BTEC Level 2 Firsts in SPORT

Second Edition

Second editions of the best-selling BTEC Sport resources

Darrel Barsby, Rob Commons, Gez Rizzo, Michala Swales, Ian Wood and Ray Barker
1. The effects of anxiety and arousal on sports performance

The mind and sports performance

Guided learning hours: 30

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<thead>
<tr>
<th>Session</th>
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<td>Objective</td>
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Worksheet 3.2

Table 2: The completion analysis

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Worksheet 3.3

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Endorsed for the BTEC Level 2 Firsts in Sport, these second editions contain everything you need to plan for and implement the latest specification in your school. They cover all 13 core and optional units for the Award, Certificate and Extended Certificate.

Links to useful websites are provided for each unit.

Detailed schemes of work and worksheets are provided for each unit, breaking down the specification and making it easy to plan for.

Worksheets are provided to support the activities in the Student Book, to help students strengthen their knowledge and understanding.

Turn over for more sample content, including examples of exam practice and assignment support.

Audio and video clips and an animation are included on the CD-ROM.
This is an accessible, bright and visual textbook to help all your BTEC students, whatever their ability, achieve their full potential. It contains detailed assessment support, including exam practice questions, assignment briefs and examples of students’ work.

Student Book

The principles of fitness training are a staple of physical education classes. It is a scientific discipline that examines the body's ability to perform physical tasks. It is a field that deals with the study of the human body's response to physical activity and exercise. It is a branch of the study of human movement and its relation to exercise, work, sport, and physical fitness. It is a field that deals with the study of the human body's response to physical activity and exercise. It is a branch of the study of human movement and its relation to exercise, work, sport, and physical fitness.

Information is presented visually on each spread to ensure the content is as accessible as possible.

Gathering information to inform your personal fitness training programme

The Bronze, Silver and Gold tasks help focus our students on the tasks that they need to be doing to achieve the best level. Nigel Turner, Head of PE, St. Wilfrid’s Catholic School, West Sussex

Great - easy to read, it’s going to be very helpful over the next 2 years. I would recommend it to anybody who’s going to do BTEC Sport.

Amazon reviewer, *****
We provide practice questions to support the externally assessed units and assignment briefs and examples of students’ work accompanied by feedback to support the internally assessed units. This comprehensive package will help your students prepare for their exam(s) and do well in their assignments.

Examples of students’ work and feedback to help students really understand what is required to meet the criteria and how to apply higher-order thinking skills.

We have found it incredibly useful to see the sections that highlight a Merit piece of work, and then inform you what would be needed to access a Distinction, very useful.

Lucy Sheldon, BTEC Sport Leader, Wath Comprehensive School

The textbook guides the learners through each assignment, linking their learning to the assessment. I think learners would really value this style.

Michael Knight, Peterborough Regional College Catholic School, West Sussex

As a teacher planning and delivering this new specification I have found the sections that highlight a Merit piece of work, and then inform you what would be needed to access a Distinction, very useful.

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Exam practice

Help your students prepare for the exam and consolidate their learning with exam style practice questions.

External exam practice

Tackling the exam

You can decide to take the exam when you are ready; it will be completed on a computer and last one hour. There are a total of 50 marks available and the number of marks for each question is shown in brackets. Depending on the number of marks you get, you will receive one of the following grades for the unit:

- Distinction at Level 2
- Merit at Level 2
- Pass at Level 2
- Level 1
- Unpassed

The exam contains different types of question and some sample questions for you to practice are provided below.

1. Which of the following is NOT a function of the skeleton? (1)
   - a. Support
   - b. Blood production
   - c. Blood clotting
   - d. Movement
   - e. Shape
   - f. Mineral storage

2. Where in the body would you find articular cartilage? (1)
   - a. In the outer ear
   - b. Between the bones of the vertebrae
   - c. At the ends of long bones
   - d. Around the trachea

3. Link the type of muscle to its alternative name. (3)
   - Heart muscle
   - Skeletal muscle
   - Voluntary muscle
   - Cardiac muscle
   - Involuntary muscle
   - Smooth muscle

4. Give an example of a sporting activity in which flexion and extension are continually repeated. (1)

5. State the functions of the cardiorespiratory system. (4)

6. One of the functions of the cardiovascular system is blood clotting. Explain the process. (3)

7. Below are incomplete descriptions of some of the structures of the respiratory system. Complete the descriptions by inserting the name of the structure being described. (6)
   - a. Air passes into the body through the _________.
     The air is warmed by the many blood vessels in the nasal cavity. Impurities, such as dust, are removed as the air passes through the nasal hairs, which are called cilia and the mucous in the nasal cavity. The mucous also moistens the air.
   - b. The ________ is a small flap of elastic cartilage at the top of the trachea. acts as a gateway, ensuring that air passes down to the lungs and food and drink pass into the digestive system. Coughing occurs most often when the epiglottis acts incorrectly and food or liquid passes into the trachea.
   - c. The ________, which is also known as the windpipe, carries the air we breathe towards the next part of the respiratory system, the bronchial. It is strengthened by rings of hyaline cartilage, which protect during impact and stop it from collapsing.
   - d. The ________ are smaller tubes that branch off the trachea and carry the air towards the bronchioles.
   - e. The ________ are tiny tubes that are spread across the entire surface of the lungs. They carry the air towards the alveoli.
   - f. The ________ line the lungs and the thoracic pleural cavity. They are covered in a layer of pleural fluid, an oily substance that reduces friction between the lungs and the surrounding tissues.

8. The statements below relate to points on the graph. Match the statements to the correct position on the graph. (6)

9. Label the components of the diagram below. (6)

10. Which is the predominant muscle fibre type being used in the activity shown in the photograph? (1)
Invaluable resources for planning and implementing the specification

The Teacher Guide and CD-ROM contains detailed schemes of work and accompanying worksheets, audio and video clips, animations and all the diagrams from the Student Book for your whiteboard.

Unit 2: Practical Sports Performance

Guided learning hours: 30

Lesson | Objectives | Outline | Resources | Limits to grading criteria
---|---|---|---|---
1 | By the end of the lesson students should: | | | |
• Understand the importance of rules, regulations, and scoring systems in sport.
• Be able to apply their knowledge of rules, regulations, and scoring systems to their chosen sport.
Ask students to call out examples of rules, regulations, and scoring systems. Encourage them to classify examples as a rule, a regulation, or a scoring system, and record them on the board under these headings. Assign a group to the first student to point out that anything relating to scoring systems in generally also rules.
Introduce the unit. Using the Student Book and the illustration example on Worksheet 2.1, introduce a key idea discussion about the role of the official, and the importance of rules, regulations, and scoring systems in sport. For example, ask students what would happen if one team changed a sport's rules without approval.
Ask students to complete either Activity 1 or Activity 2 in the Student Book for homework. Completing these activities will help students get a good start on the first part of their assignment. Worksheet 2.2 can be used to help students complete Activity 2. Students aiming for a Distinction can also complete Activity 3 in the Student Book.
Introduce the unit. Using the Student Book, introduce the assignment details to the students and lead them through each of the grading criteria for Level 1 and Level 2. Pass. Do not confuse them by introducing the Merit and Distinction criteria at this stage. This can be done on an individual basis later.
Engage students in a discussion about the assignment. Allow them to ask questions and ask them to suggest ways of tackling the assignment. When you are confident that the students understand what is required, ask for a show of hands from those who are ready to start. Then, split the class into two groups. Those who can start and those who need more time to understand the tasks.
Activate discussion. Allow students to complete a small section of the assignment and then encourage them to discuss their work with a partner. Partners should act as ‘critical friends’ and suggest ways to improve the work. Only once you are satisfied that the student has met all grading criteria should they move on to the next task (and Distinction criteria).
Introduce the unit. Using the Student Book, introduce the assignment details to the students and lead them through each of the grading criteria for Level 1 and Level 2. Pass. Do not confuse them by introducing the Merit and Distinction criteria at this stage. This can be done on an individual basis later.
Engage students in a discussion about the assignment. Allow them to ask questions and ask them to suggest ways of tackling the assignment. Using clip 2.3 is an example of a student’s work with comments, which can be used to help the class understand what is required. Ask for a show of hands from those who are ready to start. Then, split the class into two groups. Those who can start and those who need more time to understand the tasks.
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Each lesson is linked to the relevant grading criteria so you can keep track of where you are in the specification.

All relevant resources, worksheets and audio and video clips are listed under ‘Resources’ so you can easily see what you need to provide for the lesson.

Objectives are provided for every lesson.

Schemes of work demonstrate how the content can be delivered through a series of active, engaging lessons.
These second editions of the bestselling BTEC Level 2 Firsts in Sport Student Book and Teacher Guide and CD-ROM contain all the support you need to deliver the 2013 specification. All 13 core and optional units for the Award, Certificate and Extended Certificate are covered, giving you the flexibility to pursue whichever route through the qualification you choose. Engaging and inspiring, BTEC Level 2 Firsts in Sport will help your students achieve their best.

- The active, visual approach and layout makes the content accessible and appealing.
- Activities are differentiated for Pass, Merit and Distinction to provide the right amount of support and challenge whatever final grade your students are aiming for.
- Practice questions, assignment briefs and examples of students’ work help focus students’ thinking and achieve their potential.
- Detailed schemes of work and worksheets for all 13 units will help you plan successful lessons.
- The CD-Rom contains invaluable resources, including worksheets, video clips, audio clips, animations and all the diagrams from the Student Book.

And the Student Book has been endorsed for the BTEC level 2 Firsts in Sport, to give you complete peace of mind.

Place your order

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