Sport BTEC Level 1/Level 2 Tech Award

Curriculum Intent

Curriculum Rationale

It is our intent within the delivery of the Sport BTEC Tech Award to prepare students for the future by equipping them with the knowledge to lead a mentally healthy and active lifestyle. We aim to provide a broad and balanced curriculum which develops depth of not only a range of physical activities, but to understand the opportunities available to them throughout sport for them to have lifelong participation. These activities will range from your traditional sports such as Rugby & Netball to activities that are more contemporary such as Yoga & Tchoukball. Students will also learn to be critical thinkers; analysing data and performance to improve on aspects of their own or others skills and fitness.

We are determined in PE that our school curriculum will engage, inspire, challenge and motivate students, securing knowledge and skills to enhance student's personal development, providing life-long learning and increasing their employability.

Within PE, students will develop their communication skills, demonstrating how to express their views, whilst working collaboratively within teams to problem solve in order to be successful. Students will also have opportunities to work independently to showcase their skills and be placed in challenging situations where they can develop resilience. Students will also improve their knowledge of a range of activities for example, the individual roles of players, rules of each activity and role and hand signals of all officials as well as tactical knowledge to outwit your opponent.

Additionally, within the curriculum students consider the fundamental British Values of democracy, the rule of law through officiating games, individual liberty and mutual respect through working with others and tolerance of those with different views and opinions. Furthermore, students will have the opportunity to research basic first aid, understand how to conduct fitness tests, and the effect of healthy eating on their bodies.

A major focus currently of the PE curriculum is supporting students Mental Wellbeing. We will regularly evaluate the impact physical activity has on their own or others' mental health; educating students on the benefits of physical exercise on improving mental wellbeing, as well as promoting positive experiences of physical exercise by studying a very broad range of activities to help students find something they enjoy and would like to pursue.

There is more to Physical Education then just being able to play different sports. Students will learn the fundamental skills that will allow them to be able to contribute fully to not only the school but the wider community now and to prepare students for the future. Students learn about fair play, how to be disciplined in times of challenge, gracious in times of defeat and to honour sportsmanship regardless of how others treat us. Students will develop a sense of belonging; how they can contribute to a team, the need for organisation, for punctuality, for reliability and ultimately, they will learn that actions have consequences.

At Brine Leas, students will be able to apply these practical and fundamental skills by taking part in a phenomenal provision and availability of enrichments and extension provision within the wider community; from Inter-House sporting events, extra-curricular clubs, representing the school in many of our sporting teams or representing Crewe & Nantwich in our Level 3 competitions. In addition, throughout all key stages we invite guest speakers in to discuss their experiences, their achievements and how they may have overcome adversity to get to where they are now.

Sport is a global and expanding industry and by studying sport students have the opportunity to be a part of something new and exciting. The BTEC Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participants and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

It would be unfair to say that studying BTEC Sport is easy; learning does take a lot of time, effort and dedication. Students will be pushed out of their comfort zone. But most importantly, you will love it, you will have fun and you will be well equipped to be successful!

Trips and visits

Students are recommended to watch live sports performances

Assessment

Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

•the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm-up to prepare participants to take part in sport and physical activity

•the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants' sporting performance through planning and delivery of sports drills and conditioned practices.

External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activityrequires learners to use theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a written assessment that require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of an external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson.

Homework

Homework will support the learning in class; consolidation, lesson preparation and extended research. Books will be used for practice exam questions, research notes and extended written tasks

Clubs and/or intervention

Extra curricular opportunities include sports clubs, IH events and school events/school teams. Students are encouraged to see as much live Sport as possible to support their learning.

Parental/Carer support Attendance to parents evenings, use of My Child at School and Teams

Helpful sources of information

Details of the specification can be found at: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html

Connections to future pathways

Careers: Police officer: PE teacher, Personal trainer, Armed forces, Fire fighter, Doctor

Future learning: A Level Physical Education; Cadets, Air Force, BTEC level 3 sports qualifications, Sports Coaching courses

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
	 Big Idea Component 1: Preparing Participants to Take Part in Spo Component 2: Taking Part and Improving Other Participa Rationale These components have been chosen as the content intercan also be assessed from January 2024 if students are increase time to deliver content for component 1 	ort and Physical Activity ants Sporting Performance erlinks which will help to enha prepared and component 3 ca	nce student learning. These components an be resat during year 11. This will help
Autumn	 THEORY Component 1, Learning outcome A Types and providers of sport and physical activities; Learners will explore the different types of sport and physical activities that people may choose to take part in and will be able to compare and contrast the provision of these sports and physical activities from different sectors. Types of sport and physical activity: sports - competitive activities that involve physical exertion, have rules and regulations and a National Governing Body, Team sports or individual sports. Benefits of taking part in sport - improve fitness, meet new people, develop leadership skills, learn teamwork skills, resilience and self-confidence from competition. Outdoor activities - activities carried out outdoors or in recreation areas that are adventurous. Benefits of taking part in outdoor activities - positive risk taking activities, improved self-confidence and self-esteem, meet new people, learn new skills, time away from life stresses and electronic devices. Physical fitness activities - activities to increase fitness. Benefits of taking part in physical activities - meet new people, set fitness goals, improve confidence, improve body composition, improve physical health. Provision of sport and physical activity: public sector to include local authorities and school provision private 	 Tests Quizzes Examination questions Targeted questioning Presentations 	 Links to the students own individual sports Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. Health education topics;1,3,4,5,6 and 8 Relationships and sex education topics; 2, SMSC topics 1,2, 3 and 4

	sector – provided by organisations who aim to make a	
	profit voluntary sectors – activities provided by	
	volunteers who have a common interest in the sport	
	/activity.	
\succ	Characteristics of the sectors – funding source, aims,	
	quality of provision, accessibility.	
\succ	Advantages and disadvantages of the provision of sport	
	in each of the different sectors to the participant to	
	include:	
\triangleright	types and range of sport and physical activities	
	provided	
\triangleright	types and range of equipment available	
\succ	cost of participation	
\triangleright	access to different types of sport and physical activities	
\succ	additional products or services to include creche facility,	
	refreshment facilities, hire of equipment, access to sport	
	sector professionals, e.g. sports therapist, personal.	
Comp activit	oonent 1, A2 Types and needs of sport and physical y participants;	
\succ	Learners will understand the characteristics of different	
	types of participant and how this affects their different	
	physical, social and mental health needs.	
\triangleright	Types of participant.	
\succ	Participants of different ages:primary school aged	
	children (aged 5–11 years) adolescents (aged 12–17	
	years) adults (aged 18–49 years) older adults (aged 50	
	years and up).	
	Participants with disabilities to include visual, hearing	
	and physical disabilities.	
	Participants with long-term health conditions to include	
	asthma, type 2 diabetes, high blood pressure, coronary	
*	neart disease (CHD).	
	Physical activity needs of participants – government	
	recommended guidelines for types, frequency and	
	intensity of physical activity for different types of	
	participant.	

	 physical health needs – improve fitness, body composition, sleep, immunity to help prevent illness, symptoms of long-term health conditions. social health needs – meet new people, make friends, have fun, develop leadership and team working skills, decrease loneliness. mental health needs – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem. PRACTICAL; Component 1, Learning outcome C: 1 Be able to prepare participants to take part in physical activity C2 Adapting a warm-up for different categories of participants and different types of physical activities C3 Delivering a warm-up to prepare participants for physical activity 	 Assessed against component criteria to be awarded Level 1 PASS to Level 2 DISTINCTION* 	 Health education topics;1,3,4,5,6 and 8 Relationships and sex education topics; 2, SMSC topics 1,2, 3 and 4
Spring	 Big Idea Component 1: Preparing Participants to Take Part in Spo Component 2: Taking Part and Improving Other Participal Rationale These components have been chosen as the content interlinks to be assessed from January 2023 if students are prepared and condeliver content for component 1. THEORY Component 1, A3: Barriers to participation in sport and physical activity for different types of participant; Learners will know about barriers to participation that can prevent some types of participant from taking part in regular sport and physical activity Barriers to participation: cost of participation: –clothing –equipment –transport access to sport or physical activity: 	 and Physical Activity ants Sporting Performance which will help to enhance stu pmponent 3 can be resat durin Tests Quizzes Examination questions Targeted questioning Presentations 	 dent learning. These components can also ig year 11. This will help increase time to Links to the students own individual sports Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. Health education topics;1,3,4,5,6 and 8 Relationships and sex education topics; 2,

 -resources	
 types of sport or physical activity available 	
time –	
lack of time due to other commitments:	
-family	
-school	
–work	
personal barriers:	
-body image	
-lack of self-confidence	
-parental or guardian influence	
-limited previous participation	
-low fitness levels	
-extended time off from previous participation-concerns that	
taking part in sport or physical activity may make existing	
health conditions worse	
cultural barriers:-single sex sport or physical activity	
sessions-social norms of participating in unconventional	
clothing and availability of appropriate clothing to	
participate-lack of role models from own cultural	
background.	
Component 1,	
A4 Methods to address barriers to participation in sport and	
physical activity for different types of participant.	
Cost:	
discounted pricing	
hiring of equipment	
free car parking.	
•Access:	
public transport discounts	
cycle hire to access the facility	
free parking	
taster days	
staff training to support all types of participant and their	
needs	
increased range of provision of sports and physical activities	
ramps	

		F
 assistive technology to include pool hoist, Braille information and signage, hearing loops. Time: creche facilities extended opening hours. Personal barriers: private changing rooms allowing participants to wear clothing they feel most comfortable in use of variety of images of people with different body shapes parent and child activity sessions to create familial culture of sport campaigns to increase participation. Cultural barriers: women only physical activity sessions staffed by females diversity of staff working at sport or physical activity facility staff training in cultural awareness ▶ PRACTICAL; Component 2 - B1 Techniques, strategies and fitness required for different sports. Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations. 	Assessed against component criteria to be awarded Level 1 PASS to Level 2 DISTINCTION*	 Links to the students own individual sports Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve
 for different sports. Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations. B2 Officials in sport Learners will know the roles of different officials for a selected sport and understand the key responsibilities associated with each of these roles. 3 Pulos and rogulations in sports 	awarded Level 1 PASS to Level 2 DISTINCTION*	 Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. Health education topics;1,3,4,5,6 and 8 Relationships and sex education topics; 2
3 Rules and regulations in sports Learners will know the key rules and regulation of a selected sport. They will understand how the rules and regulations are applied, the actions an official may take if these rules are not adhered to and how these actions may vary dependent upon the situation.		topics; 2, ➤ SMSC topics 1,2, 3 and 4

	Big Idea						
	 Component 1: Preparing Participants to Take Part in Sport and Physical Activity 						
	Component 2: Taking Part and Improving Other Participants Sporting Performance						
	Rationale						
	These components have been chosen as the content interlinks	which will help to enhance stu	dent learning. These components can				
	also be assessed from January 2023 if students are prepared a	nd component 3 can be resat	during year 11. This will help increase				
	time to deliver content for component 1.						
	Component 1, Learning outcome B: Examine equipment and	Tests	Links to the students own				
	technology required for participants to use when taking part in	Quizzes	individual sports				
	sport and physical activity	Examination	Connections between theory and				
	B1 Different types of sports clothing and equipment required	questions	practice so that they are able to				
	for participation in sport and physical activity	Targeted questioning	apply their understanding of the				
	Learners will need to understand the different types of sports	Presentations	factors that underpin physical				
	different types of sports and physical activities		performance				
	•Clothing – sports kit waterproof clothing training clothing		performance.				
	e a bibs		\succ Health education topics 1.3.4.5.6 and				
C	•Footwear – trainers, studded boots, sport specific footwear.		8				
Summer	•Sport-specific equipment – participation equipment, e.g.		Relationships and sex education				
	balls, rackets; travel-related equipment, e.g. kayak; scoring		topics: 2				
	equipment, e.g. goalposts; fitness training equipment, e.g.		\succ SMSC topics 1.2. 3 and 4				
	dumbbells.						
	•Protection and safety equipment – mouth protection, head						
	protection, eye protection, body protection, floatation devices;						
	first aid equipment – ice packs, bandages, defibrillator.						
	• Equipment for people with disabilities of assistive technology						
	• Facilities – indoor facilities e d sports halls dyms: outdoor						
	facilities e a outdoor nitches climbing wall artificial snow						
	domes.						
	•Officiating equipment – whistle, microphone, earpiece.						
	•Performance analysis – smart watches, heart rate monitors,						
	applications.						
	B2 - Different types of technology and their benefits to improve						
	sport and physical activity participation and performance						

Learners will explore a range of different types of technology	
and its use in sport and physical activity to improve	
performance and participant experience.	
•Clothing to increase performance and experience –	
improved thermoregulation, clothing designed to improve	
acrodynamics	
aciouynamics.	
• Footwear – sport-specific new designs of materials,	
improve grip; rebound.	
•Sport-specific equipment – new materials for lightness and	
strength to include composite materials, e.g. a tennis racquet;	
new design of equipment to improve performance, e.g. golf	
driver design.	
 Protection and safety equipment – improved protection 	
design; lighter weight; improved performance, e.g. shape of	
cycle helmets to improve aerodynamics.	
•Equipment for people with disabilities or assistive technology	
 prosthetics; sport-specific wheelchairs; equipment to 	
support people with visual and hearing impairments.	
•Facilities – facilities that simulate environments to replicate	
competition in other locations: all weather surfaces: surfaces	
to reduce the risk of injury.	
•Officiating – computer assisted systems: video assisted	
decision making.	
•Performance analysis – action cameras GPS applications	
sensors on sports clothing or equipment B3. The limitations of	
using technology in sport and physical activity	
Learners will need to develop an understanding of the	
limitations that technology can have for sport and physical	
activity participation	
Time softing up using equipment compiling date giving	
foodback to participant	
Access to toobhology and unfoir advantages on	
•Access to technology – equality and unial advantages as	
not all participants have access to technology.	
• cost of technology – initial cost and follow-up maintenance	
or equipment.	
•Accuracy of data provided by equipment.	
 Usability – specific training required 	

 PRACTICAL; Component 2 - B1 Techniques, strategies and fitness required for different sports. Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations. B2 Officials in sport Learners will know the roles of different officials for a selected sport and understand the key responsibilities associated with each of these roles. B3 Rules and regulations in sports Learners will know the key rules and regulation of a selected sport. They will understand how the rules and regulations are applied, the actions an official may take if these rules are not adhered to and how these actions may vary dependent upon the situation 	Assessed against component criteria to be awarded Level 1 PASS to Level 2 DISTINCTION*	 Links to the students own individual sports Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. Health education topics;1,3,4,5,6 and 8 Relationships and sex education topics; 2, SMSC topics 1,2, 3 and 4
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Year 11 Overview

Term	Knowledge	Assessment	Connections to learning					
	Big Idea							
	Component 3: Preparing Participants to Take Part in Sport and Physical Activity							
	 Component 2: Taking Part and Improving Other Participants Sporting Performance 							
Autumn	n							
1 & 2	Rationale							
	These components have been chosen as the content interlinks which will help to enhance student learning. These components can							
	also be assessed from January 2023 if students are prepare	d.						
	Practical elements continue to be taught and assessed in pr	eparation for submission for mod	deration in March/April 2024					

training and how they can be applied to training		Component 3 – Learning Outcome A A Explore the importance of fitness for sports performance A1 The importance of fitness for successful participation in sport Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports. •Types of sports requiring specific components of fitness: aerobic endurance – events/sports lasting more 30 minutes muscular endurance – events/sports lasting more 30 minutes muscular strength – activities requiring force, e.g. throwing events speed – activities requiring fast movement, e.g. sprinting flexibility – activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts body composition – low body fat, e.g. gymnastics, high muscle mass, e.g. sprinters power – activities requiring explosive movement e.g. gymnastics, basketball agility – activities requiring the control of the distribution of weight or to remain upright and steady coordination – any activity requiring the movement of two or more body parts and can include the use of sporting equipment, e.g. hand, eyes and tennis racquet to connect with the tennis ball. A2 Fitness training principles Learners need to be able to understand the principles of training and how they can be applied to training		Tests Quizzes Examination questions Targeted questioning Presentations		 Links to the students own individual sports Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. Health education topics;1,3,4,5,6 and 8 Relationships and sex education topics; 2, SMSC topics 1,2, 3 and 4
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•The basic principles of training frequency, intensity, time,	
and type (FITT): frequency – the number of training	
sessions completed over a period of time, usually per week	
intensity – how hard an individual will train	
time – how long an individual will train for	
type – how an individual will train by selecting a training	
method to improve a specific component of fitness.	
Additional principles of training:	
progressive overload – in order to progress, training	
needs to be demanding enough to cause the body to	
adapt, improving performance	
specificity – training should meet the needs of the sport,	
or physical/skill-related fitness goals to be developed	
individual differences – training should meet the needs of	
an individual	
adaptation – changes to the body due to increased training	
loads	
reversibility – if training stops, or the intensity of training is	
lowered, fitness gains from training are lost	
A3 Exercise intensity and how it can be determined	1
Learners will understand exercise intensity and how it can	
be measured or worked out. They will also understand the	
target zones and the related technical vocabulary.	
•Intensity:	1
measure heart rate (HR)	ĺ
HR intensity to fitness training methods.	ĺ
 I arget zones and training thresholds: 	ĺ
calculate training zones	ĺ
apply HR max to training	
aerobic training zone	
anaerobic training zone. • The Borg (6–20) Rating of	
Perceived Exertion (RPE) Scale	
$RPE \times 10 = Heart Rate (HR). \bullet I he relationship between$	
KPE and heart rate where: RPE $x = 10 = HR$ (bpm).	
•Calculate 1RM for strength and 15RM for muscular	
endurance. • I echnology to measure exercise intensity:	
heart rate monitors, smart watches, apps.	

	 PRACTICAL: Component 2 – C1 Demonstrate ways to improve participants sporting techniques Planning drills and conditioned practices to develop participants' sporting skills. Drills that can be used to improve specific techniques in different sports: unopposed stationary drills drills with the introduction of travel drills with passive opposition drills with active opposition. Conditioned practices – using rule changes to focus on a specific skill. Demonstrations of the technique: use of self or peer positioning to ensure all participants can see. Teaching points: providing key teaching points to highlight correct and safe way to perform technique use of short sentences or key points. 	Assessed against component criteria to be awarded Level 1 PASS to Level 2 DISTINCTION*	 Links to the students own individual sports Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. Health education topics 1,3,4,5,6 and 8 SMSC topics 1 and 3
	 Big Idea Component 2: Taking Part and Improving Other Partice Component 3: Developing Fitness to Improve Other P 	cipants Sporting Performance	t and Physical Activity
	Rationale These components have been chosen as the content interlin also be assessed from January 2023 if students are prepare Practical elements continue to be taught and assessed in pre-	ks which will help to enhance stu d. eparation for submission for mod	udent learning. These components can leration in March/April 2024
Spring 1 & 2	Component 3 Learning outcome B Investigate fitness testing to determine fitness levels B1 Importance of fitness testing and requirements for administration of each fitness test Reasons for fitness testing: o gives baseline data for monitoring/improving performance o can design training programmes based on test results o determine if training programmes are working o results can give a performer something to aim for o provide goal setting aims	 Tests Quizzes Examination questions Targeted questioning Presentations 	 Links to the students own individual sports Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. Health education topics: 1.3.4.5.6 and
	Pre-test procedures:		8

o calibration of equipment	Relationships and sex education
o complete informed consent	topics; 2,
o complete Physical Activity Readiness Questionnaire	SMSC topics 1,2, 3 and 4
(PAR-Q)	•
o participant pre fitness test check e.g. prior exercise	
participation.	
Knowledge of published standard test methods and	
equipment.	
 Accurate measurement and recording of test results. 	
 Basic processing of test results for interpretation (using 	
published data tables).	
 Ability to safely select appropriate test(s) for given 	
purposes, situations and/or	
participants.	
 Reliability of test: 	
o consistency of results	
o factors affecting reliability:	
 calibration of equipment 	
 motivation of the participant 	
 – conditions of the testing environment (inside versus 	
outside conditions)	
 experience of the person administering the test 	
 compliance with standardised test procedure. 	
 Validity of results. 	
Practicality:	
o cost	
o time taken to perform the test	
o time taken to set up the test	
o time taken to analyse data	
o number of participants that can take part in the test at	
any time.	
B2 Fitness test methods for components of physical fitness	
Aerobic endurance:	
o multi-stage fitness test, also known as the bleep test (20	
metre distance)	
o Yo-Yo test	
o Harvard step test	
o 12-minute Cooper run or swim.	

 Muscular endurance: 	
o one-minute press-up	
o one-minute sit-up	
o timed plank test.	
• Flexibility:	
o sit and reach test	
o calf muscle flexibility test	
o shoulder flexibility test.	
• Speed:	
o 30 metre sprint test	
o 30 metre flying sprint.	
Muscular strength:	
o grip dvnamometer	
o 1 Rep Max	
Body composition:	
o Body Mass Index (BMI)	
o Bioelectrical Impedance Analysis (BIA)	
o waist to hip ratio.	
B3 Fitness test methods for components of skill-related	
fitness	
Aaility:	
o Illinois agility run test	
o T Test.	
Balance:	
o stork stand test	
o Y balance test.	
Coordination:	
o Alternate-Hand Wall-Toss test	
o stick flip coordination test.	
• Power:	
o vertical jump test	
o standing long/broad jump	
o Margaria-Kalamen power test.	
Reaction time:	
o ruler drop test	
o Online reaction time test (reaction test timer).	

B4 Interpretation of fitness test results	
Comparison to normative published data.	
 Analyse and evaluate test results. 	
Recommendations for improvements to fitness performer	
based on test results	
Component 3 – Learning Outcome C	
Investigate different fitness training methods	
C1 Requirements for each of the following fitness training	
methods	
Warm-up prior to taking part in the fitness training	
method – pulse raiser mobility and stretch: reduce	
the risk of injury prepare the body for exercise	
 Cool down after taking part in the fitness training method 	
- aradually lower	
nulse and breathing rate to resting levels: remove lactic	
acid: stretch to help	
return muscles to pre-evercise length	
• Linking each fitness training method to the associated	
• Elinking each nuless training method to the associated	
 Application of the basic (FITT) and additional principles 	
of training to each fitness	
training to each nuless	
 Application of appropriate training intensities to fitness 	
training methods	
C2 Fitness training methods for physical components of	
fitness	
Aerobic endurance:	
o continuous training – steady nace and moderate intensity	
for a minimum period of	
30 minutes	
o Fartlek training – the intensity of training is varied by	
running at different speeds	
and/or over different terrain	
o interval training – work period followed by a rest or	
recovery period	

o for aerobic endurance decrease the number/length of	
rest periods and decrease	
work intensity (compared to speed training)	
o circuit training – use of a number of stations/exercises	
completed in succession	
with minimal rest periods in between to develop aerobic	
endurance.	
• Flexibility:	
o static active – the performer applies internal force to	
stretch and lengthen the muscle	
o static passive – requires the help of another person or an	
object, e.g. a wall to apply	
external force causing the muscle to stretch	
o Proprioceptive Neuromuscular Facilitation (PNF)	
technique – the technique involves	
the use of a partner or immovable object, isometric muscle	
contractions to inhibit	
the stretch reflex.	
 Muscular endurance: 	
o free weights and fixed resistance machines – high	
repetitions and low loads	
o circuit training – using body resistance exercises or	
weights with low loads and high	
repetitions.	
Muscular strength training:	
o free weights and fixed resistance machines – high loads	
and low repetitions.	
• Speed:	
o acceleration sprints – pace is gradually increased from a	
then to a maximal aprint	
o interval training – work period followed by a rest or	
recovery period. For speed	
short high intensity work periods increasing the number of	
rest periods and increasing work intensity (compared to	
aerobic endurance training)	
o resistance drills – hill runs parachutes sleds hungee	
rones resistance hands	

C3 Fitness training methods for skill-related components of fitness Agility: o Speed Agility and Quickness training (SAQ) – drills used to develop physical ability and motor skills. • Power: o plyometrics – lunging, bounding, incline press-ups, barrier hopping and jumping. • Balance: o use of specific training exercises that require balancing on a reduced size base of support.	
Coordination:	
o use of specific training exercises using two or more body parts together.	
• Reaction time:	
o use of specific training exercises to practise quick responses to an external stimulus	
C4 Additional requirements for each of the fitness training methods	
Advantages and disadvantages – to include number of people that can take part,cost of equipment, ease of set	
up, access to venue/location of training, risk of injury to the	
performer if performed incorrectly, effectiveness of training	
for given sports performer, specificity to component of fitness, replicating demands of the sport.	
C5 Provision for taking part in fitness training methods	
 Public provision – advantages and disadvantages. 	
 Private provision – advantages and disadvantages. 	
 Voluntary provision – advantages and disadvantages. 	
C6 The effects of long-term fitness training on the body systems	
Aerobic endurance training:	

o adaptations to the cardiovascular and respiratory	
systems	
o cardiac hypertrophy	
o decreased resting heart rate	
o increased strength of respiratory muscles	
o capillarisation around alveoli.	
Flexibility training:	
o adaptations to the muscular and skeletal systems	
o increased range of movement permitted at a joint	
o increased flexibility of ligament and tendons	
o increased muscle length.	
 Muscular endurance training: 	
o adaptations to the muscular system	
o capillarisation around muscle tissues	
increased muscle tone.	
 Muscular strength and power training: 	
o adaptations to the muscular and skeletal systems	
o muscle hypertrophy	
o increased tendon and ligament strength	
o increased bone density.	
• Speed training:	
o adaptations to the muscular system	
o increased tolerance to lactic acid.	
D Investigate fitness programming to improve fitness and	
sportsperformance	
D1 Personal information to aid training fitness programme	
design	
 Aims – details of what they would like to achieve for the 	
selected sport.	
• Objectives – how they intend to meet their aims using an	
appropriate	
component of fitness and method of training.	
 Lifestyle and physical activity history. 	
• Attitudes, the mind and personal motivation for training.	
D2 Fitness programme design	
	1

 Use personal information to aid training programme design 		
 Selection of appropriate training method/activity for 		
improving/maintaining the		
selected components of physical and/or skill-related		
fitness.		
 Application of the FITT principles and additional 		
principles of training.		
D3 Motivational techniques for fitness programming		
 Definition of motivation – the internal mechanisms and 		
external stimuli that		
arouse and direct behaviour.		
• Types of motivation:		
o intrinsic		
o extrinsic.		
 Principles of setting goals to increase and direct 		
motivation.		
 Personal goals – specific, measurable, achievable, 		
realistic, time-related, exciting,		
recorded (SMARTER):		
o short-term goals (set over a short period of time, between		
one day and one month)		
o long-term goals (what they want to achieve in the long		
term, and the best way of		
doing this).		
 Influence of goal setting on motivation: 		
o provide direction for behaviour		
o maintain focus on the task in hand.		
Benefits of motivation on the sports performer:		
o increase participation		
o increased inness		
	Accessed against	Linke to the students own
\sim Component 2 – C2: Drills to improve sporting	component criteria to	individual sports
performance	be awarded Level 1	 Connections between theory and
performance		nractice so that they are able to

	Organisation and demonstration of drills and conditioned practices to participants: space – areas used equipment organisation of participants, e.g. in working pairs or groups timing demonstrations positioning. Supporting participants taking part in practical drills and conditioned practices: observing participants providing instructions providing teaching points providing feedback to participants.	PASS to Level 2 DISTINCTION*	 apply their understanding of the factors that underpin physical activity and sport to improve performance. > Health education topics;1,3,4,5,6 and 8 > Relationships and sex education topics; 2, > SMSC topics 1,2, 3 and 4
 Big Idea Component 2: Taking Part and Improving Other Participants Sporting Performance Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity Rationale These components have been chosen as the content interlinks which will help to enhance student learning. These component also be assessed from January 2023 if students are prepared. Practical elements continue to be taught and assessed in preparation for submission for moderation in March/April 20 			
Summer 1 & 2		 Tests Quizzes Examination questions Targeted questioning Presentations 	 Links to the students own individual sports Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. Health education topics;1,3,4,5,6 and 8 Relationships and sex education topics; 2, SMSC topics 1,2, 3 and 4

PRACTICAL: Component 2 - B1 Techniques, strategies and fitness required for different sports. Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations.	Assessed against component criteria to be awarded Level 1 PASS to Level 2 DISTINCTION*	 Links to the students own individual sports Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance.
		 Health education topics;1,3,4,5,6 and 8 Relationships and sex education topics; 2, SMSC topics 1,2, 3 and 4