

Level 2 BTEC Sport Revision Guidance



Tudor Grange Academy
Kingshurst



Level 2 BTEC Sport

What units will I complete?

Year 10	Year 11
Unit 1: Fitness for Sport and Exercise (Exam Unit)	Unit 2: Practical Performance in Sport (Coursework)
Unit 6: Leading Sports Activities (Coursework)	Unit 3: Applying the Principles of Personal Training (Coursework)

You will complete 50% of the course in Year 10 and 50% of the course in Year 11.

The exam unit determines the maximum mark you can achieve overall. For example:

Exam Result	Highest Possible Overall Result
U	Level 2 Pass
Level 1 Pass	Level 2 Merit
Level 2 Pass	Level 2 Distinction
Level 2 Merit	Level 2 Distinction*
Level 2 Distinction	Level 2 Distinction*

So for students on high pathways it is vital that you do well in the exam unit so that you can still meet your expected target grade.

Year 11 includes the two practical units and this is what you will need to demonstrate:

Unit 2

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 components of fitness and technical demands of two selected sports.	2B.P4 Describe the components of fitness and technical and tactical demands of two selected sports.		
1B.5 Demonstrate relevant skills and techniques effectively, in two selected sports, in isolated practices.	2B.P5 Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.	2B.M2 Demonstrate 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.

Unit 3

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Design a personal fitness training programme			
1A.1 Design a safe four-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information, with guidance. #	2A.P1 Independently design a safe six-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information. #	2A.M1 Design a safe six-week personal fitness training programme to meet an activity/sport goal which meets the needs of the individual, showing creativity in the design. #	2A.D1 Justify the training programme design, explaining links to personal information. ##
Learning aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training			
1B.2 Outline the structure and function of the musculoskeletal and cardiorespiratory systems	2B.P2 Describe the structure and function of the musculoskeletal and cardiorespiratory systems	2B.M2 Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme	
1B.3 Outline some of the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme	2B.P3 Summarise the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme		
Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives			
1C.4 Safely implement, with guidance, a four-week personal fitness training programme, maintaining a training diary. # *	2C.P4 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.5 Review the four-week personal fitness training programme set for an activity/sport goal, identifying results, strengths and areas for improvement.	2D.P5 Review the six-week personal fitness training programme set for an activity/sport goal, describing results, strengths and areas for improvement.	2D.M4 Explain the results, strengths of the training programme set for an activity/sport goal and areas for improvement, providing recommendations for future training and performance.	2D.D3 Fully explain the results, strengths and improvements for the training programme, justifying recommendations for future training and performance.

Key Tips for Coursework

Make sure you complete all coursework by the deadline.

Save all of your work!!

Make sure you look at the key words in the task, so you fully understand what you are being asked to do:

- ✓ **Describe** - Give a clear description that includes all the relevant features - think of it as 'painting a picture with words'.
- ✓ **Explain** - Set out in detail the meaning of something, with reasons. More difficult than describe or list, so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'.
- ✓ **Compare and Contrast** - Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages.
- ✓ **Evaluate** - Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements.
- ✓ **Outline** - Write a clear description but not a detailed one.
- ✓ **Summarise** - Write down or articulate briefly the main points or essential features.
- ✓ **Justify** - Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions.

Include as much detail as possible and provide examples where possible to support the points you are making.

Know exactly what criteria you are trying to achieve, are you doing the pass, merit or distinction tasks.

Ask your teacher for help and to check your work as you go along. Make sure you listen to feedback and act upon it before you had in your 2nd draft.

Make sure you don't copy things from the internet as this is plagiarism. You can use the internet and other resources to support you, but you must write your coursework in your own words.

Do work at home as well as in lessons. You should be doing additional work and reading to support your classwork. The students that secure the higher grades in BTEC do additional work outside of their lesson.

