



**Pearson BTEC TECH  
Award Level 1/2 in  
Sport**

**2022 ONWARDS**

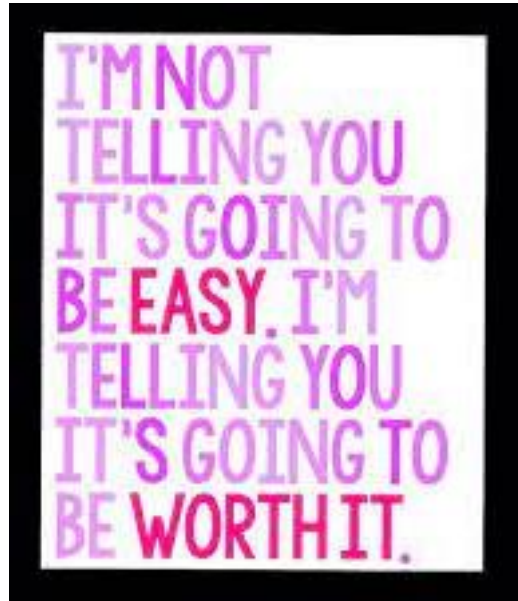
**Student Handbook**

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## Welcome to the course

Welcome to your PE BTEC course. The course handbook will provide you with all the information about the course, procedures, Charles Darwin School and BTEC Pearson rules.



And all the members of the PE department are here to support you through it all!!

## Members of the PE department

All members of the PE department will be involved in your learning journey at some point.

Miss Owen	Head of PE
Mr Bidwell	2IC of PE
Mrs Dobney	Teacher of PE / Head of Year
Miss Porter	Teacher of PE
Mrs Wray	Teacher of PE / A-LEVEL LEAD
Mr Roberts	Teacher of PE
Mr Huggins	Teacher of PE

## Course qualification aims

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport
- Planning and delivery of sport drills and sessions
- Fitness for sport including fitness testing and methodology

## What does the qualification cover?

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning.

They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

## Expectations and Key Skills Required

- ✓ Students should be punctual and always be ready to learn, regardless of it being a theory or practical lesson
- ✓ Students should meet every deadline set by their teacher to ensure they meet their assessment windows
- ✓ Students should have a passion for sport and health related fitness
- ✓ Students should have the desire to improve their own sport and fitness
- ✓ Students should want to participate in a range of sports and want to develop their own leadership skills
- ✓ Students should be interested in exploring a career in the sports and leisure industry
- ✓ Students will need to be medically fit and actively participate in every practical lesson with the correct kit

## Qualification Structure

Learners are required to complete and achieve all three components in the qualifications.

<b>BTEC Level 1/2 Tech award in Sport</b>				
<b>Component Number</b>	<b>Component Title</b>	<b>GLH</b>	<b>Level</b>	<b>How assessed</b>
1	Preparing participants to take part in sport and physical activity.	36	1/2	Internal Externally moderated
2	Taking part and improving other participants sporting performance.	36	1/2	Internal Externally moderated
3	Developing fitness to improve other participants performance in sport and physical activity.	48	1/2	External – 1.5 hr exam Synoptic

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Year 10 = Components 1 and Component 2

Year 11 = Component 1 and Component 3

## Results and grading

### Each component breakdown

Component 1 and 2

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 90	72	63	54	45	36	27

Component 3

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 90	96	84	72	60	48	36

### Qualification level results: the minimum uniform marks required for each grade

Component Grade	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 90	270	240	210	180	150	120	90

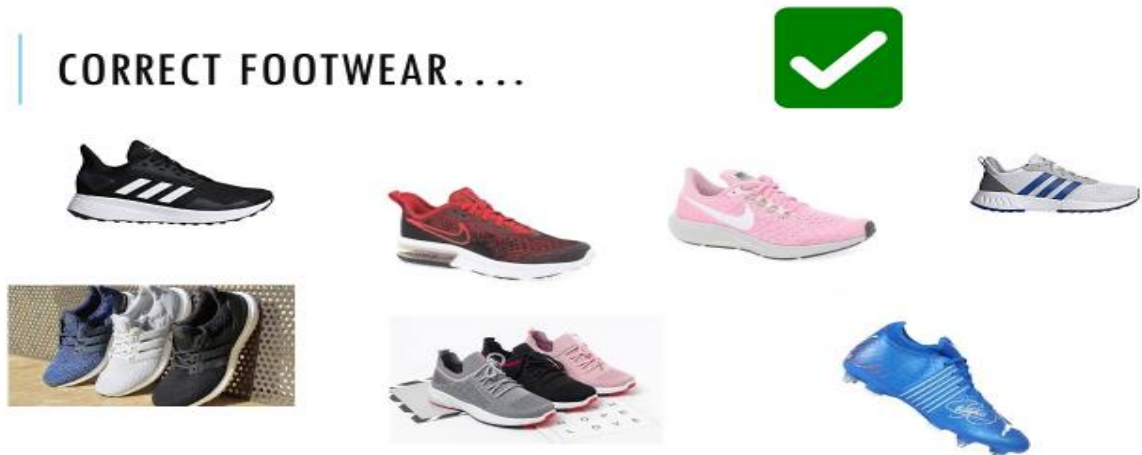
Learners who do not achieve the standard required for a Level 1 Pass grade will receive a uniform mark in the range 0–89. The Level 2 Distinction\* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction\* at qualification level.

PE Kit:

## PE KIT — YOU WILL BE EXPECTED TO WEAR



## CORRECT FOOTWEAR....



## NOT PERMITTED



NO cycling shorts



NO 'soft' shoes



NO branded tops  
and hoodies



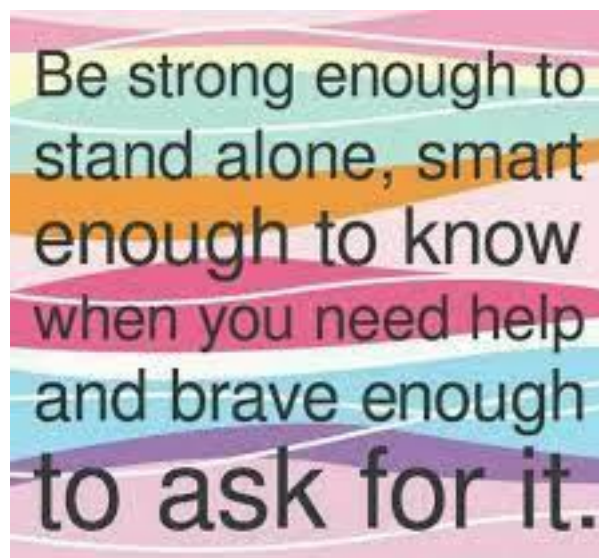
NO school shoes as  
trainers

## Independent Learning and Tutorial arrangements

As a level 1/2 BTEC Pearson student you will be required to complete independent learning throughout the course. This includes:

- Independent research
- Completing assignment planning and task independently
- Leading / presenting findings to fellow pupils
- Complete individual assessment tasks
- Practical assessments

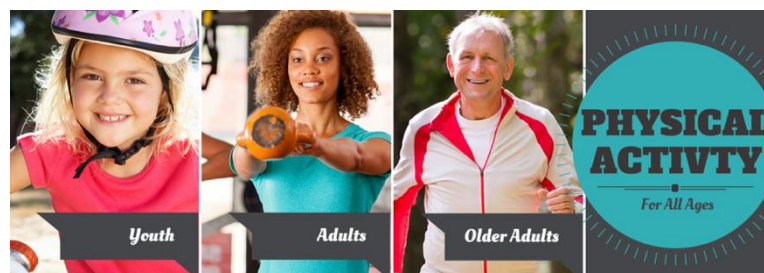
If you require additional support throughout the course this can be arranged with your teacher or through Miss Owen. This can include revision sessions, progress reviews, 1 : 1 support and revision timetabling.





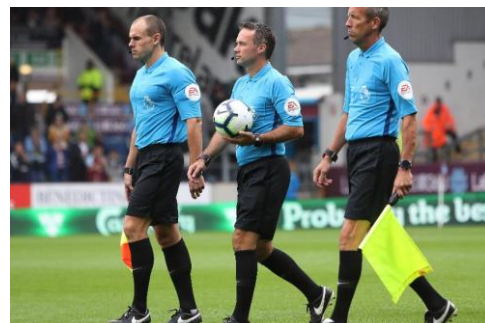
## Component 1: Preparing participants to take part in sports and physical activity.

- Learning outcome A: Explore types and provision of sport and physical activity for different types of participant.
  - Types and provides of sport and physical activities.
  - Types and needs of sport and physical activity participants.
  - Barriers to participation in sport and physical activity for different types of participant.
  - Methods to address barriers to participation in sport and physical activity for different types of participant.
- Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity.
  - Different types of sports clothing and equipment required for participation in sport and physical activity.
  - Different types of technology and their benefits to improve sport and physical activity participation and performance.
  - The limitations of using technology in sport and physical activity.
- Learning outcome C: Be able to prepare participants to take part in sport and physical activity.
  - Planning a warm-up
  - Adapting a warm-up for different categories of participants and different types of physical activities.
  - Delivering a warm-up to prepare participants for physical activity.



## Component 2: Taking part and improving other participants sporting performance.

- Learning outcome A: Understand how different components of fitness are used in different physical activities.
  - Components of physical fitness
  - Components of skill-related fitness
  
- Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials.
  - Techniques, strategies and fitness required for different sports.
  - Officials in sport
  - Rules and regulations in sports
  
- Learning outcome C: Demonstrate ways to improve participants sporting techniques.
  - Planning drills and conditioned practices to develop participants sporting skills.
  - Drills to improve sporting performance.



## Component 3: Developing fitness to improve other participants performance in sport and physical activity.

- Assessment objective 1 – Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.
- Assessment objective 2 – Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.
- Assessment objective 3 – Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.
- Assessment objective 4 – Make connections with concepts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.
  
- Learning outcome A: Explore the importance of fitness for sports performance
  - The importance of fitness for successful participation in sport.
  - Fitness training principles
  - Exercise intensity and how it can be determined
- Learning outcome B: Investigate fitness testing to determine fitness levels.
  - Importance of fitness testing and requirements for administration of each fitness test.
  - Fitness test methods for components of physical fitness.
  - Fitness test methods for components of skill-related fitness
  - Interpretation of fitness test results
- Learning outcome C: Investigate different training methods
  - Requirements for each of the different training methods
  - Fitness training methods for physical components of fitness
  - Fitness training methods for skill related components of fitness
  - Additional requirements for each of the fitness training methods
  - Provision for taking part in fitness training methods
  - The effects of long-term fitness training on the body systems
- Learning outcome D: Investigate fitness training programming to improve fitness and sports performance.
  - Personal information to aid training fitness programme design.
  - Fitness programme design
  - Motivational techniques for fitness programming.



## Assignment Top Tips

- Include the module content
  - For each assignment you are given set information as to what you should include in it. This is called the 'Unit Content', or simply 'The Content'.
  - It is this information that you are being assessed on.
  - If you do not include this information in your assignment, then you will **not be able to** achieve a basic pass grade.
- Back up copy
  - If you have word-processed your assignment, then make sure you save it on more than one USB or computer. Therefore, if there is a problem with one source then you will still be able to work on your assignment elsewhere. And if your USB gets broken you always have a backup copy.
- Hand in dates
  - When you are given an assignment, you will also be given a hand in date. It is important that you stick to this.
  - It is good practice not to leave the printing off of your work to the day that it has to be handed in. There may be problems with the computer, or the printer, or the USB and it will be **your fault** if you don't hand your work in on time.
- Answering the questions
  - It is important that you answer all questions posed in your assignments.
  - Don't waste time and words on areas that you have not been asked to investigate.
  - An easy way to ensure that you have answered all questions is to split your main body of work into sections headed by the relevant question.
- Time management
  - In most situations you will have four weeks to complete assignments, so it is important that you plan your work effectively.
  - When you have enough information to complete a section of an assignment it may be wise to write this up as soon as possible.
  - Lesson time will not be given up for you to complete assignments; you must do this in your own time. So, think about planning certain times of the week when you can work on these.
  - You will be having more than one assignment on the go at once, so you need to clearly plan so that you don't leave yourself overworked.

## Command Words

Key words/Command verb	Definition
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant, leading to supported judgements.
Complete table (X) by stating	Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point.
Describe	Present two (or more) linked descriptive points on characteristics, features, uses or processes. Do not need to include a justification or reason.
Draw	Match each item to the correct answer from a choice of five options.
Evaluate	Consider various aspects of a subject's qualities in relation to its context such as: strengths and weaknesses, advantages and disadvantages, pros and cons. Come to a judgement supported by evidence which will often be in the form of a conclusion.
Explain	Present an explanation that requires a justification/exemplification of the identified reason, way, benefit or importance etc.
Give	Provide an example or response, i.e. of a feature, characteristic or use of.
Identify	Select the correct answer from the given context.
State/name	Recall from memory facts, terms, processes, etc. or provide the correct answer to the given context.
Which	Select one correct answer from a choice of four options provided.

## Useful Information

Teachers emails:

Miss Owen - [con@cdarwin.com](mailto:con@cdarwin.com)

Mrs Wray - [lwr@cdarwin.com](mailto:lwr@cdarwin.com)

Mrs Dobney - [ndo@cdarwin.com](mailto:ndo@cdarwin.com)

Miss Porter - [apr@cdarwin.com](mailto:apr@cdarwin.com)

Mr Huggins – [shu@cdarwin.com](mailto:shu@cdarwin.com)

Mr Roberts - [oro@cdarwin.com](mailto:oro@cdarwin.com)

My Bidwell - [jbi@cdarwin.com](mailto:jbi@cdarwin.com)