

BTEC TECH AWARD in SPORT: Curriculum Map

This is a BTEC qualification which means that it is a vocational course which allows students to study the world of sport. It is equivalent to a GCSE qualification. A BTEC course is made up of a mixture of internal assessment (PSAs) and an examination. The BTEC TECH AWARD has 2 internal PSA tasks which is worth 60% of the course. The final task is an external exam which is worth 40% of their overall grade.

Sequence of course delivery:

Unit:	Type of Unit	Unit content	Timeframe for delivery
Component 1: Preparing participants to take part in sport and activity	PSA 1: External assessment Assignment worth 30% of overall grade	Task 1: Increasing participation in regular sport or physical activity for different types of sports participants Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity Task 3a: Preparing participants to take part in sport and physical activity (plan a warm up) Task 3b: Preparing participants to take part in sport and physical activity (Lead a warm up)	PSA 1 is released by the exam board. Release date: Monday 3 rd October [REDACTED] Deadline – Friday 2 nd December [REDACTED]
Component 2: Taking part and improving other participants sporting performance	PSA 2: External assessment Assignment worth 30% of overall grade	Task 1: Components of fitness. Task 2: Participating in sport Task 3: Officiating in sport Task 4: Improving participants' sporting skill	PSA 2 is released by the exam board. Release date: Monday 6 th February [REDACTED] Deadline – Tuesday 2 nd May [REDACTED]
Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	External assessment Examination Worth 40% of overall grade	90 minute exam. Questions will be on the following topics: A: Explore the importance of fitness for sports performance B: Investigate fitness testing to determine fitness levels C: Investigate different fitness training methods D: Investigate fitness programming to improve fitness and sports performance	First take – February 2024 Retake (if needed) May 2024

Please note that students will be set strict deadlines for assignment tasks to be handed in. They must meet these deadlines to meet the requirements of this course.

The exam can be sat twice. They will only re-sit if they need the points to improve their overall grade. If they sit the examination their 2nd score counts towards their overall grade.

BTEC grading:

Level 1 pass (Equivalent to grade 1 at GCSE)
Level 1 merit (Equivalent to grade 2 at GCSE)
Level 1 distinction (Equivalent to grade 3 at GCSE)

Level 2 pass (Equivalent to grade 4/5 at GCSE)
Level 2 merit (Equivalent to grade 6 at GCSE)
Level 2 distinction (Equivalent to grade 7 at GCSE)
Level 2 distinction* (Equivalent to grade 8-9 at GCSE)

Key knowledge & skills to be mastered by students

Year 10

**Component 1: Preparing participants to take part in sport and activity
PSA 1 -30% of overall grade**

**Component 2: Taking part and improving other participants sporting performance
PSA 2 -30% of overall grade**

Topic title	Task 1: Increasing participation in regular sport or physical activity for different types of sports participants	Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity	Task 3a: Preparing participants to take part in sport and physical activity (plan a warmup)	Task 3b: Preparing participants to take part in sport and physical activity (Lead a warmup).	Task 1: Components of fitness.	Task 2: Participating in sport	Task 3: Officiating in sport	Task 4: Improving participants' sporting skill
Key questions	How can we successfully increase participation in physical activity for chosen participants?	How can technology aid individuals during participation in physical activity?	How can the chosen participant safely prepare for the chosen physical activity?	How can I successfully lead the warm up designed for the chosen participant?	Why are components of fitness important during sporting performances?	How can I help young people understand the skills and strategies required in the chosen activity?	How can I help young people to have a better understanding of the roles of the officials and the rules a chosen activity?	How can I successfully plan and lead a tournament for young people to demonstrate their skills in the chosen activity?
Key knowledge and concepts	For a chosen scenario from the exam board – students must write an account of: 1. Justification of their chosen physical activities and explain how they meet the needs of the selected participant	For a chosen scenario from the exam board – students must write an account of: 1. Justification of their choices of the different types of sports clothing and equipment required for the participant to	For a chosen scenario from the exam board – students must write an account of: 1. A warm-up plan that includes a pulse raiser, mobiliser and preparation stretches for the selected participant to prepare them to	Video evidence of the warmup to include: 1. practical evidence including demonstrations and audio of students delivering a warm-up to a group of participants.	Produce a written response which includes an account of: 1. How the components of fitness will be used during participation in the team sport 2. The impact of each of these components of fitness on	Video evidence of performance in a chosen sport to include: 1. At least three sports skills being performed in isolated practices 2. Sports skills and strategies being performed in a competitive situation.	Produce a presentation (PowerPoint or physical demonstration) of: 1. The different roles and responsibilities of officials in the selected sport 2. rules and regulations around:	Produce a written response which includes: 1. A plan for a drills and conditioned practices for one sporting skill of student's choice. Provide video evidence of:

	<p>2. The characteristics of the type of provision in the participant's local area and the advantages and disadvantages of this provision for the chosen physical activities and the needs of the selected participant</p> <p>3. The potential barriers to participation in the chosen physical activities for the selected participant</p> <p>4. The methods to overcome these barriers to participation for this selected participant and the chosen physical activities.</p>	<p>take part in the chosen activity.</p> <p>2. Justification the use of the different types of technology available for the individual to participate in the chosen activity.</p> <p>3. The benefits and limitations of using this technology for the individual to participate in the chosen activity</p>	<p>take part in the chosen physical activity</p> <p>2. An account to justify the choice of activities in each component of the warm-up related to the needs of the participant, the responses of the cardiorespiratory system and musculoskeletal system and the chosen physical activity.</p>	<p>2. pulse raiser, mobiliser and preparation stretches.</p> <p>3. Practical evidence including audio of students supporting participants to take part in a warm-up for the chosen physical activity using key teaching points to support good practice.</p>	<p>performance in the team sport.</p>		<p>a) the number of players</p> <p>b) how players can score when taking part in the selected sport</p> <p>3. Actions the officials would be expected to take to ensure the rules associated with:</p> <p>a) the number of players</p> <p>b) scoring is adhered to when taking part in the selected sport.</p>	<p>1. Students demonstrating that they are able to deliver demonstrations of the techniques to the participants and support them as they take part in the planned drills and conditioned practices.</p>
Skills (Command words)	Justify Explain Apply Assess	Recommend Justify Review	Plan Justify Assess Review	Lead Instructions Evaluate Review	Describe Explain Analyse	Performance Skills Strategies Tactics	Describe Explain Demonstrate	Lead Demonstrate Plan Review
Assessment & Educational Visit Opportunities	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets Video evidence	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets Video evidence	Folder work Consolidation tasks Exit tickets Video evidence	Folder work Consolidation tasks Exit tickets Video evidence

Key knowledge & skills to be mastered by students

Year 11

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Topic title	A: Explore the importance of fitness for sports performance	A: Explore the importance of fitness for sports performance	A: Explore the importance of fitness for sports performance	B Investigate fitness testing to determine fitness levels	B Investigate fitness testing to determine fitness levels	B Investigate fitness testing to determine fitness levels	B Investigate fitness testing to determine fitness levels
Key questions	What is the importance of fitness for successful participation in sport?	What are the principles of training and how they can be applied to training programmes?	What is exercise intensity and how it can be measured or worked out.?	What is the importance of fitness testing and requirements for administration of each fitness test?	What fitness tests are appropriate to test for each component of physical fitness?	What fitness tests are appropriate to test for each component of skill related fitness?	How do I use normative data tables to interpret fitness test results?
Key knowledge and concepts	Types of sports requiring specific components of fitness: o aerobic endurance o muscular endurance o muscular strength o speed o flexibility o body composition o power o agility o reaction time o balance o coordination	The basic principles of training : (FITT): o frequency o intensity o time o type – how an individual will train Additional principles of training: o progressive overload o specificity o individual differences o adaptation o reversibility o variation	Exercise intensity and target zones: Intensity: o measure heart rate (HR) o HR intensity to fitness training methods. Target zones and training thresholds: o calculate training zones o apply HR max to training o aerobic training zone o anaerobic training zone.	Reasons for fitness testing: o baseline data o can design training programmes o see if training programmes are working o provide goal setting aims. Pre-test procedures: o calibration of equipment o informed consent o Physical Activity Readiness Questionnaire o pre fitness test check. Knowledge of published standard	Aerobic endurance: o multi-stage fitness test o Yo-Yo test o Harvard step test o 12-minute Cooper run or swim. Muscular endurance: o one-minute press-up o one-minute sit-up o timed plank test. Flexibility: o sit and reach test o calf muscle flexibility test o shoulder flexibility test. Speed: o 30 metre sprint test	Agility: o Illinois agility run test o T Test Balance: o stork stand test o Y balance test. Coordination: o Alternate-Hand Wall-Toss test o stick flip coordination test. Power: o vertical jump test o standing long/broad jump o Margaria-Kalamen power test Reaction time: o ruler drop test	Comparison to normative published data Analyse and evaluate test results. Recommendations for improvements to fitness performer based on test results.

		o rest and recovery	<p>The Borg (6–20) Rating of Perceived Exertion (RPE) Scale</p> <ul style="list-style-type: none"> o RPE x 10 = Heart Rate (HR). <p>The relationship between RPE and heart rate where: RPE x 10 = HR (bpm).</p>	<p>test methods and equipment.</p> <p>Accurate measurement and recording of test results and basic processing of test results for interpretation</p> <p>Ability to safely select appropriate test(s) for given purposes, situations and/or participants.</p> <p>Reliability of test:</p> <ul style="list-style-type: none"> o consistency of results o factors affecting reliability. <p>Validity of results.</p> <p>Practicality:</p> <ul style="list-style-type: none"> o cost o time taken to set up and do test o time taken to analyse data o number of participants 	<ul style="list-style-type: none"> o 30 metre flying sprint. <p>Muscular strength:</p> <ul style="list-style-type: none"> o grip dynamometer o 1 Rep Max. <p>Body composition:</p> <ul style="list-style-type: none"> o Body Mass Index (BMI) o Bioelectrical Impedance Analysis (BIA) o waist to hip ratio. 	<ul style="list-style-type: none"> o Online reaction time test (reaction test timer) 	
Skills (Command words)	Explain Describe Compare Evaluate	Explain Describe Link	Explain Describe Link Work out	Explain Describe Compare	Explain Describe Compare Test	Explain Describe Compare Test	Analyse Compare
Assessment & Educational Visit Opportunities	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets Exam questions	Folder work Consolidation tasks Exit tickets Exam questions	Folder work Consolidation tasks Exit tickets Exam questions	Folder work Consolidation tasks Exit tickets Exam questions

Key knowledge & skills to be mastered by students

Year 11

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Topic title	C: Investigate different fitness training methods	C: Investigate different fitness training methods	C: Investigate different fitness training methods	C: Investigate different fitness training methods	C: Investigate different fitness training methods	D: Investigate fitness programming to improve fitness and sports performance	D: Investigate fitness programming to improve fitness and sports performance
Key questions	What are the requirements for each training method?	What are the fitness training methods for physical components of fitness?	What are the fitness training methods for skill-related components of fitness?	What are the additional requirements for each of the fitness training methods? What is the provision for taking part in fitness training methods?	How does training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness?	How can personal information be used to aid training fitness programme design? How is fitness programme design important?	How can motivational techniques be used for fitness programming
Key knowledge and concepts	Carrying out fitness training safely and effectively as part of a training programme. Warm-up prior to taking part in the fitness training method – pulse raiser, mobility and stretch; reduce the risk of injury, prepare the body for exercise Cool down after taking part in the fitness training method	Aerobic endurance: o continuous training o Fartlek training o interval training o circuit training Flexibility: o static active – o static passive o Proprioceptive Neuromuscular Facilitation (PNF) Muscular endurance: o free weights and fixed resistance machines	Agility: o Speed Agility and Quickness training (SAQ) – Power: o plyometrics – Balance: o use of specific training exercises that require balancing on a reduced size base of support. Coordination: o use of specific training exercises using two or more body parts together.	Advantages and disadvantages: o number of people that can take part o cost of equipment o ease of set up, o access to venue/location of training o risk of injury to the performer if performed incorrectly, o effectiveness of training Provision for taking part in fitness training methods o Public provision – advantages and disadvantages.	Aerobic endurance training: o adaptations to the cardiovascular and respiratory systems o cardiac hypertrophy o decreased resting heart rate o increased strength of respiratory muscles o capillarisation around alveoli. Flexibility training: o adaptations to the muscular and skeletal systems o increased range of movement at a joint o increased flexibility of ligament and tendons	Personal information: o Aims – details of what they would like to achieve for the selected sport. o Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training o Lifestyle and physical activity history o Attitudes, the mind and personal motivation for training.	Definition of motivation Types of motivation: o intrinsic o extrinsic. Principles of setting goals to increase and direct motivation. Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER): o short-term goals o long-term goals). Influence of goal setting on motivation:

	<p>– gradually lower pulse and breathing rate to resting levels; remove lactic acid; stretch to help return muscles to pre-exercise length.</p> <p>Linking each fitness training method to the associated component of fitness.</p> <p>Application of the basic (FITT) and additional principles of training to each fitness training method</p> <p>Application of appropriate training intensities to fitness training methods.</p>	<p>o circuit training</p> <p>Muscular strength training:</p> <ul style="list-style-type: none"> o free weights and fixed resistance machines <p>Speed:</p> <ul style="list-style-type: none"> o acceleration sprints o interval training o resistance drills 	<p>Reaction time:</p> <ul style="list-style-type: none"> o use of specific training exercises to practise quick responses to an external stimulus. 	<ul style="list-style-type: none"> o Private provision – advantages and disadvantages. o Voluntary provision – advantages and disadvantages 	<ul style="list-style-type: none"> o increased muscle length. <p>Muscular endurance training:</p> <ul style="list-style-type: none"> o adaptations to the muscular system o capillarisation around muscle tissue increased muscle tone. <p>Muscular strength and power training:</p> <ul style="list-style-type: none"> o adaptations to the muscular and skeletal systems o muscle hypertrophy o increased tendon and ligament strength o increased bone density. <p>Speed training:</p> <ul style="list-style-type: none"> o adaptations to the muscular system o increased tolerance to lactic acid. 	<p>Fitness programme design</p> <ul style="list-style-type: none"> o Use personal information to aid training programme design. o Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness. o Application of the FITT principles and additional principles of training 	<ul style="list-style-type: none"> o provide direction for behaviour o maintain focus on the task in hand. <p>Benefits of motivation on the sports performer:</p> <ul style="list-style-type: none"> o increase participation o maintain training and intensity o increased fitness o improved performance
Skills (Command words)	Explain Describe Compare Evaluate	Explain Describe Link	Explain Describe Link	Explain Describe Compare Evaluate	Explain Describe Compare Test	Explain Describe Apply	Describe Apply Analyse
Assessment & Educational Visit Opportunities	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets Exam questions	Folder work Consolidation tasks Exit tickets Exam questions	Folder work Consolidation tasks Exit tickets Exam questions	Folder work Consolidation tasks Exit tickets Exam questions