

Pearson BTEC Level 3 National in Sport

Unit 2: Fitness Training and
Programming for Health,
Sport and Well-Being



Sample Assessment Materials (SAMs)

*For use with Extended Certificate, Foundation
Diploma, Diploma and Extended Diploma in Sport*

First teaching from September 2016

Issue 2

Edexcel, BTEC and LCCI qualifications

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Pearson BTEC Level 3 Nationals

Write your name here

Surname

Forename

Level

3

Sport

Unit 2: Fitness Training and Programming for Health, Sport and Well-being

Part

A

Extended Certificate/Foundation Diploma/Diploma/
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** is given to learners one week before **Part B** is scheduled. Learners are advised to spend no more than four hours on **Part A**.
- **Part A** must be given to learners on the 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.

Learners will be expected to do preparatory work and can take up to four sides of 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 four 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 preparation 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

You are required to prepare notes in response to the information provided in the scenario in **Part A** Set Task Information.

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

Mr Mann is 30 years old and works 9 hours a day in an office. He does not take part in any exercise and often has to do more work when he gets home.

He catches the bus to work each day, a journey of 3 miles.

He has recently noticed that he is gaining weight. He works with Miss Tibbs who exercises regularly and seems to be fitter, healthier and happier than him. Miss Tibbs suggests that Mr Mann joins her gym and trains for an aerobic endurance event.

Mr Mann decides to join the gym and takes part in a fitness assessment. As part of the fitness assessment he will be given a training programme to follow.

Mr Mann has previously completed a PAR-Q form and has indicated that he has no medical conditions and is fit to take part in physical activity.

Pearson BTEC Level 3 Nationals

Write your name here		Level 3
Surname	Forename	
Learner Registration Number		Centre Number
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		
<h1>Sport</h1> <p>Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p>		Part B Marks <input type="text"/> Supervised hours 2.5
Extended Certificate/Foundation Diploma/Diploma/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** should be undertaken in a single 2.5 hours during the assessment timetabled by Pearson.
- **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.

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.

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.

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 booklet 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 booklet on completion of the supervised assessment period.

Set Task

Complete the task and answer booklet based on your preparation and the additional information in the lifestyle questionnaire.

In your answer develop and justify lifestyle, nutritional guidance and a fitness training programme for a specific individual in response to the scenario and stimulus material.

Set Task Information

Scenario

Mr Mann is 30 years old and works 9 hours a day in an office. He does not take part in any exercise and often has to do more work when he gets home.

He catches the bus to work each day, a journey of 3 miles.

He has recently noticed that he is gaining weight. He works with Miss Tibbs who exercises regularly and seems to be fitter, healthier and happier than him. Miss Tibbs suggests that Mr Mann joins her gym and trains for an aerobic endurance event.

Mr Mann decides to join the gym and takes part in a fitness assessment. As part of the fitness assessment he will be given a training programme to follow.

Mr Mann has previously completed a PAR-Q form and has indicated that he has no medical conditions and is fit to take part in physical activity.

Lifestyle questionnaire

Section 1: Personal details

Name: Mr A Mann
Address: 5 The High Street
Anytown

Home telephone: 01234 567890 Mobile telephone: 07123 456789

Email: amann1@email.com

Date of birth: 01/01/1975

Please answer the following questions to the best of your knowledge.

Occupation

1. What is your occupation?
Office worker
2. How many hours do you work daily?
9am-6pm with a 1 hour lunch break
3. How far do you live from your workplace?
3 miles
4. How do you travel to work?
Bus

Section 2: Current activity levels

1. How many times a week do you currently take part in physical activity?
Not at all

Section 3: Nutritional status

1. How many meals and snacks do you have each day?
2. Do you take any supplements? If yes, which ones?

Day 1	Breakfast	Lunch	Dinner	Snacks
Y/N	N	Y	Y	Y
Time of day		12.30pm	7pm (ish)	Different times in day - normally - morning - afternoon - evening
Food intake		Ham and Cheese Baguette Packet of crisps Cake	Takeaway - fish and chips	A banana Chocolate bar Crisps
Fluid intake	Coffee x3 cups, Can of fizzy drink x2, Small bottle of water, 3 pints of beer			

Day 2	Breakfast	Lunch	Dinner	Snacks
Y/N	N	Y	Y	Y
Time of day		12.30pm	7pm (ish)	Different times in day - normally - morning - afternoon - evening
Food intake		Chicken Caesar Baguette Packet of crisps Chocolate bar	Takeaway - 12" Pepperoni Pizza and Garlic bread	An apple Chocolate bar Popcorn
Fluid intake	Coffee x3 cups, Can of fizzy drink x1, Small bottle of water x2, 3 pints of lager			

Section 4: Your lifestyle

Please answer the following questions to the best of your knowledge.

1. How many units of alcohol do you drink in a typical week? 29
2. Do you smoke? No If yes, how many a day?
3. Do you experience stress on a daily basis? Yes
If yes, what causes you stress (if you know)?
..... Tight deadlines at work
4. On average, how many hours sleep do you get per night? 6

Section 5: Health monitoring tests

- Test results

Test	Result
Blood Pressure	135/88 mmHg
Resting Heart Rate	85 bpm
Body Mass Index	32
Waist-to-Hip Ratio	1.3

Section 6: Physical activity/sporting goals

1. What are your physical activity/sporting goals?
..... To run a 5K road race in 6 weeks
..... To improve lower body flexibility

CLIENT DECLARATION

I have understood and answered all of the above questions honestly.

Signed Client: A Mann Print Name: Andrew Mann

Date: 01/09/16

Task and answer booklet

Please do not write answers outside the spaces provided below.

- 1 Interpret the lifestyle factors and screening information for the selected individual.

12 marks

A large rectangular area with a solid border, containing 20 horizontal dotted lines for writing the answer.

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

2 Provide lifestyle modification techniques.

12 marks

A large rectangular box containing 25 horizontal dotted lines for writing the answer.

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

3 Nutritional guidance.

8 marks

A large rectangular box containing 25 horizontal dotted lines for writing the answer.

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

4 Training methods.

8 marks

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

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

5 Six-week training programme – Design key stages (weeks 1, 3 and 6) of a six week training programme for the selected individual.

6 marks

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Physical activity							

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Physical activity							

Week 6

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Physical activity							

6 Provide justification for the training programme that has been produced for the selected individual.

14 marks

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

Lined writing area for student response.

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

Unit 2: Fitness Training and Programming for Health, Sport and Well-being – sample mark grid

General marking guidance

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

Specific marking guidance

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

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

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Interpret lifestyle factors and screening information for an individual	0	1–4	5–7	8–9	10–12
	No rewardable material	<ul style="list-style-type: none"> Lifestyle factors are identified from screening information. An interpretation of the impact of the lifestyle factors might be attempted, however has limited relevance to the health and wellbeing of the individual. An interpretation of health-monitoring test results might be attempted, however is generic, lacking relevance to the individual. 	<ul style="list-style-type: none"> Positive and negative lifestyle factors are identified from screening information, and are described. Attempted analytical approach, leads to an interpretation of the impact of the lifestyle factors; interpretation demonstrates general relevance to the health and wellbeing of the individual. Attempted analytical approach leads to an interpretation of health-monitoring test results; interpretation is generally relevant to the individual. 	<ul style="list-style-type: none"> Positive and negative lifestyle factors are identified from screening information, and are described in detail. Analytical approach leads to interpretation of the impact of the lifestyle factors; interpretation demonstrates relevance to the health and wellbeing of the individual. Analytical approach leads to interpretation of health-monitoring test results; interpretation is relevant to the individual. 	<ul style="list-style-type: none"> Positive and negative lifestyle factors are identified from screening information, and are comprehensively described. Detailed analytical approach, leading to an interpretation of the impact of the lifestyle factors; interpretation has specific relevance to the health and wellbeing of the individual. Detailed analytical approach, leading to an interpretation of health-monitoring test results; interpretation is specifically relevant to the individual.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Proposed lifestyle modification techniques	0	1-3	4-6	7-9	10-12
	No rewardable material	<ul style="list-style-type: none"> Proposed lifestyle modification techniques are generic, with limited relevance to the individual's lifestyle or requirements. Justification for proposed modifications might be attempted, however has limited relevance to the individual's lifestyle factors. Linkage between proposals and factor analysis might be present. 	<ul style="list-style-type: none"> Proposed lifestyle modification techniques demonstrate general relevance to the individual's lifestyle and requirements. Justification for proposed modifications are often present and are generally relevant to the individual's lifestyle factors. Proposals link to lifestyle factor analysis, although there may be occasional lapses. 	<ul style="list-style-type: none"> Proposed lifestyle modification techniques demonstrate relevance to the individual's lifestyle and requirements. Justification for proposed modifications are present and are relevant to the individual's lifestyle factors. Proposals systematically link to lifestyle factor analysis; proposals demonstrate an understanding of significance. 	<ul style="list-style-type: none"> Proposed lifestyle modification techniques demonstrate specific relevance to the individual's lifestyle and requirements. Justification for proposed modifications are present and are specifically relevant to the individual's lifestyle factors. Proposals systematically and consistently link to lifestyle factor analysis; proposals may be prioritised, demonstrating thorough understanding of significance.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Nutritional guidance	0	1–2	3–4	5–6	7–8
	No rewardable material	<ul style="list-style-type: none"> Proposed nutritional guidance is generic, with limited relevance to the individual's dietary requirements. Justification for proposed nutritional guidance has been attempted, however shows limited relevance to individual's dietary requirements. . 	<ul style="list-style-type: none"> Proposed nutritional guidance demonstrates general relevance to the individual's requirements. Justification for proposed nutritional guidance is generally relevant to the individual's dietary requirements. 	<ul style="list-style-type: none"> Proposed nutritional guidance demonstrates relevance to the individual's requirements. Justification for proposed nutritional guidance is relevant to the individual's dietary requirements. 	<ul style="list-style-type: none"> Proposed nutritional guidance demonstrates specific relevance to the individual's requirements. Justification for proposed nutritional guidance is specifically relevant to the individual's dietary requirements.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Training methods	0	1–2	3–4	5–6	7–8
	No rewardable material	<ul style="list-style-type: none"> The proposed training methods are generic, with limited relevance to the individual's training requirements. Justification for proposed methods are attempted, however are not always relevant to the individual's training needs. 	<ul style="list-style-type: none"> The proposed training methods demonstrate general relevance to the individual's training requirements. Justification for proposed training methods are generally relevant to the individual's training needs. 	<ul style="list-style-type: none"> The proposed training methods demonstrate relevance to the individual's training requirements Justification for proposed training methods are relevant to the individual's training needs. 	<ul style="list-style-type: none"> The proposed training methods demonstrate specific relevance to the individual's training requirements. Justification for proposed training methods are specifically relevant to the individual's training needs.

Assessment focus	Band 0	Band 1	Band 2	Band 3
Six-week training programme	0	1–2	3–4	5–6
	No rewardable material	<ul style="list-style-type: none"> The training programme is generic, with limited relevance to the fitness requirements of the individual. Certain requirements may be omitted. The training programme demonstrates a limited understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements. 	<ul style="list-style-type: none"> The training programme demonstrates relevance to the fitness requirements of the individual, although not all requirements are covered. The training programme demonstrates an understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements. 	<ul style="list-style-type: none"> The training programme demonstrates specific relevance to all fitness requirements of the individual. The training programme demonstrates a thorough understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Provide a justification for the training programme that has been produced for an individual	0	1–4	5–7	8–10	11–14
	No rewardable material	<ul style="list-style-type: none"> The justification demonstrates a limited understanding of the principles of fitness training. The justification is generic with limited relevance to the design of the training programme, or the training requirements of the individual. 	<ul style="list-style-type: none"> The justification demonstrates a limited understanding of the principles of fitness training applied to the training programme. The justification is generally relevant to the design of the training programme and the training requirements of the individual. 	<ul style="list-style-type: none"> The justification demonstrates an understanding of the principles of fitness training applied to the training programme. The justification demonstrates relevance to the design of the training programme and the training requirements of the individual. 	<ul style="list-style-type: none"> The justification demonstrates a thorough understanding of the principles of fitness training applied to the training programme. The justification demonstrates specific relevance to the design of the training programme and the training requirements of the individual.

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