



Pearson BTEC

Level 1/Level 2 Tech Award in Sport

Teacher Guide

A guide to support teaching and learning, including suggested delivery plans and timings for each component, example programme delivery models over 2 and 3 years, summaries of each component and support for delivery and assessment.

Version 1.3

Version	Amendment	Date
1.0	Document created	07.2022
1.1	Page 3 – overview of assessment availability table updated to reflect the changes to the earlier PSA release date. Pages 38-40 – example delivery models` tables updated to reflect the changes to the earlier PSA release date.	24.03.2023
1.2	Updated assessment availability table on page 3 to reflect the 15 th May submission deadline.	17.06.2024
1.3	Updated 'Overview of Assessment Availability' table and Example Delivery Models	14.03.2025

Introduction

This supplementary teaching and learning document is a companion to your BTEC Tech Award (2022) Specification, Sample Assessment Materials (SAMs) and Pearson Set Assignments (PSA). With reference to teaching and learning it is designed to supplement the specification, focusing on introductions and summaries of each component, key teaching areas (sector skills, knowledge, and transferable skills/behaviours), teaching content, format of assessment and resources to support teaching.

This document is aimed at those delivering this specific qualification from September 2022 onward.

Contents

1. Overview of Assessment Availability – Tech Awards 2022	3
2. Component One: Preparing Participants to Take Part in Sport and Physical Activity	4
Approaching the Component	4
Delivering the Learning Outcomes	5
How to administer assessments	7
Delivering the component: suggested activities	8
Suggested resources	13
3. Component Two: Taking Part and Improving Other Participants Sporting Performance	16
Approaching the Component	16
Delivering the Learning Outcomes	17
How to administer assessments	19
Delivering the component: suggested activities	21
Suggested resources	24
4. Component Three: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	26
Approaching the Component	26
Delivering the Key content	26
Delivering the component: suggested activities	30
5. Example delivery models	38

1. Overview of Assessment Availability – Tech Awards 2022

	Early June	Anytime following PSA release to December	December to January	January	March
Annual December/January Assessment Series	Release of PSAs for internally assessed components	Learners sit internal assessments. Internal marking (including internal resubmissions and re-marking)	Moderation window Submission of centre marks and sample of learner work deadline: 15th December	External Assessment	Results
	Early September	Anytime following PSA release to May	May to June	May	August
Annual May/June Assessment Series	Release of PSAs for internally assessed components	Learners sit internal assessments. Internal marking (including internal resubmissions and re-marking)	Moderation window Submission of centre marks and sample of learner work deadline: 15th May	External Assessment	Results

2. Component One: Preparing Participants to Take Part in Sport and Physical Activity

Approaching the Component

This component introduces learners to a range of different types of sport, physical activity and outdoor activities and the different sectors that provide access to these activities. Ideally learners should have as much practical experience as possible, taking part in the activities so that they can see and feel what the activity is like. This will then help them to explore the advantages and disadvantages of the three different providers to see how each can offer benefits and have draw backs. This will also help learners to begin to empathise with different types of participants so they can have an understanding of why some activities may not be appropriate for some types of participants. This will also help learners to be able to explore adaptations or ways to address barriers to participation for different types of participant.

Sports equipment and technology can be explored through practical, theoretical and independent research. Sports equipment that is used for different sports can be explored in school. A visit to a local sports clothing and equipment store would help learners to explore the full range of equipment required for a range of different sports and physical activities beyond what is usually available in a school environment such as outdoor activities as well as equipment for people with disabilities. Access to an organisation that uses high tech equipment such as an elite sports club, a visit to the velodrome etc will help to show learners the sorts of new equipment and facilities available to high level performers.

Preparing participations to take part in physical activity is largely a practical based delivery with theory introduced in an applied context so learners can relate to how their body has responded to participation in exercise and why these changes occur. Learners are then introduced to different categories of participant to explore why the warm-up would need to differ to take into account the different participant needs.

Delivering the Learning Outcomes

Learning Outcome A: Explore types and provision of sport and physical activity for different types of participant

Where possible, learners should have as much practical experience as possible taking part in different sport and physical activities from different providers of sport. This will help them fully experience the different types of sports, physical activities and outdoor activities to see how they provide different types of enjoyment and challenge. Through practical participation it is then possible for learners to understand the benefits of participation why some sports, physical activities or outdoor activities are better suited to different types of participant. By visiting different providers of sport, physical activity and outdoor activities learners will then be able to see how the provision differs and research the advantages and disadvantages of the provision for different types of participant.

Learners need to identify the barriers to participation and their possible solutions for different target groups. They could carry out individual research into the characteristics of target groups and common barriers to participation. Using this information learners could then identify possible solutions for each target group. A visit (face to face, and or virtual visit) to a leisure centre or sports club would be useful for learners to be able to see the range and type of activities on offer for different target groups and be able to identify any lack of provision. Learners could analyse activity/session timetables and identify areas for further opportunities such as more for a specific target group.

Learners should be encouraged to evaluate the barriers to participation for individuals providing effective and realistic solutions. Learners could interview (face to face or via zoom) a sports coach, activity leader or sports development officer to identify the barriers they see and try to resolve when working within communities.

Learning Outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity

This LA could be covered via a number of methods including formal lectures, independent research and visits (and virtual visits). Research sessions will enable learners to explore the different types of technology for a specific sport. Using group and paired work for research tasks will allow learners to explore sports and activities which are of particular interest to them.

Sports equipment that is used for different sports can be explored in the school environment with group-based activities. Where possible it would be good to introduce learners to different types of sports from ones they have already

covered as part of their PE curriculum. Having guest instructors come in to deliver sport, fitness activities or outdoor activities would help to add to the diversity of learner experience to allow them to take part in activities they have not experienced before such as fencing, martial arts, ultimate frisbee or orienteering. Learners could be given a specific sport, fitness activity or outdoor activity to research on a visit to a local sports clothing and equipment store. This would help them to see the range of options available as well as pricing and how it varies depending on what the equipment can offer in terms of benefits and how lower priced equipment may have some limitations. Learners could view video footage or visit a facility that supports people with disabilities to take part in sport so learners can see the range of equipment that is available and the types of sports and physical activities on offer. It may also be possible for learners to take part in a sport for people with disabilities in the school environment such as blind football. This helps learners to gain an understanding of how the sport is played and also begin to have an understanding of what it may be like to have a visual impairment but still be able to take part in sports. Access to an organisation that uses high tech equipment would also be very beneficial such as an elite sports club, a visit to the velodrome etc will help to show learners the sorts of new equipment and facilities available to high level performers.

Learning Outcome C: Be able to prepare participants to take part in sport and physical activity

For this learning aim, learners need to be able to develop their ability to plan and deliver a warm-up. IT is therefore very important that they understand the different components of a warm-up and their function. They will also need to know what sorts of activities can be used in each part of the warm-up including stretches for all of the major muscle groups. This can be taught through practical participation, collection of physiological data during the warm-up, followed by theory to explain the physiological response of the body systems to each part of the warm up. This allows learners to analyse their own data to see how their body has responded to the warm-up which helps to engage and focus the learner on topics that can be challenging given their scientific nature and technical terminology. Where possible, learners should have as much experience in a leadership role, starting with group leadership, paired leadership and then leading parts of a warm-up on their own to help to prepare for the practical aspects of the assignment. Learners are then introduced to different categories of participant to explore why the warm-up would need to differ to take into account the different participant needs.

Format of internal assessment

The internally assessed, externally moderated components are designed to demonstrate the application of the aligned conceptual knowledge, for which they are assessed. The Pearson-set Assignment (PSA) provides clear guidance for each assignment, the given format of the assessment is stated, e.g., practical assessment / presentation. This provides a potential opportunity to develop wider skills, individual learner decisions and in some cases industry specific approaches within the guidance within the PSA.

The assignment for this component consists of three tasks.

- In response to Task 1, learners will use knowledge acquired to select suitable physical activities for the case study provided considering provision available.
- In response to Task 2, learners will use knowledge acquired to select and discuss

how technology would affect provision for the case study person.

- In response to Task 3, learning will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up.

The assignment will take approximately 5 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson.

Assignments for this component will be made available in January of each year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component

How to administer assessments

Key tips:

- You cannot contextualise the vocational scenario, further information can be found in the PSA.
- Learners should have access to all the resources detailed in the PSA.
- All of the work for summative assessment must be produced in response to the assignment and no work completed during teaching and learning can be used or adapted for this purpose.
- Although learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding, they can use a blank, centre-devised research log template.
- Note, the sample for Sports learners will be mutually agreed between the centre and allocated moderate based on the video evidence available in line with the current SV practise in sport. A minimum of 20 learners in the cohort must have video footage recorded which must meet the PSA video requirements. Where there are fewer than 20 learners in a cohort, all learners must be recorded.

Delivering the component: suggested activities

*This provides you with a starting place for one way of delivering the component, moving methodically through the specification and providing a practical sense of what can be done to deliver the content. **The information below is suggested activity and not mandatory.***

Learning aims / topic areas	Suggested Activity	Suggested time allocation
A1 Types and providers of sport and physical activity	Types of sport and physical activity Learners take part in a range of different sports and physical activities, where possible, try to introduce new sports and activities that learners have not taken part in as part of the PE curriculum before. Also, where possible, try to ensure public sector, private sector and voluntary sector provision is visited as part of the participation. Team sports – e.g. volleyball, ultimate frisbee, foot golf Individual sports e.g. golf, bowls, Physical activities e.g. group exercise class such as Zumba Outdoor activities – e.g. high ropes course, rock climbing, After participation in each sport or physical activity class discussion on how and why that sport, physical activity or outdoor activity fits into the category it is given, eg NGB, rules, competition, improve fitness, adventurous. For each sport, physical activity or outdoor activity, teacher led discussion on type of provision to explore the characteristics of the sector and discuss the advantages and disadvantage of the sector related to their own experience. Benefits of taking part in sport Learners write down reasons they enjoy sport and activity and share their responses with a partner – whole class feedback for discussion.	6 hours

A2 Types and needs of sports and physical activity participants	Teacher lead presentation on the different types of participant and their different needs. Guest speaker who works with participants of different ages to discuss the physical health, social and mental health needs of each age group and how they support participation for these groups to meet these needs. Video clips of people taking part in Paralympics to include a large range of sports and different types of disabilities. Teacher led discussion on how sports are adapted to support participation for people with disabilities and also showcase the ability and sporting performance of people with disabilities. Participants with different health conditions, learners are given a health condition to research in pairs and prepare and deliver a presentation of their findings to the rest of the group.	2 hours
A3 Barriers to participation in sport and physical activity for different types of participant	Teacher presentation on the different types of barriers to participation. In pairs or small groups learners discuss barriers to participation that are relevant to themselves and compare and contrast how these vary between the group. The group are then given a person from one of the selected target groups. They should identify barriers to participation for this person. Learners feedback the barriers to participation for their given person to the rest of the group.	2 hours
A4 Methods to address barriers to participation in sport and physical activity for different types of participant	Guest speaker – sports development officer to discuss how they overcome barriers to participation for different target groups to encourage participation in sport and physical activity. Case studies are given to learners working in pairs or small groups to determine ways to support people from different target groups how to overcome barriers to participation in sport and physical activity .	2 hours
B1 Different types of sports clothing and equipment required for participation in sport and physical activity	Learners are all asked to bring in their sports clothing, equipment and any protective clothing or equipment they have for taking part in the sports, physical activities and/or outdoor activities. Learners deliver a mini presentation discussing the clothing and equipment they have and why it is necessary for taking part in their selected sport, physical activity or outdoor activity. Learners go to the sports hall and look through the sports equipment. In small groups, learners	5 hours

	are given a sport or physical activity and need to set up the equipment for taking part in different sports eg badminton posts and nets, racquets and shuttlecocks, netball posts, bibs, netball etc. Learners then talk through the equipment to the rest of the group and demonstrate how each piece is used for the selected sport, physical activity or outdoor activity. Learners could go on a visit to a facility such as a climbing wall to see what equipment is needed and take part in the activity to explore and experience the equipment required for participation and for protection.	
B2 Different types of technology and their benefits to improve sport and physical activity participation and performance B3 The limitations of using technology in sport and physical activity	Show learners video clips of sports people using different types of technologies. Allow learners to see different sports activities, venues, facilities, equipment and performers using the technology. Learners to work in pairs and are allocated a different type of technology to investigate. Learners should include information about the benefits of using their given technology. Each pair should produce a presentation, which they will deliver to the rest of the group You could arrange a visit to a local venue or facility that has elite sports performance for a selected sport. Learners could prepare a series of questions focusing on technology required to take part in the selected sport to ask sports performers where available or a guest speaker such as a coach that works at the facility. Benefits and limitations of each type of technology should be explored during the visit.	4 hours
C1 Planning a warm-up	Teacher led warm up to go through the key components of a warmup to prepare the body for exercise. Learners monitor their heart rate and breathing rate. Readings taken every 2 minutes using heart rate monitors where available counting breaths in for a period of 15 seconds. Discussion after the warm up to explore the functions of the pulse raiser, mobility and stretch parts of the warm up. Learners then plot graphs of their heart rate and breathing rate over the time they have spent warming up.	4 hours

	Class discussion on why the heart rate and breathing rate changes over different parts of the warm up. Teacher led presentation on how the musculoskeletal system responds to the warm up. Location of major muscles using post it notes on a skeleton or partner to identify the location of each major muscle. Learners then take part in stretches to work out which muscles are being stretched. Learners draw stick diagrams of people to show how the stretch is performed and identify the main muscle being stretched in each diagram.	
C2 Adapting a warm-up for different categories of participants and different types of physical activities	Teacher led demonstration on methods that can be used to adapt activities in a warm up Increase intensity by moving faster, using larger movements or more muscles such as going from walking, to striding, to skipping, jogging and then sprinting. Learners are given an exercise or activity and have to work out how to increase and decrease the intensity. Learners then show their adaptations to the rest of the group for their given exercise/activity. High impact and low impact alternatives to activities are demonstrated such as jumping jacks for high impact and half jacks for low impact. Learners are given an activity or exercise and have to work out high and low impact options and show the rest of the group. Sport specific warm ups – learners are given a sport/physical activity or can chose their preferred sport/physical activity and have access to equipment that is used in that sport. Learners then plan and practice a warm up that is appropriate for a specific sport/physical activity. Learners take it in turns to lead another group through their warm up for their chosen sport/physical activity.	4 hours

	Teacher led presentation on other methods to adapt the warm up for specific participants such a time frame and types of stretches.	
C3 Delivering a warm-up to prepare participants for physical activity	Learners work in small groups to plan a warm up using a session plan template to include equipment, organisation of participants, timing, types of activities and teaching points. Learners then work together to support each other to deliver the warm up to each other, offering constructive feedback on how to improve their organisation, demonstration and delivery of the warm up. Learners then take it in turns to lead another group through their warm, each learner taking on part of a component and then swapping to the next person in the group to take over.	6 hours

Suggested resources

This section has been created to provide a range of links / resources that are publicly available that you might find helpful in supporting your teaching and delivery of the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Social Media

Add here named examples and types of individuals/bodies to follow. Collate under platform headings (i.e. twitter, Instagram, podcasts etc)

Twitter

@cimspa

@sportanddev

@Sport_England

@FA

@Lionesses

@uk_sport

@TeamGB

Instagram

cim_spa

sportsdevelopmentldc – Lichfield District Councils sports development page

uk_sport

officialsportengland

Videos

The Heart Song (<https://www.youtube.com/watch?v=p-wilmN80XE>): a song to help students understand the structure of the heart

Blood Cells and Oxygen

(https://www.youtube.com/watch?v=UhqCB34AwpU&index=2&list=PLsSY3THwqZ31ANKbeaV_TFy_-Zyeigajj): explains how red blood cells carry oxygen around the body

Chronic Effects of Exercise on the Heart

(https://www.youtube.com/watch?v=_AXQnM-jai0&t=2s): explains the long-term effects of exercise on the heart (stop at 3 minutes 30 seconds)

GCSE BBC Science Bitesize – Breathing

(<https://www.youtube.com/watch?v=MF9DBxLRGIU>): recaps the role of the respiratory system

Behind the Team: Performance Analysis with Gary Neville, Ray Lewington and Andy Scoulding (https://www.youtube.com/watch?v=X2GCmJQH6_M): describes how performance analysis is conducted in the England football team

Athletics - Men's 100m - T44 Final - London 2012 Paralympic Games (<https://www.youtube.com/watch?v=mcdUsMULNzo>): 'blade runners' in the Paralympics

Asics Running Shoes Biomechanics (<https://www.youtube.com/watch?v=ipzM03urL8A>): the biomechanics of footwear

Why Do Footballers Wear GPS Vests? (<https://www.youtube.com/watch?v=oAjRA4m2mFE>): why GPS tracker vests are used in football training

Websites

BBC Bitesize (www.bbc.com/education/) – study support resource for school-age students

www.getbodysmart.com Get Body Smart – An online anatomy and physiology textbook that has detailed tutorials about each of the body systems as well as useful interactive quizzes

BBC Health (www.bbc.co.uk/health/) – latest health news

National sports Councils (<https://www.sportengland.org/>), (<http://www.sportni.net/>), (<https://www.sport.wales/>) – detail and guidance to supporting participation.

NHS (www.nhs.uk) – information about healthy living and the benefits of exercise.

Teach PE (www.teachpe.com) – sports coaching and physical education information, providing coaching tips, video drills, training advice, lesson notes, online quizzes and downloadable worksheets

Top End Sports (<https://www.topendsports.com>) – information on sports, fitness, training, testing and nutrition

Textbooks

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., BTEC First Sport Student Book, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Howley E.T. and Franks B.D., Health Fitness Instructor's Handbook, Human Kinetics Europe, 2003 (ISBN 978-0-7360-4210-9)

Palastanga, N., Anatomy and Human Movement, 6th edition, Elsevier, 2011 (ISBN 978-0-7020-3553-1)

Sharkey, B.J. and Gaskill, S.E., Fitness and Health, Human Kinetics, 2006 (ISBN 978-0-7360-5614-4)

Tortora, G.J. and Derrickson, B.H., Principles of Anatomy and Physiology, John Wiley and Sons, 2011 (ISBN 978-0-4709-2918-6)

Pearson paid resources also available:

- Pearson Student book
- ActiveBook (a digital version of the Student Book, via ActiveLearn Digital Service)
- Digital Teacher Pack (via ActiveLearn Digital Service)

3. Component Two: Taking Part and Improving Other Participants Sporting Performance

Approaching the Component

This component should be delivered primarily through practical participation. Learners will be able to focus on one sport of their choice for the whole of this component but you may like to give them access to a range of sports during the first part of delivery so learners can select the sport that they prefer.

At the start of this unit, the components of physical fitness and skill related fitness are introduced. It is essential that learners know how these can be applied and used for different types of sport, physical activity or outdoor activity in order to help them fully prepare for the Pearson set assignment

The aim of this component is to develop learners own skills and strategies for a particular sport which includes tactics and decision making, and explore the rules and regulations by letting the learner take part and officiate in that sport. They should become able to effectively apply the rules, regulations, skills and strategies as appropriate in different situation. While a large part of the unit is based around learners participating in sports, you could also make arrangements for learners to observe sports performers and officials in action in each selected sport. This will allow learners to develop their own understanding of the applications of rules, regulations, skills, techniques and tactics. This could be done through live observation or through video/television observation.

Learners will then need to learn how to improve other participants sporting techniques in their own selected sport. For this, they will need to learn how to plan and lead progressive drills and conditioned practices with a group of participants. The drills and conditioned practices will have been covered for personal performance at the start of the component, so learners then need to learn how to apply this when they are taking on a leadership role. Organisational skills, demonstrations and teaching points to successfully lead a practical session will all need to be taught and practiced to support learners in the practical task within the Pearson set assignment.

Delivery should motivate and excite learners and be as practical as possible, with learners participating in regular practical sessions.

During practical participation, it is important that learners are made aware of health and safety issues relating to participating in sports. They must know how to reduce the risk to themselves and others by carrying out an appropriate

warm-up before each activity and a cool down on completion of each activity. You should also ensure that learners act appropriately and listen to all guidance and support within each session.

Delivering the Learning Outcomes

Learning Outcome A: Understand how different components of fitness are used in different physical activities

Where possible, learners should have as much practical experience as possible taking part in different sport and physical activities from different providers of sport. This will help them fully experience the different types of sports, physical activities and outdoor activities to see how they provide different types of enjoyment and challenge. Through practical participation it is then possible for learners to understand the benefits of participation why some sports, physical activities or outdoor activities are better suited to different types of participant. By visiting different providers of sport, physical activity and outdoor activities learners will then be able to see how the provision differs and research the advantages and disadvantages of the provision for different types of participant.

Learners need to identify the barriers to participation and their possible solutions for different target groups. They could carry out individual research into the characteristics of target groups and common barriers to participation. Using this information learners could then identify possible solutions for each target group. A visit (face to face, and or virtual visit) to a leisure centre or sports club would be useful for learners to be able to see the range and type of activities on offer for different target groups and be able to identify any lack of provision. Learners could analyse activity/session timetables and identify areas for further opportunities such as more for a specific target group.

Learners should be encouraged to evaluate the barriers to participation for individuals providing effective and realistic solutions. Learners could interview (face to face or via zoom) a sports coach, activity leader or sports development officer to identify the barriers they see and try to resolve when working within communities.

Learning Outcome B: Be able to participate in sport and understand the roles and responsibilities of officials

For learning aim B, learners could be given the opportunity to participate in different sports and learn the skills, techniques and tactics associated with them. These sports do not have to be the same as those that the learners have been assessed in for learning aim A. Learners could be introduced to each skill, technique and tactic, and allowed to demonstrate each of them in different

situations (isolated, conditioned and competitive situations). It would be beneficial, at the end of each session, for learners to be given the opportunity to take part in a 'competition', enabling them to demonstrate effective use of the skills, techniques and tactics as appropriate, with and against their peers

The theory for learning aim A could be delivered through practical participation when possible. Allowing learners to observe and experience the application of rules within different situations should help them gain an understanding of the rules, regulations and scoring systems that apply to selected sports. Observation should ideally be in competitive situations and at the highest level of both sports. This would allow learners to observe a range of officials in action and give them the opportunity to see what the roles and responsibilities are of different officials, techniques, selecting an appropriate file format and export settings. Note, there is not a list of prescribed sport learners has the ability to select the most suitable for their learners and context. The sport must have an NGB, rules and officials.

Learning Outcome C: Demonstrate ways to improve participants sporting techniques

For this learning aim, learner need to know how to plan progressive drills to teach participants how to perform and improve specific sporting techniques. Its's important that learners have experienced how to build progressive drills from:

- unopposed stationary drills
- drills with the introduction of travel
- drills with passive opposition
- drills with active opposition

so that they can see for themselves how they increase in challenge as well as learning how they are organised together with the use of demonstrations and teaching points to ensure smooth running of the drills and participants knowing how to correctly perform the technique.

Learners should be given opportunities to set up conditioned games to target specific techniques so examples from different sports can be given.

Learners can then work in small groups to plan and lead their own progressive drills and conditioned games to build confidence and leadership skills to prepare them for their Pearson set assignment.

Format of internal assessment

The internally assessed – externally moderated units are designed to demonstrate the application of the aligned conceptual knowledge, for which they are assessed. The Pearson-set Assignments (PSA) provides clear guidance

for each assignment, the given format of the assessment is stated, e.g., practical assessment / presentation. This provides a potential opportunity to develop wider skills, individual learner decisions and in some cases industry specific approaches within the guidance within the PSA.

Learners may choose one, or any combination of, formats from those listed in the suggested evidence in the PSA.

Screen recordings and video recordings should be saved in MP4 format and audio recordings should be saved in MP3 format. The centre may convert file formats on the learner's behalf after the summative assessment.

The assignment for this component consists of four tasks:

- Task 1: learners will demonstrate their knowledge and understanding of the components of fitness.
- Task 2: learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations.
- Task 3: learners will demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport.
- Task 4: learners will demonstrate their knowledge and understanding of a sport and provide specific drills to improve participants sporting techniques. Additionally, they will produce video evidence of these skills including specific guidance and teaching points.

The assignment will take approximately 4 supervised hours to complete

How to administer assessments

Key tips:

- You cannot contextualise the vocational scenario, further information can be found in the PSAs.
- Learners should have access to all the resources detailed in the PSA.
- All of the work for summative assessment must be produced in response to the assignment and no work completed during teaching and learning can be used or adapted for this purpose.
- Although learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding, they can use blank, centre-devised templates for producing pre-production material and production documentation.
- Note, the sample for Sports learners will be mutually agreed between the centre and allocated moderate based on the video evidence available in line with the current SV practise in sport. A minimum of 20 learners in the cohort must have video footage recorded which must meet the PSA video

requirements. Where there are fewer than 20 learners in a cohort, all learners must be recorded.

Delivering the component: suggested activities

*This provides you with a starting place for one way of delivering the component, moving methodically through the specification and providing a practical sense of what can be done to deliver the content. **The information below is suggested activity and not mandatory.***

Learning aims / topic areas	Suggested Activity	Suggested time allocation
A1 Components of physical fitness	Teacher lead presentation on the components of physical fitness and the definition of each. Learners are then given 6 different sports and physical activities such as marathon running, shot put throwing, 100m sprint, yoga, jockey and kayaking. They then need to select one of the components of fitness that is mainly required to perform well in that sport or physical activity. Learners can then take part in a teacher led sport or physical activity such as a HITT session and work out which components of fitness are required to perform well in that physical activity and formulate a discussion with the rest of the group of all the components of physical fitness that they used at different times in the HITT session.	3 hours
A2 Components of skill-related fitness	Teacher lead presentation on the components of physical fitness and the definition of each. Learners are then given 5 different sports and physical activities such as power weightlifter, 50m sprint swimmer, gymnastics and badminton. They then need to select one of the components of skill-related fitness that is mainly required to perform well in that sport or physical activity giving reasons why and where the component is important. Learners work in pairs and are given or choose a team sport where players take on the role of different positions. They then provide an overview of the main components of physical and skill-related fitness that are required to perform well in that position for the selected sport.	2 hours
B1 Techniques, strategies and fitness required for different sports	Introduce the skills, techniques and tactics required to participate in each sport through a practical session	12 hours

	Deliver correct application of skills and techniques initially through drills and conditioned practices to support and develop understanding and ability. Within conditioned practices, introduce your learners to the concept of tactics and decision making related to how to apply them effectively. Give learners an opportunity to play in a competitive situation where they can be observed applying the skills, techniques and tactics in their sport (as appropriate to the sport and/or position within the competitive situation). Visually record performers applying the skills and strategies in each situation. Ask learners to participate in sports outside school in extracurricular events or for a local team to develop their own knowledge and understanding of each sport. Ask learners to research the correct application of each skill/technique within each sport, and the correct application of each within competitive situations	
B2 Officials in sport	Learners are given lists of types of officials and asked to identify which sports they are officiate in for example, umpire – cricket, tennis, baseball. For each type of official listed in the spec, learners need to be able to identify at least one sport that uses that type of official. Discussion on the difference between an umpire and a referee. Learners work in pairs and are then given or select a sport of their choice to research the full range of officials required in competitions for that sport and their roles and responsibilities. Learners deliver their presentation with a time limit of no more than 5 minutes.	2 hours
B3 Rules and regulations in sports	Introduce the rules/laws and regulations of selected sports by asking learners to take part in them. Present the scoring systems and methods of victory to the class. This could be introduced through learners actively playing the sport and the teacher stopping play and explaining how points and scoring systems are applied within each of the sports. Within practical sessions, demonstrate the methods used by each appropriate official. Learners could be asked within practical sessions to take the role of different officials. At the start of each session, the teacher could introduce new officials and ask learners to take the roles of these officials and apply the rules that these officials are responsible for within each sport. The teacher could ensure that members of the group all take a turn as an official throughout each session. On a class visit or an inter college sports competition, ask learners to observe officials and application of rules, or watch a video recording of rules being applied. Learners	4 hours

	should research the rules/laws and regulations of each sport and their application by each specific official. Learners could record their observations using a logbook or diary.	
C1 Planning drills and conditioned practices to develop participants' sporting skills	Learners take part in a teacher led progressive drill for a sport they have not taken part in before. Learners experience how a new technique is introduced and learn the new technique as it is broken down into parts by the teacher. Learner then take part in unopposed stationary drills, drills with the introduction of travel, drills with passive opposition and drills with active opposition. Class discussion on how this approach helps to embed and develop the technique that has been introduced to them and ways to regress or progress the drill depending on the ability of the participant. The class are split into small groups and work out a conditioned game to practice the specific skill. Each group practices the conditioned game and then presents the game to the rest of the class. Learners work in small groups to plan drills and conditioned practices for a sport technique of their choice or one given to them by the teacher. Group discussion and practice to show how the drills work and how they are organised to ensure planning is appropriate.	7 hours
C2 Drills to improve sporting performance	Learners work in their small groups to take it in turns to lead their planned drills. After each learner has led a drill, the group feedback and offer constructive feedback. Learners record each other leading the drills and then are given an opportunity to reflect and review their approaches to support development. As learners develop their confidence and leadership skills, learners from one group can lead another group through their planned drills and conditioned practices to help develop their organisational, demonstration, positioning, observation of participants, how they provide instructions, teaching points and feedback to the participants in preparation for their Pearson set assignment	4 hours

Suggested resources

This section has been created to provide a range of links / resources that are publicly available that you might find helpful in supporting your teaching and delivery of the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Videos

Coaching Tools 3 – Bad Coach

(https://www.youtube.com/watch?v=cajPuynM_n8): Studio Scotland film addressing positive coaching skills and the results of negative coaching in relation to supporting youth in football

How to Deliver Great Coaching Sessions

(<https://www.youtube.com/watch?v=SUY5jUyp2Oc>): seven tips on how to produce motivational and effective coaching sessions

Inspire Wellness The Benefits of a Warm Up and Cool Down

(<https://www.youtube.com/watch?v=zMReVEkdEnI>): explains why it is important to warm up before and cool down after taking part in exercise

Rio 'We're the Superhumans' Paralympics 2016 trailer, Channel 4

(<https://www.youtube.com/watch?v=locLkk3aYlk>): trailer for the Rio 2016 Paralympic Games showcasing the abilities of disabled athletes and performers

This Girl Can. Phenomenal Women

(<https://www.youtube.com/user/thisgirlcanuk>): promotional advert including Maya Angelou's poem, Phenomenal Women

Websites

www.britishswimming.org Amateur Swimming Association

www.badmintonengland.co.uk Badminton Association of England

www.britishcycling.org.uk British Cycling

www.british-gymnastics.org.uk British Gymnastics

www.olympics.org.uk The British Olympic Association

www.britishvolleyball.org British Volleyball Association

www.englandbasketball.co.uk English Basketball Association

www.thefa.com The Football Association

www.lta.org.uk The Lawn Tennis Association

www.rfu.com The Rugby Football Union

www.sportsofficialsuk.com Sports Officials UK

www.ukathletics.net UK Athletics

www.uksport.gov.uk UK Sport

Textbooks

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., BTEC First Sport Student Book, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Commons, R., Rizzo, G. and Swales, M., Level 2 BTEC Firsts in Sport Student's Book,

Oxford University Press, 2010 (ISBN 978-1-8500-8515-7)

Edwards, J., Badminton: Technique, Tactics, Training (Crowood Sports Guides), The Crowood Press Ltd, 1997 (ISBN 978-1-8612-6027-7)

Parkhurst, A., Tennis: A Complete Guide to Tactics and Training (Sporting Skills), First Stone Publishing, 2005 (ISBN 978-1-9044-3947-9)

Redknapp, H., Soccer Skills and Tactics, Parragon, 2002 (ISBN 978-0-7525-9044-8)

Woodlands, J., The Netball Handbook, Human Kinetics Europe Ltd, 2006 (ISBN 978-0-7360-6265-7)

Pearson paid resources also available:

- Pearson Student book
- ActiveBook (a digital version of the Student Book, via ActiveLearn Digital Service)
- Digital Teacher Pack (via ActiveLearn Digital Service)

4. Component Three: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Approaching the Component

Where possible, learners should have as much practical experience as possible taking part in practical activities to support their understanding of theoretical concepts. This unit gives the learner 'hands-on' practical experience of administering fitness tests, fitness training methods and developing fitness programmes that are specific to the needs of performers from different sports. Therefore, access to fitness testing and training equipment and facilities to accommodate fitness training is essential (on or off site). Learners may benefit from a site visit to a fitness gym to see and experience the range of equipment available as well as take part in fitness training. Learners will study the theory behind each fitness testing, training and programme. The fitness training methods and programmes can be applied using learners within the class as well as learners from outside of the class such as school/college sports teams.

Delivering the Key content

Key content A: Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

Learners need to know about the components of physical and skill-related fitness and know how and when these components are used in participation in sports and why they are important for successful participation. You can cover the fitness components via a number of methods including an introduction through physical participation, for example, learners could take part in different athletic events such as shot put and 100m sprint and after each event the component of fitness that has been used can be discussed followed by theory-based sessions in the classroom such as interactive presentations and use of DVDs/videos. These can then be Group discussion will enable learners to think about their own sporting experiences and what fitness components are needed for successful performance.

Video clips could be used to show elite performers in action, enabling learners to consider the physical and skill-related demands needed to perform efficiently and at optimal levels. Learners can work in pairs to deliver a presentation on the components of fitness they require for their selected sport or physical activity, this helps to build a wide framework of how the components of fitness are used in a range of different sports and physical activities.

This helps to prepare learners for the external assessment which may explore a variety of different types of sport and physical activity in the questions, so preparation for this using a wide range of sporting examples will help to prepare learners.

Fitness Training principles that clearly differentiates between the FITT principles and Additional principles of training can be covered in theory-based teaching. Definitions of each principle should be covered. Learners could be given training programmes and from there identify which training principles is being covered in the programme, for example, if training takes place 4 times a week that is the frequency.

To learn about exercise intensity, learners can take part in practical activities, measuring and recording heart rate from real class/group data. Learners also need to know how to calculate maximum heart rate (HR max). From this, they can calculate their own training thresholds and monitor their training during exercise sessions. Practising with basic calculations here is essential

Where possible, learners can take part in working out their own 1RM for strength and 15RM for muscular endurance. This helps learners to understand the process of determine the RM for different types of fitness having been through working out their own RM.

If available, centres can provide learners with technology to measure exercise intensity when taking part in practical activities and when using the Borg scale as these can be used to give comparison heart rates etc. Learners may have their own technology and be invited to bring this into the lesson where centres may not have access. Alternatively, if a visit to a gym is possible, reviewing and using their technology to measure exercise intensity could be put into practice.

Key content B: Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

This learning aim can be introduced through a visit to a gym and having learners take part in screening processes to ensure they are ready to take part in exercise and fitness testing such as informed consent forms and PAR-Qs.

Learners will need to be taught the concepts of reliability, validity and practicality at the start of this learning aim and can then be reminded to consider each of these terms and how they apply to each fitness test they are introduced to.

In the gym and using the centres exercise equipment, teachers can use practical demonstrations and participation i.e. showing learners correct use of equipment and safe and correct technique after which learners could practically undertake each fitness test, recording and interpreting their results using published normative data tables. For example, teachers could demonstrate to learners how they set up the multistage fitness test and talk through what they are doing

measuring the distance, calibrating the test using a stopwatch to ensure the beeps are sounded at the correct time and explaining the purpose of each stage. They can then administer the test to the whole-class so learners experience the test and how it is carried out properly. This can then be followed by learners working in small groups to set up, calibrate and administer the gaining practice with test protocol and technique. You can also organise activities in which learners analyse class/group data collected and draw conclusions, helping to develop their skills in analysis and evaluation.

Key content C: Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

For this learning aim, learners should be engaged in practical activities combined with theoretical delivery, where possible, so that they can experience the various forms of fitness training and have a better understanding of the physical requirements of each. You should discuss each of the listed components of fitness with learners, together with the importance of each component for a sports performer. For each listed component of fitness, you should discuss the theory behind the training method. This should be done either before or after practical participation, so that learners are clear about each method, and how and why it should be used. Where possible, fitness-training specialists could be invited to help support the delivery of each method. Where appropriate, they could bring specialised equipment, ensuring the health and safety of the participants when it is used.

Through practical participation, learners will begin to appreciate links between the training methods, experience first-hand advantages/disadvantages of each, and make the link back to fitness components and the principles of training. After each training session it would be useful for teachers to reflect on the method undertaken, perhaps via group discussion, and encourage learners to consider, through their own experiences, the advantages/disadvantages and applications of each method, etc.

As with the other learning aims, there are clear links here to Unit 5, giving learners the opportunity to use fitness testing to investigate their own fitness levels, interpret results, consider improvements required and the training methods which they could implement to achieve personal fitness training goals.

Key content D: Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

For this learning aim, learners will need to explore a fitness programme for different individuals; you could use a learner-centred research approach for this.

You could give learners case studies of sports performers or they could carry out an analysis of each other's fitness requirements, in order to start the process of fitness programme design. You will need to cover the principles of fitness training linked to specific sports and sports performers, while ensuring that the principles are suitably contextualised and that all the principles of training are met appropriately. Group and individual tasks could be set and information pooled within the group, to encourage peer learning and consolidate learner understanding. Learners can then present the fitness training programme they have designed for the individual they were working with, to the rest of the class. They should explain the requirements of the individual's sport, relating them to the fitness programme design. Discussion on motivation and how different types of motivational techniques can be used to support adherence to an exercise programme can be discussed. Guest speakers, either those who have taken part in fitness training programmes or professional fitness training programme designers, could provide further information and real-life case studies of their programme design and how they have used motivation in exercise programmes for sports performers. This will help learners to understand fully the benefits of this process and the links to professional careers with fitness programming as part of the job role.

Delivering the component: suggested activities

*This provides you with a starting place for one way of delivering the component, moving methodically through the specification and providing a practical sense of what can be done to deliver the content. **The information below is suggested activity and not mandatory.***

Learning aims / topic areas	Suggested Activity	Suggested time allocation
A1 The importance of fitness for successful participation in sport	Use video footage of different sports with each footage showing one or more of the fitness demands of the sport, as listed in the unit content. Ask learners to determine the components of fitness required for each sport and order them in priority. At the end of each piece of footage, the whole group should hold a discussion to agree upon the fitness demands of each sport. Learner-led research could be done in small groups, using the internet and textbooks, to research one sport or physical activity and explore its characteristics, types of activity and characteristics of athlete's performance cycle for that sport. Each group should present their findings to the rest, gaining feedback about its strengths and areas for improvement.	2 hours
A2 Fitness Training principles	Learners are given a fitness training programme or are asked to write down a training programme that they are following. The FITT principles and additional principles of training are covered through classroom teaching. Group discussion on 'What are the principles of training and how they relate to fitness programming?' Learners then highlight on their fitness training programme how each of the FITT principles and additional principles of training are incorporated into the training programme. Paired work to discuss if any FITT principles of additional principles of training are not being followed in the training programmes being examined.	2 hours

A3 Exercise Intensity and how it can be determined	Learners could participate in a 50-minute circuit training session. During the session, they record their heart rate every five minutes (either manually via the radial artery, or by using heart rate monitors). During the session, learners can also use the Borg 6-20 Rating of Perceived Exertion Scale and note down rating next to their heart rate. Following the exercise session, learners plot a graph showing how their heart rate (bpm) and Borg rating varies over time (minutes). Learners can take part in working out their own 1RM for strength for different muscle groups such as chest press, quadricep extension and bicep curl and repeat the process for the same lifts to work out their 15RM for muscular endurance. This helps learners to understand the process of determine the RM for strength and muscular endurance having been through working out their own RM. It is important that learners are fully monitored by an experienced fitness professional when taking part in the 1RM test process as this test is challenging and does carry risk of harm if not performed correctly. To support this process, learners could take part in a gym visit and have fitness instructors talking the learners through the RM tests whilst observing and monitoring the process.	3 hours
B1 Importance of fitness testing and requirements for administration of each fitness test	Class examine a fitness team such as a favourite football team and discuss the reasons they take part in regular fitness testing. Class visit to a fitness centre – fitness professional covers pre exercise process with clients to cover key content below: Pre-test procedures covered in detail with practical examples of what each means: Calibration of equipment – the importance with examples of what can be done e.g., using a stopwatch to record the beeps in the multi-stage fitness test to ensure they are sounded at the right times. Informed consent – learners complete a form and then review the key content in the form and the importance of each part Completion of a PAR-Q – learners are given a PAR-Q to complete – in pairs, the questions are reviewed to determine potential health concerns associated with the questions and issues with exercising linked to each	2 hours

	health concern. Participation in pre-fitness test check – learners take part in the pre fitness checks the gym usually uses as part of its pre fitness check. Reliability, validity and practicality of fitness tests – teacher led theory of the meaning of each of these terms and practical examples of how they related to fitness testing	
B2 Fitness test methods for components of physical fitness B4 Interpretation of fitness test results	Teacher led practical participation in fitness testing for physical fitness and interpretation of the fitness test results against normative data. Teachers talk through the administration including calibration of equipment where required for each fitness test. Where large groups can be tested such as in the multi-stage fitness test, the whole class can take part if a suitable facility is available. Learners can then work in groups and take it in turns to work together to set up and administer the test to half the group and then swap over. For tests that do not take very long, the teacher can demonstrate each test and provide learners with written instructions of the test protocol. Learners can then take part in a carousel approach working in pairs to use the appropriate equipment to administer the test to their partner and then swap over so that each person in the pair has taken on the role of test administer and test subject. Once complete, all learners then move onto the next skill-related fitness test in the carousel until all are completed. Interpretation of fitness test results and discussion of how the results could affect sports performance in specific sports.	6 hours
B3 Fitness test methods for components of skill-related fitness B4 Interpretation of fitness test results	Teacher led practical participation in fitness testing for skill-related fitness and interpretation of the fitness test results against normative data. Teachers talk through the administration including calibration of equipment where required for each fitness test. The teacher can demonstrate a selection of tests to be carried out in a lesson and provide learners with written instructions of the test protocol. Learners can then take part in a carousel approach working in pairs to use the appropriate equipment to administer the test to their partner and then swap over so that each	6 hours

	person in the pair has taken on the role of test administer and test subject. Once complete, all learners then move onto the next skill-related fitness test in the carousel until all are completed. Interpretation of fitness test results and discussion of how the results could affect sports performance in specific sports.	
C1 Requirements for each of the following fitness training methods	Teacher led warm up to go through the key components of a warmup to prepare the body for exercise. Discussion after the warm-up to explore the functions of the pulse raiser, mobility and stretch parts of the warm up. Teacher lead discussion on the components of a cool down, learners work in small group to put together activities that could be included in a cool down including stretches for the main muscles.	2 hours
C2 Fitness training methods for physical components of fitness C4 Additional Requirements for each fitness training method	This topic should primarily involve practical delivery, as learners should experience each of the fitness training methods. For each physical fitness training method, you should cover: • a definition of the component of fitness • function of the component of fitness • method of training used • The advantages and disadvantages of each fitness training method After each practical lesson, you should cover some theory where appropriate, so that learners can fully appreciate the science behind the fitness training method. The discussion should also include how suitable each method would be for a sports performer, depending on their needs in relation to their sport. • For some fitness training methods, such as flexibility, you could provide a circuit of each flexibility training method. Small groups should go round the circuit to each station and carry out the flexibility training method. • For other fitness training methods, such as Fartlek running, you could use whole group participation. • Case studies can be used once learners have experienced each fitness training method. You should provide case studies of sports performers with their sport and, where appropriate, the position	6 hours

	they play in, their physical activity level and areas that need to be improved. Learners then need to select appropriate fitness training methods, based on the sport and the sportsperson's requirements.	
C3 Fitness training methods for skill-related components of fitness	This topic should primarily involve practical delivery, as learners should experience each of the fitness training methods. For each skill-related fitness training method, you should cover: • a definition of the component of fitness • function of the component of fitness • method of training used • The advantages and disadvantages of each fitness training method After each practical lesson, you should cover some theory where appropriate, so that learners can fully appreciate the science behind the fitness training method. The discussion should also include how suitable each method would be for a sports performer, depending on their needs in relation to their sport. • For some fitness training methods, such as flexibility, you could provide a circuit of each flexibility training method. Small groups should go round the circuit to each station and carry out the flexibility training method. • For other fitness training methods, such as Fartlek running, you could use whole group participation. • Case studies can be used once learners have experienced each fitness training method. You should provide case studies of sports performers with their sport and, where appropriate, the position they play in, their physical activity level and areas that need to be improved. Learners then need to select appropriate fitness training methods/tests, based on the sport and the sportsperson's requirements	6 hours
C5 Provision for taking part in fitness training	Recap of the different sectors – public, private and voluntary. Class visit (face to face, and or virtual) to public, private and voluntary sports provision to view and use fitness training equipment for example:	3 hours

methods	local leisure centre – public private health club – private rugby club – voluntary Learners should make notes on the types and range of equipment available, the cost to use the facility and any other support or services available at each provider. Class discussion to explore advantages and disadvantages of each provider for fitness training in each sector.	
C6 The effects of long-term fitness training on the body systems	Learners work in small groups and are each given a type of training for a component of fitness – aerobic endurance, flexibility, muscular endurance, muscular strength and power and speed training. Learners carry out research and prepare a presentation about how the training method affects the different body systems and the adaptations that occur to improve specific components of fitness. Learners deliver their presentations to the rest of the group with questions and answers at the end of each presentation.	3 hours
D1 Personal Information to aid training fitness programme design D2 Personal programme design	Teacher presentation on aims and objectives of personal training programme design. Learners work in pairs to put together their own aims and objectives and motivation for training and discuss the reasons for each. Learners use each other's personal information to design a personal training programme for their partner. The partners discuss their choices and reasons why they have included specific types of training and how they have included the FITT principles and additional principles of training in their programme design.,	3 hours
D3 Motivational Techniques for Fitness programming	Teacher to lead a discussion on motivation and different types of motivation. Learners work in small groups to discuss how they are motivated to take part in training. Teacher led presentation on SMARTER goals concepts and impact on motivation. In pairs, learners set their own short term and long-term goals and discuss how they meet the SMARTER principles. Class based discussion on how motivation benefits the sports performer.	2 hours

Suggested resources

Videos

'Any Given Sunday' (Clean version)

(https://www.youtube.com/watch?v=2traDe9a_XE): motivational speech performed by Al Pacino from film about a professional American football team (dir. Oliver Stone)

Are You an Introvert or an Extrovert?

(<https://www.youtube.com/watch?v=FwUblIsLvqc>): video clip to work out if you are an introvert or extrovert

Broadcast Exchange. Experts warn of the effects of dehydration during sport and exercise (<https://www.youtube.com/watch?v=vmFzBfgesC8>): video clip where experts warn of the effects of dehydration during sport and exercise

BTEC PE – Principles of training

(<https://www.youtube.com/watch?v=nRJUzl7mOfs>): video clip that discusses the principles of training

Cristiano Ronaldo Vertical Jump Test

(<https://www.youtube.com/watch?v=rCtl6uxbTho>): useful for comparing test results with actual actions performed during a sport

Extrinsic vs Intrinsic Motivation

(<https://www.youtube.com/watch?v=kUNE4RtZnbk>): video clip discussing 'intrinsic vs extrinsic' motivation.

Methods of training starter (<https://www.youtube.com/watch?v=K-Q8mmtsiy0>): video clip relating to the methods of training with activities

Mindset of a champion motivational video

(<https://www.youtube.com/watch?v=wVWvKRqL4-4>): motivational video clip based on the mindset of a champion

Principles of training (<https://www.youtube.com/watch?v=1A5in5IUQ3A>): how to apply the principles of training

Speed and fitness test - Lionesses

(<https://www.youtube.com/watch?v=SeJNYhfBUyc>): speed and fitness tests completed by the England Women's football team

Websites

www.acsm.org American College of Sports Medicine

www.cimspa.co.uk – The Chartered Institute for the Management of Sport and Physical Activity

www.humankinetics.com Human Kinetics – the information leader in physical activity and health

www.lifeclinic.com/focus/nutrition/fitness.asp Life Clinic

www.nhs.uk/livewell/fitness/pages/fitnesshome.aspx National Health Service UK

www.sportscoachuk.org Sports Coach UK

www.topendsports.com Top End Sport

Textbooks

Adams, G. M., Exercise Physiology Laboratory Manual: Health and Human Performance, McGraw Hill Higher Education, 2002 (ISBN 978-0-07-248912-5)

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., BTEC First Sport Student Book, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Borg, G., Borg's Perceived Exertion and Pain Scales, Human Kinetics, 1998 (ISBN 978-0-88011-623-7)

Carter, P. B., Guide to Physical Fitness and Exercise, Nova Science Publications Inc, 2006 (ISBN 978-1-5945-4737-9)

Coulson, M. and Archer, D., Practical Fitness Testing: Analysis in Exercise and Sport – Fitness Professionals, A&C Black, 2009 (ISBN 978-1-4081-1022-5)

Dalgleish, J. and Dollery, S., The Health and Fitness Handbook, Longman, 2001 (ISBN 978-0-5824-1879-0)

Franks, B. D. and Howley, E. T., Fitness Leader's Handbook, Human Kinetics Europe, 1998 (ISBN 978-0-8801-1654-1)

Leith, L. M., Foundations of Exercise and Mental Health, Fitness Information Technology, 2006 (ISBN 978-1-8856-9341-9)

Stafford-Brown, J., Tech Award in Sport, Activity and Fitness (2019) (ISBN 1446943623)

Sharkey, B. J. and Gaskill, S. E., Fitness and Health, Human Kinetics, 2006 (ISBN 978-0-7360-5614-4)

Pearson paid resources also available:

Pearson Student book

ActiveBook (a digital version of the Student Book, via ActiveLearn Digital Service)

Digital Teacher Pack (via ActiveLearn Digital Service)

Student Revision guides and workbooks

Pearson Revise BTEC Practice Assessments Plus

5. Example delivery models

The models below are suggestions for how you may wish to run the BTEC Tech Award (2022) qualification from September 2022.

Example 2 Year Delivery Model

	September - December	January - May	May - July
Year 1	Component 1 delivery	Component 1 Summative Assessment and internal marking	Component 2 delivery/assessment preparation (from June)
	September - December	January - May	May
Year 2	Component 2 Summative Assessment and internal marking	Component 3 delivery	Component 3 External Assessment

Example 2 Year Delivery Model with long External Component delivery

	September - December	January - May	May - July
Year 1	Component 1 delivery/assessment preparation	Component 1 Summative Assessment and internal marking	Component 2 delivery/assessment preparation (from June)
	Component 3 delivery		
	September - December	January - May	May
Year 2	Component 2 Summative Assessment and internal marking	Component 3 delivery and revision	Component 3 External Assessment
	Component 3 delivery		

Example 2 Year Delivery Model (with external re-sit)

	September - December	January - May	May - July		
Year 1	Component 1 delivery /assessment preparation	Component 1 Summative Assessment and internal marking	Component 2 delivery /assessment preparation (from June)		
	Component 3 delivery				
	September - December	December - January	January	March - May	May
Year 2	Component 2 Summative Assessment and internal marking	Component 3 revision	Component 3 External Assessment	Revision for any necessary re-sit of Component 3	Re-sit of Component 3 External Assessment

Example 2 Year Delivery Model with co-delivered Internal Components and external re-sit

	September - December		January - May	May - July
Year 1	Component 1 delivery/assessment preparation		Component 1 Summative Assessment and internal marking	Component 3 delivery
	Component 2 delivery/assessment preparation		Component 2 Summative Assessment and internal marking	
	September - January	January	March - May	May
Year 2	Component 3 delivery and revision	Component 3 External Assessment	Revision for any necessary re-sit of Component 3	Re-sit of Component 3 External Assessment

Example 3 Year Delivery Model (with external re-sit)

	September - December	January - May	May - July	
Year 1	Component 1 delivery/assessment preparation	Component 1 Summative Assessment and internal marking	Component 2 delivery	
	September - December	January - May	May - July	
Year 2	Component 2 delivery (continued) /assessment preparation	Component 2 Summative Assessment and internal marking	Component 3 delivery	
	September - December	January	March - May	May
Year 3	Component 3 delivery (continued)	Component 3 External Assessment	Revision for any necessary re-sit of Component 3	Re-sit of Component 3 External Assessment

August 2022

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828

Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121

