BTEC Sport Y11 Mock Revision List

Learning Aim A : Explore the importance of fitness for sports performance

A1 The importance of fitness for successful participation in sport
Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports.

● Types of sports requiring specific components of fitness:
o aerobic endurance – events/sports lasting more 30 minutes
o muscular endurance – events/sports lasting more 30 minutes
o muscular strength – activities requiring force, e.g. throwing events
o speed – activities requiring fast movement, e.g. sprinting
o flexibility – activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts
o body composition – low body fat, e.g. gymnastics, high muscle mass, e.g. sprinters
o power – activities requiring explosive movement e.g. gymnastics, basketball
o agility – activities requiring quick changes of direction, e.g. dodging the opposition in a team game, freestyle skiing
o reaction time – any activity where a quick decision or response to a stimulus is needed
o balance – an activity requiring the control of the distribution of weight or to remain upright and steady
o coordination – any activity requiring the movement of two or more body parts and
can include the use of sporting equipment, e.g. hand, eyes and tennis racquet to
connect with the tennis ball.

A2 Fitness training principles
Learners need to be able to understand the principles of training and how they can be
applied to training programmes.

● The basic principles of training frequency, intensity, time, and type (FITT):
o frequency – the number of training sessions completed over a period of time, usually per week
o intensity – how hard an individual will train
o time – how long an individual will train for
o type – how an individual will train by selecting a training method to improve a specific component of fitness.

● Additional principles of training:
o progressive overload – in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance
o specificity – training should meet the needs of the sport, or physical/skill-related fitness goals to be developed
o individual differences – training should meet the needs of an individual
o adaptation – changes to the body due to increased training loads
o reversibility – if training stops, or the intensity of training is lowered, fitness gains from training are lost
o variation – altering types of training to avoid boredom and maintain motivation to train
o rest and recovery – to allow the body to recover and adapt.

A3 Exercise intensity and how it can be determined
Learners will understand exercise intensity and how it can be measured or worked out. They will also understand the target zones and the related technical vocabulary.

● Intensity:
o measure heart rate (HR)
o HR intensity to fitness training methods.

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Learning Aim B: Investigate fitness testing to determine fitness levels

B1 Importance of fitness testing and requirements for administration of each fitness test
Learners will be able to understand the purpose of fitness testing, know how to administer and select fitness tests for different types of sports and participants and interpret the fitness test results.

● Reasons for fitness testing:
o gives baseline data for monitoring/improving performance
o can design training programmes based on test results
o determine if training programmes are working
o results can give a performer something to aim for
o provide goal setting aims.

B2 Fitness test methods for components of physical fitness
Learners should know which fitness tests are appropriate to test for each component of physical fitness. Learners should also understand the practicality and validity of these tests for each component of physical fitness and specific to different sports and their participants.

● Aerobic endurance:
o multi-stage fitness test, also known as the bleep test (20 metre distance)
o Harvard step test
o 12-minute Cooper run or swim.

● Muscular endurance:
o one-minute press-up
o one-minute sit-up

● Flexibility:
o sit and reach test

● Speed:
o 30 metre sprint test

● Muscular strength:
o grip dynamometer
o 1 Rep Max.

● Body composition:
o Body Mass Index (BMI)
o Bioelectrical Impedance Analysis (BIA)
o waist to hip ratio.

B3 Fitness test methods for components of skill-related fitness
Learners should know which fitness tests are appropriate to test for each component of skill-related fitness. Learners should also understand the practicality and validity of these tests for each component of skill-related fitness and specific to different sports and their participants.

● Agility:
o Illinois agility run test

● Balance:
o stork stand test

● Coordination:
o Alternate-Hand Wall-Toss test

● Power:
o vertical jump test

● Reaction time:
o ruler drop test

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B4 Interpretation of fitness test results

Learners should be able to use normative data tables to interpret fitness test results. They should also be able to interpret the data to recommend improvements to the performer from the results.

- Comparison to normative published data.
- Analyse and evaluate test results.
- Recommendations for improvements to fitness performer based on test results.

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Learning Aim C : Investigate different fitness training methods

C1 Requirements for each of the following fitness training methods
Learners should know how to carry 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 – gradually lower pulse and breathing rate to resting levels; remove lactic acid; stretch to help return muscles to pre-exercise length.
● Linking each fitness training method to the associated component of fitness.
● Application of the basic (FITT) and additional principles of training to each fitness training method.
● Application of appropriate training intensities to fitness training methods.

C3 Fitness training methods for skill-related components of fitness
Learners should be able to suggest and justify appropriate skill-related fitness training methods that could be used for specific sports participants that are different ages and different sporting abilities.

● Agility:
o Speed Agility and Quickness training (SAQ) – drills used to develop physical ability and motor skills.

● Power:
o plyometrics – lunging, bounding, incline press-ups, barrier hopping and jumping.

● 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.

● Reaction time:
o use of specific training exercises to practise quick responses to an external stimulus.

C4 Additional requirements for each of the fitness training methods

● Advantages and disadvantages – to include number of people that can take part, cost of equipment, ease of set up, access to venue/location of training, risk of injury to the performer if performed incorrectly, effectiveness of training for given sports performer, specificity to component of fitness, replicating demands of the sport.

C5 Provision for taking part in fitness training methods
Learners should know about the providers of fitness training and how their provision varies in relation to types of equipment available, cost, other support available and access.

● Public provision – advantages and disadvantages.
● Private provision – advantages and disadvantages.
● Voluntary provision – advantages and disadvantages.

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Learning Aim D: Investigate fitness programming to improve fitness and sports performance

D1 Personal information to aid fitness training programme design

● Aims – details of what they would like to achieve for the selected sport.

● Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training.

● Lifestyle and physical activity history.

● Attitudes, the mind and personal motivation for training.

D2 Fitness programme design

● Use personal information to aid training programme design.

● Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness.

● Application of the FITT principles and additional principles of training.

D3 Motivational techniques for fitness programming

● Definition of motivation – the internal mechanisms and external stimuli that arouse and direct behaviour.

● 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 (set over a short period of time, between one day and one month)
o long-term goals (what they want to achieve in the long term, and the best way of doing this).

● Influence of goal setting on motivation:
o provide direction for behaviour
o maintain focus on the task in hand.

● Benefits of motivation on the sports performer:
o increase participation
o maintains training and intensity
o increased fitness
o improved performance.

Command words BTEC SPORT

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills. Please note: the list below will not necessarily be used in every paper and is provided for guidance only.

Term	Definition
Analyse	-Learners present the outcome of methodical and detailed examination either: • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice, written or verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Create/construct	Skills to make or do something, for example a display or set of accounts.
Discuss	Learners consider different aspects of: • a theme or topic; • how they interrelate; and • the extent to which they are important. A conclusion is not required.
Demonstrate	To show knowledge and understanding.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explore	Skills and/or knowledge involving practical testing or trialling.
Examine	Knowledge with application where learners are expected to select and apply knowledge to less familiar contexts.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities