

Preparing For BTEC Level 3 NQF Controlled Assessments

This guidance is designed to help:

- Educators and learners prepare for the next round of BTEC Level 3 in Sport Unit 2 Controlled Assessments due in April/May 2018.
- Curriculum leaders and Heads of Sport make informed decisions relating to BTEC Sport Delivery in 2018/19.

This guide has been written by Caroline Standfield, our Lead Content Writer and BTEC Sport Examiner for Pearson. The guide will support you by:

- Providing key areas of focus in preparing the controlled assessment.
- Highlighting the key question areas and unit specification considerations.
- Increasing confidence in readiness for controlled assessment day.

KEY MESSAGES



USE THE SPECIFICATION

Ensure all content is covered as per the unit specification. Use case study examples for teaching and learning.



MAKE USE OF SAMs

Make use of Sample Assessment Material (SAMs) that are available from Pearson website. Engage with the Mark Scheme and Review Previous Part A and B controlled assessments.



RELATE TO THE SCENARIO

Application is being tested, not just parroting the information. Focus on the scenario and make reference to the key characteristics of the case study.

Introduction

Controlled assessments are a task set and marked by Pearson where a case study is given prior to the supervised assessment. Learners have a set period of time to carry out research and makes notes in preparation for it.

Unit 2 - Fitness Training and Programming for Health, Sport and Wellbeing

- 2.5 hours controlled assessment
- Part A released one week before Part B
- 4 hours preparation
- Assessment availability is December/January and May/June each year.

Key Dates (Past and Present):

1. The first assessment available was May/June 2017.
2. December/January 2018, Part A: 13/12/17, Part B: 10/01/18
3. June/May 2018, Part A: 30/04/18, Part B: 08/05/18

Controlled Assessment Contents

The paper is made up of 6 questions that each look at a different area of the specification.

1. Lifestyle factors and health monitoring tests (12 marks)
2. Lifestyle modifications (12 marks)
3. Nutritional guidance (8 marks)
4. Training methods (8 marks)
5. Training programme design (6 marks)
6. Justification of the training programme (14 marks)

Past Assessments

May/June 2017 scenario set by Pearson:

Helen is a 48-year-old female. She works as a receptionist, spending eight hours a day sitting behind a desk. She drives two miles to work every day and does not take part in any exercise. Helen notices that her health is starting to deteriorate. She often feels tired and regularly suffers from chest pains. She has decided to see her general practitioner who will do a health assessment on her. Helen's blood pressure, resting heart rate, Body Mass Index (BMI) and waist to hip ratio were all measured as part of her health assessment. The doctor has suggested that her lifestyle is not appropriate and that she is at risk of developing coronary heart disease (CHD). Helen decides to change her lifestyle for the better as she does not want her condition to deteriorate any more. Her main aim is to increase her overall health and well-being.

December/January 18 scenario set by Pearson:

Adam is a 23-year-old full-time athlete. He competes as a long-distance runner. He trains every day and drives for 20 minutes to get to his training venue. Adam uses a combination of different training methods. He often competes in high level competitions around the world. His main target is to qualify for the next Olympic Games for Team GB. Adam is going to train away from home for one month in a remote environment. His emphasis will be on improving his general performance for his next competition. Adam will have a full health screening assessment before he goes away to train. Adam tries to look after his health and fitness because he wants to be one of the best long-distance runners in the country. He also hopes to compete in many future Olympic Games.

Scenario is Key

These are very different scenarios at opposite ends of the spectrum. Learners are being tested on the application of their knowledge to the specific scenario given. Each of the following questions are related to key information as published in the unit specification. Use the points to shape answers that are specific to the scenario in hand. Students will not be rewarded for information that does not relate to the scenario.

Tackling Each Question

Question 1

- Positive lifestyle factors - physical activity, diet, positive risk taking
- Negative lifestyle factors - alcohol, smoking, stress, sleep, sedentary lifestyle
 - Both positive and negative from the specification need to be covered and not just those positive and negative to the individual
- Government guidelines/recommendations
- Impact of the lifestyle factors specific to the scenario
- Health monitoring tests specific to the individual and interpreted against normative data

Question 2

- Lifestyle modifications identified from the screening information
 - Specific strategies (A3) need to be included and more than one technique
 - Relevant to individual lifestyle and requirements
- Barriers to change
- Justification specific to individual
- Linked to lifestyle screening information
- Prioritisation of modification proposals (mark scheme for band 4 grade)

Question 3

- Nutritional guidance specific to individual
- RDA, macro and micronutrients (quantities and sources)
- Hydration
- Sports drinks, energy bars, ergogenic aids
- Justify guidance specific to individual

N.B. don't just rewrite the content of the food diary and suggest alternative meal/food options. A lot more specific information is required

Question 4

- Decide the main components of fitness relevant to the individual (3 or 4)
 - E.g. Helen - aerobic endurance, muscular endurance, flexibility.
 - E.g. Adam - aerobic endurance, muscular endurance, flexibility, core stability
 - Power is not relevant at all to Helen, however could be relevant to Adam
- Specific training methods offered, discussed and justified

Question 5

- 3 weeks from a 6 week training programme
- Must include the different methods discussed in question 4
- Demonstrates understanding of the principles of training
 - E.g. FITT - need to say what intensity and activity is being done at. E.g. Maximum heart rate values

Question 6

- Justification of the programme
- Explain to demonstrate understanding of the principles of training (use specification)
- Why the design is applicable linking to:
 - Aims
 - Objectives
 - Goals
 - Resources
- Periodisation

On The Day

Learners can make 4 sides of A4 notes to take into the assessment. They must use the information from Part A to guide their research as much as possible, but also remember to be prepared for anything to be revealed in Part B.

Further Guidance

We hope you found this guide useful. Below you will find a couple of useful resources relating to this article:

- [BTEC Level 3 NQF Specification - pages 29-38](#)
- [Sample assessment material - Unit 2 Fitness Training and Programming for Health, Sport and Well-Being](#)
- [Additional Sample Assessment Material Sport - Unit-2-Part-A](#)
- [Additional Sample Assessment Material Sport - Unit-2-Part-B](#)
- [Additional Sample Assessment Material Sport - Unit 2-Mark-Scheme](#)