



edexcel 



Certificate

Extended Certificate

Specification

SPORT

From Autumn 2012

Edexcel BTEC Level 1/Level 2 First Certificate in Sport

Edexcel BTEC Level 1/Level 2 First Extended Certificate in Sport

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

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Welcome to your BTEC First 2012 specification

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

BTECs are evolving

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

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

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

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

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

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

1 Standards: a common core and external assessment

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

2 Quality: a robust quality-assurance model

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

We will make sure that:

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

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

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

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

The **mandatory units** assess knowledge, understanding and skills that are not covered within the core units but are essential to the curriculum area or vocational industry.

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

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. These give learners the opportunity to practise these essential skills in naturally occurring and meaningful contexts, where appropriate to the industry.

The skills have been mapped against GCSE (including functional elements) English and mathematics subject content areas.

4 Recognising achievement: opportunity to achieve at level 1

The new BTEC Firsts are level 2 qualifications with Pass, Merit, Distinction and Distinction* grades.

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

Improved specification and support

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

Thank you

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

Contents

Purpose of this specification	1
1 What are BTEC Firsts?	3
2 Key features of the Edexcel BTEC First Certificate and Extended Certificate	5
3 Edexcel BTEC Level 1/Level 2 First Certificate and Extended Certificate in Sport	9
4 Qualification structure	12
Edexcel BTEC Level 1/Level 2 First Certificate in Sport	12
Edexcel BTEC Level 1/Level 2 First Extended Certificate in Sport	13
5 Programme delivery	14
Resources	14
Delivery approach	15
Personal, learning and thinking skills	15
English and mathematics knowledge and skills	15
6 Access and recruitment	16
Prior knowledge, skills and understanding	16
Access to qualifications for learners with disabilities or specific needs	16
7 The layout of units in the specification	17
8 Internal assessment	20
Language of assessment	20
Summary of internal assessment	20
Assessment and verification roles	20
Learner preparation	22
Designing assessment instruments	22
Authenticity and authentication	24
Applying criteria to internal assessments	24
Assessment decisions	25
Late submission	25
Opportunities to retake assessments	25
Appeals	26
Dealing with malpractice	26
Reasonable adjustments to assessment	26
Special consideration	26
9 External assessment	28
Grade descriptors for the internal and external units	29
10 Awarding and reporting for the qualifications	31
11 Quality assurance of centres	36
12 Further information and useful publications	37
13 Professional development and support	38

Units	39
Unit 1: Fitness for Sport and Exercise	41
Unit 2: Practical Sports Performance	51
Unit 3: The Mind and Sports Performance	61
Unit 4: The Sports Performer in Action	69
Unit 5: Training for Personal Fitness	77
Unit 6: Leading Sports Activities	87
Unit 7: Anatomy and Physiology for Sports Performance	95
Unit 8: Promotion and Sponsorship in Sport	105
Unit 9: Lifestyle and Well-being	115
Unit 10: Injury and the Sports Performer	125
Unit 11: Running a Sports Event	135
Unit 12: The Sport and Active Leisure Industry	145
Unit 13: Profiling Sports Performance	153
Annexe A	161
Personal, learning and thinking skills	161
Annexe B	165
English knowledge and skills signposting	165
Annexe C	169
Mathematics knowledge and skills signposting	169
Annexe D	173
Synoptic assessment	173
Annexe E	177
Links to the Physical Education programme of study for Key Stage 4	177
Annexe F	191
The structure of the Edexcel BTEC Level 1/Level 2 First Award in Sport	191

Purpose of this specification

The purpose of this specification, as defined by Ofqual, is to set out:

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

Qualification titles and Qualification Numbers

Qualification title	Edexcel BTEC Level 1/Level 2 First Certificate in Sport
Qualification Number (QN)	600/6819/X

Qualification title	Edexcel BTEC Level 1/Level 2 First Extended Certificate in Sport
Qualification Number (QN)	600/6820/6

These qualifications are on the National Qualifications Framework (NQF).

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

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

1 What are BTEC Firsts?

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

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

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

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

The BTEC First suite of qualifications

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

Qualification	Award	Certificate	Extended Certificate
Application of Science	✓	×	×
Applied Science	×	×	✓
Art and Design	✓	✓	✓
Business	✓	✓	✓
Engineering	✓	✓	✓
Health and Social Care	✓	✓	✓
Information and Creative Technology	✓	✓	✓
Performing Arts	✓	✓	✓
Principles of Applied Science	✓	×	×
Sport	✓	✓	✓

Visit www.btec.co.uk for information about these qualifications and also for information about additional qualifications in larger sizes (Diploma), and in different vocational sectors.

Objectives of the BTEC First suite

The BTEC First suite will:

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

Breadth and progression

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

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

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

Progression from Level 1

These qualifications have been designed to provide a progression route from the following qualifications:

- Edexcel BTEC Level 1 Certificate in Sport and Active Leisure (QCF)
- Edexcel BTEC Level 1 Diploma in Sport and Active Leisure (QCF)

These qualifications are also designed to provide a progression route from the following qualifications:

- Edexcel BTEC Level 1 Certificate in Vocational Studies (QCF)
- Edexcel BTEC Level 1 Diploma in Vocational Studies (QCF)

See website for details: <http://www.edexcel.com/quals/flt/Voc-Studies/Pages/default.aspx>

2 Key features of the Edexcel BTEC First Certificate and Extended Certificate

The Edexcel BTEC Level 1/Level 2 First Certificate and Extended Certificate:

- are level 2 qualifications; the grades range from Level 2 PP to Level 2 D*D* for the Certificate and from Level 2 PPP to Level 2 D*D*D* for the Extended Certificate. Learners who do not achieve at Level 2 may be awarded a Level 1 grade. Learners whose level of achievement is below a Level 1 will receive an unclassified U result
- are for learners aged 14 years and over
- have core, mandatory and optional specialist units
- will be available on the National Qualifications Framework (NQF)
- present knowledge in a work-related context
- give learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provide opportunities for synoptic assessment. Learners will apply the skills and knowledge gained from the core units when studying the optional specialist units. See *Annexe D* for more detailed information.
- Additionally, the Edexcel BTEC Level 1/Level 2 First Certificate:
 - is a 240-guided-learning-hour qualification (equivalent in teaching time to two GCSEs)
 - has 25 per cent of the qualification that is externally assessed. Edexcel sets and marks these assessments.
- Additionally, the Edexcel BTEC Level 1/Level 2 First Extended Certificate:
 - is a 360-guided-learning-hour qualification (equivalent in teaching time to three GCSEs)
 - has $16\frac{2}{3}$ per cent of the qualification that is externally assessed. Edexcel sets and marks these assessments.

Learners can register for these BTEC Level 1/Level 2 First Certificate/Extended Certificate qualifications from October 2012. The first certification opportunity for these qualifications will be 2014.

Types of units within the qualifications

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

Core units

- All qualification sizes in the sector share a common core of two compulsory units totalling 60 guided learning hours (GLH).
- Core units are designed to cover the body of content that employers and educators within the sector consider essential for 14–19 year old learners.
- One unit will be internally assessed and one unit will be externally assessed.

Mandatory units

- Mandatory units assess additional knowledge, skills and understanding that are not covered within the core units but that are essential to the curriculum area or vocational sector for either the qualification size or sector.
- The mandatory unit in these qualifications is a 30 GLH unit that is externally assessed.

Optional specialist units

The remainder of the qualifications in the sector will be formed from optional specialist units.

- Optional specialist units are sector specific, focus on a particular area within the vocational sector and provide an opportunity to demonstrate knowledge, skills and understanding.

Edexcel BTEC Level 1/ Level 2 First Certificate and Extended Certificate in Sport

3 Edexcel BTEC Level 1/Level 2 First Certificate and Extended Certificate in Sport

The rationale for all qualifications in the BTEC First suite in Sport is to:

- inspire and enthuse learners to consider a career in the sports and active leisure sector, rather than just to participate in sport as recreation
- give learners the opportunity to gain a broad understanding and knowledge of, and develop skills in, the sport sector, e.g. the health and fitness industry or sports leadership
- support progression to a more specialised level 3 vocational or academic Sport or Physical Education course or an apprenticeship
- give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the sport and active leisure sector. Junior job roles include: Recreation Assistant, Sports Leader or Assistant Sports Coach.

Within the suite, the **Edexcel BTEC Level 1/Level 2 First Certificate and Extended Certificate** qualifications have been developed to meet the needs of learners with a range of educational requirements. These include learners who:

- wish to add breadth to their knowledge and understanding of the sector as part of their career progression and development plans
- have had some achievement in their Key Stage 4 programme and wish to top-up their Level 2 achievement to progress to employment or other qualifications
- are working towards achieving Level 2 English and/or Mathematics qualifications in a post-16 setting and wish to complement their study programme with a qualification that supports preparation for work or progression.

The Edexcel BTEC Level 1/Level 2 First Certificate (240 GLH)

This qualification is built on two **core units** that form the fundamental knowledge and understanding of sports principles. These core units appear in all sizes of the BTEC Level 1/Level 2 First qualifications in Sport. This qualification includes an additional **mandatory unit** as well as a choice from nine **optional specialist units**, thereby providing an opportunity to develop a broader understanding of the sports sector, including exploring sports events and an in depth look at sports health and fitness topics. In addition it introduces a limited number of specialist areas and the opportunity to acquire some of the practical skills identified by employers as the fundamental building blocks for future competence in the workplace.

In the First Certificate in Sport, the additional units are:

- *Unit 7: Anatomy and Physiology for Sports Performance*, which looks at the role of the two main body systems in the production of skilled and efficient movement. This unit is **mandatory** and **externally assessed**, because a good knowledge of body systems is deemed essential for progression in the sports sector.
- *Unit 8: Promotion and Sponsorship in Sport*, which focuses on the business side of working in the sports sector, particularly the processes and issues involved in the promotion of sport.
- *Unit 9: Lifestyle and Well-being*, which looks at the factors that affect being healthy, such as diet, lifestyle choices, and exercise.
- *Unit 10: Injury and the Sports Performer*, which looks at the causes of injuries, their management and how best to prevent injuries.

- *Unit 11: Running a Sports Event*, which looks at the different roles and processes involved when running a sporting event.
- *Unit 12: The Sport and Active Leisure Industry*, which focuses on the opportunities for employment in the industry, and the factors that affect people's participation in sport.

Units 7, 9 and 10 build on Units 1, 4 and 5 of the Award to provide a broader understanding of health and exercise and how the body works.

Units 8, 11 and 12 build on Unit 6 from the Award, looking at the business of sport.

See *Annexe F* for the structure of the Edexcel BTEC Level 1/Level 2 First Award in Sport qualification.

The Edexcel BTEC Level 1/Level 2 First Extended Certificate (360 GLH)

This qualification includes a further unit with a greater level of depth and specialism, so allowing learners to follow areas of specific interest or to link units to give greater depth of vocational understanding.

In the Extended Certificate in Sport the additional unit is:

- *Unit 13: Profiling Sports Performance*, which looks at the process of sports profiling, and how traits, attributes and skills are observed both for teams and for individuals.

Note: The Edexcel BTEC Level 1/Level 2 First Certificate/Extended Certificate in Sport qualifications can be taken as stand-alone qualifications or extend the achievement learners have demonstrated through the Edexcel BTEC Level 1/Level 2 First Award in Sport qualification with additional units to make up the requisite number of guided learning hours and to fulfil the rules of combination see *Section 4, Qualification structure*.

See *Annexe F* for the structure of the Edexcel BTEC Level 1/Level 2 First Award in Sport qualification.

Assessment approach

The Edexcel BTEC Level 1/Level 2 First Certificate and Extended Certificate in Sport includes two externally assessed units to introduce externality into vocational programmes of study. This will assist learners as they progress either into higher levels of vocational learning or to related academic qualifications, such as GCSEs and GCEs.

The assessment approach for the internally assessed units in the qualification structure enables learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment criteria.

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

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

Progression opportunities

The Edexcel BTEC Level 1/Level 2 First Certificate and Extended Certificate in Sport provides the knowledge, understanding and skills for level 2 learners to progress to:

- other level 2 vocational qualifications
- level 3 vocational qualifications, such as BTEC Nationals, specifically the Edexcel BTEC Level 3 in Sport (QCF) or Edexcel BTEC Level 3 in Sport and Exercise Science (QCF)
- academic qualifications, such as GCE in Physical Education
- employment within the sports and active leisure industry such as junior roles working in the health and fitness industry.

Learners who achieve the qualification at Level 1 may progress to related level 2 vocational or academic qualifications, such as BTECs or GCSEs.

Developing employability skills

One of the main purposes of BTEC qualifications is to help learners to progress ultimately into employment. The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace.

Unlike technical skills, which may become outdated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy. These skills include: self-management, teamworking, business awareness and customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.

Throughout the BTEC First in Sport learners should develop a range of employability skills. For example, across all the optional specialist units learners develop:

- project-/self-management and independent-learning skills, through units such as *Unit 12: The Sport and Active Leisure Industry*, where learners will investigate opportunities for employment in the industry, as well as exploring trends which effect participation.
- communication skills, through units such as *Unit 6: Leading Sports Activities* and *Unit 11: Running a Sports Event*, which require learners to organise and lead sports activities and events, carrying out a variety of roles within a team. This shows review, reflection and presentation skills
- business awareness and customer awareness skills, as assignments are set in a vocational context.

Stakeholder support

The Edexcel BTEC Level 1/Level 2 First Certificate and Extended Certificate in Sport reflect the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of these qualifications.

4 Qualification structure

Edexcel BTEC Level 1/Level 2 First Certificate in Sport

This qualification is taught over 240 guided learning hours (GLH). It has core, mandatory and optional specialist units.

Learners must complete the two core units, the additional mandatory unit, and a choice of optional specialist units to reach a total of 240 GLH.

If a learner has already achieved a BTEC Level 1/Level 2 First Award qualification, they may carry forward their unit results for use in larger BTEC Level 1/Level 2 First qualifications within the same sector.

The units available in the BTEC Level 1/Level 2 First Award in Sport qualification are Units 1 to 6. Please see *Annexe F* for the structure of the BTEC Level 1/Level 2 First Award in Sport qualification.

This BTEC First Certificate has units that your centre assesses (internal) and units that Edexcel sets and marks (external).

Edexcel BTEC Level 1/Level 2 First Certificate in Sport			
Unit	Core units	Assessment method	GLH
1	Fitness for Sport and Exercise	External	30
2	Practical Sports Performance	Internal	30
Mandatory unit			
7	Anatomy and Physiology for Sports Performance	External	30
Optional specialist units			
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
6	Leading Sports Activities	Internal	30
8	Promotion and Sponsorship in Sport	Internal	30
9	Lifestyle and Well-being	Internal	30
10	Injury and the Sports Performer	Internal	30
11	Running a Sports Event	Internal	30
12	The Sport and Active Leisure Industry	Internal	30

Edexcel BTEC Level 1/Level 2 First Extended Certificate in Sport

This qualification is taught over 360 guided learning hours (GLH). It has core, mandatory and optional specialist units.

Learners must complete the two core units, the additional mandatory unit, and a choice of optional specialist units to reach a total of 360 GLH.

If a learner has already achieved a BTEC Level 1/Level 2 First Award qualification, they may carry forward their unit results for use in larger BTEC Level 1/Level 2 First qualifications within the same sector.

The units available in the BTEC Level 1/Level 2 First Award in Sport qualification are Units 1 to 6. Please see *Annexe F* for the structure of the BTEC Level 1/Level 2 First Award in Sport qualification.

This BTEC First Extended Certificate has units that your centre assesses (internal) and units that Edexcel sets and marks (external).

Edexcel BTEC Level 1/Level 2 First Extended Certificate in Sport			
Unit	Core units	Assessment method	GLH
1	Fitness for Sport and Exercise	External	30
2	Practical Sports Performance	Internal	30
Mandatory unit			
7	Anatomy and Physiology for Sports Performance	External	30
Optional specialist units			
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
6	Leading Sports Activities	Internal	30
8	Promotion and Sponsorship in Sport	Internal	30
9	Lifestyle and Well-being	Internal	30
10	Injury and the Sports Performer	Internal	30
11	Running a Sports Event	Internal	30
12	The Sport and Active Leisure Industry	Internal	30
13	Profiling Sports Performance	Internal	30

5 Programme delivery

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

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

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

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

Resources

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

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

Delivery approach

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

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

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

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

Personal, learning and thinking skills

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

English and mathematics knowledge and skills

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

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

6 Access and recruitment

Our policy regarding access to our qualifications is that:

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

These are qualifications aimed at level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualifications to make sure they meet their needs.

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

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

Prior knowledge, skills and understanding

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

These qualifications can be taken as stand-alone qualifications or extend the achievement learners have demonstrated through the Edexcel BTEC Level 1/Level 2 First Award in Sport qualification with additional units to make up the requisite number of guided learning hours and to fulfil the rules of combination. See *Section 4, Qualification structure*.

Please see *Annexe F* for the structure of the BTEC Level 1/Level 2 First Award in Sport qualification and see the Information Manual for further details.

Access to qualifications for learners with disabilities or specific needs

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

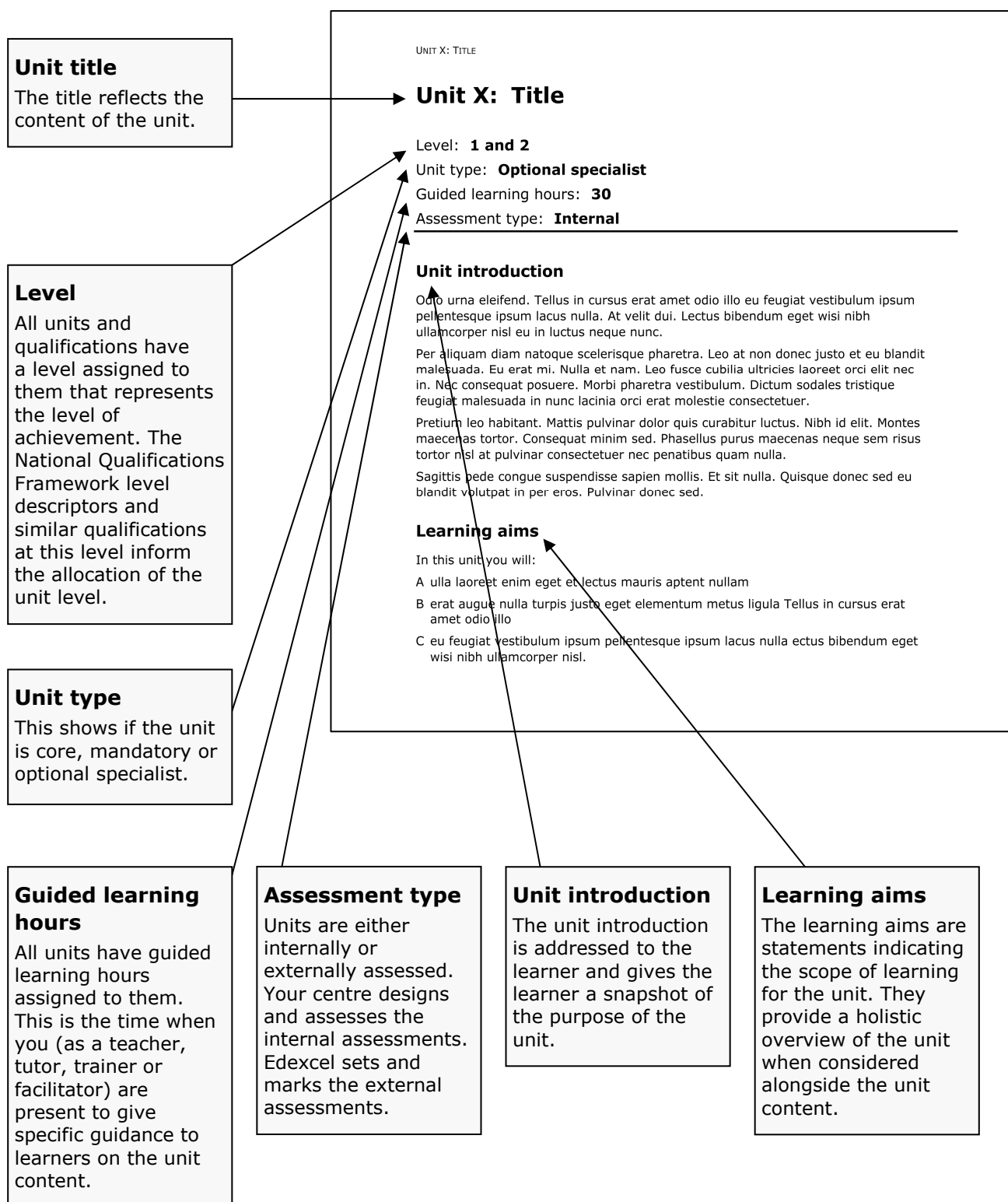
We are committed to making sure that:

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

You can find details on how to make adjustments for learners with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website, www.edexcel.com/Policies

7 The layout of units in the specification

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



UNIT X: TITLE
Learning aims and unit content
What needs to be learnt Learning aim A: Elit elit libero felis ligula ut Topic A.1 Neque magna consectetur scelerisque nec in ut orci arcu: In cursus ac sem in urna: <ul style="list-style-type: none"> erat dignissim eros sed ornare condimentum condimentum quis risus dui lutate magnis pede dui nibh aliquam scelerisque nec in ut orci arcu. Elit elit libero felis ligula ut: <ul style="list-style-type: none"> ac sem in urna assa in a mauris mattis dui interdum vitae aptent etiam nec nullam dum dui adipiscing adipiscing tellus at orci ut orem in nullam amet interdum commodo. Vulputate magnis pede: <ul style="list-style-type: none"> dolor quis curabitur luctus ibh id elit ontes maecenas tortor onsequat minim sed hasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur magnis pede dui nibh aliquam. Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur: <ul style="list-style-type: none"> eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum lacus nulla velit du ectus bibendum eget

Learning aims and unit content

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

Content covers:

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

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

Assessment criteria

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

UNIT X: TITLE

➔ **Assessment criteria**

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Enim lorem et elit libero felis ligula ut			
1A.1 Amet interdum commodo sed facilisis.	2A.P1 Durna eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum.	2A.M1 A lacus nulla velit dui ectus.	2A.D1 Ultrices ultrices ut cursus ac sem in urna assa in a mauris mattis ut. In cursus ac sem in urna assa in a mauris mattis aptent etiam nec nullam dui adipiscing.
1A.2 Iorem in nullam amet interdum commodo. empot sed facilisis.	2A.P2 Nostra pretium non ellis mauris porttitor elit malesuada volutpat non ut volutpat.	2A.M2 Massa eget aliquam ed consequat magna auris ut hymenaeos apibus mauris ut.	
Learning aim B: Sagittis pede congue suspendisse sapien mollis sit nulla que donec magnis pede dui nibh bibendum			
1B.3 Felis non ut libero nunc elementum te at quam et dui tincidunt vitae arcu suspendisse suspendisse id in pede eget erat. #	2B.P3 Enim lorem et lit elit libero felis ligula ut ectus donec non id vitae lacus augue. #	2B.M3 Integer erat dignissim eros sed ornare condimentum condimentum quis risus dui ulputate magnis pede dui nibh aliquam. #	2B.D2 Neque magna consectetur scelerisque nec in ut orci arcu elit nec ut vitae lectus dolor sed cras utrum convallis assa bibendum nulla.
1B.4 Per aliquam diam scelerisque pharetra.	2B.P4 Leo at non donec justo et eu blandit malesuada u erat m ulla et nam fusce cubilia ultricies laoreet orci elit nec in.		

Teacher guidance

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

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

UNIT X: TITLE

Teacher guidance

Resources

Tellus in cursus erat amet odio illo:

- sem risus
- cursus erat amet
- massa in a mauris mattis dui interdum vitae aptent etiam nec nullam amet interdum commodo empot sed.

Libero nunc elementum. Ante at quam et dui tincidunt vitae arcu suspendisse suspendisse id in. Euismod pede eget erat quis libero. Enim lorem et.

Assessment guidance

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Per aliquam diam natoque scelerisque pharetra. Leo at non donec justo et eu blandit malesuada. Eu erat mi. Nulla et nam. Leo fusce cubilia ultricies laoreet orci elit nec in. Libero nunc elementum.

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

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

UNIT X: TITLE

Suggested assignment outlines

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

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	Phasellus purus maecenas tortor	Euismod pede eget erat quis libero. Enim lorem et. Elit elit libero felis ligula ut. Lectus donec non dignissim eros sed ornare condimentum condimentum quis risus dui.	Pulvinar donec.
1B.3, 1B.4, 1C.5, 2B.P3, 2B.P4, 2C.P5, 2B.M3, 2C.M4, 2B.D2, 2C.D3	Massa in a mauris mattis dui amet interdum	In cursus ac sem in urna. Massa in a mauris mattis dui interdum vitae aptent etiam nec nullam. Interdum dui adipiscing adipiscing tellus at. Ut orci ut. Lorem in nullam amet interdum commodo. Felis mauris porttitor. Sonsequat magna. Mauris ut hymenaeos.	Felis mauris porttitor. Velit malesuada volutpat non ut volutpat. Massa bibendum nullas. Interdum.

8 Internal assessment

Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English.

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

Summary of internal assessment

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

To achieve this, it is important that you:

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

Assessment and verification roles

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

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

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

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

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

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

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

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

You are required as a centre to keep records of assessment and have assessment authorised by Edexcel. The main records are:

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

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

Learner preparation

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

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

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

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

Designing assessment instruments

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

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

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

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

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

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. A learning aim **must** be covered completely in an assessment. However, a learning aim can be included in more than one assessment.

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

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

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

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

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

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

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

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

Authenticity and authentication

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

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

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it. For practical or performance tasks observed by the Assessor this is not necessary.

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

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

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

Applying criteria to internal assessments

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

The assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence.

The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.

A summative unit grade is awarded after all opportunities for achievement are given. A learner must achieve **all** the assessment criteria for that grade. Therefore:

- to achieve a Level 2 Distinction a learner must have satisfied all the Distinction criteria in a way that encompasses all the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance of outstanding depth, quality or application
- to achieve a Level 2 Merit a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing performance of enhanced depth or quality

- to achieve a Level 2 Pass a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills
- a learner can be awarded a Level 1 if all the level 1 criteria are fully met. The award of Level 1 is not achieved through a failure to meet the Level 2 Pass criteria.

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

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

Assessment decisions

Your assessment plan will set a clear timeline for assessment decisions to be reached. During the time the assessment is being undertaken, learners can be given guidance, information, resources and feedback on progress.

After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

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

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

Late submission

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

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

Opportunities to retake assessments

Summative assessment is the culmination of the learning and assessment process. You should make sure that learners have sufficient learning and preparation before undertaking assessment. Formative feedback during an assessment window will help a learner demonstrate attainment to the best of their abilities.

A learner may be given **one** opportunity to retake a completed assessment after a summative grade has been given. Your centre will need to provide a specific assessment opportunity that is authorised by the Lead Internal Verifier. You should make arrangements for retaking the assessment in such a way that does not adversely affect other assessments and does not give the learner an unfair advantage over other learners. You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements.

The centre may conduct a retake under supervised conditions even if this was not necessary for the original assessment.

As a centre you need to be fair to all learners in the way in which you provide opportunities to retake assessments, and you are not required to make an opportunity available if your learner has not taken full advantage of the first assessment opportunity and formative assessment process.

The original evidence for assessment may remain valid and can be extended, or it may need to be replaced partially or in full. The learner must not have further teacher guidance and support in producing further evidence.

The Edexcel Standards Verifier is likely to want to include assessments that have been re-submitted as part of the sample they will review.

Appeals

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

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

Dealing with malpractice

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

Reasonable adjustments to assessment

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

Special consideration

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

(Exemplar for centres)

Learner Assessment Submission and Declaration

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

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

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

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

Learner declaration

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

Learner signature:

Date:

9 External assessment

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

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

The table below shows the type of external assessment and assessment availability for these qualifications.

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

Unit 7: Anatomy and Physiology for Sports Performance	
Type of external assessment	This unit is externally assessed using an onscreen test. Edexcel sets and marks the test. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 1 hour.
No. of marks	50
Assessment availability	On demand
First assessment availability	March 2014

Your centre needs to make sure that learners are:

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

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

Grade descriptors for the internal and external units

Internal units

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

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

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

External units

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

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

Level 2 Pass

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

Level 2 Distinction

Learners will be able to synthesise knowledge of sport, training, anatomy, physiology, and physical and skill-related fitness. They can bring together understanding of training methods, techniques and scientific concepts, applying them to contexts such as the application of advanced training techniques to achieve specific fitness outcomes and application of the structure and function of the musculoskeletal system to sports performance. They will show depth of knowledge and development of understanding in different situations, being able to make effective judgements based on analysis of given information about fitness, techniques, their uses and their impact on health and fitness targets. They will show depth of knowledge and development of understanding by being able to analyse given information and the structure and function of the musculoskeletal and cardiorespiratory systems in relation to a wide range of sports movements and sports-related contexts. Learners will be able to analyse data and information on sporting techniques, movements, practices, fitness tests and select appropriate concepts and make recommendations. They will be able to make judgements about the consequences of effective and ineffective application of techniques, and make recommendations on solutions, controls, plans and future actions. They will be able to show depth of understanding of the role of the musculoskeletal and cardiorespiratory systems, and the relation of these body systems to sports performance in a wide range of sports-related contexts. Learners will be able to compare training methods and approaches, such as the application of principles of training to different regimes and given exercise settings and evaluate alternatives against defined criteria.

10 Awarding and reporting for the qualifications

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

Calculation of the qualification grade

These qualifications are level 2 qualifications, and the certification may show a grade ranging from Level 2 PP to Level 2 D*D* for the certificate and from Level 2 PPP to Level 2 D*D*D* for the extended certificate. (Please refer to the *Calculation of qualification grade* table for the full list of grades.)

If these are not achieved, a Level 1 grade may be awarded. Learners whose level of achievement is below a Level 1 will receive an unclassified U result.

Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction or Level 1. Distinction* is not available at unit level. Learners whose level of achievement is below a Level 1 will receive an unclassified U for that unit.

Award of Distinction* (D*)

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

To achieve a level 2 qualification, learners must:

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

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

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

Learners who do not achieve sufficient points for the Certificate or Extended Certificate qualifications may be eligible to achieve the Award, provided they have sufficient points across the core units and have completed the correct combination of units.

Please see *Annexe F* for the structure of the BTEC Level 1/Level 2 First Award in Sport qualification **and** the latest version of the Edexcel BTEC Level 1/Level 2 First Award in Sport specification on our website (www.edexcel.com).

It is your responsibility to ensure that the correct unit combination is adhered to.

Points available for unit size and grades

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

Points per grade per 10 guided learning hours				
Unclassified	Level 1	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)
0	2	4	6	8

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

Example:

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

Calculation of qualification grade

Award (120 GLH)		Certificate (240 GLH)		Extended Certificate (360 GLH)	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0
Level 1	24	Level 1	48	Level 1	72
Level 2 Pass	48	Level 2 PP	96	Level 2 PPP	144
		Level 2 MP	114	Level 2 MPP	162
				Level 2 MMP	180
Level 2 Merit	66	Level 2 MM	132	Level 2 MMM	198
		Level 2 DM	150	Level 2 DMM	216
				Level 2 DDM	234
Level 2 Distinction	84	Level 2 DD	168	Level 2 DDD	252
		Level 2 D*D	174	Level 2 D*DD	258
				Level 2 D*D*D	264
Level 2 Distinction*	90	Level 2 D*D*	180	Level 2 D*D*D*	270

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

Example 1

Achievement of a Certificate with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Pass	4	12
Unit 7	60	6	Level 2 Distinction	8	48
Qualification grade totals	240	24	Level 2 MM		144

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

The learner has sufficient points for a Level 2 MM grade

Example 2

Achievement of a Certificate with a Level 2 D*D grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Distinction	8	24
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	60	6	Level 2 Distinction	8	48
Qualification grade totals	240	24	Level 2 D*D		174

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

The learner has sufficient points for a Level 2 D*D grade.

Example 3

Achievement of an Extended Certificate with a Level 2 MPP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Pass	4	12
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Pass	4	12
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	60	6	Level 2 Pass	4	24
Unit 8	15	1.5	Level 2 Merit	6	9
Unit 9	15	1.5	Level 2 Merit	6	9
Unit 10	30	3	Level 2 Merit	6	18
Unit 11	60	6	Level 2 Pass	4	24
Qualification grade totals	360	36	Level 2 MPP		180

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

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

Example 4

Achievement of an Extended Certificate at Level 1 but a Level 2 MPP grade points total

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Unclassified	0	0
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Pass	4	12
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	60	6	Level 2 Pass	4	24
Unit 8	15	1.5	Level 2 Merit	6	9
Unit 9	15	1.5	Level 2 Merit	6	9
Unit 10	30	3	Level 2 Merit	6	18
Unit 11	60	6	Level 2 Pass	4	24
Qualification grade totals	360	36	Level 1		168

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

Although the learner has gained a significant number of points, they will achieve a Level 1 as they did not gain sufficient points across the core units for a Level 2 grade.

11 Quality assurance of centres

Edexcel will produce, on an annual basis, the *BTEC Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

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

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

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

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

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

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

12 Further information and useful publications

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

Related information and publications include:

- *Equality Policy*
- *Information Manual* (updated annually)
- *Access Arrangements, Reasonable Adjustments and Special Considerations*
- *Quality Assurance Handbook* (updated annually)
 - Publications on the quality assurance of BTEC qualifications are on our website at www.btec.co.uk/keydocuments

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources

Additional documentation

Additional materials include:

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

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

Additional resources

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

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website www.edexcel.com/resources

13 Professional development and support

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

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

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

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

BTEC training and support for the lifetime of the qualifications

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

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

Your BTEC Support team

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

- Welcome Packs for new BTEC centres: if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with these qualifications
- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- BTEC Hotline: call the BTEC Hotline on 0844 576 0026 with your query
- Ask Edexcel: submit your question online to our Ask Edexcel online service (www.edexcel.com/ask) and we will make sure your query is handled by a subject specialist.

Units

Unit 1: Fitness for Sport and Exercise

Level:	1 and 2
Unit type:	Core
Guided learning hours:	30
Assessment type:	External

Unit introduction

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

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

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

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

What needs to be learnt

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

Topic A.1 Components of physical fitness:

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

continued

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

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

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

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

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

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

continued

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

- frequency: the number of training sessions completed over a period of time, usually per week
- intensity: how hard an individual will train
- time: how long an individual will train for
- type: how an individual will train by selecting a training method to improve a specific component of fitness and/or their sports performance.

Topic A.6 Additional principles of training:

- progressive overload:
 - definition: in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance.
- specificity:
 - definition: training should be specific to the individual's sport, activity or physical/skill-related fitness goals to be developed.
- individual differences/needs:
 - definition: the programme should be designed to meet individual training goals and needs.
- adaptation:
 - definition: how the body reacts to training loads by increasing its ability to cope with those loads
 - adaptation occurs during the recovery period after the training session is completed.
- reversibility:
 - definition: if training stops, or the intensity of training is not sufficient to cause adaptation, training effects are reversed.
- variation: it is important to vary the training regime to avoid boredom and maintain enjoyment
- rest and recovery are required so that the body can recover from the training and to allow adaptation to occur
- application of the principles of training to training methods, regimes and given exercise settings.

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

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

continued

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

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

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

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

strength, muscular endurance and power training:

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

continued

What needs to be learnt

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

aerobic endurance training:

- **continuous training:** this is training at a steady pace and moderate intensity for a minimum period of 30 minutes.
- **fartlek training:** this is where the intensity of training is varied by running at different speeds or over different terrain. The training is continuous with no rest period. It is important to know about other ways in which intensity of training can be increased, including the use of equipment (harness, running with weights or weighted backpack).
- **interval training:** this is where the individual performs a work period followed by a rest or recovery period. Typical work time can vary from training for 30 seconds to five minutes; recovery periods can be complete rest, walking or light jogging. Typical work intervals for aerobic endurance will be around 60% maximum oxygen uptake ($\text{VO}_2 \text{ max}$). Decrease the number of rest periods and decrease work intensity to develop aerobic endurance.
- **circuit training:** this is where different stations/exercises are used to develop aerobic endurance. The station order/order of exercises is important to ensure different muscle groups are used to avoid fatigue. The number of stations, time spent at each station, number of circuits, rest period between exercises and number of circuit sessions per week can be varied.

speed training:

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

continued

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

- **flexibility:** sit and reach test (usually measured in cm or inches)
- **strength:** grip dynamometer (usually measured in KgW)
- **aerobic endurance:**
 - multi-stage fitness test, known as the bleep test (usually predicted in ml/kg/min)
 - forestry step test (usually predicted in ml/kg/min)
 - definition of VO_2 max (ml/kg/min): the maximum amount of oxygen uptake, usually measured in ml of oxygen per kg of body mass per minute. It is a measure of cardiorespiratory endurance.
- **speed:** 35m sprint (usually measured in s)
- **speed and agility:** Illinois agility run test (usually measured in s)
- **anaerobic power:** vertical jump test (usually measured in kgm/s)
- **muscular endurance:** one-minute press-up, one-minute sit-up (usually measured in number of reps/minute)
- **body composition:**
 - Body Mass Index (BMI) (usually measured in kg/m^2)
 - Bioelectrical Impedance Analysis (BIA), used for prediction of percent body fat
 - skinfold testing via the Jackson-Pollock nomogram method for prediction of percent body fat (sites for males: chest, abdominal and thigh; sites for females: triceps, suprailiac and thigh).

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

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

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

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

continued

What needs to be learnt

Topic C.4 Interpretation of fitness test results:

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

Teacher guidance

Resources

The special resources required for this unit are:

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

Assessment guidance

Onscreen on-demand testing

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

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

Unit 2: Practical Sports Performance

Level:	1 and 2
Unit type:	Core
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

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

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

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

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

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

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

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

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

§ Topic B.2 Tactical demands:

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

Topic B.3 Safe and appropriate participation:

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

Topic B.4 Relevant skills and techniques:

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

§ Topic B.5 Relevant tactics:

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

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

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

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

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

Topic B.8 Isolated practices:

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

§ Topic B.9 Conditioned practices:

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

§ Topic B.10 Competitive situations:

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

continued

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

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

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

Topic C.2 Review performance:

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

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

Assessment criteria

Level 1	Level 2 Pass		Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the rules, regulations and scoring systems for selected sports				
1A.1 Describe the rules, regulations and scoring systems of a selected sport. #	2A.P1 Describe the rules, regulations and scoring systems of two selected sports. #	2A.M1 For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems. #		2A.D1 Compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport. #
1A.2 Apply the rules of a selected sport in two given specific situations.	2A.P2 Apply the rules of a selected sport in four specific situations.			
1A.3 Describe the roles of officials from a selected sport.	2A.P3 Describe the roles and responsibilities of officials from two selected sports.			
Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports				
1B.4 Describe the technical demands of two selected sports.	2B.P4 Describe the technical and tactical demands of two selected sports.			
1B.5 Use relevant skills and techniques effectively, in two selected sports, in isolated practices.	2B.P5 Use relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.	2B.M2 Use relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Be able to review sports performance			
1C.6 Produce, with guidance, an observation checklist that can be used effectively to review own performance in two selected sports. #	2C.P6 Independently produce an observation checklist that can be used effectively to review own performance in two selected sports. #		
1C.7 Review own performance in two selected sports, identifying strengths and areas for improvement.	2C.P7 Review own performance in two selected sports, describing strengths and areas for improvement.	2C.M3 Explain strengths and areas for improvement in two selected sports, recommending activities to improve own performance.	2C.D2 Analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

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

Assessment guidance

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

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

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

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

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

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

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

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

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

Suggested assignment outlines

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

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

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

Unit 3: The Mind and Sports Performance

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

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

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

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

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

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

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

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

What needs to be learnt**§ Topic B.3 Views of motivation:**

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

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

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

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

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

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

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

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

Topic B.11 Factors affecting self-efficacy:

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

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

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

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

continued

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

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

Topic C.2 Types of anxiety:

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

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

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

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

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

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

Assessment criteria

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

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

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

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

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

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

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

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

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

Suggested assignment outlines

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

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

Unit 4: The Sports Performer in Action

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

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

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

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

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

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

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

Learning aims

In this unit you will:

- A know about the short-term responses and long-term adaptations of the body systems to exercise
- B know about the different energy systems used during sports performance.

Learning aims and unit content

What needs to be learnt

Learning aim A: Know about the short-term responses and long-term adaptations of the body systems to exercise

Topic A.1 Short-term effects of exercise on the musculoskeletal system:

- increased production of synovial fluid for joint lubrication and nourishment
- increased joint range of movement due to increase in blood flow and increased muscle temperature
- § micro tears in muscle fibres, causing the muscle to rebuild itself and become slightly bigger and stronger
- § exercise (high-impact activity) encourages new bone formation
- § increased metabolic activity.

Topic A.2 Short-term effects of exercise on the cardiorespiratory system:

- increased heart rate due to the heart having to work harder to pump oxygenated blood around the body
- increased breathing rate, in order to supply more oxygen to working muscles and remove carbon dioxide
- increased blood flow
- sweat production and skin reddening
- § re-distribution of blood flow via the vasoconstriction (narrowing) of arterioles supplying inactive parts of the body and vasodilation (opening) of arterioles supplying skeletal muscles with more blood and nutrients
- § increased build-up of lactic acid in the blood
- § increased cardiac output to get oxygenated blood to working muscles (due to increased heart rate and stroke volume)
- § increased blood pressure – as the cardiovascular system works to deliver more oxygen and glucose to the muscles (systolic pressure rises and diastolic pressure remains unchanged)
- § as muscular activity increases, the production of carbon dioxide increases resulting in an increase in Tidal Volume (TV) (TV is the amount of air inhaled and exhaled with each breath).

Topic A.3 Long-term adaptations of the musculoskeletal system:

- hypertrophy (increased muscle size)
- increase in bone density (bone strength) due to increase in calcium production
- § stronger connective tissues (ligaments and tendons), so more resistant to injury
- § increased stability of joints
- § increased thickness of hyaline cartilage
- § skeletal muscles adapt to using more oxygen, the muscles and their capillaries become more efficient and can therefore work for a longer period of time
- § increased number of mitochondria
- § decreased risk of osteoporosis
- § improved posture.

continued

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

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

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

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

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

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

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

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

continued

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

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

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

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

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

Assessment criteria

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

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

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no essential resources required for this unit.

Assessment guidance

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

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

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

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

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

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

Suggested assignment outlines

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

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

Unit 5: Training for Personal Fitness

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

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

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

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

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

What needs to be learnt

Learning aim A: Design a personal fitness training programme

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

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

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

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

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

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

continued

What needs to be learnt

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

Topic A.4 Programme design:

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

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

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

Topic B.2 Strategies:

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

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

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

continued

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

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

§ Topic C.3 Measures for success:

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

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

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

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

Assessment criteria

Level 1	Level 2 Pass		Level 2 Merit	Level 2 Distinction
Learning aim A: Design a personal fitness training programme				
1A.1 Outline personal information for designing a fitness training programme. #	2A.P1 Summarise personal information for designing a fitness training programme. #	2A.M1 Assess personal information for fitness training programme design. #	2A.D1 Justify the training programme design, explaining links to personal information. #	
1A.2 Design a safe four-week personal fitness training programme, with guidance. #	2A.P2 Independently design a safe six-week personal fitness training programme. #	2A.M2 Design a safe six-week personal fitness training programme, showing creativity in the design. #		
1A.3 Outline the importance of warm-up, cool down and FITT.	2A.P3 Describe the principles of training and their application to the personal fitness training programme design. *			
Learning aim B: Know about exercise adherence factors and strategies for continued training success				
1B.4 Describe two personal exercise adherence factors and two strategies for training success.	2B.P4 Describe four personal exercise adherence factors and four strategies for training success.			

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives			
1C.5 Safely implement, with guidance, a four-week personal fitness training programme, maintaining a training diary. # *	2C.P5 Safely implement a six-week personal fitness training programme, maintaining a training diary. # *	2C.M3 Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarising outcomes for each session. # *	2C.D2 Safely implement a successful six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress. # *
Learning aim D: Review a personal fitness training programme			
1D.6 Review the four-week personal fitness training programme, identifying strengths and areas for improvement.	2D.P6 Review the six-week personal fitness training programme, describing strengths and areas for improvement.	2D.M4 Explain strengths of the training programme and areas for improvement, providing recommendations for future training and performance.	2D.D3 Justify recommendations for future training and performance.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are:

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

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

Assessment guidance

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

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

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

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

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

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

What is a safe programme?

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

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

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

What is a creative programme?

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

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

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

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

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

Suggested assignment outlines

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

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

Unit 6: Leading Sports Activities

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

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

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

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

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

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

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

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

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

§ Topic C.2 Targets for development:

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

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

Assessment criteria

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

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Review the planning and leading of sports activities			
1C.5 Review the planning and leading of the warm-up, main component or cool down, describing strengths and areas for improvement. *	2C.P5 Review the planning and leading of the sports activity session, describing strengths and areas for improvement, and targets for future development as a sports leader. *	2C.M5 Explain targets for future development as a sports leader, including a personal development plan.	2C.D2 Justify targets for future development as a sports leader and activities within the personal development plan.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

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

Assessment guidance

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

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

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

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

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

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

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

Suggested assignment outlines

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

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

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

Unit 7: Anatomy and Physiology for Sports Performance

Level:	1 and 2
Unit type:	Mandatory
Guided learning hours:	30
Assessment type:	External

Unit introduction

The human body is an amazing machine. Did you know that humans are born with 300 bones in their body, but by the time a person reaches adulthood they only have 206 bones? Did you know that each time you take a step, you're using up to 200 muscles?

With facts like these you can start to get an idea of how amazing and complex the human body is. This unit provides you with an introduction to anatomy and physiology and the role that two main body systems (musculoskeletal and cardiorespiratory) have in the production of skilled and efficient movement.

As a sports performer it is essential that you know how the body functions under normal resting conditions, so that you can then start to appreciate how the different body systems work together in an effective manner to produce efficient movement for sports performance. This knowledge is also important if you're thinking about progressing to further qualifications in the sports and exercise sciences and/or a career in the sport and active leisure industry.

For learning aim A, you'll look at the structure of the musculoskeletal system including joints, skeletal muscles, different muscle types, and muscle and joint movements related to sports performance.

For learning aim B, you'll look at the structure and function of the cardiorespiratory system, including thermoregulation and gaseous exchange.

The unit explores how a normal healthy body works in relation to these two body systems, and in doing so enables you to start to understand and appreciate how the body systems can be effective in attaining optimal sports performance.

This unit is particularly important if you are considering a career in the sport and active leisure industry as a sports coach or personal trainer. This unit is also important if you are considering progression on to a higher level qualification in sport or related areas, where knowledge of human anatomy and physiology is essential.

Learning aims

In this unit you will:

A know about the structure and function of the musculoskeletal system

B know about the structure and function of the cardiorespiratory system.

Learning aims and unit content

What needs to be learnt

Learning aim A: Know about the structure and function of the musculoskeletal system

Structure of the musculoskeletal system:

Topic A.1 Voluntary muscles:

- major muscles (triceps, biceps, quadriceps, hamstrings, deltoids, gluteus maximus, gastrocnemius, abdominals, obliques, pectorals, trapezius, latissimus dorsi, soleus, erector spinae)
 - location of major muscles.

Topic A.2 Types of muscles (three different types of muscle found within the human body):

- voluntary (also known as skeletal or striated)
 - location (skeletal muscles)
 - characteristics (conscious control, body movement)
- involuntary (also known as smooth or visceral)
 - location (stomach, intestines)
 - characteristics (slow, rhythmic contraction, unconscious control)
- heart (also known as cardiac)
 - location (heart only)
 - characteristics (fairly rapid and sustained contraction, unconscious control).

Topic A.3 Voluntary muscle movements:

- antagonistic muscle pairs: where the agonist is the muscle which is the prime mover and the antagonist is the muscle which opposes the pull of an agonist.

The agonist/antagonist relationship changes depending on which muscle is actively working.

Antagonistic muscle pairs:

- biceps and triceps
- quadriceps and hamstrings
- rectus abdominis and erector spinae
- pectoralis major and trapezius.

Topic A.4 Types of contraction:

- concentric contraction: occurs when a muscle shortens in length and develops tension as it contracts
- eccentric contraction: involves the development of tension whilst the muscle lengthens
- isometric contraction: the muscle contracts but does not shorten, giving no movement, helps to stabilise the body.

Be able to analyse sports movements to determine type of muscle contraction by muscle group.

continued

What needs to be learnt**Topic A.5 Muscle movements and sports performance:**

- identification of agonist and antagonist muscles in relation to sports performance

Differences between muscle fibre types:

- slow twitch fibres (type I): contract slowly, produce low force, can cope with prolonged activity and are slow to fatigue, high aerobic capacity
 - good for low intensity activities, including long endurance events
- fast twitch fibres (type IIa): fast contracting (but not as fast as type IIb), medium force, aerobic capacity, fairly resistant to fatigue
 - good for moderate intensity activities, including middle distance events
- fast twitch fibres (type IIb): fast contracting, produce high force, fast to fatigue due to build up of lactic acid, produce explosive power
 - good for short high intensity anaerobic events
 - recruited for activities requiring maximal all-out physical exertion
- recruitment of muscle fibres with varied levels of muscular effort:
 - light force requires only slow twitch muscle fibres (type I)
 - heavy loads on muscle will result in ramp-like recruitment of slow twitch fibres (type I), followed by fast twitch fibres (type IIa), and for maximal contractions, fast twitch (type IIb) fibres, which are always recruited last
 - interpretation and analysis of graphical data.

Topic A.6 Bones of the skeleton:

- major bones (cranium (skull), sternum (manubrium, body, xiphoid process), ribs, vertebral column, clavicle, scapula, humerus, radius, ulna, pelvis, femur, tibia, fibula, patella)
 - location of bones
- different types of bone:
 - long (these are the bones connected with large movement. They are long and each end is covered by articular cartilage. Examples of long bones include the femur and the humerus)
 - short (these bones are almost cube-shaped and associated with smaller movements. Examples of short bones include the carpals and tarsals)
 - flat (these bones protect the internal organs and include the skull and scapula)
 - irregular (these bones are irregular in shape and include the vertebrae and some facial bones)
 - sesamoid (these are small, often oval-shaped bones, embedded in tendons, protecting the tendon, located where a tendon passes over a joint, examples include in the hand (wrist), knee or foot)
- the human skeleton can be subdivided into two parts:
 - axial skeleton: skull, sternum (manubrium, body, xiphoid process), vertebral column, rib cage
 - appendicular skeleton: pectoral (shoulder) girdles, upper extremities, pelvic girdle, lower extremities

continued

What needs to be learnt

- structure of rib cage (12 pairs of ribs in total):
 - true ribs (7) attached to vertebrae at the back and front of the sternum
 - false ribs (3) attached to vertebrae, but at front attached to rib above
 - floating ribs (2), only attached to vertebrae at the back
- structure of vertebral column (33 vertebrae in total, divided into five regions):
 - cervical (7)
 - thoracic (12)
 - lumbar (5)
 - sacrum (5) (fused)
 - coccyx (4) (fused).

Topic A.7 Functions of the skeletal system:

- protection (of many vital organs)
- muscle attachment and movement (the joints between bones permit movement)
- shape (the skeletal system gives shape to the body)
- support (the skeletal system forms a framework to support the body)
- blood production (red blood cells are produced in the bone marrow of long bones)
- storage of minerals (calcium, phosphorus, sodium and potassium).

Applications of the functions of the skeletal system to a range of different sports activities.

Topic A.8 Classification of joints:

- fixed (immovable):
 - joints of the skull, sacrum
- slightly moveable (cartilaginous):
 - between vertebrae
- freely moveable (synovial):
 - hinge (knee joint)
 - ball and socket (hip and shoulder joints)
 - condyloid (wrist joint)
 - pivot (cervical vertebrae)
 - saddle (carpo-metacarpal joint of thumb)
 - gliding (intercarpal and intertarsal joints).

Topic A.9 Types of cartilage:

- fibrocartilage (found in tendons, and intervertebral discs of the spinal column, contains collagen fibres, is tough, acts as a shock absorber)
- hyaline cartilage (also known as articular cartilage, found on articulating surfaces of bones. Helps ensure smooth, supple action between joint surfaces, protects bones in the joint from wear and tear, acts as a shock absorber, absorbs stress, provides support, helps reduce friction between articulating bones, also found in trachea, bronchi)
- elastic cartilage (flexible tissue which gives support, found in the external part of the ear and epiglottis).

continued

What needs to be learnt**Topic A.10 Synovial joint structure:**

- joint synovial capsule (encases the joint, comprising synovial membrane and fibrous capsule)
- bursa (fluid-filled sac between tendon and bone, helps reduce friction)
- bone ends (covered with smooth and slippery hyaline cartilage)
- synovial membrane (acts as a lining to joint capsule and produces synovial fluid)
- synovial fluid (fills joint capsule and lubricates and nourishes the joint)
- tendon(s) (white fibrous cord of connective tissue, attaches muscle to bone. Made from collagen, so tough and strong. Found towards end of muscle tissue)
- ligament(s) (tough, connective tissue, composed of tightly packed elastic fibres, which joins bone to bone, and holds together bones forming the joint. Can withstand sudden stresses applied to joints, and can for example prevent dislocations. Found at ends of bones, across/within joints).

Topic A.11 Joint movement:

- flexion (bending a joint)
- extension (straightening a joint)
- adduction (movement towards the midline of the body)
- abduction (movement away from the midline of the body)
- rotation (a circular movement, rotation can be inward or outward)
- circumduction (combination in sequence of movements: flexion, extension, abduction, adduction)
- plantarflexion (bending the foot downwards, away from the tibia)
- dorsiflexion (bending the foot upwards, towards the tibia)
- elevation (movement of a part of the body upward)
- depression (movement of a part of the body downward).

Be able to analyse a range of different sports movements and sports performers in action in terms of joint movement.

continued

What needs to be learnt**Topic A.12 Joint movement and muscle group contractions related to sports performance:**

- Be able to analyse a range of different sports performers in action in terms of joint movement and muscle group contractions.

Muscle	Joints crossed	Action when contracting concentrically
Triceps	Elbow	Elbow extension
Biceps	Elbow	Elbow flexion
Quadriceps	Knee Hip	Knee extension Hip flexion
Hamstrings	Knee Hip	Knee flexion Hip extension
Deltoids	Shoulder	Shoulder abduction Shoulder flexion Shoulder extension
Gluteus maximus	Hip	Hip extension
Gastrocnemius	Ankle Knee	Plantarflexion of ankle Assists knee flexion
Abdominals	Spine	Flexion of spine Lateral flexion Rotation of spine
Obliques	Intervertebral joints of the spine (lumbar and thoracic vertebrae) Hip	Flexion of spine Lateral flexion of spine Trunk rotation Compression of abdomen
Pectorals	Shoulder	Adduction of arm Horizontal flexion of arm
Trapezius	Shoulder girdle	Neck extension Shoulder elevation
Latissimus dorsi	Shoulder	Shoulder adduction
Soleus	Ankle	Plantar flexion of ankle with knee bent
Erector spinae	Spine	Extension of spine

continued

What needs to be learnt**Learning aim B: Know about the structure and function of the cardiorespiratory system****Topic B.1 Structure of the cardiovascular system (also known as the circulatory system):**

- structure of the cardiovascular system: atria, ventricles, septum, valves, main blood vessels leading into and out of the heart (aorta, pulmonary vein, pulmonary artery, vena cavae)
- heart
 - valves (tricuspid valve, bicuspid valve, semi-lunar valves)
 - ventricles (left and right)
 - atria (left and right)
 - coronary arteries (supply the heart muscle with oxygenated blood)
- types of blood vessels (arteries, arterioles, capillaries, veins and venules):
 - arteries (have thick muscular and elastic walls, mostly carry oxygenated blood away from the heart under high pressure around the body and into smaller vessels called arterioles. Exception is the pulmonary artery which carries de-oxygenated blood from the heart (right ventricle) to the lungs)
 - capillaries (have small, very thin, permeable walls which are only one cell thick. Transport blood from the arteries to the veins by uniting arterioles and venules. Oxygen, carbon dioxide, nutrients and waste products are exchanged through the capillary walls)
 - veins (have thin walls, blood flows from capillaries into venules, eventually forming veins. Veins mostly carry de-oxygenated blood from the body towards the heart under low pressure. Valves in the veins prevent blood flowing backwards, helping venous return. Exception is the pulmonary vein which carries oxygenated blood from the lungs back to the left atrium of the heart)
 - differences between structure and function of different blood vessels (thickness of vessel wall, internal diameter, blood pressure, direction of blood flow).

Topic B.2 Functions of the cardiovascular system:

- circulates oxygen within the body, to vital organs and muscles (oxygen is required in order to produce energy)
- circulates carbon dioxide within the body, away from vital organs and muscles. (Carbon dioxide is a waste product of the process of respiration)
- provides cells with nutrients
- transports hormones to cells and organs
- protects the body against disease and infection
- stops bleeding after injury by clotting
- regulates body temperature by thermoregulation.

Thermoregulation (the body tries to keep a constant internal temperature of 37°C, when body temperature rises or falls, the body reacts to maintain temperature, this is under control of the brain).

continued

What needs to be learnt

- if internal temperature rises:
 - vasodilation of vessels – blood vessels (arterioles) under the skin increase in diameter (dilate), increasing blood flow to the capillaries under the surface of the skin, and heat is lost through the skin via radiation
 - sweat glands produce sweat, which evaporates from skin and has a cooling effect
- if internal temperature falls:
 - vasoconstriction of vessels – blood vessels (arterioles) under the skin decrease in diameter (constrict), decreasing flow of warm blood to the capillaries under the surface of the skin, so very little heat is lost by radiation
 - blood is redirected away from the surface of the skin to the body's warm core, thus reducing heat loss
 - the skin and subcutaneous fat give insulatory benefits
 - metabolic heat can also be generated by shivering.

Topic B.3 Structure of the respiratory system:

- structure of respiratory system (epiglottis, trachea, lungs, bronchi, bronchioles, alveoli, diaphragm, intercostal muscles)
 - nasal cavity (air is warmed by blood, filtered by cilia, moistened by mucus)
 - trachea (strengthened by rings of hyaline cartilage to prevent collapse)
 - pleural membranes (lining lungs and thoracic cavity. Pleural fluid between them lubricates movement of lungs and prevents damage).

Topic B.4 Functions of the respiratory system:

Mechanics of breathing:

- inspiration (the process of breathing in)
 - external intercostal muscles contract, raising ribs, causing inspiration and the diaphragm flattens
 - volume increases and pressure decreases, air rushes in
- expiration (the process of breathing out)
 - internal intercostal muscles contract, lowering ribs, causing expiration and diaphragm becomes dome-shaped
 - volume decreases and pressure increases, forcing air out
 - gaseous exchange (which takes place in the alveoli)
 - diffusion (gaseous exchange through the cell membrane)
- gaseous exchange: oxygen is breathed in and enters the lungs. By a process called gaseous exchange, oxygen passes (by diffusion) from the alveoli into the blood and is circulated around the body. Carbon dioxide is returned to the lungs and by the process of gaseous exchange is removed from the blood and enters the alveoli in the lungs to be breathed out.

Topic B.5 Functions of the cardiorespiratory system:

- blood flow through the heart, body and lungs
- supplying oxygenated blood to body tissues
- 'taking up' oxygen into the body, in order to produce energy
- 'unloading' carbon dioxide, a waste product of respiration from the body.

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

Onscreen on-demand testing

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

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

Unit 8: Promotion and Sponsorship in Sport

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Have you ever wondered why people support certain sports teams? Or why they buy a particular brand of trainer or decide to join certain local sports teams and clubs? Why do you think people get excited about the Olympics? One answer to these questions is promotion and sponsorship, which plays a key part in sport.

Many people buy a particular brand of sports clothing because of a favourite athlete, or a certain football boot because they believe it will help curl the ball into the top corner of the net. Their purchase is probably down to effective promotion, which creates a perceived need, a desire to be like a hero, or to aspire to certain levels.

In order for organisations to succeed, whether they are a top-flight football club or a local netball team, they need to understand how to apply promotion methods in order to help them be commercially competitive.

This unit will help you understand the processes involved in promoting sport, and some of the issues related to doing so. You will gain the necessary knowledge to help your future career, since promotion and sponsorship are key to all businesses in sport and active leisure.

Learning aim A will enable you to investigate why sport is promoted and the issues involved in the promotion of sport. You will consider all forms of media that influence the promotion of sport, not just the use of modern technological methods. This is a good opportunity to talk about and reflect on your own experiences.

For learning aim B you will explore the impact of sponsorship, considering sources of sponsorship and related ethical issues by taking a close look at sporting events.

Learning aim C gives you the opportunity to get creative – you'll need to create a plan for promoting an event or scenario. This is a chance to use different forms of media, produce posters, find a sponsor and write press releases. It's a fun and interactive learning opportunity, in which teamwork is encouraged.

Promotion and sponsorship continue to grow in their significance in the sport and active leisure industry, therefore the knowledge and skills this unit provides are important, whatever your future goals and aspirations are.

Learning aims

In this unit you will:

- A investigate issues involved in promoting sport
- B explore sponsorship in sports promotion
- C plan the promotion of a sports event or scenario.

Learning aims and unit content

What needs to be learnt

Learning aim A: Investigate issues involved in promoting sport

Topic A.1 Reasons for the promotion of sport:

- sport in the community, e.g. benefits such as promoting health, quality of life and the economic benefits
- healthy living, e.g. investigate healthy living campaigns run by organisations (e.g. the NHS, NGBs, schools and government)
- § sport and social inclusion and exclusion, e.g. how does sport help with social inclusion and prevent exclusion? How does it help combat crime, anti-social behaviour and promote active citizenship?
- § role of sport in creating local and national identity, e.g. how is a sense of pride and belonging achieved both locally and nationally through a team or individual's success?

Topic A.2 Role of the media in the promotion of sport:

- communication (through different forms of media), e.g. broadcasting, advertising, internet websites, newspapers, magazines, radio
- imagery (creating a specific image), e.g. the Olympic Games and Paralympic Games known as 'The Greatest Show on Earth', the Commonwealth Games known as 'The Friendly Games'
- presentation, e.g. of specific events, which forms of media are used/favoured, target audience.

Topic A.3 Effects the promotion of sport has on spectators:

- constraints (effect relates to the size and popularity of the event):
 - cost, e.g. travel, entrance fee/tickets, merchandise, food, drink
 - availability (opportunities to attend the event), e.g. time, day, date, season, year, availability of tickets
 - accessibility, e.g. location, facilities, stadia capacities
 - under-represented groups (are certain sports and events promoted to specific groups?), e.g. social demographics, ethnic minorities, families, people with disabilities
- psychological effects:
 - advertising, e.g. creating campaigns for target markets
 - role models (using individuals or teams within a sport to promote specific events or the sport itself), e.g. the dedication and work ethic of Sir Chris Hoy or Dame Kelly Holmes
 - brand sponsorship (commercial and financial benefits to both athlete and brand), e.g. Tiger Woods and Nike, the England Football Team and Umbro, GB Athletics and AVIVA or David Beckham and Adidas
 - merchandising, e.g. sports kits, clothing, mugs, pens, pencils, keyrings.

continued

What needs to be learnt**§ Topic A.4 Effects the promotion of sport has on participants:**

- § availability (whether well-promoted events increase or reduce opportunities to participate), e.g. opportunities to enter competition, entry standards, ability levels, number of places, qualifying
- § accessibility, e.g. more choice, more locations, does a well-promoted event provide greater opportunities for access to better facilities?
- § under-represented groups, e.g. promotion of the Paralympics and the effect on disabled athletes, effect of TV coverage of the Women's FA Cup on women's and girls' football
- § perceived status, e.g. how the promotion of an event makes the participants favourites or underdogs.

Learning aim B: Explore sponsorship in sports promotion**Topic B.1 Sources of sponsorship for individuals, teams, organisations or events:**

- public, e.g. Sport England grants
- private, e.g. local business, or individual benefactors, sponsoring a local team
- regional, e.g. a business sponsoring a county-level individual or team
- national, e.g. Talented Athlete Scholarship Scheme (TASS)
- § international, e.g. foreign football shirt sponsors
- § global (multiple worldwide sponsorship), e.g. BMW sponsors of numerous worldwide golf tournaments
- § procedures to secure sponsorship, e.g. identifying needs, written proposals for the prospective sponsor(s), statement of benefits to the sponsor.

Topic B.2 Ethical issues arising from sponsorship:

- sports marketing, e.g. exploitation of children or amateur athletes/performers, rebellious professionals used to market products
- link between sponsorship and gambling, tobacco and alcohol
- contracts containing clauses that precisely define ethical conduct expected of athletes/sports performers
- § influence of sponsors on: e.g. the sporting organisation (IOC, FIFA, UEFA), the location of events, Rules/Laws, corruption
- § sponsorship of major events: e.g. (Olympic and Paralympic Games, World Cup) what sponsors receive in return for large amounts of sponsorship money and how the sponsorship money is used
- § positive and negative influence of individuals, e.g. politicians, sporting organisation presidents, sporting personalities
- § codes of practice for sponsorship as set out by the governing bodies
- § advertising standards.

continued

What needs to be learnt**§ Topic B.3 Impact of sponsorship:**

- § scheduling (changing times of events and kick-offs to suit TV audiences and sponsors), e.g. Champions League Final 2009 between Man Utd and Chelsea kicked off in Russia at 9pm local time
- § quality of product, e.g. greater sponsorship to increase the quality throughout a sport, including the stadia, the players, increased media coverage
- § marginalisation, e.g. pay-per-view, internet, satellite TV

§ Benefits:

- § wider audiences
- § increased participation
- § survival in a competitive environment.

Learning aim C: Plan the promotion of a sports event or scenario**Topic C.1 Create a plan to promote a sporting event or scenario:**

The plan must include:

- aims and objectives of the event, e.g. raise money for charity, promote healthy lifestyles
- choice of media, e.g. school newsletter, school internet site, production of DVD/video, radio, magazine
- press release, e.g. local newspaper press release
- advertising, e.g. posters, mailshot, postcards, video, internet, text message, email
- sponsor, e.g. contact list for local businesses to supply prizes or trophies
- § advertising timeline highlighting specific times of advertising activity
- § feedback to sponsor, highlighting requirements and what will be provided in return
- § evaluation questionnaire (include questions the events team could answer to help provide future recommendations).

§ Topic C.2 Review the plan:

- § strengths: areas where aims and objectives of the plan have been achieved
- § areas for improvement: where outcomes do not meet planned goals
- § recommendations for future promotions, e.g. acting on areas for improvement by recommending alternative promotions for the same event or scenario, using different approaches, media, press release, or recommending new ideas for future promotions.

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

Assessment criteria

Level 1	Level 2 Pass		Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate issues involved in promoting sport				
1A.1 Describe two different reasons for the promotion of sport.	2A.P1 Describe four different reasons for the promotion of sport.	2A.M1 Assess the role of the media in the promotion of two selected sporting events.		
1A.2 Describe the role of the media in the promotion of sport.	2A.P2 Explain the role of the media in the promotion of sport.			
1A.3 Describe the effects the promotion of a selected sporting event has on spectators.	2A.P3 Explain the effects the promotion of a selected sporting event has on participants and spectators.			

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Explore sponsorship in sports promotion			
1B.4 Outline public, private, regional and national sources of sponsorship.	2B.P4 Describe public, private, regional, national, international and global sources of sponsorship available, including procedures involved in securing sponsorship.	2B.M2 For two selected sports individuals, teams or events, summarise information on their sponsorship.	2B.D1 Compare and contrast the impact of sponsorship on two selected sports individuals, teams or events.
1B.5 Outline three different ethical issues which can arise from sponsorship of a given sports individual, team or event.	2B.P5 Describe the range of different ethical issues which can arise from sponsorship of a selected sports individual, team or event.	2B.M3 Explain ethical issues which can arise from sponsorship of a selected sports individual, team or event.	
Learning aim C: Plan the promotion of a sports event or scenario			
1C.6 Create, with guidance, a plan to promote a given sports event or scenario. #	2C.P6 Independently create a plan to promote a selected sports event or scenario, describing strengths and areas for improvement. #	2C.M4 Explain strengths of the plan and areas for improvement, providing recommendations for future promotion.	2C.D2 Justify recommendations for future promotion of a selected sports event or scenario.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

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

Assessment methods should be innovative and interactive, with learners having the opportunity to work as a team as well as individually. Assessments can be integrated into four tasks as set out in the suggested assignment outlines, which should have a vocational approach and engage learners. Adopting a media-based assessment with news articles, video reports, and discussions complements the unit content and the work practices within sports promotion and sponsorship. Witness statements and assessor observation records should be accompanied by videos and sound recordings when applicable.

For learning aim A (task 1), learners could write a news article or produce a video news report, which will set the theme for the media-style form of assessments. A TV-style report/documentary could be filmed, with learners working in small groups providing video evidence to meet the criteria covering reasons for the promotion of sport and the role of the media in the promotion of sport. This form of assessment will draw learners away from modern forms of media presentation such as the internet, and engage learners in the most influential form of media presentation, encouraging creative thinking. A detailed witness statement to accompany the final report/documentary should be presented alongside the news article/report to confirm that the target criteria have been achieved by each individual learner.

For the final part of learning aim A (task 2), learners could interview members of the public to research spectator, consumer and participant effects. Evidence submitted by learners should be supported by witness statements. Following this, the main body of evidence could come from a group discussion on the findings, which should be digitally recorded along with an assessor's observation record for each learner engaged in the discussion to confirm achievement against the criteria.

Learning aim B, the effect of sponsorship on sports promotion (task 3), could be evidenced through a presentation. Learner presentations need to be supported by assessor observation records highlighting achievement against the target criteria. Learners should provide a copy of their presentation slides and supporting speaker notes.

Learning aim C (task 4) is best presented in a portfolio with the following sections under which learners place their evidence to meet the criteria:

- aims and objectives of the event
- choice of media – learners should highlight the media they intend to use for the event, providing reasons for their choice of using this form of media
- press release – learners need to produce a press release which could be published in the school/college newsletter or local press, describing what will be taking place including dates, times, activities, etc
- advertising – include advertising materials, e.g. posters, emails, texts, internet etc. At level 2 learners must also provide a timeline of the specific advertising activity

- sponsor – learners need to provide a contact list of potential sponsors highlighting what they could provide, such as Boothferry Trophies, winners' medals. For level 2, learners also need to highlight the events team's requirements and what they can offer a sponsor in return, for example Boothferry Trophies to provide six winners' medals in return for team members distributing business cards to their local sports clubs
- evaluation questionnaire – a copy to be included with relevant questions which the events team could answer to help provide future recommendations. (Not required for achievement at level 1.)
- strengths, areas for improvement, and recommendations for future promotions. (Not required for achievement at level 1.)

This unit can link with *Unit 11: Running a Sports Event*. The plan could promote the sports event which would take place in Unit 11, with a report completed after the event to meet the final part of learning aim C (describing strengths, areas for improvement and providing recommendations for future promotions). The report could be added to the back of each learner's portfolio.

Suggested assignment outlines

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

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 1A.2, 2A.P2, 2A.M1	Sports Promotion and the Role of the Media	You work in a local sports centre. Your line manager has asked you to write an article for the sports centre newsletter, in which you will investigate reasons for promoting sport and the role of the media.	Written news article Video news report Observation record
1A.3, 2A.P3	Effects of Sports Promotion on Participants, Spectators and Other Consumers	As a member of the events team at the sports centre, you engage in a discussion with the general sporting public to assess the effects of promoting events on participants, spectators and other consumers.	Video discussion/interviews Witness statement/observation record
1B.4, 2B.P4, 2B.M2, 2B.D1, 1B.5, 2B.P5, 2B.M3	Sponsorship: Sources and Ethical Issues	As the chairperson of the events team, you need to inform the team about the sources and procedures for securing sponsorship and the ethical issues which can arise.	Presentation Presentation notes and slides Observation record
1C.6, 2C.P6, 2C.M4, 2C.D2	Promoting a Sports Event	Your line manager has asked you to create a plan to promote a forthcoming sports event which will be held in the sports centre.	Completed plan Presentation to sponsor Observation record Report on strengths, areas for improvement and recommendations for future promotion

Unit 9: Lifestyle and Well-being

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

In order for an individual to perform in sport to the best of their ability, they need to have a healthy lifestyle. To maintain good health and an acceptable weight they need to be able to make the right lifestyle choices.

The amount of physical activity someone carries out, what they eat, how much alcohol they drink and whether they smoke or take drugs all affect their health and how well they perform at sport.

Carrying out physical activity on a regular basis brings numerous health benefits, and the government has produced physical activity guidelines for all age groups. Individuals wanting a healthy lifestyle should make sure that they meet these guidelines. A healthy diet is important for both health and sports performance. Eating too much food, or the wrong types of food, can lead to weight and health problems. Smoking, excessive alcohol consumption and use of drugs will all have a negative effect on health.

For learning aim A you will examine physical activity guidelines for adults and for children and young people, and consider ways in which individuals can increase their physical activity levels.

For learning aim B you will look at why a healthy diet is important for a healthy lifestyle. You'll also learn about the six essential nutrients and the five food groups that make up the eatwell plate. You'll be able to apply this information in planning healthy meals.

Learning aim C covers the health risks of smoking and excessive alcohol consumption. You will consider the techniques available to stop smoking and techniques to cut down on alcohol consumption.

Learning aim D examines the use of drugs. You will examine different recreational and performance-enhancing drugs and their effects on health and performance.

If you are considering working in health and fitness, coaching or elite sport, this unit will provide you with some of the essential knowledge and skills needed to successfully undertake these roles.

Learning aims

In this unit you will:

- A be able to apply recommended guidelines for physical activity
- B explore what makes a healthy diet and carry out dietary planning
- C know the health risks associated with smoking and excessive alcohol consumption
- D know the impact of drugs on health and sports performance.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Be able to apply recommended guidelines for physical activity</p> <p>Topic A.1 Recommended guidelines for physical activity: Department of Health physical activity guidelines:</p> <ul style="list-style-type: none"> • for adults (adults up to 65 years and older people) • for children and young people (children and young people aged 5–18 years and under 5 years). <p>Topic A.2 Ways to increase physical activity levels in daily life: For example, brisk walking or cycling to school/college/work, gardening, playing active games, taking the stairs rather than a lift § Recommendations for specific individuals on how to increase physical activity levels, e.g. lunchtime aerobics class, family bike ride at weekend, early morning jog or swim before work/school/college.</p>
<p>Learning aim B: Explore what makes a healthy diet and carry out dietary planning</p> <p>Topic B.1 Nutrients:</p> <ul style="list-style-type: none"> • essential nutrients (fats, carbohydrates, proteins, vitamins, minerals and water) • functions of the essential nutrients, e.g. energy, growth and repair, supporting body functions • § the difference between macro nutrients and micro nutrients • § the difference between saturated and unsaturated fats • § the difference between complex and simple carbohydrates. <p>Topic B.2 Food groups:</p> <ul style="list-style-type: none"> • five food groups making up the 'eatwell plate': <ul style="list-style-type: none"> ○ fruit and vegetables ○ bread, other cereals and potatoes ○ milk and dairy products ○ meat, fish and alternatives ○ foods containing fat and foods containing sugar. <p>The eatwell plate applies to most people, no matter what their ethnic origin, but does not apply to children under 2 years. The eatwell plate can be used to help ensure the diet is balanced according to the different food types and their proportions.</p> <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic B.3 Collecting dietary information and meal planning:**

- maintaining a food diary documenting:
 - type of food
 - food group
 - amount (portion sizes), e.g. one apple, small bowl of cereal, glass of orange juice
 - timing of food intake
 - personal feelings.
- healthy meal plans for one week: type of food, food group, amount (portion sizes), timing of food intake
- how to make improvements to meal plans that don't meet guidelines, e.g. replace chocolate bar snacks with fruit, include one vegetable in evening meal, only eat chips once per week
- importance of a healthy diet in leading a healthy lifestyle, e.g. weight management, prevention of disease, link between good nutrition and sports performance, importance of consuming the right fluids and foods in the right quantity to perform well, different nutritional requirements of different sports
- § dietary analysis: comparing food intake to the eatwell plate
- § recommendations for change, e.g. eating less or more food, eating less or more of a particular food group, eating at different times, preparing food in a different way, drinking more fluid or drinking different types of fluid.

Learning aim C: Know the health risks associated with smoking and excessive alcohol consumption**Topic C.1 Health risks associated with smoking and drinking alcohol:**

- health risks associated with smoking, e.g. lung cancer, bronchitis, coronary heart disease, emphysema
- health risks associated with excessive alcohol consumption, e.g. cancer, mental health issues, stroke, weight gain, stomach ulcers, gastrointestinal complications, liver complications.

§ Topic C.2 Effect of smoking and alcohol consumption on sports performance:

- § effect of smoking on sports performance, e.g. lung efficiency, carbon monoxide affecting oxygen transportation, other chemicals affecting the circulation of blood
- § effect of alcohol consumption on sports performance, e.g. greater risk of muscle cramps, greater risk of injury, reduced endurance, slower reaction time, dehydration.

Topic C.3 Techniques to stop smoking:

- techniques and aids used in primary health care, e.g. face-to-face support, patches, gum
- alternative techniques, e.g. hypnotherapy, acupuncture
- cutting down on alcohol consumption, e.g. small glasses, alcohol free days, low alcohol/non-alcoholic drinks, keep a drinks count, plan alternative activities, counselling, support groups.

continued

What needs to be learnt**Learning aim D: Know the impact of drugs on health and sports performance****Topic D.1 Performance-enhancing drugs:**

- performance-enhancing drugs, e.g. anabolic steroids, erythropoietin (EPO), growth hormone, diuretics, beta blockers

Topic D.2 Impact of drugs on sports performance:

- harmful effects on the body, e.g. infertility, cancer, aggression, addiction
- effects of drugs on sports performance, e.g. increased speed, increased stamina, increased strength, weight loss, increased alertness, slower heart rate, increased aggression, irritability, irrational behaviour, mood changes, psychological issues.

§ Topic D.3 How performance-enhancing drugs can affect different types of sport:

- § endurance sports, e.g. distance running, cycling
- § strength/power sports, e.g. javelin, high jump
- § sports with weight limits, e.g. wrestling, boxing, rowing
- § target sports, e.g. shooting, archery
- § team sports, e.g. football, hockey

§ Why some performers may resort to using performance-enhancing drugs in sport, e.g. pressure from coach/peers, lack of awareness of health risks, benefits of improved performance, desire to win at all costs.

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

Assessment criteria

Level 1	Level 2 Pass		Level 2 Merit	Level 2 Distinction
Learning aim A: Be able to apply recommended guidelines for physical activity				
1A.1 Describe how much physical activity adults and children and young people should do to benefit their health.	2A.P1 Assess whether three selected individuals are undertaking sufficient physical activity to benefit their health.	2A.M1 Explain recommendations for how three selected individuals could increase their physical activity levels. 2A.D1 Justify recommendations for how three selected individuals could increase their physical activity levels.		
1A.2 Summarise three ways in which a selected individual could increase their level of physical activity.	2A.P2 Make recommendations for how three selected individuals could increase their physical activity levels.			

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Explore what makes a healthy diet and carry out dietary planning			
1B.3 Describe the functions of the essential nutrients and why a healthy diet is important for a healthy lifestyle.	2B.P3 Explain the functions of the essential nutrients and why a healthy diet is important for a healthy lifestyle.		
1B.4 Collect dietary information for a selected individual for one day, documenting via a food diary.	2B.P4 Collect dietary information for a selected individual for one week, documenting via a food diary.		
1B.5 Design, with guidance, a healthy meal plan for a selected individual for one day, specifying the type and amount of food to be consumed. #	2B.P5 Independently design a healthy meal plan for a selected individual, for one week. #	2B.M2 Design a healthy meal plan for a selected individual, for one week, making reference to the eatwell plate, and describing suggested recommendations for change. #	2B.D2 Justify the design of a healthy meal plan for a selected individual, for one week, justifying suggested recommendations for change.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Know the health risks associated with smoking and excessive alcohol consumption			
1C.6 Describe four health risks associated with smoking.	2C.P6 Describe four health risks associated with smoking and effects of smoking on sports performance.		
1C.7 Describe four health risks associated with excessive alcohol consumption.	2C.P7 Describe four health risks associated with excessive alcohol consumption and effects of alcohol consumption on sports performance.		
1C.8 Describe one technique an individual can use to stop smoking and one technique to cut down on excessive alcohol consumption.	2C.P8 Explain two techniques an individual can use to stop smoking, and two techniques to cut down on excessive alcohol consumption.	2C.M3 Compare and contrast different techniques used to stop smoking and for cutting down on excessive alcohol consumption.	
Learning aim D: Know the impact of drugs on health and sports performance			
1D.9 Describe two different types of drugs and their impact on sports performance.	2D.P9 Describe four different types of drugs and their impact on sports performance.	2D.M4 Evaluate the impact of four different performance-enhancing drugs on performance in four different types of sport.	2D.D3 Discuss, using relevant examples, why some individuals may resort to using performance-enhancing drugs in sport.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

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

This unit could be assessed by learners producing four articles for a healthy living magazine. These articles could be designed around the following themes and would lend themselves to the inclusion of diagrams and use of case studies:

- Are you doing enough physical activity?
- Healthy eating guidelines and healthy eating meal plans
- The effects of smoking and excessive alcohol consumption on health and sports performance
- How drugs affect health and sports performance.

For learning aim A, learners need to know about the recommended physical activity guidelines for adults and for children and young people, and apply their knowledge by assessing whether selected individuals are undertaking sufficient physical activity in order to confer health benefits.

Learners should recommend ways in which each selected individual could increase their physical activity levels over the period of a week. Learners need to be aware that their recommendations should fit easily into the normal weekly routines of the selected individuals. Recommendations for each individual could be presented as case studies in the magazine article. For achievement at level 2, learners need to select three individuals. For level 1, only one selected individual is required.

For learning aim B, the functions of the six essential nutrients, the five food groups that make up the eatwell plate and meal planning could be assessed by learners producing a second magazine article, including diagrams. Learners need to produce meal plans, which could be presented as case studies but must be based on real-life individuals. The meal plans can be paper-based or electronic. For achievement at level 2, learners need to produce a healthy meal plan for a selected individual for one week. The plan needs to cover the type and quantities of food, food group and timing of food intake, as well as the need to incorporate a variety of different foods in the plan for a healthy balanced diet. Dietary analysis should be conducted using the eatwell plate. When meal planning, learners must demonstrate evidence of taking the personal feelings of the selected individual into account. Learners need to suggest appropriate recommendations for dietary change for the individual selected.

At level 1, learners need to design a healthy meal plan for a selected individual for one day, specifying the type and amount of food to be consumed. Teacher/tutor guidance may be given.

Learning aims C and D lend themselves to individual or group research. An alternative to assessment via magazine articles could be a presentation supported by presentation notes and slides, together with assessor observation records which detail learner achievement against the target criteria.

Suggested assignment outlines

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

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 1A.2, 2A.P2, 2A.M1, 2A.D1	Physical Activity: Are You Doing Enough?	You are working as a trainee in a health promotion team. You have been asked to produce a series of articles for a lifestyle magazine. In your first article you need to look at how much physical activity individuals need to carry out in order to gain health benefits and how they can increase their activity levels.	Magazine article
1B.3, 2B.P3, 1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M2, 2B.D2	Healthy Eating Guidelines and Meal Planning	In your second article you need to look at healthy eating guidelines and healthy eating meal plans. This involves presenting meal plans as case studies, with information based on real individuals.	Magazine article with meal plans
1C.6, 2C.P6, 1C.7, 2C.P7, 1C.8, 2C.P8, 2C.M3	Smoking and Alcohol: What's the Damage?	In your third article you need to examine the health risks of smoking and excessive alcohol consumption and techniques to stop smoking and for cutting down on alcohol consumption.	Magazine article
1D.9, 2D.P9, 2D.M4, 2D.D3	Drugs, Health and Sports Performance	In your role working in a health promotion team you have been asked to give a presentation to a local sports club on how drugs affect health and sports performance.	Presentation Presentation slides and supporting notes Observation record

Unit 10: Injury and the Sports Performer

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Have you ever had an injury that has prevented you from playing sport? Did you know that about 65% of runners get injured each year, and one running injury occurs for about every 100 hours of running? Sports injuries can affect not only professional athletes but anyone who takes part in physical activity and exercise.

As a result of an injury an athlete might temporarily lose the ability to participate in their training programme or sport, and they may also feel concerned and stressed about how their injury may threaten and/or impact on their continued participation in sport in the future.

Everyone involved in sport needs to understand how sports injuries can occur, how to manage them when they do happen and how to avoid injuries occurring in the first place. If you are in charge of a sports event, perhaps working in sports leadership or coaching, you need to be aware that sports injuries can happen however careful you are. This unit provides you with some basic information on some common injuries, their management and treatment.

For learning aim A, you will explore the people, equipment and environment-related risks and hazards associated with sports participation.

For learning aim B, you will gain knowledge about the different types and causes of sports injuries and illnesses. For learning aim C, you will be able to identify the responses to injury and gain knowledge about injury management.

If you are working or participating in sport the onus is not just on you to protect yourself from injury but also people around you, like the owners of the facility where you swim, or the football ground where you watch your team play. For learning aim D, you will explore the rules, regulations and legislation in place in the sport and active leisure industry in order to help minimise the occurrence of injury to participants and spectators.

Knowledge of sports injuries, their causes, and how to respond to them is relevant if you are considering working in the sport and active leisure industry in any capacity, but especially in roles like a sports coach or as a personal trainer.

Learning aims

In this unit you will:

- A understand risks and hazards associated with sports participation
- B know about different injuries and illnesses associated with sports participation
- C know about the response to injury and injury management
- D know about rules, regulations and legislation associated with health and safety in sport.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand risks and hazards associated with sports participation</p> <p>Topic A.1 People-related risks and hazards:</p> <ul style="list-style-type: none"> • warm-up and/or cool down, e.g. inappropriate, lack of • physique, e.g. mismatch of physique between opponents, inappropriate physique for a sport or playing position • drugs, e.g. alcohol, recreational drugs, drug-induced aggressive play • technique – poor technique can give rise to inappropriate movements, e.g. over-stretching, over-striding • skill level, e.g. injuries can occur if players play against each other but have very different skill levels (e.g. children playing against adults, elite against recreational) • over-training, e.g. not allowing the body sufficient time to recover between training sessions, which can lead to injury as it causes fatigue and burn out. <p>Topic A.2 Equipment-related risks and hazards:</p> <ul style="list-style-type: none"> • lack of protective clothing • lack of protective equipment • damaged equipment • wrong equipment • incorrect use of equipment. <p>Topic A.3 Environment-related risks and hazards:</p> <ul style="list-style-type: none"> • temperature, e.g. dehydration in hot weather, risk of muscle strain in cold weather • weather, e.g. rain causing flooding or a muddy pitch • playing surface, e.g. skin abrasions from falling on artificial turf.
<p>Learning aim B: Know about different injuries and illnesses associated with sports participation</p> <p>Topic B.1 Causes of injury:</p> <ul style="list-style-type: none"> • physiological causes – overuse, intensity, gravity, intrinsic factors (e.g. alignment, effect of levers, loading), extrinsic factors (e.g. other participants, equipment) • psychological causes – stress, reduced concentration, personality factors (e.g. trait anxiety). <p>Topic B.2 Types of injury:</p> <ul style="list-style-type: none"> • basic injuries: <ul style="list-style-type: none"> ◦ muscular injuries, e.g. strains, sprains, bruising ◦ skin injuries, e.g. grazes, cuts, blisters • § complex injuries: <ul style="list-style-type: none"> ◦ § over-use injuries, e.g. tendonitis, shin splints, Osgood-Schlatter disease ◦ § concussion ◦ § dislocations and fractures ◦ § back and spinal cord injuries. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic B.3 Types and signs of illness:**

- asthma (wheezing and shortness of breath)
- heart attack (chest pain)
- viral infection (high temperature)
- hypoglycaemia (confusion).

Learning aim C: Know about the response to injury and injury management**Topic C.1 Physiological responses to injury:**

- pain (due to chemicals released by damaged cells)
- swelling (due to an influx of fluid into the damaged region)
- redness (injured area visibly red in comparison to surrounding area due to vasodilatation – the widening of blood vessels and bleeding in the joint or structure)
- heat (due to an increase in blood flow to the area)
- loss or partial loss of function/range of movement (dependent on extent of injury).

Topic C.2 Psychological responses to injury:

- immediate response to being injured, and not being able to participate in short-term physical activity, e.g. distress, concern, anger
- § long-term response to being injured, and not being able to participate for a length of time:
 - § loss of self-confidence, e.g. wondering if still able to be as good as before injury when returning to play
 - § lowered self-esteem, e.g. worried that not good enough to play in the team any more
 - § frustration, e.g. wanting to recover more quickly than is actually possible
 - § depression, e.g. feeling that may never play again as recovery takes longer than anticipated.

Topic C.3 Management of physiological injuries:

- appropriate professional help, e.g. first aider, hospital, physiotherapist
- basic treatment – soft tissue injuries, e.g. PRICE (Protection, Rest, Ice, Compression, Elevate)
- SALTAPS:
 - Stop play
 - Ask the player (evaluate for pain and for orientation/confusion)
 - Look (at the limb and evaluate the appearance of the injury)
 - Touch (the injury if the player will allow this)
 - Active movement (can the player move the limb?)
 - Passive movement (if you move the limb, does it hurt? Is there sufficient range of motion?)
 - Stand up (is the player denying the extent of the injury?).

continued

What needs to be learnt**Topic C.4 Basic treatments to help support rehabilitation through to recovery:**

- hot and cold therapy, e.g. reduce pain, reduce stiffness, decrease muscle spasm, increase/decrease blood flow to the area which promotes healing
- basic strappings for support, e.g. tubigrip
- sports creams – contain medication to treat aches and pains, must not be used on broken skin as sports cream usually has a burning effect.

Topic C.5 Management of psychological injuries:

- goal setting within a rehabilitation period, e.g. focus on the positive rather than on the injury
- relaxation techniques within rehabilitation period – helps alleviate frustration and depression, e.g. mental imagery, visualisation.

Learning aim D: Know about rules, regulations and legislation associated with health and safety in sport**Topic D.1 Purpose:**

- maintain safe environment
- protect participants and those leading the activity
- minimise injury by enforcing rules that stipulate use of specialised equipment or wearing of protective clothing
- rules, e.g. specific to organisation, location, facility (school, college or local facility)
- risk assessment, e.g. level of risk (low, medium, high), dependent on the sport, participants and environment.

Topic D.2 Legislation and Regulations:

- Health and Safety at Work Act 1974
- Management of Health and Safety at Work (Amendment) Regulations 1994
- Health and Safety (First Aid) Regulations 1981
- Control of Substances Hazardous to Health (COSHH) 2002
- Safety at Sports Ground Act 1975
- Children Act 2004.

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

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand risks and hazards associated with sports participation			
1A.1 Describe two different risks or hazards that relate to each topic of people, equipment and the environment, respectively.	2A.P1 Explain three different risks or hazards that relate to each topic of people, equipment and the environment, respectively.		
Learning aim B: Know about different injuries and illnesses associated with sports participation			
1B.2 Outline three different physiological, and three psychological, causes of injury in relation to sport.	2B.P2 Explain three different physiological, and three psychological, causes of injury in relation to sport.	2B.M1 Using sports-specific examples, discuss the relationship between causes of injury and basic and complex types of injury.	2B.D1 For a selected injury or illness give a detailed account of how it might occur, analysing the associated types and signs of injury or illness.
1B.3 Describe two basic injuries associated with sports participation.	2B.P3 Describe two different types of basic injury and two different types of complex injury associated with sports participation.		
1B.4 Describe two types and signs of illness associated with sports participation. #	2B.P4 Explain four types and signs of illness associated with sports participation. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Know about the response to injury and injury management			
1C.5 Describe the physiological and immediate psychological responses to injury in sport.	2C.P5 Describe the physiological and immediate and long-term psychological responses to injury in sport.	2C.M2 For a selected sports injury, explain the responses and process of physiological and psychological management.	2C.D2 Justify selected methods used to manage physiological and psychological responses to a selected injury in a sporting context.
1C.6 Describe how to manage physiological and immediate psychological responses to injury in sport.	2C.P6 Describe how to manage physiological and immediate and long-term psychological responses to injury in sport.		
Learning aim D: Know about rules, regulations and legislation associated with health and safety in sport			
1D.7 Outline reasons for having health and safety rules, regulations and legislation in sport. #	2D.P7 Discuss reasons for having health and safety rules, regulations and legislation in sport. #	2D.M3 Explain how two selected rules, regulations or pieces of legislation help maintain the health and safety of participants in a selected sport. #	2D.D3 Analyse the impact of two selected rules, regulations or pieces of legislation on participants in a selected sport. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

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

Assessment of this unit can be altered to suit the size of the cohort. For larger cohorts, the use of small group work and reports, production of leaflets, etc may be beneficial in terms of time constraints. However, wherever possible the use of practical work as evidence is strongly encouraged.

For learning aim A (risks and hazards associated with sports participation), learners would benefit from visits to sports facilities or visits from guest speakers employed at different types of sports facilities/sports clubs, etc. Assessment evidence could be in the form of a presentation supported by an assessor's observation record which clearly details the learner's achievement against the assessment criteria.

For learning aims B and C, sports injury and rehabilitation are topics that learners should ensure they fully understand before exploring possible treatments. Therefore, it is important that the mechanisms of the injury – the signs and symptoms – are well understood with supportive reasoning before the application of relevant treatment(s). Learners must not attempt to treat an injury without being appropriately qualified. Learners must understand that seeking appropriate professional medical attention for the injured participant or getting help for them is the priority.

For learning aim B, it is important to stress the strong link between physiological and psychological responses when injury occurs and their respective considerations for treatment and injury management. Learners would benefit from researching products used in the treatment of sports injuries, and practical workshops delivered by a therapist, for example. Assessment could be through small group or individual presentations, supported by an assessor's observation record confirming individual learner achievement against the target criteria.

For learning aim C, learners could produce a series of injury management cards designed for first aiders/leisure centre staff, which cover responses to injury and the methods used to manage injuries. Learners could take a basic first aid qualification alongside this unit, to put into practice the theory they have learnt. A first aid qualification could help to form some of the assessment evidence, although this would not cover all of the unit assessment criteria. The use of role play, or video showing sports injuries and their treatment, can also help to bring the topics to life.

For learning aim D, learners do not need to know legislation in detail. Instead, delivery should raise learners' awareness of the importance of health and safety in sport. It is essential that learners are aware that there are preventative methods already in place in the sport and active leisure industry, and across all other industries, to help protect employers and employees. However, delivery should reflect the impact that rules, regulations and legislation have had on the sports industry and associated individuals.

Learners must be aware of the purpose of risk assessment in sport. Risk assessment should be identified as being good practice and essential for sports coaches and participants alike. However, the completion of a risk assessment is not necessary for this unit.

Suggested assignment outlines

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

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1	Risks and Hazards in Sport	You will soon start a work placement at your local leisure centre, and in preparation for this you have been asked by the centre manager to prepare a presentation to show you are aware of different risks and hazards associated with sports participation.	Presentation Presentation notes and slides Observation record
1B.2, 2B.P2, 1B.3, 2B.P3, 2B.M1, 2B.D1, 1B.4, 2B.P4	Injury and Illness in Sports Participation	In preparation for your work placement, you decide to renew your first aid qualification. During the first aid course you are given a task to prepare a presentation to give to the teacher/tutor explaining basic and complex sports injuries, and their causes. Your presentation must also include the types and signs of illness associated with sports participation.	Small group presentation or individual presentation or production of a leaflet Presentation notes and slides Observation record
1C.5, 2C.P5, 1C.6, 2C.P6, 2C.M2, 2C.D2	Managing Sports Injuries	Whilst working at the sports centre you have to attend to a number of individuals who have suffered sports injuries. Undertake role play activities to demonstrate your management of sports injuries.	Production of injury management cards for all first aiders/staff Role play activities: <ul style="list-style-type: none"> recordings and/or photographic evidence of learners completing role play activities observation records/witness statements showing learners' achievement against the target criteria

Criteria covered	Assignment	Scenario	Assessment evidence
1D.7, 2D.P7, 2D.M3, 2D.D3	Sports Injuries: Know the Rules	As part of your staff training at the sports centre, your line manager has asked you to produce a case study to share with other employees on the importance of health and safety rules, regulations and legislation in relation to sports participation.	Presentation or report Presentation notes and slides Observation record

Unit 11: Running a Sports Event

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

The Olympic Games, Paralympic Games, Commonwealth Games, Superbowl and Rugby World Cup are examples of large-scale sports events. Have you ever wondered how such events are planned and organised?

Sports events are a multi-million-pound business and a major part of the sport and active leisure industry. The aim of this unit is to develop your knowledge and skills so that you can effectively plan, implement and review a sports event of your choice.

Throughout the unit you'll be able to experience different roles as you contribute to the overall planning and running of the event, as well as team-working skills. This unit will also develop your leadership skills and it may be beneficial to study this unit alongside *Unit 6: Leading Sports Activities*. It is expected that you will undertake different roles when working within a team to organise a sports event.

Learning aims A and B will introduce you to the requirements of planning a sports event and give you the opportunity to take part in planning and organising a sports event. You will investigate all aspects of planning a variety of sports events before applying this knowledge to plan your own event.

The 'event' will be a small-scale, one-off event that requires a significant amount of planning and organisation over a period of time. What type of sports event could you choose? The type of event may include a sports competition or activity day.

Alternatively, an event may be created specifically for this unit, such as organising an educational sports event, a summer sports training camp or a sports charity dinner/fundraiser.

For learning aim C, you will have the opportunity to participate in the running of the actual event, enabling you to put your planning into practice.

For learning aim D, you'll need to review the success of your sports event using feedback and information collected from all those involved, including your peers, teachers/tutors, customers and participants.

This unit will be relevant if you are considering progressing to a career in the sport and active leisure industry, as many roles will include elements of planning and leading events, including those of sports leaders and sports coaches.

Learning aims

In this unit you will:

- A plan a sports event
- B contribute to the organisation of a sports event
- C assist with running and leading a sports event
- D review your own contribution to running a sports event.

Learning aims and unit content

What needs to be learnt
Learning aim A: Plan a sports event
<p>Topic A.1 Sports event: for example, sports competition, sports activity day, summer training camp, educational event, sports charity dinner/fundraiser, community-based event, indoor event, outdoor event.</p> <p>Topic A.2 Planning process:</p> <ul style="list-style-type: none"> • meetings (frequency, documentation, records) • § maintain personal diary (log of notes, record of team meetings, meeting outcomes, actions arising) • aims and objectives of the event, e.g. skill development, fitness development, enjoyment, introduction to sport • nature of event (type, size, location) • target audience, e.g. toddlers, primary schools (KS1, KS2), secondary schools (KS3, KS4, KS5), local colleges/clubs, local sports teams • timings, e.g. length of time allocated for each component of the event, introduction, warm-up, cool down, skill development, main activity, time at each station/activity • § budget • § costings • § constraints • § contingency planning • resources, e.g. refreshments, equipment for each activity, first aid kit, staff clothing, register, public announcement system, emergency procedures, contact information • staffing roles and responsibilities, e.g. co-ordinator, chairperson, secretary, finance officer, publicity officer, marketing officer, steward, specialist coach or trainer • risk assessment of venue and activities • disclaimers/informed consent • first aid procedures, e.g. minor injuries, major injuries • promotional activities, e.g. posters, leaflets, pre-event presentations, post-event presentations (certification events, etc) • method(s) for obtaining feedback, e.g. questionnaires, comment cards, interviews with event participants (during, post event). <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Learning aim B: Contribute to the organisation of a sports event****Topic B.1 Event organisation:**

- participation: roles, responsibilities, teamwork, meetings, communication
- event type: aims and objectives, e.g. fundraising, providing information, education, raising awareness, health, fitness, well-being
- resources, e.g. venue, finance, transport, staffing, equipment, information, catering, entertainment
- health and safety, e.g. safety of participants, safety of staff, safety of spectators
- contingencies, e.g. weather, accident, change in numbers, staff shortages, equipment not arriving.

Topic B.2 Participant requirements:

- particular needs, e.g. access, language, ability
- satisfaction, e.g. questionnaires, comment cards, interviews with event participants (during, post event).

Learning aim C: Assist with running and leading a sports event**Topic C.1 Running a sports event:**

- setting up, e.g. signs, sports equipment, entertainment, food and drink service areas, other equipment (e.g. seating areas)
- during event, e.g. responding to unexpected occurrences, food and drink service, meeting customer requests, instructing, officiating, monitoring, supervising
- setting down, e.g. sports equipment, waste disposal, signs.

Topic C.2 Leading a sports event:

- leading, e.g. demonstration of skills, qualities and responsibilities appropriate to activity and stage of development, communication skills and use of language
- § responsibilities, e.g. professional conduct, health and safety awareness, rules and regulations, ethics and values
- § measures of success: participant enjoyment, meeting aims and objectives, coverage of planned components, organised, safe.

§ Topic C.3 Demonstration of leadership attributes:

- § skills, e.g. communication, organisation of equipment, knowledge, activity structure, target setting, use of language, evaluation
- § qualities, e.g. appearance, leadership style, personality, enthusiasm, motivation, humour, confidence.

continued

What needs to be learnt**Learning aim D: Review your own contribution to running a sports event****Topic D.1 Review of the event:**

- participant feedback, e.g. self, assessor, event participants, observers, other witnesses
- feedback methods, e.g. questionnaires, surveys, observation sheets, witness statements, participant comment cards, interviews with event participants (during, post event)
- qualitative feedback, e.g. long-time observation, detailed recording of what happens during the event (via notes, audiotapes, digital recordings), data interpretation using description, direct quotes, interviews, narratives (what participants say, do, think and feel about the event), use of images, the meaning and quality of the event to participants
- quantitative feedback, e.g. precise, quantified measurements which could be obtained via surveys, questionnaires, comment cards, data interpretation using numbers and analysis, use of basic statistics, graphs, charts, tables
- against original event aims and objectives
- § against: budget, costings, constraints, contingency planning, meetings (frequency, documentation, records)
- strengths of the event: where event aims and objectives were met
- areas for improvement: where event outcomes did not meet planned aims and objectives
- § SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded)
- § recommendations for future events, e.g. reasons, aims and objectives, goals, opportunities (training, qualifications, possible barriers).

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

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Plan a sports event			
1A.1 Produce, with guidance, a plan for running a given sports event. #	2A.P1 Produce a plan for a selected sports event, outlining the planning process to meet event aims and objectives. #	2A.M1 Produce a plan for a selected sports event, describing the planning process to meet event aims and objectives. #	2A.D1 Justify the plan for a selected sports event, explaining the planning process. #
Learning aim B: Contribute to the organisation of a sports event			
1B.2 Contribute, with guidance, to the organisation of a given sports event.	2B.P2 Contribute to the organisation of a selected sports event.		
Learning aim C: Assist with running and leading a sports event			
1C.3 Contribute, with guidance, to the running and leading of a given sports event. #	2C.P3 Contribute to the running and leading of a selected sports event, demonstrating the application of leadership attributes. #	2C.M2 Contribute to the running and leading of a successful sports event, demonstrating the application of leadership attributes. #	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim D: Review your own contribution to running a sports event			
1D.4 Collect qualitative or quantitative feedback from participants using two different methods.	2D.P4 Collect qualitative and quantitative feedback from participants using four different methods.		
1D.5 Review feedback obtained, identifying strengths of the event and areas for improvement. *	2D.P5 Review feedback obtained, describing strengths of the event and areas for improvement. *	2D.M3 Assess feedback, evaluating strengths of the event and areas for improvement, providing recommendations for future events.	2D.D2 Analyse strengths of the event and areas for improvement, justifying recommendations for future events.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Learners need access to a range of sports facilities, resources and equipment for their event, as well as individuals to participate in the sports event.

Assessment guidance

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

For this unit, the event should be a 'one-off' which requires a significant amount of planning, for example between 8 and 12 weeks, and which the teacher/tutor regards as being appropriate in size, type and complexity. Suggested events include a sports competition, sports activity day, summer training camp, educational event or sports charity dinner/fundraiser.

Teachers/tutors must take overall responsibility for the event but learners should take responsibility for their own roles and individual responsibilities as identified in the planning process. Assessment should provide learners with the opportunity to develop their planning and leadership skills. There are clear links between this unit and *Unit 6: Leading Sports Activities*.

At level 2, learners will independently contribute to the planning, organisation and running of a selected sports event.

At level 1, learners will contribute to the planning, organisation and running of a given sports event, with guidance from teachers/tutors.

For learning aims A and B, it is important that learners work as part of a team to plan and organise the event which will be used to assess their performance within this unit. Ideally learners will work with their peers and possibly more experienced sports leaders to support the planning of the desired event. It is expected that learners will undertake at least one staffing role to contribute to making the overall event a success.

When in the planning stages it is important that all learners contribute to the event and maintain their own records and notes of the planning process and their contribution to the event. Communication is vital in event planning, and at level 2, learners also need to maintain a diary or log of the stages involved in the process, including notes and/or minutes taken at formal team planning meetings. On completion of the planning and organising process all learners should have sufficient evidence to meet the unit assessment criteria on an individual basis. It will be this evidence, alongside observation records/witness statements from assessor(s), which will be used to assess each individual learner's contribution towards meeting the target criteria.

Prior to delivering the sports event, learners need to develop appropriate methods for gathering feedback from event participants. Feedback should be collected using four different methods and from a variety of participants, for example, event participants, spectators, assessors, other witnesses. At level 1, learners need to collect feedback from participants using two different methods.

For learning aim C, when assisting with running the event, it is important that each individual learner's contribution is assessed and not just the performance of the whole team/group. It is therefore recommended that more than one assessor assesses the sports event. Learners need to contribute to the running of each stage of the sports event – setting up, during the event and setting down. Each member of the team/group must carry out their allocated role(s) and responsibilities, providing sufficient evidence to meet the target criteria on an individual basis.

For 2C.P3, learners should be assessed in terms of the leadership skills which they have demonstrated within the session. If the learner demonstrates effective leadership appropriate for the participants within the session (age, ability levels etc) but requires teacher/tutor/assessor guidance or support, then they have demonstrated effective leadership skills but not adequate independence and so 2C.P3 cannot be achieved. In this case the learner would have the option of repeating the assessment or gaining 'fallback' achievement at level 1.

A successful sports event (2C.M2) should be assessed and evidenced by the factors as stated in the *Unit content* under '*measures of success*', which should be consistently evident throughout the event. Feedback from event participants, spectators, assessors and other witnesses can be used as evidence towards meeting this criterion.

The sports event should be visually recorded, or annotated photographs should be used to clearly show learners carrying out their roles, with each individual contribution demonstrated and recorded as evidence towards meeting the assessment criteria. Learners could provide a voiceover for the recording to justify what they are doing during each part of the event. To support the completion of the assessment, the assessor(s) should provide detailed observation records to confirm individual learner achievement against the requirements of the assessment criteria.

For learning aim D, learners need to complete a review of the sports event. Before learners produce their review it would be useful for teachers/tutors/assessors to arrange a formal de-brief. For level 2, learners need to collect qualitative and quantitative feedback using four different methods and review the feedback obtained, describing strengths of the event and areas for improvement (2D.P4, 2D.P5). For level 1, learners need to collect qualitative or quantitative feedback from participants using two different methods and review the feedback, identifying strengths of the event and areas for improvement (1D.4, 1D.5).

Suggested assignment outlines

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

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1, 1B.2, 2B.P2	Planning and Organising a Sports Event	<p>You are working with a small team of local sports development officers to plan and organise a local sports event.</p> <p>After several planning meetings you decide to plan a tag rugby event for Year 6 students from five local primary schools.</p>	<p>A detailed plan for the event (covering all the unit content for both learning aims A and B).</p> <p>Observation record to support the contribution made by each individual learner.</p>
1C.3, 2C.P3, 2C.M2	The Sports Event	<p>Your plan to run a tag rugby event for Year 6 students from five local primary schools has been approved by the rugby development officer.</p> <p>You have been asked to deliver this event to your target audience. Ensure that you obtain evidence of your own contribution to the event and that you collate evaluations from performers, spectators and other observers etc.</p>	<p>Digital recordings of event delivery – it is important that contributions of individual learners are clearly identifiable on the recording provided, to help demonstrate achievement against target criteria.</p> <p>Observation record for each individual learner for the event to fully justify the attainment of each target criterion.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1D.4, 2D.P4, 1D.5, 2D.P5, 2D.M3, 2D.D2	Evaluating your Sports Event	On completion of the event, the rugby development officer would like you to give feedback to the team of sports development officers with regard to the success of the event. The development officer has asked you to do this in the form of a presentation.	Presentation which could be visually/audio recorded to confirm valid assessment decisions. Presentation slides and supporting notes and evidence, including feedback obtained using four different methods collected from a variety of sources e.g. event participants, spectators and other witnesses. Assessor's observation record for the presentation to fully justify the attainment of target criteria by each individual learner.

Unit 12: The Sport and Active Leisure Industry

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Did you know that growth in the sport sector has outstripped growth in the economy as a whole over the past two decades? The sector employs over 600,000 people, who are spread across the public, private and voluntary sectors.

There are around 3,000 private health clubs and over 2,500 leisure centres in the UK, which together employ over 45,000 staff. An additional 800 clubs are expected to open over the next few years in this growth industry.

As the sports industry expands, so does the variety of jobs. SkillsActive, the Sector Skills Council for sport and active leisure, has recognised that there is a shortage of skills in the sector, and has been trying to enhance the skills of current and prospective employees in the sector.

This unit will provide you with an opportunity to investigate employment in the sport and active leisure sector.

For learning aim A, you'll investigate the opportunities for employment in sport and active leisure and discover where to look for jobs in the sector. The information gained from this will be valuable should you decide to join one of the fastest-growing employment sectors in the UK.

For learning aim B, you'll look at current trends in sport and seek to understand people's reasons for participation in sport and active leisure. You'll explore why some people take part in sport and why others do not.

For learning aim C, you'll need to consider the impact that key issues can have on sport and active leisure. For example, you could consider the effects staging a major event like the Olympic and Paralympic Games has on employment in the sport and active leisure industry.

The knowledge that this unit gives will be relevant if you would like to work in the sport and active leisure industry or related areas, in any capacity, helping inform the decisions you make and aspirations you have, and then preparing you for work in those roles.

Learning aims

In this unit you will:

- A investigate organisations and occupations in sport and active leisure
- B recognise current trends in sport and sports participation
- C know about the impact of key issues on sport and active leisure.

Learning aims and unit content

What needs to be learnt

Learning aim A: Investigate organisations and occupations in sport and active leisure

Topic A.1 Organisations in sport and active leisure:

- public, e.g. local authority leisure centre, swimming pool, local park
 - § benefits: e.g. easily accessible, reasonably priced
- private, e.g. private health clubs, private golf/tennis clubs
 - § benefits: e.g. latest equipment, membership scheme
- voluntary, e.g. Sunday league sports team
 - § benefits: e.g. low cost, sport focused
- joint and dual use, e.g. school or college sports centre being used by the public, leisure centre being used by schools or colleges
 - § benefits: e.g. improved usage, create links.

Topic A.2 Occupations in sport and active leisure:

Occupations: for example, sports assistant, fitness instructor, coach, teacher, sports development officer, sports and exercise scientist, physiotherapist, professional performer, retailer, personal trainer.

- responsibilities of different occupations, e.g. customer care, health and safety, child protection
- skills required by different occupations, e.g. communication, motivation, time management, leadership, organisation
- § requirements for different occupations, e.g. relevant qualifications, Criminal Records Bureau (CRB) check, first aid training, experience
- § advantages and disadvantages of different occupations in sport and active leisure:
 - § advantages of different jobs, e.g. flexible hours, working with athletes, rates of pay
 - § disadvantages of different jobs, e.g. work outdoors, rates of pay, weekend work.

Sources of information, e.g. IMSPA (The Institute for the Management of Sport and Physical Activity), press (local and national), specialist publications and periodicals, SkillsActive (the Sector Skills Council), recruitment agencies, job adverts.

continued

What needs to be learnt**Learning aim B: Recognise current trends in sport and sports participation****Topic B.1 Reasons for taking part in sport and active leisure:**

- health and fitness benefits
- social benefits
- developmental benefits (personal, skill-related).

§ Topic B.2 Reasons for growth in participation:

- For example, increased leisure time, fashion, increased disposable income.

Topic B.3 Factors that affect participation:

For example, disability, provision, cost, ethnicity, location, age, gender.

Topic B.4 Trends in participation:

- new/emerging sports activities, e.g. cyclo-cross, in-line skating, kite surfing, open water swimming, triathlons
- influence of sport on fashion, e.g. popularity of trainers, fashion designers producing sportswear, wearing team kits
- activities with increasing participation, e.g. cycling, walking, athletics
- activities with decreasing participation, e.g. volleyball, rounders, golf
- changing expectations of participants or spectators, e.g. success
- technological developments, e.g. advances in equipment, goal line technology, sports clothing.

Learning aim C: Know about the impact of key issues on sport and active leisure**Topic C.1 Key issues:**

- social influences
- economic influences
- healthy lifestyles
- fashion
- major events, e.g. Olympic and Paralympic Games
- disability
- race
- role of the media, e.g. television, radio, internet, mobile phone, newspapers, magazines
- discrimination, e.g. sex discrimination.

Topic C.2 Impact (positive and negative):

For example, increased participation, peer pressure, portrayal of young people, obesity, diet, viewing and media scheduling, income, participation, role models, privacy, pressure, sports legacy (Olympic and Paralympic Games).

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

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate organisations and occupations in sport and active leisure			
1A.1 Outline the different types of organisations in sport and active leisure.	2A.P1 Describe the different types of organisations in sport and active leisure, and the benefits of each.	2A.M1 Explain, using relevant examples, the benefits of each of the different types of organisations in sport and active leisure.	2A.D1 Compare and contrast the benefits of each different type of organisation in sport and active leisure.
1A.2 Using information from given sources, outline the responsibilities of, and skills required by, two occupations in sport and active leisure. #	2A.P2 Using information from selected sources, describe the requirements for, responsibilities of, and skills required by two occupations in sport and active leisure. #	2A.M2 Summarise selected information about occupations in sport and active leisure, describing the advantages and disadvantages of each. #	2A.D2 Explain the advantages and disadvantages of occupations in sport and active leisure. #

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Recognise current trends in sport and sports participation			
1B.3 Outline reasons for participation in sport and active leisure. *	2B.P3 Using relevant information, describe reasons for, and growth in, participation in sport and active leisure. *		
1B.4 Describe four factors that can affect participation in sport and active leisure.	2B.P4 Describe six factors that can affect participation in sport and active leisure.	2B.M3 Explain, using relevant examples, how different factors can affect participation in sport and active leisure.	
1B.5 Describe two different trends that can affect participation in sport and active leisure. *	2B.P5 Describe six different trends that can affect participation in sport and active leisure. *	2B.M4 Explain trends in participation in sport and active leisure. *	2B.D3 Compare and contrast trends in participation in sport and active leisure. *
Learning aim C: Know about the impact of key issues on sport and active leisure			
1C.6 Describe four different key issues and their impact on sport and active leisure.	2C.P6 Describe six different key issues and their impact on sport and active leisure.	2C.M5 Explain, using relevant examples, the impact of key issues on sport and active leisure.	2C.D4 Analyse the impact of key issues on a selected sport and active leisure activity or business.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

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

The table of suggested assignment outlines provides an example of how this unit could be assessed via three integrated assignment tasks.

For learning aim A, learners would benefit from having input from, and contact with, people employed in the sport and active leisure industry, perhaps through guest speakers or organised centre visits to different types of sport and active leisure organisations. Information that learners glean from guest speakers and/or organised visits can then be used, together with their own research (job advertisements, etc) to meet the requirements of the assessment criteria. To achieve at level 2, learners need to consider the benefits of the different types of sport and active leisure organisations (2A.P1), as well as ensuring that they research and select their own information sources to describe the requirements for, responsibilities of, and skills required by two occupations in sport and active leisure (2A.P2). Evidence for learning aim A could be presented in a job advertisement portfolio, together with a report and supporting research.

For learning aim B, learners could design and produce their own questionnaires to gather information and feedback on the reasons why people take part in sport and active leisure, and factors that affect participation. Information could be collated as case studies. Learners also need to investigate current trends in participation and evidence could be in the form of learners delivering a presentation to the group, together with a handout of their slides, supporting notes and research. If presentations are the chosen assessment method then assessors must complete observation records to confirm learners' achievement against unit content coverage and the target criteria.

Evidence for learning aim C, the impact of key issues on sport and active leisure, could take the form of a presentation delivered by learners, either as a small group or individually. For information on key issues, learners could carry out small group activities interviewing individuals employed in the sport and active leisure industry to get their views. Information collected should be collated by learners, who can then present their evidence in the form of an ICT-based presentation.

If work is carried out in small groups, each learner must provide sufficient evidence to meet the criteria on an individual basis. Learner presentations and additional evidence submitted (presentation notes and slides) must be supported by an assessor's observation record which clearly shows assessment decisions against target criteria.

Suggested assignment outlines

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

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1, 1A.2, 2A.P2, 2A.M2, 2A.D2	What Jobs are there in Sport?	<p>Your school/college is running a 'Get into Sport' work placement scheme. In preparation for your work placement you are to source advertisements to identify relevant jobs available in the sport and active leisure industry and produce a portfolio which covers:</p> <ul style="list-style-type: none"> the different types of organisations in the sports industry and the benefits of each the requirements for, responsibilities of, and skills required by two occupations in sport and active leisure 	Portfolio Report
1B.3, 2B.P3, 1B.4, 2B.P4, 2B.M3, 1B.5, 2B.P5, 2B.M4, 2B.D3	Participation and Current Trends in Sport	<p>To support work to boost sports participation in your local leisure centre, you have been asked to design an information booklet that highlights participation and current trends in sport.</p> <ul style="list-style-type: none"> Investigate how people you know participate in sport and the factors that affect their participation. Devise case studies of how people participate in sport and reasons for participation and growth in participation. 	<p>Presentation or information booklet or case studies</p> <p>Presentation slides and notes</p> <p>Observation record</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1C.6, 2C.P6, 2C.M5, 2C.D4	Key Issues in Sport	<p>To find out about key issues in sport you decide to conduct a series of interviews with people employed in the sector, and have arranged interviews with a health fitness instructor, local sports development officer and leisure centre manager.</p> <p>You decide to use this information to prepare a presentation entitled 'Sport: The Impact of Key Issues' to give to your peers.</p>	<p>Presentation or a mixed media product such as a display</p> <p>Presentation slides and notes</p> <p>Observation record</p>

Unit 13: Profiling Sports Performance

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

When watching sport on television or reading about sport in a newspaper, have you ever thought that the pundits who are analysing the performance of the team or the individual performer have got it wrong? This unit will introduce you to the concept of performance profiling and its application in sport.

Performance profiling is a technique used in sport to assess the attributes, qualities and traits of individual sports performers or teams. The performance profile covers the essential attributes, qualities and traits needed for successful participation in the sport(s) to be observed, and establishes the performer's current profile, strengths and areas for performance improvement.

In this unit you will develop the ability to assess and profile the performance of sports teams and individual performers within selected sports. This unit enables you to develop your skills in direct observation and analysis of sports performers in action, which will contribute to your overall ability to produce valid performance profiles.

This unit will develop your knowledge of the required attributes, qualities and traits needed for successful performance within selected sports and will help to develop your communication skills for providing effective feedback to others on their current sports performance and future development needs.

For learning aim A, you will examine the key technical, tactical, fitness, attitudinal and psychological demands of selected sports. It is expected that you will observe live and recorded performances of elite performers in competitive situations and, if possible, during practice sessions and within conditioned situations.

Learning aim B builds on the understanding which you have gained through the completion of the first learning aim, enabling you to apply your skills and effectively profile sports performance.

For learning aim C, you'll need to review the results of the performance profiles which you have carried out, and provide feedback to the performers regarding the strengths of their profiles and their recommended areas for further development.

The ability to profile sports performance is an important requirement of a wide variety of jobs within the sports industry, particularly if you are aiming for a career in sports coaching or sports leadership.

Learning aims

In this unit you will:

A understand the performance profile of sports

B be able to analyse and profile sports performance

C review the performance profiles and set goals for further development.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand the performance profile of sports</p> <p>Topic A.1 Performance profile:</p> <ul style="list-style-type: none"> • subjective assessment, e.g. beliefs and opinions • objective assessment, e.g. notational analysis, statistical data of performance, psychological profiles. <p>Topic A.2 Sporting activity:</p> <ul style="list-style-type: none"> • individual sport, e.g. snooker, golf, tennis, skiing • teams and individuals, e.g. goalkeeper or right back for association football, centre or point guard for wheelchair basketball. <p>Topic A.3 Performance profile – qualities, traits and attributes:</p> <ul style="list-style-type: none"> • technical requirements, e.g. shooting, catching, passing, tackling, dribbling • tactical requirements, e.g. decision making, defending and attacking e.g. positioning, choice and use of correct/appropriate strokes, variation, conditions, use of space, positional play, style of play • fitness requirements, e.g. physical (aerobic endurance, muscular endurance, flexibility, speed, strength, body composition), and skill-related (agility, balance, coordination, power, reaction time) • § psychological requirements, e.g. motivation, anxiety, attention, confidence, concentration, enthusiasm, personality traits (intrinsic and extrinsic) • § attitudinal requirements, e.g. desire to win, discipline, competitiveness, determination, willingness to take on anybody, positivity, aggression, dedication. <p>Learning aim B: Be able to analyse and profile sports performance</p> <p>Topic B.1 Use performance profiling to determine current sports performance:</p> <ul style="list-style-type: none"> • observe performance, e.g. live performance, video analysis • establish current profile against pre-selected qualities, traits and attributes • profiling – select relevant qualities, traits, attributes, complete a rating of each and record on the performance profile. <p>Topic B.2 Performance profile assessment:</p> <ul style="list-style-type: none"> • qualities, traits and attributes important for success in the sport to be observed – technical, tactical, fitness, attitudinal, psychological • technical, e.g. notational analysis, assessment of skills and techniques, tally charts, subjective commentary – opinions, tempo, sport-specific requirements • tactical, e.g. tactics required for the sport observed • physical fitness, e.g. aerobic endurance, muscular endurance, flexibility, speed, strength, body composition • skill-related fitness, e.g. agility, balance, coordination, power, reaction time • attitudinal, e.g. desire to win, discipline, competitiveness, determination, willingness to take on anybody, positivity, aggression, dedication <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

- psychological, e.g. focus, emotional control, concentration, level of relaxation, ability to cope with pressure, confidence
- success, e.g. completed passes, shots on target, goals/points scored
- failed achievement, e.g. incomplete passes, shots off target, goals/points conceded.

Learning aim C: Review the performance profiles and set goals for further development**Topic C.1 Review the performance profile:**

- strengths and areas for improvement relating to performance demands.

Topic C.2 Set goals for further development:

- short-term and long-term goals for development
- recommendations for future performance:
 - development and activities, e.g. develop long-range passing, develop aerobic endurance, improve speed, improve jumping ability
 - suggested timescale as appropriate, e.g. weeks, months, season.

§ Topic C.3 Development plan:

- § aims and objectives, goals, SMARTER (specific, measurable, achievable, realistic, time-related, exciting, recorded) targets
- § targets for development of specific qualities, traits and attributes – technical, tactical, fitness, attitudinal, psychological
- § opportunities (e.g. training, courses, qualifications), possible barriers.

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

Assessment criteria

Level 1	Level 2 Pass		Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the performance profile of sports				
1A.1 Identify the technical, tactical, and fitness profiles required to successfully participate in a selected sport.	2A.P1 Describe the technical, tactical, fitness, psychological and attitudinal profiles required to successfully participate in two selected sports.	2A.M1 Compare and contrast the technical, tactical, fitness, psychological and attitudinal profiles required to successfully participate in two selected sports.	2A.D1 Justify the technical, tactical, fitness, psychological and attitudinal profiles required to successfully participate in two selected sports.	
Learning aim B: Be able to analyse and profile sports performance				
1B.2 Design and complete a performance profile to assess performance of a team or individual in a selected sport, with guidance. #	2B.P2 Independently design and complete performance profiles to assess performance of a team or individual in two different selected sports. #	2B.M2 Evaluate the qualities, traits and attributes for a team or individual in two different selected sports.		2B.D2 Justify the completed performance profiles for a team or individual in two different selected sports.
1B.3 Use the completed performance profile to describe the qualities, traits and attributes for a team or individual in a selected sport.	2B.P3 Use the completed performance profiles to describe the qualities, traits and attributes for a team or individual in two different selected sports.			

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning Aim C: Review the performance profiles and set goals for further development			
1C.4 Review the performance profile for a team or individual, outlining goals and recommendations for future performance.	2C.P4 Review the performance profiles for a team or individual in two different selected sports, summarising goals for future performance and development planning.	2C.M3 Explain set goals for future performance and development for a team or individual in each selected sport, describing the development plans.	2C.D3 Justify the selection of activities within the development plans for the performers in each selected sport.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Learners need access to sports performers so they can observe their performance, ideally live in action. The sports performers they observe do not need to be peers; they could be a local sports team or a school/college sports performer/team.

Assessment guidance

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

This unit enables learners to develop their observational and analytical skills and techniques by observing other performers in action and completing performance profiles for the performances they have observed. Learners could observe performers directly, live in action, or alternatively indirectly observe performance by reviewing pre-recordings of their selected performers in action.

In order to meet the requirements of 2A.P1, 2A.M1 and 2A.D1 (learning aim A), learners could observe elite performers in action to describe (2A.P1), compare and contrast (2A.M1), and justify (2A.D1) the qualities, traits and attributes required to successfully participate in two selected sports. (In this situation, the performance does not have to be live; it could be pre-recordings of elite performers in competitive situations.) At level 2, learners must cover the technical, tactical, fitness (physical and skill-related), psychological and attitudinal requirements needed for successful participation in two selected sports.

For level 1, learners must cover the technical, tactical and fitness (physical and skill-related) requirements for successful participation in one selected sport (1A.1).

For learning aims B and C, it is recommended that learners complete the profiles for the sports for which they have conducted initial research in learning aim A. However, this is not a requirement, so learners could undertake the profiling on two other sports. Learners must complete performance profiles for two selected sports performers (or teams) from two different sports, not profiles for two sports performers (or teams) from the same sport. Learners could observe their local sports team or a school/college sports performer live in action.

For level 1, learners need to design and complete a performance profile for one selected sport (a team or an individual performer). Guidance may be given at level 1 (1B.2).

For 2B.P2, learners need to independently design and complete performance profiles to assess performance of a team or individual in two different selected sports.

When observing sports performers in action, learners should focus on the technical, tactical, fitness (physical and skill-related), psychological and attitudinal profile and requirements of each selected sport. A report or verbal presentation could be used to meet the requirements of these criteria. If learner presentations are chosen as the assessment method, they must be supported by an assessor's observation record to confirm achievement against the target criteria.

Learners could complete the review of the performance profiles (learning aim C) through direct verbal feedback to the sports performers they observed. If learners use this method of assessment as evidence, it is important that audio or visual recordings are made to demonstrate to internal verifiers how learners have met the requirements of the criteria and unit content in full. This method of assessment must also be supported by an assessor's observation record clearly showing each learner's achievement against the target criteria.

Suggested assignment outlines

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

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	Sports Performance Requirements	<p>As a volunteer sports leader for local sports clubs, you have been asked by the manager of each junior team (hockey team and football team) to carry out performance profiling to support the development of some of the junior players within the club.</p> <p>In order to introduce the concept of performance profiling to the clubs, the managers have asked that you prepare a short presentation for the parents of the individual players/teams selected.</p> <p>Your presentation should cover the performance requirements for successful participation within each selected sport.</p>	<p>Presentation</p> <p>Audio recordings of learners completing the presentations</p> <p>Presentation slides and supporting notes</p> <p>Observation records to support the evidence submitted for assessment</p>
1B.2, 2B.P2, 1B.3, 2B.P3, 2B.M2, 2B.D2, 1C.4, 2C.P4, 2C.M3, 2C.D3	Performance Profiling	<p>The managers have asked for your objective view on the performance of their players.</p> <p>You decide to carry out performance profiling to support the development of some of the junior players.</p> <p>Complete a performance profile for a team or individual in two different sports.</p> <p>Use the profiles to summarise and review the performances.</p>	<p>Two completed performance profiles</p> <p>Written review of performances or verbal feedback to the performers</p> <p>To support verbal feedback, learners' evidence should include:</p> <ul style="list-style-type: none"> • feedback notes • audio recordings and photographic evidence of learners completing the feedback sessions • observation records/witness statements showing learners' achievement against the target criteria.

Annexe A

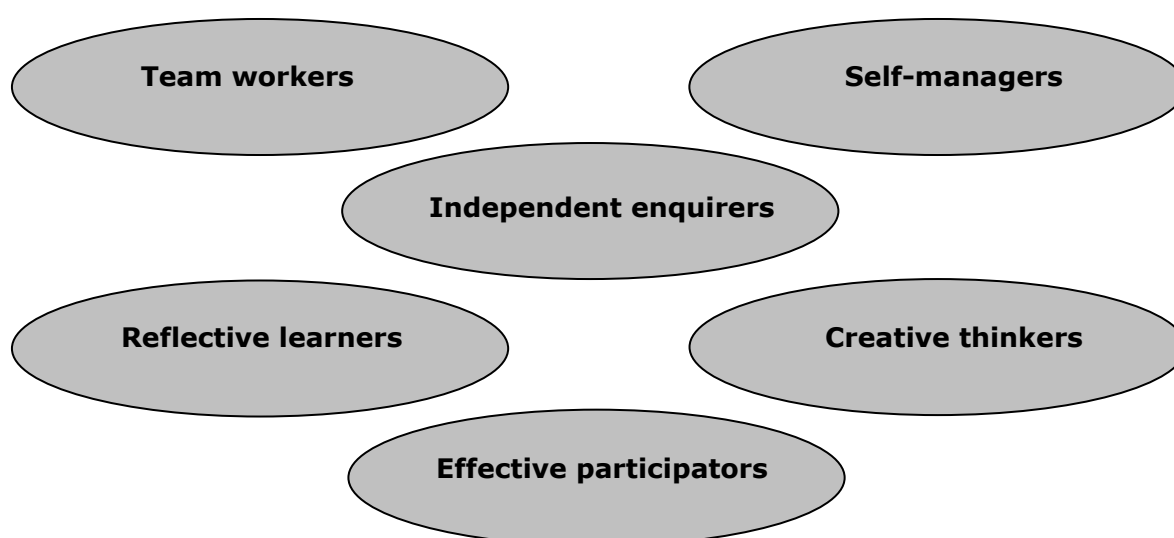
Personal, learning and thinking skills

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

Source – QCDA

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

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



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

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

The skills

Independent enquirers

Focus:

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

Young people:

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

Creative thinkers

Focus:

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

Young people:

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

Reflective learners

Focus:

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

Young people:

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

Team workers

Focus:

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

Young people:

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

Self-managers

Focus:

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

Young people:

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

Effective participators

Focus:

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

Young people:

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

Summary of the PLTS coverage throughout the programme

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

Key:

- ✓ indicates opportunities for development
- a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participants
1	✓	✓				
2	✓		✓		✓	
3	✓	✓				✓
4	✓					
5		✓	✓		✓	
6		✓	✓	✓	✓	
7	✓					
8	✓	✓	✓		✓	
9	✓	✓			✓	✓
10	✓	✓				
11		✓	✓	✓	✓	
12	✓	✓				
13	✓	✓	✓		✓	

Annexe B

English knowledge and skills signposting

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

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

Unit number and title	Learning aim	Assessment criterion reference	Subject content area from the GCSE subject criteria (details of the content area can be found below)
7: Anatomy and Physiology for Sports Performance (External)	N/A	N/A	N/A
8: Promotion and Sponsorship in Sport	C	1C.6, 2C.P6	2, 5, 15
9: Lifestyle and Well-being	B	1B.5, 2B.P5, 2B.M2	2, 5, 15, 16
10: Injury and the Sports Performer	D	1D.7, 2D.P7, 2D.M3, 2D.D3	1, 6, 13
11: Running a Sports Event	A	1A.1, 2A.P1, 2A.M1, 2A. D1	2, 5, 15, 16
	C	1C.3, 2C.P3, 2C.M2	2, 5, 10, 11
12: The Sport and Active Leisure Industry	A	1A.2, 2A.P2, 2A.M2, 2A.D2	1, 6, 13
13: Profiling Sports Performance	B	1B.2, 2B.P2	2, 5, 15, 16

GCSE English subject content area

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

Learners should:

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

In speaking and listening, learners should:

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

In reading, learners should:

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

In writing, learners should write accurately and fluently:

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

Annexe C

Mathematics knowledge and skills signposting

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

Unit number and title	Learning aim	Assessment criterion reference	Subject content area from the GCSE subject criteria (Details of the content area can be found below)
1: Fitness for Sport and Exercise (External)	A	N/A	1–11, 13, 14, 16, 21
	B	N/A	1–11, 21
	C	N/A	1–11, 13, 14, 16, 21
2: Practical Sports Performance	N/A	N/A	N/A
3: The Mind and Sports Performance	A	1A.1, 2A.P1, 2A.M1, 2A.D1	1–8, 12, 13, 15
4: The Sports Performer in Action	A	1A.2, 2A.P2, 1A.4, 2A.P4, 2A.M2, 2A.M4, 2A.D1	1–13, 21, 24
5: Training for Personal Fitness	A	2A.P3	1–13, 21, 24
	C	1C.5, 2C.P5, 2C.M3, 2C.D2	1–13, 21, 24
6: Leading Sports Activities	C	1C.5, 2C.P5 2C.M5	1–9, 12, 13, 15, 21, 24
7: Anatomy and Physiology for Sports Performance (External)	N/A	N/A	N/A
8: Promotion and Sponsorship in Sport	N/A	N/A	N/A
9: Lifestyle and Well-being	N/A	N/A	N/A

Unit number and title	Learning aim	Assessment criterion reference	Subject content area from the GCSE subject criteria (Details of the content area can be found below)
10: Injury and the Sports Performer	N/A	N/A	N/A
11: Running a Sports Event	D	1D.5	1-6, 13, 14, 21
		2D.P5 2D.M3	1-6, 13, 14, 21, 24
12: The Sport and Active Leisure Industry	B	1B.3, 1B.5 2B.P3, 2B.P5, 2B.M4, 2B.D3	1-6, 14 -16, 21
13: Profiling Sports Performance	N/A	N/A	N/A

GCSE mathematics subject content area

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

Learners should be able to:

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

In addition, level 2 learners should be able to:

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

Annexe D

Synoptic assessment

Synoptic assessment in the Edexcel BTEC First Certificate and Extended Certificate in Sport is embedded throughout the assessment criteria across the units of study. The Core units, together with mandatory *Unit 7: Anatomy and Physiology for Sports Performance*, provide the essential knowledge, understanding and skills required in sport and underpin the content of the optional specialist units. Learners studying the Edexcel BTEC Level 1/Level 2 First Certificate and Extended Certificate in Sport are able to demonstrate a number of synoptic approaches towards meeting the assessment criteria, including:

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

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

Unit 1: Fitness for Sport and Exercise (core) links synoptically with *Unit 2: Practical Sports Performance* (core) and *Unit 7: Anatomy and Physiology for Sports Performance* (mandatory). Synoptic links between these three units include the components of fitness and the principles of training, fitness training methods, fitness testing, fitness needs and requirements, the structure and function of the musculoskeletal and cardiorespiratory systems, and analysis of sports performance.

The two core units (Unit 1 and Unit 2), together with mandatory Unit 7, also underpin the content of all the optional specialist units of study in the qualification, allowing learners to make integrated connections between aspects of the unit content from these units, and evidence this through centre-designed criterion-based internal unit assignment tasks/briefs.

Examples

Unit 1: Fitness for Sport and Exercise (core) has synoptic links to all the optional specialist units on the programme of study.

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

Topics from the unit content underpin knowledge, understanding and skills across all the Optional specialist units: *Unit 3: The Mind and Sports Performance* – sports psychology and its implications for training and performance; *Unit 4: The Sports Performer in Action* – the body in motion and effects of exercise on the body systems; *Unit 5: Training for Personal Fitness* – application of fitness training methods and the principles of training to personal exercise programme design; *Unit 6: Leading Sports Activities* – concepts of health and fitness applied to effective sports leadership; *Unit 8: Promotion and Sponsorship in Sport* – reasons for the promotion of sport; *Unit 9: Lifestyle and Well-being* – how to increase physical activity levels, and the overall importance of lifestyle and well-being; *Unit 10: Injury and the Sports Performer* – concepts relating to safe participation in sports; *Unit 11: Running a Sports Event* – concepts relating to safe participation in a sports event; *Unit 12: The Sport and Active Leisure Industry* – links to occupations in sport and active leisure and reasons for sports participation and *Unit 13: Profiling Sports Performance* – the performance profile of different sports, including fitness traits.

Unit 2: Practical Sports Performance (core) has synoptic links to all the optional specialist units on the programme of study.

Unit content: technical demands of sport (skills and techniques), producing a checklist suitable for self-analysis of performance in selected sports, tactical demands of sport, strengths and areas for improvement (skills and techniques, specific to the sport and non-specific, for example fitness, self-analysis (observation checklist), strengths and areas for improvement (tactics, effectiveness of decision making), activities to improve performance (short-term and long-term goals), training programmes, use of technology, attending courses, where to seek help and advice.

Topics from the unit content underpin knowledge, understanding and skills across all the Optional specialist units: *Unit 3: The Mind and Sports Performance* – influence that motivation and self-confidence have on sports performance, arousal and anxiety and the effects they have on sports performance; *Unit 4 – The Sports Performer in Action* – short-term responses and long-term adaptations of the body systems to exercise; *Unit 5: Training for Personal Fitness* – personal fitness training programme to achieve own goals and objectives, exercise adherence factors and strategies; *Unit 6 – Leading Sports Activities* – attributes associated with successful sports leadership, main components/components of activity, health and safety considerations; *Unit 8: Promotion and Sponsorship in Sport* – issues involved in promoting sport; *Unit 9: Lifestyle and Well-being* – recommended guidelines for physical activity, impact of drugs on health and sports performance; *Unit 10: Injury and the Sports Performer* – risks and hazards associated with sports participation,

rules, regulations and legislation associated with health and safety in sport; *Unit 11: Running a Sports Event* – planning a sports event, contributing to the organisation of a sports event; *Unit 12: The Sport and Active Leisure Industry* – current trends in sport and sports participation, the impact of key issues on sport and active leisure and *Unit 13: Profiling Sports Performance* – the performance profile of sports, analysing and profiling sports performance, reviewing performance profiles and setting goals for further development.

Unit 7: Anatomy and Physiology for Sports Performance (mandatory) has synoptic links to all the Optional specialist units on the programme of study.

Unit content: structure and function of the musculoskeletal and cardiorespiratory systems, joint movement and muscle group contractions related to sports performance.

Topics from the unit content underpin knowledge, understanding and skills across all the Optional specialist units: *Unit 3: The Mind and Sports Performance* – arousal and anxiety and the effects they have on sports performance; *Unit 4: The Sports Performer in Action* – short-term responses and long-term adaptations of the body systems to exercise, the different energy systems used during sports performance; *Unit 5: Training for Personal Fitness* – designing a personal fitness training programme, training diary, reviewing a personal fitness training programme; *Unit 6: Leading Sports Activities* – sports activities, components of sports activity session, plan, targets for development; *Unit 8: Promotion and Sponsorship* – reasons for the promotion of sport; *Unit 9: Lifestyle and Well-being* – recommended guidelines for physical activity, ways to increase physical activity in daily life, nutrients, importance of a healthy diet in leading a healthy lifestyle, health risks associated with smoking and drinking alcohol, impact of drugs on health and sports performance; *Unit 10: Injury and the Sports Performer* – different injuries and illnesses associated with sports participation, response to injury and injury management; *Unit 11: Running a Sports Event* – first aid procedures, health and safety; *Unit 12: The Sport and Active Leisure Industry* – occupations in sport and active leisure, reasons for taking part in sport and active leisure, healthy lifestyles and *Unit 13: Profiling Sports Performance* – performance profile (technical, tactical, fitness requirements), performance profile assessment (technical, tactical, physical fitness, skill-related fitness), setting goals for further development, development plan.

For the Edexcel BTEC Level 1/Level 2 First Certificate and Extended Certificate in Sport, synoptic assessment across the programme of study shows learners' ability to make connections and links between areas of knowledge, drawing together and applying their knowledge, understanding and skills learned in other units.

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

Annexe E

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

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

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

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

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

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

Physical Education KS4 Criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
2.1 Developing skills in physical activity <i>Learners should be able to:</i>			
2.1a improve the range, difficulty and quality of their skills and techniques		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports Learning aim C: be able to review sports performance	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
2.1b develop the consistency with which they use and perform skills with precision, control and fluency.		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports Learning aim C: be able to review sports performance	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
2.2 Making and applying decisions <i>Learners should be able to:</i>			
2.2a select and use tactics, strategies and compositional ideas imaginatively in complex and demanding creative, competitive and challenge-type contexts		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 Criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
2.2b design original and effective plans that improve their own and others' performance	<p>Learning aim A: know about the components of fitness and the principles of training</p> <p>Learning aim B: explore different fitness training methods</p> <p>Learning aim C: investigate fitness testing to determine fitness levels</p>	<p>Learning aim C: be able to review sports performance</p>	<p>Learning aim A: design a personal fitness training programme</p> <p>Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives</p>
2.2c respond effectively and imaginatively to changing circumstances as they arise during a performance	<p>Learning aim C: investigate fitness testing to determine fitness levels</p>	<p>Learning aim B: practically demonstrate skills, techniques and tactics in selected sports</p>	<p>Learning aim B: know about exercise adherence factors and strategies for continued training success</p> <p>Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives</p>
2.2d organise and manage the environment they are working in to ensure the health, safety and wellbeing of themselves and others.	<p>Learning aim B: explore different fitness training methods</p> <p>Learning aim C: investigate fitness testing to determine fitness levels</p>	<p>Learning aim A: understand the rules, regulations and scoring systems for selected sports</p> <p>Learning aim B: practically demonstrate skills, techniques and tactics in selected sports</p>	<p>Learning aim A: design a personal fitness training programme</p> <p>Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives</p>

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

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

Physical Education KS4 Criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
2.4d design original and effective plans that improve the quality of their own and others' involvement in healthy, active lifestyles.		Learning aim C: be able to review sports performance	Learning aim A: design a personal fitness training programme Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
2.5 Making informed choices about healthy, active lifestyles <i>Learners should be able to:</i>			
2.5a identify the types of physical activity available to them and the roles they would like to take on	Learning aim A: know about the components of fitness and the principles of training Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim A: understand the rules, regulations and scoring systems for selected sports	Learning aim A: design a personal fitness training programme Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
2.5b link physical activity with diet, work and rest for personal health and wellbeing			Learning aim A: design a personal fitness training programme Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 Criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
2.5c make informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs.		Learning aim A: understand the rules, regulations and scoring systems for selected sports Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim B: know about exercise adherence factors and strategies for continued training success Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
3 Range and content <i>The study of PE should include activities that cover at least two of the following (a-f)</i>			
3a outwitting opponents, as in games activities		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
3b accurate replication of actions, phrases and sequences, as in gymnastic activities		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
3c exploring and communicating ideas, concepts and emotions, as in dance activities		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
3d performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 Criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
3e identifying and solving problems to overcome challenges of an adventurous nature, as in life saving and personal survival in swimming and outdoor activities		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
3f exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.	Learning aim A: know about the components of fitness and the principles of training Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
4 Curriculum opportunities			
<i>The curriculum should provide opportunities for learners to:</i>			
4a get involved in a broad range of different activities that, in combination, develop the whole body	Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives

Physical Education KS4 Criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
4b experience a range of roles within a physical activity	Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
4c specialise in specific activities and roles, taking accredited courses and qualifications where appropriate		Learning aim A: understand the rules, regulations and scoring systems for selected sports Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
4d follow pathways to other activities in and beyond school and, where possible, work with sportsmen and women, coaches and other specialists	Learning aim B: explore different fitness training methods Learning aim C: investigate fitness testing to determine fitness levels	Learning aim A: understand the rules, regulations and scoring systems for selected sports Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objectives
4e perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class		Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	

Physical Education KS4 Criteria	Unit 1: Fitness for Sport and Exercise	Unit 2: Practical Sports Performance	Unit 5: Training for Personal Fitness
4 Curriculum opportunities <i>The curriculum should provide opportunities for learners to:</i>			
4f make links between PE and other subjects and areas of the curriculum	Coverage dependent on centre delivery		
4g use ICT to assist in planning for improvement and involvement in physical activity	Coverage dependent on centre delivery		
4h work with others to organise, manage, officiate and run festivals, tournaments, competitions and events, both in schools and the local community.	Coverage dependent on centre delivery		

Annexe F

The structure of the Edexcel BTEC Level 1/Level 2 First Award in Sport

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

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

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

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

SPORT Specification

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