Topic A.3 Personality types:</p> <ul style="list-style-type: none"> • introverts, e.g. tend to be inward looking and shy, they are comfortable in their own company • extroverts, e.g. tend to be outgoing and comfortable in other people's company • type A (shows a competitive drive and prone to anger and hostility) and type B (is generally laid back and of a calm disposition) • effects of personality on sports performance, e.g. comparison of traits of athletes and non-athletes, team versus individual sports. <p>§ Topic A.4 Methods of measuring personality:</p> <ul style="list-style-type: none"> • § questionnaires, e.g. EPI (Eysenck's Personality Inventory), POMS (Profile of Mood States) • § observation, e.g. observing traits, behaviours. <p>§ Topic A.5 Views of personality:</p> <ul style="list-style-type: none"> • § trait (relatively consistent way an individual behaves across a range of situations) • § situational (how behaviour is determined mainly by the environment) • § interactional (considers both the individual's traits and the situation they find themselves in when determining behaviour).
<p>Learning aim B: Explore the influence that motivation and self-confidence have on sports performance</p> <p>Topic B.1 Definition of motivation: the internal mechanisms and external stimuli that arouse and direct behaviour.</p> <p>Topic B.2 Types of motivation:</p> <ul style="list-style-type: none"> • intrinsic (from internal factors), e.g. enjoyment in the task itself, fun, personal satisfaction • extrinsic (from external factors), e.g. rewards like money, grades, trophies and medals, the threat of punishment, the desire to win and beat others. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

§ Topic B.3 Views of motivation:

- § trait centred (is a function of an individual's personality, needs and goals)
- § situation centred (is determined by the situation)
- § interactional (is the result of interaction between the individual and their environment).

§ **Topic B.4 Definition of achievement motivation:** an individual's efforts to master a task, achieve excellence, overcome obstacles and perform better than others.

Topic B.5 Benefits of motivation on sports performance: e.g. choice of activity, effort to pursue goals, § intensity of effort, § persistence in adversity.

Topic B.6 Principles of setting goals to increase and direct motivation: SMARTER – specific, measurable, achievable, realistic, time-related, exciting, recorded.

Topic B.7 Definition of self-confidence: the belief that a desired behaviour can be performed.

Topic B.8 Benefits of self-confidence: e.g. producing positive emotions, improving performance, § improving concentration and effort, § development of positive game plans.

Topic B.9 Methods to increase self-confidence: e.g. self-talk (talking to oneself in a positive way, telling yourself that you will be successful), imagery (recreating successful times, recreating confident times, imagining oneself acting confidently, imagining oneself performing successfully).

Topic B.10 Definition of self-efficacy: e.g. self-confidence in a specific situation.

Topic B.11 Factors affecting self-efficacy:

- performance accomplishments, e.g. gaining confidence from successful previous experiences
- vicarious experiences, e.g. watching significant others performing successfully, demonstration, modelling
- verbal persuasion, e.g. teachers, coaches, peers persuading you that you can be successful
- imaginal experiences, e.g. imagining personal performances are successful.

Topic B.12 Goals: outcome, performance and process.

Topic B.13 Influence of goal setting on sports performance: e.g. directing attention to certain aspects of performance, mobilising effort, prolonging persistence, developing new strategies.

§ **Topic B.14 Influence of goal setting on motivation:** e.g. provide direction for behaviour, maintain focus on the task in hand, improvement of performance.

continued

What needs to be learnt**Learning aim C: Know about arousal and anxiety, and the effects they have on sports performance**

Topic C.1 Definition of anxiety: the level of worry or nervousness an individual experiences.

Topic C.2 Types of anxiety:

- state (temporary, changing feelings of tension and apprehension due to the nervous system becoming activated)
- trait (a personality factor characterised by stable, consistent feelings of tension and apprehension across many situations due to the nervous system being continually activated)
- § somatic (physical effects), e.g. butterflies in the stomach, muscle tension, increases in heart rate and breathing rate
- § cognitive (mental effects), e.g. increased feelings of worry, unable to concentrate, quick tempered.

Topic C.3 How arousal and anxiety affect sports performance:

- drive theory (as an individual's arousal level and state anxiety rises so does their performance level)
- inverted U hypothesis (as arousal levels increase, performance will improve, but only up to an optimal point of arousal after which increased amounts of arousal will cause performance to decline steadily)
- § catastrophe theory (development of inverted hypothesis showing that once the optimal point of arousal has been reached, any further increases in arousal will cause performance to decline dramatically)
- § reversal theory (individual interpretation of arousal can influence arousal, e.g. interpreting arousal as pleasant excitement rather than unpleasant anxiety).

Topic C.4 How anxiety and arousal can be controlled:

- imagery, e.g. imagining a relaxing experience, rehearsing a successful performance
- relaxation techniques, e.g. progressive muscular relaxation, mind-to-muscle techniques, breathing techniques.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate personality and its effect on sports performance			
1A.1 Outline personality and the effect it can have on sports performance. *	2A.P1 Using relevant examples, describe personality, including methods of measurement and three different views. *	2A.M1 Explain three different views of personality, and how personality can affect sports performance. *	2A.D1 Analyse three different views of personality, and how personality can affect sports performance. *
Learning aim B: Explore the influence that motivation and self-confidence have on sports performance			
1B.2 Describe types of motivation and the benefits motivation and self-confidence have on sports performance.	2B.P2 Describe types and views of motivation and the benefits motivation and self-confidence have on sports performance.	2B.M2 Discuss the benefits motivation and self-confidence have on sports performance.	2B.D2 Analyse the benefits motivation and self-confidence have on sports performance.
1B.3 Outline appropriate methods to increase self-confidence in sport.	2B.P3 Summarise, with relevant examples, methods to increase self-confidence in sport.		
1B.4 Outline factors that influence self-efficacy in sport.	2B.P4 Describe, using relevant examples, factors that influence self-efficacy in sport.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
1B.5 Outline goal setting, different types of goals that can be set and how these can influence sports performance.	2B.P5 Describe goal setting, different types of goals that can be set, and how these can influence sports performance and motivation.	2B.M3 Discuss how goal setting can influence motivation and the roles of the different types of goals that can be set.	
Learning aim C: Know about arousal and anxiety, and the effects they have on sports performance			
1C.6 Outline different types of anxiety.	2C.P6 Describe, using relevant examples, different types of anxiety.		2C.D3 Evaluate imagery and relaxation techniques as methods of controlling arousal and anxiety, and in improving sports performance. #
1C.7 Describe, using two theories, the effect arousal and anxiety have on sports performance and their control. #	2C.P7 Describe, using four theories, the effect arousal and anxiety have on sports performance and their control. #	2C.M4 Assess, using four theories, the effect arousal and anxiety have on sports performance and their control. #	

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

At level 2, learners are encouraged to widen the scope of their knowledge and understanding by applying concepts learnt to other sports performers, as well as to themselves. At level 1, learners are encouraged to relate their learning to their own sport and situation by using the information to help improve their own sports performance.

Learners could use a variety of methods to present their knowledge and understanding for this unit. Assessment methods should be stimulating and motivational for learners.

For learning aim A, work on personality, views of personality and its relationship to sports performance could be evidenced by learners producing a poster or verbal presentation. Learners could deliver their presentation to their peers, which should be supported by an assessor's observation record clearly showing assessment decisions made against the target criteria.

For learning aim B, learners could present their work on motivation, self-confidence and self-efficacy in sport by preparing an A4 leaflet or selection of leaflets with the aim of having them available for performers to read or take along to sporting events. The leaflets designed should be engaging for the intended audience and so would benefit from having visual components. Alternatively, learners could prepare a small handbook to be used as a reference tool to support their own and others' performance. Learners could make this available to other sports performers in their school/college or local club.

For learning aim C, learners could present their work on arousal and anxiety and their effects on sports performance by preparing a short presentation using an appropriate format, together with supporting notes. This would give both visual and written components to their work and, while learners need not carry out the presentation, they could use their slides as a handout.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	Personality and Sports Performance	Working as a sports psychologist for a semi-professional sports team you have been asked to prepare a range of resources that could be used to help improve the team's performance.	Presentation on personality, views of personality and effects on sports performance Presentation slides Supporting notes Observation record
1B.2, 2B.P2, 2B.M2, 2B.D2, 1B.3, 2B.P3, 1B.4, 2B.P4, 1B.5, 2B.P5, 2B.M3	The Influence of Motivation and Self-confidence on Sports Performance	As a sports person you are always looking at ways to improve your own performance. Being motivated and self-confident are key traits required by sports performers at all levels. Your coach has asked you to develop some materials to help improve your motivation, self-confidence and self-efficacy.	Leaflet or handbook
1C.6, 2C.P6, 1C.7, 2C.P7, 2C.M4, 2C.D3	Arousal and Anxiety and Effects on Sports Performance	Your sports coach suggests that you use your studies to develop some materials which could be used to help improve your own performance and the performance of others. The materials you produce will look at types of anxiety and how arousal and anxiety affect sports performance.	Presentation Presentation slides Supporting notes Observation record

Unit 4: The Sports Performer in Action

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

A month ago you could barely run two miles; your heart would be racing and your leg muscles would be sore. Now, after running four times a week, a three-mile run is no sweat. So what's going on inside your body?

Anyone who has exercised regularly has experienced the thrill of improving. We improve because we train. But how exactly does your body adapt to training? In what way do your muscles change? What happens to your heart? Why doesn't it beat as fast when you're 'in shape'?

When a person exercises regularly, the body undergoes several short-term effects, such as increased breathing and heart rate. However, as their training progresses they'll start to notice that the short-term effects first observed change and they develop different long-term adaptations, such as a slower heart rate than before and a more controlled and easier breathing rate when they exercise. But why do these changes take place? What causes the change in physiological responses over a period of time? This unit will look at the training effects that occur when a person regularly participates in sport and physical activity over a given period of time.

For learning aim A, you'll look at the musculoskeletal and cardiorespiratory systems and how they function normally (before a training programme, taking part in exercise/sport regularly) and how they can function as a result of taking part in training/exercise/sport over a length of time.

For learning aim B, you'll look at the energy systems for different sporting activities. So, if a performer needs energy quickly, they'll rely on energy already stored within the body. For a longer-term period of sport or exercise the body struggles to store a lot of energy, but it can make energy from resources inside and outside the body. By understanding how your body works and how it can be trained, as a sports performer or as a coach, you can help to make the necessary adaptations in order to produce improved sports performance.

Knowledge of the physiology of the body is useful for many careers in sport including roles in the fitness industry, which involve giving advice on training and lifestyle to clients.

Learning aims

In this unit you will:

A know about the short-term responses and long-term adaptations of the body systems to exercise

B know about the different energy systems used during sports performance.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know about the short-term responses and long-term adaptations of the body systems to exercise</p> <p>Topic A.1 Short-term effects of exercise on the musculoskeletal system:</p> <ul style="list-style-type: none"> • increased production of synovial fluid for joint lubrication and nourishment • increased joint range of movement due to increase in blood flow and increased muscle temperature • § micro tears in muscle fibres, causing the muscle to rebuild itself and become slightly bigger and stronger • § exercise (high-impact activity) encourages new bone formation • § increased metabolic activity. <p>Topic A.2 Short-term effects of exercise on the cardiorespiratory system:</p> <ul style="list-style-type: none"> • increased heart rate due to the heart having to work harder to pump oxygenated blood around the body • increased breathing rate, in order to supply more oxygen to working muscles and remove carbon dioxide • increased blood flow • sweat production and skin reddening • § re-distribution of blood flow via the vasoconstriction (narrowing) of arterioles supplying inactive parts of the body and vasodilation (opening) of arterioles supplying skeletal muscles with more blood and nutrients • § increased build-up of lactic acid in the blood • § increased cardiac output to get oxygenated blood to working muscles (due to increased heart rate and stroke volume) • § increased blood pressure – as the cardiovascular system works to deliver more oxygen and glucose to the muscles (systolic pressure rises and diastolic pressure remains unchanged) • § as muscular activity increases, the production of carbon dioxide increases resulting in an increase in Tidal Volume (TV) (TV is the amount of air inhaled and exhaled with each breath). <p>Topic A.3 Long-term adaptations of the musculoskeletal system:</p> <ul style="list-style-type: none"> • hypertrophy (increased muscle size) • increase in bone density (bone strength) due to increase in calcium production • § stronger connective tissues (ligaments and tendons), so more resistant to injury • § increased stability of joints • § increased thickness of hyaline cartilage • § skeletal muscles adapt to using more oxygen, the muscles and their capillaries become more efficient and can therefore work for a longer period of time • § increased number of mitochondria • § decreased risk of osteoporosis • § improved posture. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic A.4 Long-term adaptations of the cardiorespiratory system:**

- decrease in resting heart rate: resting heart rate is able to slow down because the heart is trained to pump a larger quantity of blood with every beat
- increase in heart size and strength
- § increase in stroke volume
- § the heart can pump more blood per beat, so resting heart rate decreases (bradycardia); heart becomes more efficient and does not need to beat as quickly to supply the body with oxygenated blood
- § decreased risk of hypertension (high blood pressure)
- § increased Vital Capacity (VC) – due to improved lung function (Vital Capacity is the amount of air that can be forcibly expelled from the lungs after breathing in as deeply as possible)
- § increased efficiency to deliver oxygen and remove waste products
- § increased lung efficiency and gaseous exchange
- § increased maximum oxygen uptake ($\text{VO}_2 \text{ max}$).

Learning aim B: Know about the different energy systems used during sports performance**Topic B.1 The anaerobic energy system – not using oxygen:**

Sports that use this system to provide energy are very high intensity and explosive. That is, they use short bursts of exercise lasting a few seconds, for example, javelin throw, weightlifting, sprinting, high jump.

§ Topic B.2 ATP-CP/lactic acid anaerobic system:

- § reliance on stored adenosine triphosphate (ATP) (the molecule that produces the energy in all living things), energy supplied by ATP (up to four seconds)
- § another stored molecule, creatine phosphate (CP) helps restore ATP
- § CP is restored aerobically (with oxygen)
- § energy is supplied by ATP and CP (four to 20 seconds)
- § when this system runs out of ATP-PC stores, glycolysis takes place.

§ Topic B.3 Glycolysis/lactic acid anaerobic system:

- § ATP is made from glucose stored in the liver and muscles
- § energy is supplied by ATP, CP and muscle glycogen (20 to 45 seconds)
- § energy is supplied by muscle glycogen (45 to 240 seconds)
- § waste product is lactic acid
- § when this system is unable to maintain energy requirements, the aerobic system starts to produce energy
- § sports that use this system to provide energy are moderate to high intensity, i.e. short bursts of exercise lasting a few minutes, e.g. running 400 m, 800 m, and 1500 m distances.

continued

What needs to be learnt**Topic B.4 The aerobic energy system – using oxygen:**

For example during longer periods of exercise/activity; sustained energy relies on this system.

Sports that mainly use this system to provide energy used for sustained activity are long-distance events such as marathon running, long-distance swimming, long-distance cycling.

- § energy supplied by muscle glycogen and fatty acids (240 to 600 seconds)
- § uses oxygen as a means of making energy (re-synthesising ATP)
- § low to moderate intensity (beyond 90 seconds).

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know about the short-term responses and long-term adaptations of the body systems to exercise			
1A.1 Outline two ways in which the musculoskeletal system responds to short-term exercise.	2A.P1 Describe ways in which the musculoskeletal system responds to short-term exercise.	2A.M1 Explain responses of the musculoskeletal system to short-term exercise.	2A.D1 Using three different sports activities, compare and contrast how the musculoskeletal and cardiorespiratory systems respond and adapt to exercise. *
1A.2 Outline ways in which the cardiorespiratory system responds to short-term exercise. *	2A.P2 Describe ways in which the cardiorespiratory system responds to short-term exercise. *	2A.M2 Explain responses of the cardiorespiratory system to short-term exercise. *	
1A.3 Summarise two long-term adaptations of the musculoskeletal system resulting from exercise.	2A.P3 Summarise, using relevant examples, long-term adaptations of the musculoskeletal system to exercise.	2A.M3 Explain long-term adaptations of the musculoskeletal system to exercise.	
1A.4 Summarise two long-term adaptations of the cardiorespiratory system resulting from exercise. *	2A.P4 Summarise, using relevant examples, long-term adaptations of the cardiorespiratory system to exercise. *	2A.M4 Explain long-term adaptations of the cardiorespiratory system to exercise. *	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Know about the different energy systems used during sports performance			
1B.5 Describe the two main energy systems, including examples of sports that use each system.	2B.P5 Describe the function of the three energy systems in the production and release of energy for sports performance.	2B.M5 Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems.	2B.D2 Compare and contrast how the energy systems are used in sports with different demands.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no essential resources required for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Assessment of this unit can be altered to suit the size of the cohort. For larger cohorts, the use of small-group work, and reports, posters, leaflets, etc may work better for time-constraint reasons. However, wherever possible, the use of practical work/evidence is strongly encouraged.

Engaging learners in physical activities to highlight the obvious short-term effects of exercise on the body would be beneficial. For example, jogging around a sports field or completing timed sprints in a sports hall and then noting the physical effects: such as, becoming out of breath, getting hot, and having a flushed complexion. Physiological data could also be collected and analysed, for example heart rate and breathing rate pre- and post-activity. In addition, perhaps in conjunction with *Unit 5: Training for Personal Fitness*, learners could design their own fitness training programme to implement over a designated period of time to show the long-term effects of exercise on the body.

It would also be useful for learners to research different athletes and/or different types of training regimes and the long-term adaptations on the body that they have experienced/are designed to result in. This, in turn, could lead to group discussion on how adaptations occur, dependent on the type of training undertaken and the nature of the sport. Where possible, learners should be encouraged to draw from their own personal participation in sports and exercise activities.

All of these activities should be practically orientated and will need some underpinning classroom input. However, practical activities are encouraged to help learners understand the application of putting sports science theory into practice and for learners to develop or help develop others in improving sports performance.

Practical activities can be evidenced using a range of assessment methods. For example, physiological data interpretation following participation in short and extended bouts of physical activity over a designated period of time. Evidence may also include leaflets, posters showing diagrams of body systems' responses and adaptations to exercise and presentations with supporting assessor observation records.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 1A.4 2A.P1, 2A.P2, 2A.P3, 2A.P4, 2A.M1, 2A.M2, 2A.M3, 2A.M4, 2A.D1	Your Body: Responding and Adapting to Exercise	A local sports centre has asked you/your group to produce a range of information in a variety of formats. You need to present information about what happens to the body during exercise and the benefits of taking part in sport/exercise on a regular basis. Your presentation could be to a group of schoolchildren or any other local club/group.	Individual/small-group presentation plus leaflets and or posters as visual aids; practical activities with recording sheets and explanation of results cards/linked to posters/leaflets; observation records for practical activities completed
1B.5, 2B.P5, 2B.M5, 2B.D2	Your Body: Energy for Sports Performance	Your work was well received by the young people and as a result the sports centre manager has asked you to produce a similar range of materials to be displayed in and around the centre to show how different energy systems are used for different sports.	Posters; leaflets; presentations with observation records

Unit 5: Training for Personal Fitness

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Ever wanted to improve your personal fitness but haven't been sure where to start? Have you wanted to design a personal fitness training programme but not been sure how to go about it? This unit shows you the way.

Thinking about personal fitness can be daunting at first. We all know that people often make comparisons between their own fitness levels and the fitness of others. Stop right there! This unit is all about *you*, the individual performer, training to improve and enhance personal fitness, using the training methods that are most appropriate, beneficial and engaging. This may mean training with a group of friends in a local park, or undertaking a personal fitness training programme at a local sports club or leisure centre. Whatever the setting, the design of the training programme must be tailored to meet your personal training goals, aspirations and needs.

Remember, everyone starts somewhere, so don't worry if your current fitness levels are a little below par. This unit supports you in achieving personal training goals. Likewise, if you already possess good to exceptional levels of fitness, then this unit will help you to develop a training programme to maintain those levels while taking the opportunity to safely explore other training methods you might not usually experience.

Learning aim A takes you through the stages of designing a personal fitness training programme, where you can select any appropriate method(s) of training to improve or maintain your fitness levels safely. For learning aim B, you will gain awareness of personal exercise adherence factors and strategies, i.e. important knowledge to help you keep to your training schedule. For learning aim C, you will implement your personal fitness training programme, maintaining a training diary. Finally, for learning aim D you will review your programme looking at strengths, areas for improvement and suggesting recommendations for future training and performance.

The ability to improve personal fitness is essential for sports performers. However, the same knowledge, understanding and skills are required to improve other people's fitness, and are essential for a number of job roles in the sector, such as sports coaches and personal trainers.

Learning aims

In this unit you will:

- A design a personal fitness training programme
- B know about exercise adherence factors and strategies for continued training success
- C implement a self-designed personal fitness training programme to achieve own goals and objectives
- D review a personal fitness training programme.

Learning aims and unit content

What needs to be learnt

Learning aim A: Design a personal fitness training programme

Topic A.1 Personal information to aid training programme design:

- personal goals: specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER)
 - short-term (set over a short period of time, between one day and one month)
 - medium-term (should give progressive support towards achievement of long-term goals)
 - long-term (what they want to achieve in the long term, and the best way of doing this).
- aims (details of what they would like to achieve)
- objectives (how they intend to meet their aims)
- lifestyle and physical activity history
- § medical history questionnaire
- § attitudes and personal motivation for training.

Topic A.2 The basic principles of training (FITT):

- frequency (the number of training sessions completed per week)
- intensity (how hard training will be)
- time (how long training sessions will be)
- type (selecting a training method to improve a specific component of personal fitness and/or sports performance).

§ Topic A.3 Further principles of training and how they are applied to training methods:

- § intensity:
 - target zones and training thresholds (calculating and applying maximum heart rate (HR max) to training):
 - $HR\ max = 220 - age\ (years)$
 - 60–85% HR max is the recommended training zone for cardiovascular health and fitness
 - the Borg (1970) (6–20) Rating of Perceived Exertion (RPE) Scale can be used as a measure of exercise intensity
 - the relationship between RPE and heart rate where:
 - $RPE \times 10 = HR\ (bpm)$.
- § progressive overload: in order to progress, the training needs to be demanding enough to cause the body to adapt, improving performance. This can be done by increasing frequency, intensity, or time, or by reducing recovery times. Not all these methods should be used at once or the increase in workload will be too much.
- § specificity: training should be specific to personal sport, activity or physical/skill-related fitness goals to be developed
- § individual differences/needs (the programme should be designed to meet personal training goals and needs)

continued

What needs to be learnt

- § variation: vary the personal training regime to avoid boredom and maintain enjoyment
- § rest and recovery are required so that the body can recover from the training and to allow adaptation to occur
- § adaptation: where the body reacts to training loads by increasing its ability to cope with those loads. Adaptation occurs during the recovery period after the training session is completed
- § reversibility: if training stops, or the intensity of training is not sufficient to cause adaptation, training effects are reversed.

Topic A.4 Programme design:

- use personal information to aid training programme design
- selection of appropriate training method(s)/activities for improving/maintaining fitness, e.g. flexibility, strength, muscular endurance and power, aerobic endurance, speed
- safe design: appropriate method(s)/selection of an appropriate combination of activities to meet personal training needs, goals, aims and objectives
- selection of appropriate activities for warm-up (light, continuous physical activity to prepare the body for exercise)
- selection of appropriate activities for cool down (light, continuous physical activity to reduce heart rate, remove lactic acid and prevent blood pooling)
- § creative design: consideration given to prevent/avoid barriers to training occurring, ensuring exercise adherence is maintained and the programme is enjoyable, for example, including interesting, different exercise activities to maintain motivation and commitment, and to prevent boredom.

Learning aim B: Know about exercise adherence factors and strategies for continued training success**Topic B.1 Factors:**

Overcoming barriers, for example access to facilities, time, commitment, lack of interest, personal injury, emotional, motivation and cost.

Topic B.2 Strategies:

For example, setting SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded), implementing enjoyable activities, knowing the benefits of the personal training programme, support and reinforcement, and rewards for achieving goals.

Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives**Topic C.1 Safely implement a personal fitness training programme:**

- undertaking appropriate training method(s) (e.g. taking part in planned sessions), performing to the best of your ability, gaining agreement from coach/trainer for any missed sessions, understanding the importance of commitment
- wearing correct training gear, safe and correct use of equipment, implementation of correct technique, awareness of wider safety issues, e.g. personal safety, if training outdoors
- § taking full responsibility for completing and recording details for each training session.

continued

What needs to be learnt**Topic C.2 Training diary for each session recording:**

- date, time and location for training undertaken
- aims and objectives for each session
- session duration
- type of training undertaken – selected method(s)/activities
- programme details (FITT)
- log of personal performance and achievements
- resources required, e.g. equipment
- § the principles of progressive overload and details of how progressive overload has been achieved over the course of the programme
- § details of programme intensity using % HR max and RPE.

§ Topic C.3 Measures for success:

- § motivation for training, including details in the diary of personal feelings before, during and after each training session
- § details of how the programme has been adapted to ensure continued commitment to training, for example using a variation of activities/training methods
- § achievement against personal aims, goals and objectives, for example how performance has been taken to a higher level
- § overcoming barriers to training/issues/problems.

Learning aim D: Review a personal fitness training programme**Topic D.1 Review programme:**

- § before each training session
- § after each training session
- § evidence of modifying the programme to achieve planned personal goals
- strengths: areas of the programme where personal aims and objectives have been achieved
- areas for improvement: where outcomes do not meet planned goals
- § recommendations for improving future training and performance, for example personal training needs, use of different training methods/activities or strategies, use of psychological training techniques to improve performance.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Design a personal fitness training programme			
1A.1 Outline personal information for designing a fitness training programme. #	2A.P1 Summarise personal information for designing a fitness training programme. #	2A.M1 Assess personal information for fitness training programme design. #	2A.D1 Justify the training programme design, explaining links to personal information. #
1A.2 Design a safe four-week personal fitness training programme, with guidance. #	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. #	
1A.3 Outline the importance of warm-up, cool down and FITT.	2A.P3 Describe the principles of training and their application to the personal fitness training programme design. *		
Learning aim B: Know about exercise adherence factors and strategies for continued training success			
1B.4 Describe two personal exercise adherence factors and two strategies for training success.	2B.P4 Describe four personal exercise adherence factors and four strategies for training success.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives			
1C.5 Safely implement, with guidance, a four-week personal fitness training programme, maintaining a training diary. # *	2C.P5 Safely implement a six-week personal fitness training programme, maintaining a training diary. # *	2C.M3 Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarising outcomes for each session. # *	2C.D2 Safely implement a successful six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress. # *
Learning aim D: Review a personal fitness training programme			
1D.6 Review the four-week personal fitness training programme, identifying strengths and areas for improvement.	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.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are:

- informed consent forms
- heart rate monitors
- Rating of Perceived Exertion Scale.

Access to lifestyle, physical activity and medical history questionnaires would be beneficial, although these can be designed by learners as an individual or group task, with appropriate guidance from teachers/tutors.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with *Section 8 Internal assessment*.

Assessment evidence for this unit is best presented in a portfolio, with the following sections, under which learners place their evidence to meet the criteria:

- personal goals, aims and objectives
- personal information
- principles of training
- programme design
- exercise adherence factors and strategies
- training diary
- observation records/witness statements
- programme review.

Alternatively, learners could verbally present their evidence for designing a personal fitness training programme (learning aim A), their knowledge about exercise adherence factors and strategies for continued training success (learning aim B) and their programme review for learning aim D. Presentations need to be supported by completed assessor observation records, detailing achievement against the target criteria. Learners could provide an electronic copy of their personal fitness training programme and diary as evidence for learning aim C, together with appropriate assessor observation records/witness statements. Alternatively, learning aim B could be assessed in the form of an information leaflet, which draws on learners' own personal experiences.

At level 2, learners will independently design and implement a six-week personal fitness training programme. At level 1, learners will design and implement a four-week personal fitness training programme, with guidance from appropriately qualified person(s) (e.g. club/school/college sports coach). The training programme designed needs to be safe.

What is a safe programme?

A safe programme design will include appropriate method(s)/selection of an appropriate combination of activities to meet personal training needs, goals, aims and objectives, taking into account relevant physical activity, lifestyle, and/or medical history, depending on the level of learners.

Safe implementation will include wearing correct training gear, safe and correct use of equipment and correct technique. It will also include wider safety issues, for example ensuring personal safety by training with a friend/in small groups, wearing reflective clothing where needed, and not wearing an MP3 player if training outdoors.

In order to meet criterion 2A.M2, the fitness training programme designed needs to be creative.

What is a creative programme?

A 'creative' programme is one that shows innovative design to meet personal training needs and individual circumstances. A creative programme will be well planned with due consideration given to prevent/avoid barriers to training occurring (such as cost or access), ensuring exercise adherence is maintained and that the programme is enjoyable for the learner to complete. For example, if cost is an issue, learners could design a personal fitness training programme to undertake in their garden or local park. For example, circuit training would be an appropriate method, including stations in the design which don't require any specialist equipment, such as star jumps, knee raises, burpees, kick-backs, press-ups, and sit-ups. Household items could be safely used as equipment for the circuit, for example tins of soup or water-filled plastic milk bottles make good free weights!

Creativity could also be shown in the use of setting/location. For example, interval training/sprinting could be done on a beach to develop power. In this setting, if a learner wanted to increase their exercise intensity they could enlist the help of a friend and use a harness to introduce resistance while they run. Alternatively, they could run while wearing a weighted back pack. There are endless opportunities for learners to design a personal fitness training programme that will not only meet their own needs, goals, and personal circumstances, but will also be fun to complete, so that they adhere to their regime.

Learners should strive to ensure their personal fitness training programme is an overall success. Measures for success will include:

- evidence of personal development
- personal achievement against original programme goals, aims and objectives
- personal enjoyment, dedication and commitment to training
- amending their programme to avoid or overcome any barriers to training, issues, or problems
- evidence of how their performance has been taken to a higher level/shown personal improvement.

Measures for success are likely to be evident through the learner's training diary or from observation records/witness statements.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 1A.2, 2A.P2, 2A.M2, 2A.D1, 1A.3, 2A.P3	My Personal Fitness Training Programme: To Get Fit Quick! Task 1 Training programme design	<p>So, how fit are you? Your local sports centre has launched a 'Get Fit' initiative for schools and colleges in the area to get young people to design, implement and review a personal fitness training programme to achieve their training goals.</p> <p>You may safely incorporate any training method(s) you like into your programme – this is your chance to make sure your training is as exciting and fun as possible!</p>	<p>Portfolio of evidence containing the following sections:</p> <ul style="list-style-type: none"> • personal information • principles of training • programme design • exercise adherence factors and strategies • training diary • observation records/witness statements • programme review.
1B.4, 2B.P4	Task 2 Exercise adherence		
1C.5, 2C.P5, 2C.M3, 2C.D2	Task 3 My training diary: training for success!		
1D.6, 2D.P6, 2D.M4, 2D.D3	Task 4 Programme review: what's next?		

Unit 6: Leading Sports Activities

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

What makes the winners of the top leagues so successful? Why did the winner of the London Marathon select the tactics to run the race in that specific way? Many people would suggest that it is down to the individual performer. However, others look beyond the performer and credit the managers or coaches.

In sport it is often the performer who obtains all the admiration and acclaim for his or her achievements. However, behind most successes there is a sports leader or coach, who masterminds the performance of the highly talented sports performer(s). It is often these leaders who make the difference.

This unit introduces you to sports leadership, enabling you to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions. You will be introduced to the basics of sports leadership and then will be required to plan, deliver and evaluate your ability to lead a sports activity session or component of a session.

For learning aim A, you will be introduced to the attributes required to be a successful sports leader, giving you knowledge of the skills, qualities and responsibilities associated with success in sports leadership.

Learning aim B enables you to consider the planning and leadership requirements for delivering sports activities. You will be given the opportunity to develop your ability and knowledge of sports leadership through developing knowledge of the requirements of planning and target setting for sports performers.

For learning aim C, you will evaluate your own effectiveness as a sports leader within the session you planned and delivered. You will need to consider your strengths within the process of sports leadership and plans for further developing your ability as a sports leader.

There are many roles working in sport that require effective and successful sports leadership, including personal training and coaching. This unit provides you with what could be your first step into sports leadership, as it could be linked to the completion of a sports leader award, for example Junior Sports Leader Award (JSLA).

Learning aims

In this unit you will:

- A know the attributes associated with successful sports leadership
- B undertake the planning and leading of sports activities
- C review the planning and leading of sports activities.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know the attributes associated with successful sports leadership</p> <p>Topic A.1 Sports leaders: For example, sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches.</p> <p>Topic A.2 Attributes:</p> <ul style="list-style-type: none"> • skills (communication, organisation of equipment, knowledge) • § advanced skills (activity structure, target setting, use of language, evaluation) • qualities (appearance, enthusiasm, confidence) • § additional qualities (leadership style, motivation, humour, personality). <p>Topic A.3 Responsibilities:</p> <ul style="list-style-type: none"> • core responsibilities (professional conduct, health and safety, equality) • § wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and regulations).
<p>Learning aim B: Undertake the planning and leading of sports activities</p> <p>Topic B.1 Sports activities: For example, individual sports, team sports, fitness activities.</p> <p>Topic B.2 Components of sports activity session:</p> <ul style="list-style-type: none"> • warm-up • main component/components of activity, e.g. skill introduction, development, conditioned game, final activity • cool down. <p>Topic B.3 Plan:</p> <ul style="list-style-type: none"> • participants, e.g. age, ability, gender, numbers, medical, specific needs • aims and objectives, e.g. target setting, expected outcomes • resources, e.g. equipment, time, environment • health and safety considerations (risk assessment and informed consent). <p>Topic B.4 Lead:</p> <ul style="list-style-type: none"> • demonstration of attributes (skills, § advanced skills, attributes, § additional qualities) • completion of core responsibilities • § completion of wider responsibilities. <p>§ Topic B.5 Measures of success:</p> <ul style="list-style-type: none"> • § coverage of planned components • § meeting set aims and objectives • § organised • § safe. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Learning aim C: Review the planning and leading of sports activities****Topic C.1 Review:**

- feedback for review, e.g. from participants, supervisor, observers, self-analysis
- methods, e.g. questionnaires, comment cards, observation records, direct verbal feedback
- strengths and areas for improvement (demonstration of attributes, completion of responsibilities, e.g. planning, content, organisation, health and safety, achievements).

§ Topic C.2 Targets for development:

- § SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded)
- § development plan:
 - aims and objectives
 - goals
 - SMARTER targets
 - activities and opportunities, e.g. training, courses, qualifications
 - possible barriers.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know the attributes associated with successful sports leadership			
1A.1 Outline the attributes required for, and responsibilities of, sports leadership.	2A.P1 Describe, using relevant examples, the attributes required for, and responsibilities of, sports leadership.	2A.M1 Explain the attributes required for, and responsibilities of, sports leadership.	
1A.2 Describe the attributes of a selected successful sports leader.	2A.P2 Describe the attributes of two selected successful sports leaders.	2A.M2 Evaluate the attributes of two successful sports leaders.	2A.D1 Compare and contrast the attributes of two successful sports leaders.
Learning aim B: Undertake the planning and leading of sports activities			
1B.3 Plan a given sports activity.	2B.P3 Plan two selected sports activities.	2B.M3 Justify the choice of activities within the sports activity plan.	
1B.4 Lead a component of a sports activity session, with guidance and/or support. #	2B.P4 Independently lead a sports activity session. #	2B.M4 Lead a successful sports activity session. #	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Review the planning and leading of sports activities			
1C.5 Review the planning and leading of the warm-up, main component or cool down, describing strengths and areas for improvement. *	2C.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. *	2C.M5 Explain targets for future development as a sports leader, including a personal development plan.	2C.D2 Justify targets for future development as a sports leader and activities within the personal development plan.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Learners need access to a range of sports facilities and equipment. They will also need participants to take part in the sports activity session.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

For learning aim A, learners could produce a detailed written report which covers each of the appropriate attributes (skills and qualities) needed to become a successful sports leader, as well as the responsibilities of sports leadership. For level 2, learners need to give relevant examples of sports leaders to support their description. The examples used do not have to be famous individuals.

For learning aim B, learners need to produce two plans for entire sessions (for level 2) and then select one plan to deliver to a group of selected sports performers. The performers for this session can range from peers of the same age to young children. For level 1, learners need to produce a plan and lead a component of the plan (the warm-up, main component or cool down).

It is important that learners have the appropriate experience and confidence to deliver the sessions to the selected group. Learners should not be left on their own to deliver the session to the target group; they should be supervised by an appropriately qualified sports leader. Before the delivery of the event, all plans should be checked by the assessor and learners should be requested to prepare feedback questions for participants within the sessions, peer observers and their assessor. Learners should ensure that these are handed out and completed by participants at the end of their session. This will support the attainment of the assessment requirements for learning aim C.

When learners are ready to deliver the sports activity session, they should complete the delivery under the direct supervision of an appropriately qualified sports leader while the assessor observes. The session ideally should be visually recorded to ensure that assessment can take place after the event as well and to enable learners to carry out their own evaluation of the session. After the session has concluded, the assessor should complete an observation record which clearly details what the learner did within the session, how they performed, coverage of the unit content, and how they met the requirements of the target criteria.

Using feedback obtained, learners should then prepare to complete the assessment criteria for learning aim C. Evidence for this can be completed in a variety of forms, including verbal presentation if preferred. If the learner gives evidence verbally, it is useful for a recording to be made (either visual or audio). The assessor must also complete an observation record/checklist to support the evidence submitted for assessment and to confirm achievement against target criteria.

It is advised that learners are given adequate time to prepare for the review of their session. For level 2, learners are required to produce a personal development plan to meet the assessment requirements. The plan could be presented verbally or in written form and should be submitted as part of the review process.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 1A.2, 2A.P2, 2A.M2, 2A.D1	Sports Leadership Article	You are the manager of a small, but developing, coaching company. You have contacted a local newspaper to discuss how to develop interest in volunteering in sports leadership. The editor has asked you to develop an article that explores the requirements of becoming a successful sports leader, using examples of successful sports leaders to demonstrate attributes and responsibilities required.	Article for a newspaper or web article.
1B.3, 2B.P3, 2B.M3, 1B.4, 2B.P4, 2B.M4	Planning and Leading Sports Activities	A local sports club has asked you to deliver a sports activity session as part of an informal interview process. If successful, you will join the sports club as a volunteer leader for one of the junior teams or sections. You must demonstrate your ability to plan and lead a sports activity session to a group of younger children from the club.	Session plan with clear justification of selection of activities within the session. This plan should cover all elements as listed in the content section of this unit. Video evidence/visual evidence should be provided to demonstrate how learners lead the event and confirm assessment judgements made against the criteria. Assessor's observation record/checklist.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.5, 2C.P5, 2C.M5, 2C.D2	Session Evaluation	<p>Following your interview, you have been asked to complete a review of your performance during the session.</p> <p>The club would like to do this with you, through a question and answer session, in front of two members of the club.</p> <p>You must prepare evidence to support the questions which you may be asked from feedback that you have obtained from participants, observers and your assessor.</p>	<p>Verbal evidence given by the learner with the support of feedback results collated after the session took place. This could be in the form of visual aids for the interview or written handouts for each of the interviewees.</p> <p>The interview should be recorded to give the assessor and internal verifier the opportunity to make a valid judgement against the assessment criteria and coverage of the appropriate content.</p> <p>Assessor's observation record/checklist to justify assessment decisions.</p>

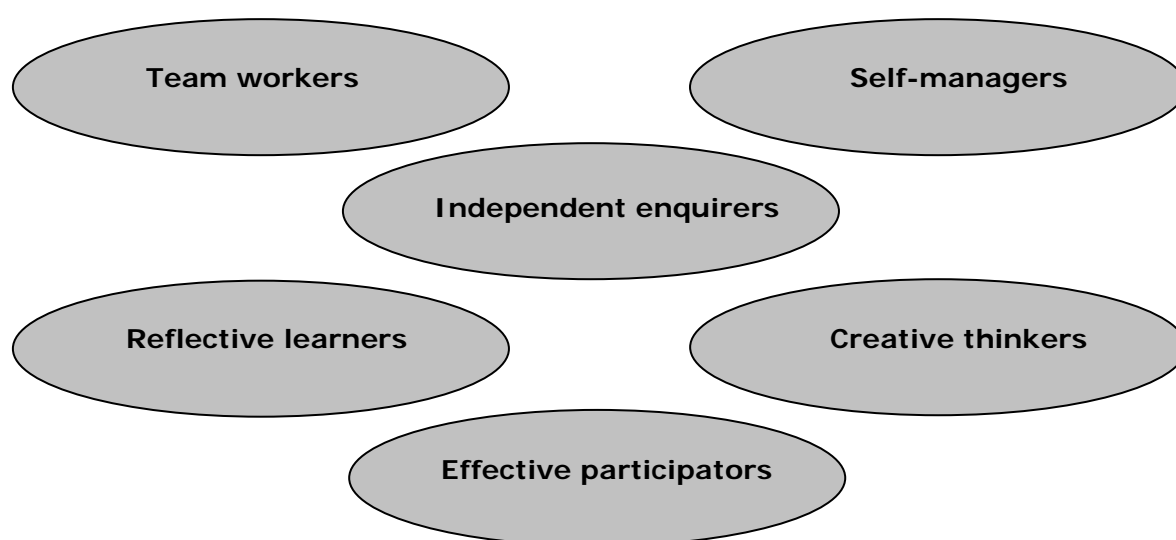
Annexe A

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.

The skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

Key:

✓ indicates opportunities for development

a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participants
1	✓	✓				
2	✓		✓		✓	
3	✓	✓				✓
4	✓					
5		✓	✓		✓	
6		✓	✓	✓	✓	

Annexe B

English knowledge and skills signposting

This table shows where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE English subject criteria (including functional elements).

Unit number and title	Learning aim	Assessment criterion reference	Subject content area from the GCSE subject criteria (details of the content area can be found below)
1: Fitness for Sport and Exercise (External)	N/A	N/A	N/A
2: Practical Sports Performance	A	1A.1, 2A.P1, 2A.M1, 2A.D1	1, 13
	C	1C.6, 2C.P6	16
3: The Mind and Sports Performance	C	1C.7, 2C.P7, 2C.M4, 2C.D3	1, 3, 5, 6, 13
4: The Sports Performer in Action	N/A	N/A	N/A
5: Training for Personal Fitness	A	1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	2, 7, 15
	C	1C.5, 2C.P5, 2C.M3, 2C.D2	2, 15
6: Leading Sports Activities	B	1B.4, 2B.P4, 2B.M4	7, 11, 12

GCSE English subject content area

The topic areas below are drawn from the GCSE English subject criteria.

Learners should:

- 1 analyse spoken and written language, exploring impact and how it is achieved
- 2 express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication
- 3 form independent views and challenge what is heard or read on the grounds of reason, evidence or argument
- 4 understand and use the conventions of written language, including grammar, spelling and punctuation
- 5 explore questions, solve problems and develop ideas
- 6 engage with and make fresh connections between ideas, texts and words
- 7 experiment with language to create effects to engage the audience
- 8 reflect and comment critically on their own and others' use of language.

In speaking and listening, learners should:

- 9 present and listen to information and ideas
- 10 respond appropriately to the questions and views of others
- 11 participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
- 12 select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

In reading, learners should:

- 13 understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation
- 14 evaluate the ways in which texts may be interpreted differently according to the perspective of the reader.

In writing, learners should write accurately and fluently:

- 15 choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes
- 16 adapting form to a wide range of styles and genres.

Annexe C

Mathematics knowledge and skills signposting

This table shows where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE Mathematics subject criteria (including functional elements).

Unit number and title	Learning aim	Assessment criterion reference	Subject content area from the GCSE subject criteria (details of the content area can be found below)
1: Fitness for Sport and Exercise (External)	A	N/A	1–11, 13, 14, 16, 21
	B	N/A	1–11, 21
	C	N/A	1–11, 13, 14, 16, 21
2: Practical Sports Performance	N/A	N/A	N/A
3: The Mind and Sports Performance	A	1A.1, 2A.P1, 2A.M1, 2A.D1	1–8, 12, 13, 15
4: The Sports Performer in Action	A	1A.2, 2A.P2, 1A.4, 2A.P4, 2A.M2, 2A.M4, 2A.D1	1–13, 21, 24
5: Training for Personal Fitness	A	2A.P3	1–13, 21, 24
	C	1C.5, 2C.P5, 2C.M3, 2C.D2	1–13, 21, 24
6: Leading Sports Activities	C	1C.5, 2C.P5	1–9, 12, 13, 15, 21, 24

GCSE Mathematics subject content area

The topic areas below are drawn from the GCSE Mathematics subject criteria.

Learners should be able to:

- 1 understand number size and scale and the quantitative relationship between units
- 2 understand when and how to use estimation
- 3 carry out calculations involving $+$, $-$, \times , \div , either singly or in combination, decimals, fractions, percentages and positive whole number powers
- 4 understand and use number operations and the relationships between them, including inverse operations and the hierarchy of operations
- 5 provide answers to calculations to an appropriate degree of accuracy, including a given power of ten, number of decimal places and significant figures
- 6 understand and use the symbols $=$, $<$, $>$, \sim
- 7 understand and use direct proportion and simple ratios
- 8 calculate arithmetic means
- 9 understand and use common measures and simple compound measures such as speed
- 10 make sensible estimates of a range of measures in everyday settings and choose appropriate units for estimating or carrying out measurement
- 11 interpret scales on a range of measuring instruments, work out time intervals and recognise that measurements given to the nearest whole unit may be inaccurate by up to one half in either direction
- 12 plot and draw graphs (line graphs, bar charts, pie charts, scatter graphs, histograms) selecting appropriate scales for the axes
- 13 substitute numerical values into simple formulae and equations using appropriate units
- 14 translate information between graphical and numerical form
- 15 design and use data-collection sheets, including questionnaires, for grouped, discrete or continuous data, process, represent, interpret and discuss the data
- 16 extract and interpret information from charts, graphs and tables
- 17 understand the idea of probability
- 18 calculate area and perimeters of shapes made from triangles and rectangles
- 19 calculate volumes of right prisms and of shapes made from cubes and cuboids
- 20 use Pythagoras' theorem in 2-D
- 21 use calculators effectively and efficiently

In addition, level 2 learners should be able to:

- 22 interpret, order and calculate with numbers written in standard form
- 23 carry out calculations involving negative powers (only -1 for rate of change)
- 24 change the subject of an equation
- 25 understand and use inverse proportion
- 26 understand and use percentiles and deciles
- 27 use Pythagoras' theorem in 2-D and 3-D
- 28 use trigonometric ratios to solve 2-D and 3-D problems.

Annexe D

Synoptic assessment

Synoptic assessment in the Pearson BTEC First Award in Sport is embedded throughout the assessment criteria across the units of study. The core units provide the essential knowledge, understanding and skills required in sport and underpin the content of the optional specialist units. Learners studying the Pearson BTEC Level 1/Level 2 First Award in Sport are able to demonstrate a number of synoptic approaches towards meeting the assessment criteria, including:

- showing links and holistic understanding/approaches to units of study from the specification
- being able to interrelate overarching concepts and issues, bringing together their sporting knowledge
- drawing together and integrating knowledge, understanding and skills across different units, in order to develop an appreciation of how topics relate to one another, how each may contribute to different sporting contexts/situations and to the world of sport
- making and applying connections to particular sporting contexts or situations
- demonstrating their ability to use and apply a range of different methods and/or techniques
- being able to put forward different perspectives and/or explanations to support decisions they have made or evidence presented
- being able to suggest or apply different approaches to contexts, situations, or in the effective tackling of specific sport and/or health-related issues
- synthesising information gained from studying a number of different sports and exercise activities
- applying knowledge, understanding and skills from across different units to a particular sports situation, health and/or fitness-related issue or case study
- using specialist sport and exercise science-related terminology where appropriate
- developing an appreciation and awareness of the use of different techniques, methods or approaches to investigate and/or address specific client/sports performer needs, issues or situations
- demonstrating analytical and interpretation skills (of evidence and/or results) and the ability to formulate valid well-argued responses
- evaluating and justifying their decisions, choices and recommendations.

Synoptic assessment in the qualification enables learners to demonstrate their ability to integrate and apply knowledge, understanding and skills with breadth and depth. Assessment in any of the specialist optional units will show learners' ability to make connections between, and integrate, different topics of the unit content and assessment criteria.

Example

Unit 1: Fitness for Sport and Exercise

Unit content: components of physical fitness, components of skill-related fitness, fitness components for sports performance, principles of training, fitness training methods, fitness testing.

Topics from the unit content underpin knowledge, understanding and skills across all the optional specialist units: *Unit 2: Practical Sports Performance* – fitness needs and requirements; *Unit 3: The Mind and Sports Performance* – sports psychology and its implications for training and performance; *Unit 4: The Sports Performer in Action* – the body in motion and effects of exercise on the body systems; *Unit 5: Training for Personal Fitness* – application of fitness training methods and the principles of training to personal exercise programme design; and *Unit 6: Leading Sports Activities* – concepts of health and fitness applied to effective sports leadership. For the Pearson BTEC Level 1/Level 2 First Award in Sport, synoptic assessment across the programme of study shows learners' ability to make connections and links between areas of knowledge, drawing together and applying their knowledge, understanding and skills learned in other units.

Centres have the flexibility to assess the criteria across more than one unit, using integrated themes and assignment tasks which emphasise the links between the world of sport, drawing the unit content together. For example, an internally assessed integrated assignment could be designed to meet part or all of the assessment requirements for *Unit 2: Practical Sports Performance* and *Unit 6: Leading Sports Activities*. The emphasis is on applied understanding and on learners' ability to draw together concepts and evidence from across the optional specialist units in order to meet the requirements of the target criteria.

Optional specialist units of study in the qualification allow learners to make integrated connections between aspects of the unit content from the core and evidence this through centre-designed criterion-based internal unit assignment tasks/briefs.

Annexe E

Links to the Physical Education programme of study for Key Stage 4

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
1.1 Competence			
1.1a developing control of whole-body skills and fine manipulation skills	Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
1.1b selecting and using skills, tactics and compositional ideas effectively in different types of physical activity	Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
1.1c responding with body and mind to the demands of an activity	Learning aim A: know about the components of fitness and the principles of training Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim B: know about exercise adherence factors and strategies for continued training success Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
1.1 Competence <i>continued</i>			
1.1d adapting to a widening range of familiar and unfamiliar contexts.	<p>Learning aim A: know about the components of fitness and the principles of training</p> <p>Learning aim B: explore different fitness training methods</p> <p>Learning aim C: investigate fitness testing to determine fitness levels</p>	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	<p>Learning aim B: know about exercise adherence factors and strategies for continued training success</p> <p>Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives</p>
1.2 Performance			
1.2a understanding how the components of competence combine and applying them to produce effective outcomes	<p>Learning aim A: know about the components of fitness and the principles of training</p> <p>Learning aim B: explore different fitness training methods</p> <p>Learning aim C: investigate fitness testing to determine fitness levels</p>	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	<p>Learning aim A: design a personal fitness training programme</p> <p>Learning aim B: know about exercise adherence factors and strategies for continued training success</p> <p>Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives</p> <p>Learning aim D: review a personal fitness training programme</p>

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
1.2 Performance <i>continued</i>			
1.2b knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve	<p>Learning aim A: know about the components of fitness and the principles of training</p> <p>Learning aim B: explore different fitness training methods</p> <p>Learning aim C: investigate fitness testing to determine fitness levels</p>	<p>Learning aim B: practically demonstrate skills, techniques and tactics in selected sports</p> <p>Learning aim C: be able to review sports performance</p>	<p>Learning aim D: review a personal fitness training programme</p>
1.2c appreciating how to make adjustments and adaptations when performing in different contexts and when working individually, in groups and teams	<p>Learning aim A: know about the components of fitness and the principles of training</p> <p>Learning aim B: explore different fitness training methods</p> <p>Learning aim C: investigate fitness testing to determine fitness levels</p>	<p>Learning aim B: practically demonstrate skills, techniques and tactics in selected sports</p> <p>Learning aim C: be able to review sports performance</p>	<p>Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives</p> <p>Learning aim D: review a personal fitness training programme</p>
1.2d understanding the nature of success in different types of activity.	<p>Learning aim B: explore different fitness training methods</p> <p>Learning aim C: investigate fitness testing to determine fitness levels</p>	<p>Learning aim A: understand the rules, regulations and scoring systems for selected sports</p> <p>Learning aim B: practically demonstrate skills, techniques and tactics in selected sports</p> <p>Learning aim C: be able to review sports performance</p>	<p>Learning aim B: know about exercise adherence factors and strategies for continued training success</p> <p>Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives</p> <p>Learning aim D: review a personal fitness training programme</p>

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
1.3 Creativity			
1.3a using imaginative ways to express and communicate ideas, solve problems and overcome challenges	<p>Learning aim A: know about the components of fitness and the principles of training</p> <p>Learning aim B: explore different fitness training methods</p> <p>Learning aim C: investigate fitness testing to determine fitness levels</p>	Learning aim A: understand the rules, regulations and scoring systems for selected sports	<p>Learning aim A: design a personal fitness training programme</p> <p>Learning aim B: know about exercise adherence factors and strategies for continued training success</p> <p>Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives</p>
1.3b exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.	<p>Learning aim A: know about the components of fitness and the principles of training</p> <p>Learning aim B: explore different fitness training methods</p> <p>Learning aim C: investigate fitness testing to determine fitness levels</p>	Learning aim A: understand the rules, regulations and scoring systems for selected sports	<p>Learning aim A: design a personal fitness training programme</p> <p>Learning aim B: know about exercise adherence factors and strategies for continued training success</p> <p>Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives</p>

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
1.4 Healthy, active lifestyles			
1.4a understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle	<p>Learning aim A: know about the components of fitness and the principles of training</p> <p>Learning aim B: explore different fitness training methods</p> <p>Learning aim C: investigate fitness testing to determine fitness levels</p>		Learning aim A: design a personal fitness training programme
1.4b recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.	<p>Learning aim A: know about the components of fitness and the principles of training</p> <p>Learning aim B: explore different fitness training methods</p> <p>Learning aim C: investigate fitness testing to determine fitness levels</p>	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	<p>Learning aim A: design a personal fitness training programme</p> <p>Learning aim B: know about exercise adherence factors and strategies for continued training success</p> <p>Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives</p>

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
2.1 Developing skills in physical activity <i>Learners should be able to:</i>			
2.1a improve the range, difficulty and quality of their skills and techniques		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports Learning aim C: be able to review sports performance	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
2.1b develop the consistency with which they use and perform skills with precision, control and fluency.		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports Learning aim C: be able to review sports performance	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
2.2 Making and applying decisions <i>Learners should be able to:</i>			
2.2a select and use tactics, strategies and compositional ideas imaginatively in complex and demanding creative, competitive and challenge-type contexts		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
2.2b design original and effective plans that improve their own and others' performance	Learning aim A: know about the components of fitness and the principles of training Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim C: be able to review sports performance	Learning aim A: design a personal fitness training programme Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
2.2c respond effectively and imaginatively to changing circumstances as they arise during a performance	Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim B: know about exercise adherence factors and strategies for continued training success Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
2.2 Making and applying decisions <i>continued</i>			
<i>Learners should be able to:</i>			
2.2d organise and manage the environment they are working in to ensure the health, safety and wellbeing of themselves and others.	Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim A: understand the rules, regulations and scoring systems for selected sports Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim A: design a personal fitness training programme Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
2.3 Developing physical and mental capacity			
<i>Learners should be able to:</i>			
2.3a analyse how mental and physical capacity affects performance	Learning aim A: know about the components of fitness and the principles of training Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports Learning aim C: be able to review sports performance	Learning aim B: know about exercise adherence factors and strategies for continued training success
2.3b maintain and develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities and active lifestyles	Learning aim A: know about the components of fitness and the principles of training Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
2.3c prepare mentally for successful involvement in physical activity, performance and engagement in healthy, active lifestyles.	Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim B: know about exercise adherence factors and strategies for continued training success Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
2.4 Evaluating and improving <i>Learners should be able to:</i>			
2.4a critically evaluate, analyse and judge the quality and effectiveness of performances	Learning aim C: investigate fitness testing to determine fitness levels	Learning aim C: be able to review sports performance	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives Learning aim D: review a personal fitness training programme
2.4b make informed decisions about how to improve the quality and effectiveness of their own and others' performances	Learning aim C: investigate fitness testing to determine fitness levels	Learning aim C: be able to review sports performance	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives Learning aim D: review a personal fitness training programme
2.4c develop and implement imaginative action plans to improve the quality and effectiveness of performances		Learning aim C: be able to review sports performance	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives Learning aim D: review a personal fitness training programme
2.4d design original and effective plans that improve the quality of their own and others' involvement in healthy, active lifestyles.		Learning aim C: be able to review sports performance	Learning aim A: design a personal fitness training programme Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
2.5 Making informed choices about healthy, active lifestyles <i>Learners should be able to:</i>			
2.5a identify the types of physical activity available to them and the roles they would like to take on	Learning aim A: know about the components of fitness and the principles of training Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim A: understand the rules, regulations and scoring systems for selected sports	Learning aim A: design a personal fitness training programme Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
2.5b link physical activity with diet, work and rest for personal health and wellbeing			Learning aim A: design a personal fitness training programme Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
2.5c make informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs.		Learning aim A: understand the rules, regulations and scoring systems for selected sports Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim B: know about exercise adherence factors and strategies for continued training success Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
3 Range and content <i>The study of PE should include activities that cover at least two of the following (a-f)</i>			
3a outwitting opponents, as in games activities		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
3b accurate replication of actions, phrases and sequences, as in gymnastic activities		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
3c exploring and communicating ideas, concepts and emotions, as in dance activities		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
3d performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
3e identifying and solving problems to overcome challenges of an adventurous nature, as in life saving and personal survival in swimming and outdoor activities		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
3 Range and content <i>continued</i> <i>The study of PE should include activities that cover at least two of the following (a-f)</i>			
3f exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.	Learning aim A: know about the components of fitness and the principles of training Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
4 Curriculum opportunities <i>The curriculum should provide opportunities for learners to:</i>			
4a get involved in a broad range of different activities that, in combination, develop the whole body	Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
4b experience a range of roles within a physical activity	Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
4c specialise in specific activities and roles, taking accredited courses and qualifications where appropriate		Learning aim A: understand the rules, regulations and scoring systems for selected sports Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
4d follow pathways to other activities in and beyond school and, where possible, work with sportsmen and women, coaches and other specialists	Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim A: understand the rules, regulations and scoring systems for selected sports Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
4 Curriculum opportunities <i>continued</i> <i>The curriculum should provide opportunities for learners to:</i>			
4e perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	
4f make links between PE and other subjects and areas of the curriculum	Coverage dependent on centre delivery		
4g use ICT to assist in planning for improvement and involvement in physical activity	Coverage dependent on centre delivery		
4h work with others to organise, manage, officiate and run festivals, tournaments, competitions and events, both in schools and the local community.	Coverage dependent on centre delivery		

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