



BTEC Sport

Level 1/2 Tech Award

Component 2



Name:

Teacher:

Overview:

Component	GLH	Qualification Weighting	Marks available	Types of assessment	Length of assessment
1. Preparing to take part in sport and physical activity	36	30%	60	Internal (PSA) 3 tasks Externally moderated	5 hours of supervised sessions
2. Taking part and improving other participants sporting performance	36	30%	60	Internal (PSA) 4 tasks Externally moderated	4 hours of supervised sessions
3. Developing Fitness to improve other participants performance in sport and physical activity	48	40%	60	External synoptic exam, Externally marked	1 hour 30 mins

Component 2:

Learning Outcomes:

A – Understand how different **components of fitness are used in different physical activities**

B – Be able to participate in sport and understand the **roles and responsibilities of officials**

C – Demonstrate ways to **improve participants sporting techniques**

What evidence will I need to submit for LAA?

Scenario:

You are supporting the running of a **summer activity camp**.

The camp is attended by **young people**.

The camp leader has asked you to run a **series of sports sessions** for the young people.

The leader wants you to teach the young people about the **techniques, strategies, and components of fitness** that are required for **effective participation** in sport.

The camp leader would also like the young people to be able to **learn about becoming an official** for a chosen sport.

Task 1 (example):

Components of fitness

The camp leader has asked you to help the young people understand the different components of fitness required for participation in a team sport of your choice.

Produce a written response that will enable the young people to understand what each of the different components of fitness are, their use in the team sport and the impact they have on performance in that sport.

Your written response should include an account of:

- how each of these components of fitness will be used during participation in the team sport
- the impact of each of these components of fitness on performance in the team sport.

A – Understand how different **components of fitness** are used in different physical activities

A1 Components of Physical & Skill Related Fitness

Components of Fitness
Agility
Balance
Body Composition
Coordination
Flexibility
Muscular Endurance
Muscular Strength
Cardiovascular Endurance
Power
Speed
Reaction Time

Definitions
distance / time to reduce time taken to move the body for an body part in an event or game
the range of motion possible at a joint to allow improvements in technique
the ability of the muscular system to continue to contract at a light to moderate intensity
the relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport
the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity
the ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue
the ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when to move in any other sporting situation (dynamic balance)
the ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique
the product of speed and strength to allow for explosive movements in sport
the time taken between a stimulus and the start of a response useful in fast-paced sports to make quick decisions about what to do
the ability to change direction quickly to allow performers to out-manoeuvre an opponent



- 1.
- 2.
- 3.



- 1.
- 2.
- 3.



- 1.
- 2.
- 3.



- 1.
- 2.
- 3.



- 1.
- 2.
- 3.

Agility

Handball

Muscular Endurance

Body Composition



Reaction Time

Flexibility

Muscular Strength

Power

Cardiovascular Endurance

Coordination

Balance

Speed

Learning Outcomes:

A – Understand how different **components of fitness** are used in different physical activities

B – Be able to participate in sport and understand the **roles and responsibilities** of officials

C – Demonstrate ways to **improve participants** sporting techniques

What evidence will I need to submit for LAB?

Scenario:

You are supporting the running of a summer activity camp. The camp is attended by young people. The camp leader has asked you to run a series of sports sessions for the young people. The leader wants you to teach the young people about the techniques, strategies, and components of fitness that are required for effective participation in sport. The camp leader would also like the young people to be able to learn about becoming an official for a chosen sport.

Task 2 (example):

Participating in sport

The camp leader would now like you to help the young people to develop their understanding of the skills and strategies required for a sport of your choice. The camp leader would like you to produce a series of video clips that will demonstrate sports skills for your selected sport being demonstrated in isolated practices and sports skills and strategies being demonstrated in competitive situations.

Your video clips should include practical demonstrations of:

- at least three sports skills being performed in isolated practices
- sports skills and strategies being performed in a competitive situation

Task 3 (example):

Officiating in sport

The camp leader would like the young people to have a better understanding of the roles of the officials and the rules for your selected sport. You have been asked to produce a presentation to assist the young people in understanding the different roles and responsibilities of the officials for your selected sport. The young people should also understand the rules associated with the number of players and how they are able to score when taking part in your selected sport.

Your presentation should include an account of:

- the different roles and responsibilities of officials in your selected sport
- rules and regulations around: a) the number of players and b) how players can score when taking part in your selected sport
- actions the officials would be expected to take to ensure the rules associated with: a) the number of players and b) scoring are adhered to when taking part in your selected sport.

B – Be able to participate in sport and understand the **roles and responsibilities** of officials

B1 Techniques, strategies and fitness requirements for different sports



Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations

B2 Officials in Sport – Roles

Chosen Sport

Referee/umpire	
Assistant referee/line umpire	
Timekeepers	
Scorers	
Video review officials	

B2 Officials in Sport – Responsibilities

Fitness Requirements	
Control the players	
Appearance	
Health and Safety	
Equipment	
Effective communication	

B3 Rules and Regulations

Number of Players	
Length of Play Time	
Scoring Systems	
Playing Area	
Equipment	
Starting and Restarting Play	
Non-adherence to rules	
Application of rules and regulations	

Learning Outcomes:

A – Understand how different **components of fitness** are used in different physical activities

B – Be able to participate in sport and understand the **roles and responsibilities** of officials

C – Demonstrate ways to **improve participants** sporting techniques

What evidence will I need to submit for LAC?

Scenario:

You are supporting the running of a summer activity camp. The camp is attended by young people. The camp leader has asked you to run a series of sports sessions for the young people. The leader wants you to teach the young people about the techniques, strategies, and components of fitness that are required for effective participation in sport. The camp leader would also like the young people to be able to learn about becoming an official for a chosen sport.

Task 4 (example):

Improving participants' sporting skill

A group of participants in the camp want to form a camp team and take part in an inter-camp tournament for your selected sport. To prepare for this tournament you are going to provide practical support to help the participants learn how to improve one sporting skill of your choice for your selected sport. You will need to produce a written response of a plan for a drills and conditioned practices for one sporting skill of your choice.

You will also need to provide video evidence of you demonstrating that you are able to deliver demonstrations of the techniques to the participants and support them as they take part in your planned drills and conditioned practices.

Your written response should include:

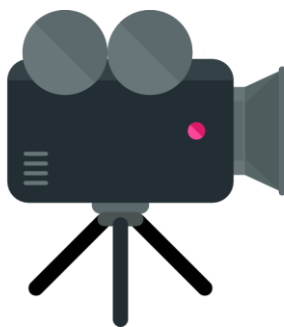
- a plan of the drills and conditioned practices to develop participants' techniques for your chosen sporting skill
- an account to justify the choice of activities in each drill and conditioned practice related to the requirements of the sporting skill in competitive situations.

Your video footage should include:

- practical evidence of you demonstrating the techniques required to perform the selected sports skill using key teaching points to support good practice
- practical demonstrations of your choice of drills for the group of participants to take part in to improve your chosen sport skill
- practical evidence of you supporting participants to take part in your choice of drills to improve your chosen sport skill.

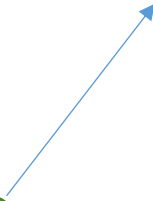
C– Demonstrate ways to **improve participants** sporting techniques

C1 Planning Drills and Conditioned Practices

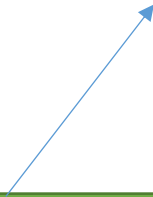


Learners will know how to work with sports participants to help to improve their sporting skills.

Organisation



Supporting
Participants



Planning Drills/Conditioned Practices:

Sporting Skill:

<u>Isolated Practices</u>		
<u>1.</u>	<u>2.</u>	<u>3.</u>
<u>Diagram:</u>	<u>Diagram:</u>	<u>Diagram:</u>
<u>Description of drill:</u>	<u>Description of drill:</u>	<u>Description of drill:</u>
<u>Justification (how does it improve the skill):</u>	<u>Justification (how does it improve the skill):</u>	<u>Justification (how does it improve the skill):</u>

Conditioned Practices

1.	2.	3.
<u>Diagram:</u>	<u>Diagram:</u>	<u>Diagram:</u>
<u>Description:</u>	<u>Description:</u>	<u>Description:</u>
<u>Justification (how does it improve the skill):</u>	<u>Justification (how does it improve the skill):</u>	<u>Justification (how does it improve the skill):</u>

