

Pearson BTEC Level 3 National in Sport

Unit 19: Development and
Provision of Sport and
Physical Activity



Sample Assessment Materials (SAMs)

For use with Extended Diploma in Sport

First teaching from December 2016

Issue 2

Edexcel, BTEC and LCCI qualifications

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Write your name here

Surname

Forename

Level

3

Sport

Unit 19: Development and Provision of Sport and Physical Activity

Part

A

Extended Diploma

**Sample assessment material for first teaching
September 2016**

Instructions

- **Part A** contains material for the completion of the preparatory work for the set task.
- **Part A** should be given to learners one week before **Part B** is scheduled. Learners are advised to spend no more than six hours on **Part A**.
- **Part A** must be given to learners on the specified date so that learners can prepare in the specified way.
- **Part A** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- **Part B** materials for the set task will be issued prior to the start of the supervised assessment period according to the guidance in the specification.



Paper reference

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Instructions to Teachers/Tutors

Part A should be issued to learners one week prior to undertaking Part B of the assessment.

Part B must be completed under supervision in a single session as timetabled by Pearson. A supervised rest break is permitted.

Part B will be completed in a task and answer booklet.

Learners will be expected to conduct research and can take up to two sides of A4 notes into the supervised assessment. The notes can be hand written or typed and they must contain bullets and not extended answers. Other content is not permitted.

Learners are expected to spend up to six hours in undertaking Part A.

It is expected that scheduled lessons or other timetabled slots will be used for some or all of the preparation.

Teachers/tutors should note that:

- Learners should not be given any direct guidance or prepared materials
- Learners should not be given any support in writing or editing notes
- All work must be completed independently by learners
- Learner notes will be retained securely by the centre after Part B and may be requested by Pearson if there is malpractice suspected

Refer carefully to the instructions in this task booklet and the Information for Conducting External Assessments (ICEA) document to ensure that the preparatory period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Instructions for Learners

Read the set task information carefully.

This contains **Part A** of the information you need to prepare for the set task.

You will need to carry out your own research over the next one week.

You will then be given the set task to complete under supervised conditions.

You must work independently and should not share your work with other learners.

Your teacher may give guidance on when you can complete the preparation.

Your teacher cannot give you feedback during the preparation period.

Set Task Brief

Task

You are required to carry out research into the development and provision of sport and physical activity based on Part A Set Task Information.

You can take up to two sides of A4 notes into the supervised assessment.

The notes can be hand written or typed and they must contain bullets and not extended answers. Other content is not permitted.

Part A Set Task Information

Scenario

You are an administrator for Vikings RFC, which is an amateur rugby club that plays in a local league.

You should consider

- Principles of Sports Development
- Wider Sports Development concepts
- Media and Commercialisation in Sport
- Proposal Writing for sport development (for an event, initiative or facility development)

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Write your name here

Surname	Forename
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Level

3

Learner Registration Number

□	□	□	□	□	□	□
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Centre Number

□	□	□	□	□	□	□
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Sport

Unit 19: Development and Provision of Sport and Physical Activity

Part

B

Marks

□

Supervised hours

2.5

Extended Diploma

**Sample assessment material for first teaching
September 2016**

Instructions

- **Part A** will need to have been used in preparation for completion of **Part B**.
- **Part B** contains material for the completion of the set task under supervised conditions.
- **Part B** set task is undertaken under supervision in a single 2.5 hour session on the timetabled date.
- **Part B** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in relevant series.
- **Part B** should be kept securely until the start of the 2.5 hour supervised assessment period.

Information

- The total mark for this paper is 60.



Paper reference

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Instructions to Teachers/Tutors and/or Invigilators

This paper must be read in conjunction with the unit information in the specification and the BTEC Nationals Information for Conducting External Assessments (ICEA) document. See Pearson website for details.

The set task should be carried out under supervised conditions.

Work should be completed in this task and answer book.

All learner work must be completed independently and authenticated by the teacher/tutor and/or invigilator before being submitted to Pearson.

Part B is undertaken under supervision in a single session of 2.5 hours on the timetabled date. Centres may schedule a supervised rest break during the session.

Learners must not bring anything into the supervised environment or take anything out without your knowledge and approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security:

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

- Only permitted materials for the set task can be brought into the supervised environment
- During any permitted break and at the end of the session, materials must be kept securely and no items removed from the supervised environment
- Learner notes related to part A must be checked to ensure length meets limitations
- Learner notes from Part A will be retained securely by the centre after Part B and may be requested by Pearson if there is suspected malpractice

Outcomes for submission

This task and answer book will need to be submitted by each learner.

Instructions for Learners

Read the set task information carefully.

You will need to refer to any preparatory work from **Part A** to complete the set task in **Part B**.

You will complete this set task under supervision in a single session of 2.5 hours. Your tutor/invigilator will tell you if there is a supervised break. Plan your time carefully. Your work will be kept securely during any break taken.

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

Outcomes for submission

You will need to submit the task and answer book on completion of the supervised assessment period.

Set Task

You are required to create a proposal, for the development of sport and physical activity.

The proposal must be for an event.

You will use your research from **Part A** and the given scenario in **Part B** to support your proposal.

The proposal should be structured as follows:

- Aims for the event and a rationale for the aims
- Performance Indicators – linked to aims and the scenario
- Proposed Activities – showing knowledge of sports development
- Resources linked to sports development
- Interrelationship between your proposal and wider sports development concepts with justification.

Part B Set Task Information

Scenario

You are an administrator for Vikings RFC, which is an amateur rugby club that plays in a local league. The club is based in a medium sized town with a population of 12,500. The club is concerned about the dwindling number of registered players, which may possibly lead to its closure. The club currently has three senior and two junior rugby teams but over the last five years has lost on average a team a year. Previously they were able to field four senior teams and four junior teams for matches at the weekends.

The rugby club, plays its home matches in a local park and currently uses a porta cabin, also based at the local park, for administration duties, changing facilities and hosting the teams before and after matches. The players pay club subscriptions annually, on top of weekly match fees. On occasions the club runs social events, at the local park, to raise extra money to put back into the club. There are primary and secondary schools and colleges nearby who in the past have provided the club with the majority of its players, there are also other sports clubs.

Planning

Planning page - use this page to plan your proposal

Proposed Event

Aims

Performance indicators

Proposed Activities

Resources

Interrelationship between your proposal and wider sports development

Task and answer book

Please do not write answers outside the spaces provided below.

Aims for the event and a rationale for the aims

10 marks

A large rectangular area with a solid top and bottom border and a dotted line for the left and right borders. The interior is filled with horizontal dotted lines, providing a space for writing the answer.

A large rectangular area with a double-line border and 25 horizontal dotted lines, intended for writing or drawing.

Performance Indicators – linked to aims and the scenario

5 marks

Blank area for writing the response.

A large rectangular area with a double-line border and 25 horizontal dotted lines, intended for writing or drawing.

Proposed Activities – showing knowledge of sports development

15 marks

A large rectangular area with a solid border, containing 25 horizontal dotted lines for writing.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

Resources linked to sports development

5 marks

Lined area for writing the answer.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

Interrelationship between your proposal and wider sports development concepts with justification

25 marks

A large rectangular area containing horizontal dotted lines for writing.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

Blank writing area with horizontal dotted lines.

END OF TASK **TOTAL FOR TASK = 60 MARKS**

Unit 19: Development and Provision of Sport and Physical Activity – sample mark grid

General marking guidance

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

Specific marking guidance

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

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

Assessment focus	Band 0	Band 1	Band 2	Band 3
Aims	0	1–4	5–7	8–10
	No rewardable material	<ul style="list-style-type: none"> Identifies basic aims which demonstrates limited knowledge of the concepts of sports development, in relation to the scenario. Rationale for aims might be attempted but not always relevant to scenario. Research might be evident but lacking relevance to the scenario. 	<ul style="list-style-type: none"> Identifies targeted aims demonstrating knowledge and understanding of sports development, in the context of the scenario. Rationale for targeted aims are often present and generally relevant to scenario. Evidence of research being applied, and referenced to the scenario and aims selection. 	<ul style="list-style-type: none"> Identifies targeted aims, demonstrating specific knowledge and understanding of sports development and its application to the scenario. Justification for targeted aims showing relevance to scenario. Evidence of current research being applied, and referenced to the scenario and aims selection.

Assessment Focus	Band 0	Band 1	Band 2
Performance Indicators	0	1–3	4–5
	No rewardable material	<ul style="list-style-type: none"> Identifies performance indicators, which demonstrate limited relevance/linkage to aims (which shows limited knowledge of sports development). Research might be evident but lacking relevance to the scenario. 	<ul style="list-style-type: none"> Identifies relevant performance indicators, which demonstrate application and specific linkage to aims (showing sound knowledge and understanding of sports development) Evidence of research being applied and referenced, to the scenario

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Proposed Activities	0	1–4	5–8	9–12	13–15
	No rewardable material	<ul style="list-style-type: none"> Proposed activities demonstrate limited relevance to aims (which shows limited knowledge of sports development). Rationale for proposed activities might be attempted, but not always relevant to scenario. Research might be evident but lacking relevance to the scenario. 	<ul style="list-style-type: none"> Proposed activities demonstrate relevance to aims (which shows knowledge of sports development). Rationale for proposed activities are often present and generally relevant to scenario with suggested timeframes. Evidence of research being applied and referenced to the scenario. 	<ul style="list-style-type: none"> Proposed activities demonstrates specific relevance to aims (which shows sound knowledge of sports development). Rationale for proposed activities are mostly relevant to scenario and have realistic timeframes. Evidence of research being applied and referenced, to the scenario. 	<ul style="list-style-type: none"> Proposed activities demonstrating specific relevance to aims (which shows in-depth knowledge of sports development). Justification for proposed activities shows relevance to scenario, with realistic timeframes. Evidence of current research being applied and referenced to the scenario.

Assessment focus	Band 0	Band 1	Band 2
Resources	0	1–3	4–5
	No rewardable material	<ul style="list-style-type: none"> Identifies resources for proposed activities (to meet aims), which shows limited knowledge of sports development. Resources identified and may be relevant to the activities. Research might be evident, but lacking relevance to the scenario. 	<ul style="list-style-type: none"> Identifies resources for proposed activities (to meet aims), which shows sound knowledge and understanding of sports development. Resources are realistic and justified in the context of the activities. Evidence of research being applied and referenced to the scenario.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
Interrelationship between proposal and sports development concepts	0	1–5	6–10	11–15	16–20	21–25
	Level of response not worthy of credit	<ul style="list-style-type: none"> Demonstrates a limited knowledge of the interrelationships between proposal and wider sports development concepts. 	<ul style="list-style-type: none"> Demonstrates knowledge of the interrelationships between proposal and wider sports development concepts. Evidence of research might lack application to the relationships. 	<ul style="list-style-type: none"> Demonstrates understanding of the interrelationships between proposal and wider sports development concepts. Justification is attempted, but is lacking relevance to proposal and sports development. Evidence of research is applied and referenced to the relationships. 	<ul style="list-style-type: none"> Demonstrates an analysis of interrelationships between proposal and wider sports development concepts. Justification is relevant to proposal and sports development. Evidence of research is applied and referenced to the relationships. 	<ul style="list-style-type: none"> Demonstrates an in-depth analysis of interrelationships between proposal and wider sports development concepts. Justification is relevant to proposal and sports development. Evidence of current research being applied and referenced to the relationships.

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