

Year 10	<b>Lesson 1</b>  <b>Learning intentions</b>  (what can a student do at the end of the lesson)  UNIT 1	<b>Lesson 2</b>  <b>Learning intentions</b>  (what can a student do at the end of the lesson)  UNIT 1	<b>Lesson 3</b>  <b>Learning intentions</b>  (what can a student do at the end of the lesson)  UNIT 2
Weeks 1 & 2  (Staggered start)	<ul style="list-style-type: none"> <li>• An introduction to the course – To know the units that make up BTEC Sport.</li> <li>• To know the grading criteria and expectations in BTEC Sport.</li> <li>• To know and understand the content and topics covered in Unit 1 – Fitness for Sport and the key terminology used in BTEC Sport.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about the physical components of fitness.</li> <li>• To understand the physical components of fitness.</li> <li>• To be able to apply and analyse the physical components of fitness in relation to sporting examples.</li> <li>• To be able to identify the different components of fitness from key definitions.</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction to unit 2 – practical performance in Sport.</li> <li>• To know and understand the 3 different learning aims and how the unit is split into practical/theory and assignments.</li> </ul>

Weeks 3	<ul style="list-style-type: none"> <li>To be able to apply the physical components of fitness to different sporting examples.</li> <li>Being able to give specific practical examples linking with the 6 components of physical fitness.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to know about the different physical components of fitness.</li> <li>To explain and analyse a selection of components of physical fitness in relation to a given specific sport.</li> <li>To complete an 8 mark exam question on the physical components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to set up a badminton court.</li> <li>To know about the different resources required for a badminton game.</li> <li>To know and understand the basic grip and handle skill.</li> <li>To be able to keep a rally.</li> <li>To take part in a king/queen of the court/ladders game to assess the students.</li> </ul>
Weeks 4	<ul style="list-style-type: none"> <li>To know about the cardiorespiratory system.</li> <li>Recall the components of Physical Fitness and give practical examples to accompany this.</li> <li>Begin to identify the difference between the cardiovascular and respiratory systems.</li> <li>Explain the functions of the Cardiovascular System.</li> </ul>	<ul style="list-style-type: none"> <li>To recall the functions of the cardiovascular system and know about the respiratory system.</li> <li>To be able to describe the difference between aerobic and anaerobic endurance.</li> <li>To be able to explain and apply the knowledge of the cardiorespiratory system to exam questions.</li> </ul>	<ul style="list-style-type: none"> <li>To recap how to set up a badminton court as well as the grip and handle skills.</li> <li>To introduce and understand the ready position in badminton.</li> <li>To know the court dimensions for both singles games and doubles games.</li> <li>To know and understand the basic singles and doubles rules.</li> <li>To know and understand the badminton scoring system.</li> </ul>

Weeks 5	<ul style="list-style-type: none"> <li>• To know about the 5 different skill related components of fitness.</li> <li>• To understand the skill related components of fitness.</li> <li>• To be able to apply and analyse the skill related components of fitness in relation to sporting examples.</li> <li>• To be able to identify the different components of fitness from key definitions.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to identify the different skill related and physical related components of fitness.</li> <li>• To be able to give specific practical examples linking with the 5 components of skill related fitness.</li> <li>• To explain and analyse the different skill related components of fitness in relation to practical sporting examples to achieve optimal sports performance.</li> <li>• To complete several exam questions including an 8 mark exam question on the physical components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the teaching points for the backhand and forehand serve in badminton.</li> <li>• To be able to perform the backhand and forehand serve in isolation.</li> <li>• To be able to perform the backhand and forehand serve in a conditioned practice.</li> <li>• To be able to perform the backhand and forehand serve in a competitive game.</li> </ul>
Weeks 6	<ul style="list-style-type: none"> <li>• To know what exercise intensity is.</li> <li>• To know and understand the different ways that exercise intensity/HR can be measured (RPE – Borg Scale/Training thresholds and zones).</li> <li>• To understand and apply HR and target zones to train either aerobically or anaerobically.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the SPOR principle of training and the FITT principle of training to optimise performance levels in athletes.</li> <li>• To describe and understand the SPOR principle and describe how the FITT principle can be used to optimise training.</li> <li>• To apply and analyse SPOR and FITT to a training programme and its links to optimising training programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the teaching points for the overhead clear.</li> <li>• To be able to perform the overhead clear.</li> <li>• To be able to perform the overhead clear in isolation.</li> <li>• To be able to perform the overhead clear in a conditioned practice.</li> </ul>

			<ul style="list-style-type: none"> <li>To be able to perform the overhead clear in a competitive game.</li> </ul>
Weeks 7	<ul style="list-style-type: none"> <li>To recall the 4 components of the FITT (Basic) principles of training and apply to sporting examples.</li> <li>To know and understand the remaining additional principles of training.</li> <li>To be able to identify the principles of training through key definitions.</li> <li>To apply knowledge of both basic and additional principles of training to a variety of sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>To recap the various basic and additional principles of training.</li> <li>To be able to link and apply the basic and additional principles of training to sports performers.</li> <li>To be able to complete several exam questions including an 8 mark exam question on the physical components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>To know the teaching points for the net shot/net play.</li> <li>To be able to perform the net shot/net play.</li> <li>To be able to perform the net shot/net play in isolation.</li> <li>To be able to perform the net shot/net play in a conditioned practice.</li> <li>To be able to perform the net shot/net play in a competitive game.</li> </ul>

# Year 10 BTEC Sport – Term 1

## **Learning**

### Unit 1 – Fitness for sport exam

Introduction and define components of physical fitness – aerobic endurance (see alternative names) / muscular endurance

Flexibility/ speed/ muscular strength and body composition.

Give practical examples linking components to optimal sports performance in varying positions and sports/events.

Consolidation of learning /Green pen (Exam questions)

The cardiorespiratory system – heart, blood and blood vessels

The respiratory system – lungs and airways

Define components of skill related fitness – agility / balance / co-ordination/ power / reaction time

Give practical examples of skill related fitness linking to optimal sports performance.

Exercise intensity – measure HR and apply to training methods

Target zones and training thresholds – Max HR (220-age) /60/85%

Basic principles of training (FITT)

Additional principles of training

### Unit 2 – practical performance in sport

Badminton – setting up the court and ladders to assess students/rally

Badminton – Serving

Badminton singles rules/laws

Badminton singles regulation and scoring system

Badminton – overhead clear/net-shot/drop shot

## **Concepts**

Attack/Defence

Tactical/Awareness

Evaluation

Fitness Themes

Body systems

## **What is needed to master the knowledge**

To practically demonstrate skills, techniques and tactics in selected sports.

To understand apply the principles of attack and defence in football and badminton.

To understand the rules, regulations and scoring systems for a selected sport.

Practically demonstrate skills, techniques and tactics in selected sports

Understand the roles and responsibilities of each official in football and badminton.

Practically demonstrate skills, techniques and tactics in selected sports

Know about the components of fitness and the basic and additional principles of training.

Know about the skill-related components of fitness.

To understand the importance of fitness components on a chosen sports.

To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.

To link each fitness training method to the associated health-related/ skill-related component of fitness.

To understand the components of fitness in relation to aerobic endurance – and muscular endurance.

To understand the structure and function of the cardiorespiratory system.

## **Common Misconceptions**

Aerobic and anaerobic endurance

The cardiorespiratory system

The difference between health related components of fitness and skill related components of fitness

Exercise intensity

Setting up a badminton court

Court dimensions in singles and doubles

Singles rules and doubles rules

The difference between the officials in badminton

Term 2

Year 10	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson) <b>UNIT 1</b>	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson) <b>UNIT 1</b>	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson) <b>UNIT 2</b>
Weeks 8	<ul style="list-style-type: none"> <li>• To recall the fitness tests for each component of Fitness.</li> <li>• To know and understand the requirements for the fitness tests.</li> <li>• To understand the impact and implications of the fitness tests for each component of fitness.</li> <li>• To know and understand the importance of a quality warm up and cool down and provide practical examples</li> <li>• To be able to apply the knowledge and understanding to exam questions</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the impact and implications of the fitness tests for each component of fitness.</li> <li>• To know and understand the importance of a quality warm up and cool down and provide practical examples</li> <li>• To be able to apply the knowledge and understanding to exam questions</li> </ul>	<ul style="list-style-type: none"> <li>• To know and understand the different fitness tests for each component of fitness.</li> <li>• To carry out a fitness test for each of the components of fitness.</li> <li>• To record the results for each fitness test and measure it amongst the national averages.</li> </ul>

Weeks 9	<ul style="list-style-type: none"> <li>• To recall the importance of a warm up and a cool down while providing practical examples.</li> <li>• To know about the different training methods that develop flexibility.</li> <li>• To be able to explain and analyse the different training methods that develop flexibility in relation to a sport.</li> </ul>	<ul style="list-style-type: none"> <li>• To recall the different training methods that develop flexibility.</li> <li>• To know about the different training methods that develop strength.</li> <li>• To be able to explain and analyse the different training methods that develop strength in relation to a sport.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to perform the overhead clear.</li> <li>• To be able to perform the overhead clear in isolation.</li> <li>• To be able to perform the overhead clear in a conditioned practice.</li> <li>• To be able to perform the overhead clear in a competitive game.</li> </ul>
Weeks 10	<ul style="list-style-type: none"> <li>• To recall the different training methods that develop strength.</li> <li>• To know about the different aerobic training methods.</li> <li>• To be able to explain and analyse the different aerobic training methods in relation to a sport.</li> <li>• To complete several exam questions on the different aerobic training methods.</li> </ul>	<ul style="list-style-type: none"> <li>• To recall the different aerobic training methods.</li> <li>• To know about the different speed training methods.</li> <li>• To be able to explain and analyse the different methods of training for speed.</li> <li>• To complete several exam questions on the different aerobic training methods.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the teaching points for the net shot/net play.</li> <li>• To be able to perform the net shot/net play.</li> <li>• To be able to perform the net shot/net play in isolation.</li> <li>• To be able to perform the net shot/net play in a conditioned practice.</li> <li>• To be able to perform the net shot/net play in a competitive game.</li> </ul>

Weeks 11	<ul style="list-style-type: none"> <li>To recall all the different methods of training and understand the component of fitness it improves.</li> <li>To be able to define the different methods of training and what they consist of.</li> <li>To be able to identify the advantages and disadvantages of the different methods of training.</li> </ul>	<ul style="list-style-type: none"> <li>To recall all the different methods of training and understand the component of fitness it improves.</li> <li>To be able to explain and analyse the different methods of training for speed.</li> <li>To complete a mock exam based on questions relating to the different training methods (13 questions)</li> </ul>	<ul style="list-style-type: none"> <li>To be able to perform the net shot/net play in a conditioned practice.</li> <li>To be able to perform the net shot/net play in a competitive game.</li> <li>To recap all previous skills and techniques learnt in badminton.</li> <li>To be able to demonstrate and apply all the relevant skills and techniques needed in a conditioned and competitive practice in badminton (Filming for moderation).</li> </ul>
Weeks 12	<ul style="list-style-type: none"> <li>To recall the fitness tests for each component of Fitness.</li> <li>To be able to apply the knowledge and understanding to exam questions.</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand the Pre-test procedures that need to take place before any fitness test.</li> <li>To understand define the terms reliability and validity of a test.</li> <li>To identify and apply pre-test procedures as well as reliability and validity of tests and its impact to performance to examples and questions.</li> </ul>	<ul style="list-style-type: none"> <li>To recap all previous skills and techniques learnt in badminton.</li> <li>To be able to demonstrate and apply all the relevant skills and techniques needed in a conditioned and competitive practice in badminton (Filming for moderation).</li> </ul>



<p>Weeks 13</p>	<ul style="list-style-type: none"> <li>• Targeted revision (these areas relate to individual cohort of students and the areas of weakness for those students) – to recap all the key concepts covered in BTEC Sport.</li> <li>• To be able to identify exam techniques and be able to understand and answer 4 and 8 mark questions.</li> <li>• To be able to recall and describe the knowledge learnt over the Unit 1 content.</li> <li>• To demonstrate understanding of concepts through the application, analysis and evaluation of content in relation to sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted revision (these areas relate to individual cohort of students and the areas of weakness for those students) – to recap all the key concepts covered in BTEC Sport.</li> <li>• To be able to identify exam techniques and be able to understand and answer 4 and 8 mark questions.</li> <li>• To be able to recall and describe the knowledge learnt over the Unit 1 content.</li> <li>• To demonstrate understanding of concepts through the application, analysis and evaluation of content in relation to sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>• To recap all previous skills and techniques learnt in badminton.</li> <li>• To be able to demonstrate and apply all the relevant skills and techniques needed in a conditioned and competitive practice in badminton (Filming for moderation).</li> </ul>
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<p>Weeks 14</p>	<ul style="list-style-type: none"> <li>• Targeted revision (these areas relate to individual cohort of students and the areas of weakness for those students) – to recap all the key concepts covered in BTEC Sport.</li> <li>• To be able to identify exam techniques and be able to understand and answer 4 and 8 mark questions.</li> <li>• To be able to recall and describe the knowledge learnt over the Unit 1 content.</li> <li>• To demonstrate understanding of concepts through the application, analysis and evaluation of content in relation to sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to complete a BTEC Sport (Unit 1) Mock exam in full exam conditions.</li> <li>• Exam feedback and green pen corrections.</li> </ul>	<ul style="list-style-type: none"> <li>• To recap all previous skills and techniques learnt in badminton.</li> <li>• To be able to demonstrate and apply all the relevant skills and techniques needed in a conditioned and competitive practice in badminton (Filming for moderation).</li> </ul>
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# Year 10 BTEC Sport – Term 2

## Learning

### Unit 1 – Fitness for sport exam

Requirements for fitness tests

Warm up and cool down

Flexibility training methods (static, ballistic and PNF)

Strength training methods (circuit training, free weights and plyometric)

Aerobic training methods (continuous, fartlek, interval and circuit training)

Speed training methods (hollow sprint, acceleration sprint and interval)

Fitness testing

Importance of fitness testing to performer and coach

Interpretation of fitness results

### **Targeted Revision for exam**

### Unit 2 – practical performance in sport

#### (Filming – Moderation)

Badminton – setting up the court and ladders to assess students/rally

Badminton – Serving

Badminton singles rules/laws

Badminton singles regulation and scoring system

Badminton – overhead clear/net-shot/drop shot

Badminton singles regulation and scoring system – complete booklet

Badminton officials roles and responsibilities (Line judge, service judge, umpire and referee) perform in each of these roles within the lesson

## Concepts

Attack/Defence

Tactical/Awareness

Evaluation

Fitness Themes

Body systems

## What is needed to master the knowledge

Know about the components of fitness and the basic and additional principles of training.

Know about the skill-related components of fitness.

To understand the importance of fitness components on a chosen sports.

To know about the different methods of training.

Requirements for each of the following fitness training methods.

Investigate fitness testing to determine fitness levels.

To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.

To link each fitness training method to the associated health-related/skill-related component of fitness.

To understand the components of fitness in relation to aerobic endurance – and muscular endurance.

To understand the structure and function of the cardiorespiratory system.

To practically demonstrate skills, techniques and tactics in selected sports.

To understand apply the principles of attack and defence in football and badminton.

Practically demonstrate skills, techniques and tactics in selected sports.

The use of skills and techniques within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.

Practically demonstrate skills, techniques and tactics in selected sports

To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.

Compare and contrast the roles of the officials for the two sports.

To suggest valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport.

## Common Misconceptions

Warm up and cool down

Static and dynamic stretches

Difference between the aerobic training methods

Difference between the anaerobic training methods

Football officials and their various duties

Badminton officials and their various duties

Stance in badminton

Badminton serving rules

Year 10	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson) <b>UNIT 1</b>	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson) <b>UNIT 1</b>	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson) <b>UNIT 2</b>
Weeks 15	<ul style="list-style-type: none"> <li>Targeted revision (these areas relate to individual cohort of students and the areas of weakness for those students) – to recap all the key concepts covered in BTEC Sport.</li> <li>To be able to identify exam techniques and be able to understand and answer 4 and 8 mark questions.</li> <li>To be able to recall and describe the knowledge learnt over the Unit 1 content.</li> <li>To demonstrate understanding of concepts through the application, analysis and evaluation of content in relation to sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify the different skill related and physical related components of fitness.</li> <li>To be able to give specific practical examples linking with the 5 components of skill related fitness.</li> <li>To explain and analyse the different skill related components of fitness in relation to practical sporting examples to achieve optimal sports performance.</li> <li>To complete several exam questions including an 8 mark exam question on the physical components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>To recap all previous skills and techniques learnt in badminton.</li> <li>To be able to demonstrate and apply all the relevant skills and techniques needed in a conditioned and competitive practice in badminton (Filming for moderation).</li> </ul>

<p>Weeks 16</p>	<ul style="list-style-type: none"> <li>• Targeted revision (these areas relate to individual cohort of students and the areas of weakness for those students) – to recap all the key concepts covered in BTEC Sport.</li> <li>• To be able to identify exam techniques and be able to understand and answer 4 and 8 mark questions.</li> <li>• To be able to recall and describe the knowledge learnt over the Unit 1 content.</li> <li>• To demonstrate understanding of concepts through the application, analysis and evaluation of content in relation to sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>• To recap the various basic and additional principles of training.</li> <li>• To be able to link and apply the basic and additional principles of training to sports performers.</li> </ul>	<ul style="list-style-type: none"> <li>• To recap all previous skills and techniques learnt in badminton.</li> <li>• To be able to demonstrate and apply all the relevant skills and techniques needed in a conditioned and competitive practice in badminton (Filming for moderation).</li> </ul>
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<p>Weeks 17</p>	<ul style="list-style-type: none"> <li>• To recall all the different methods of training and understand the component of fitness it improves.</li> <li>• To be able to define the different methods of training and what they consist of.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted revision (these areas relate to individual cohort of students and the areas of weakness for those students) – to recap all the key concepts covered in BTEC Sport.</li> <li>• To be able to identify exam techniques and be able to understand and answer 4 and 8 mark questions.</li> <li>• To be able to recall and describe the knowledge learnt over the Unit 1 content.</li> <li>• To demonstrate understanding of concepts through the application, analysis and evaluation of content in relation to sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment work (preferably Computer-based)</li> <li>• Describe the rules, regulations and scoring systems of two selected sports.</li> <li>• Apply the rules of a selected sport in four specific situations.</li> <li>• Describe the roles and responsibilities of officials from two selected sports.</li> <li>• For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</li> <li>• 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</li> </ul>
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<p>Weeks 18</p>	<ul style="list-style-type: none"> <li>• Targeted revision (these areas relate to individual cohort of students and the areas of weakness for those students) – to recap all the key concepts covered in BTEC Sport.</li> <li>• To be able to identify exam techniques and be able to understand and answer 4 and 8 mark questions.</li> <li>• To be able to recall and describe the knowledge learnt over the Unit 1 content.</li> <li>• To demonstrate understanding of concepts through the application, analysis and evaluation of content in relation to sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted revision (these areas relate to individual cohort of students and the areas of weakness for those students) – to recap all the key concepts covered in BTEC Sport.</li> <li>• To be able to identify exam techniques and be able to understand and answer 4 and 8 mark questions.</li> <li>• To be able to recall and describe the knowledge learnt over the Unit 1 content.</li> <li>• To demonstrate understanding of concepts through the application, analysis and evaluation of content in relation to sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment work (preferably Computer-based)</li> <li>• Describe the rules, regulations and scoring systems of two selected sports.</li> <li>• Apply the rules of a selected sport in four specific situations.</li> <li>• Describe the roles and responsibilities of officials from two selected sports.</li> <li>• For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</li> <li>• 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</li> </ul>
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<p>Weeks 19</p>	<ul style="list-style-type: none"> <li>• To recall the fitness tests for each component of Fitness.</li> <li>• To be able to apply the knowledge and understanding to exam questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted revision (these areas relate to individual cohort of students and the areas of weakness for those students) – to recap all the key concepts covered in BTEC Sport.</li> <li>• To be able to identify exam techniques and be able to understand and answer 4 and 8 mark questions.</li> <li>• To be able to recall and describe the knowledge learnt over the Unit 1 content.</li> <li>• To demonstrate understanding of concepts through the application, analysis and evaluation of content in relation to sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment work (preferably Computer-based)</li> <li>• Describe the rules, regulations and scoring systems of two selected sports.</li> <li>• Apply the rules of a selected sport in four specific situations.</li> <li>• Describe the roles and responsibilities of officials from two selected sports.</li> <li>• For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</li> <li>• 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</li> </ul>
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<p>Weeks 20</p>	<ul style="list-style-type: none"> <li>• Targeted revision (these areas relate to individual cohort of students and the areas of weakness for those students) – to recap all the key concepts covered in BTEC Sport.</li> <li>• To be able to identify exam techniques and be able to understand and answer 4 and 8 mark questions.</li> <li>• To be able to recall and describe the knowledge learnt over the Unit 1 content.</li> <li>• To demonstrate understanding of concepts through the application, analysis and evaluation of content in relation to sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted revision (these areas relate to individual cohort of students and the areas of weakness for those students) – to recap all the key concepts covered in BTEC Sport.</li> <li>• To be able to identify exam techniques and be able to understand and answer 4 and 8 mark questions.</li> <li>• To be able to recall and describe the knowledge learnt over the Unit 1 content.</li> <li>• To demonstrate understanding of concepts through the application, analysis and evaluation of content in relation to sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment work (preferably Computer-based)</li> <li>• Describe the rules, regulations and scoring systems of two selected sports.</li> <li>• Apply the rules of a selected sport in four specific situations.</li> <li>• Describe the roles and responsibilities of officials from two selected sports.</li> <li>• For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</li> <li>• 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</li> </ul>
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# Year 10 BTEC Sport – Term 3

## **Learning**

### **Unit 1 – Fitness for sport exam**

Revision poster and material in preparation for exam

Example exam in pairs

Green pen in pairs example exam

Exam technique (time, number of questions, weighting, 8 mark questions)

MOCK EXAM

Review mock exam and green pen

Revision (validity, reliability and practicality)

Revision (SPOR and FITT) (areas which pupils are struggling with – lowest marks on the exam)

Revision focused on classes area for development

Practice exam (in classroom)

Review exam

### **Unit 2 – practical performance in sport**

Demonstrate skills and techniques in badminton conditioned practice (P1/P2) and competitive situation (M) FILM & observation record

Demonstrate skills and techniques in football conditioned practice (P1/P2) and competitive situation (M) FILM & observation record

## **Concepts**

Attack/Defence

Tactical/Awareness

Evaluation

Fitness Themes

Body systems

## **What is needed to master the knowledge**

To practically demonstrate skills, techniques and tactics in selected sports.

To understand apply the principles of attack and defence in football and badminton.

Decision making and strategies to overcome an opponent, including using personal strengths.

The use of skills and techniques within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.

Practically demonstrate skills, techniques and tactics in selected sports

Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.

To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.

To be able to review sports performance in relation to the components of fitness and technical and tactical demands of two selected sports.

Know about the components of fitness and the basic and additional principles of training.

Know about the skill-related components of fitness.

To understand the importance of fitness components on a chosen sports.

To know about the different methods of training.

Requirements for each of the following fitness training methods.

Investigate fitness testing to determine fitness levels.

To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.

To link each fitness training method to the associated health-related/ skill-related component of fitness.

To understand the components of fitness in relation to aerobic endurance – and muscular endurance.

To understand the structure and function of the cardiorespiratory system.

## **Common Misconceptions**

Basic and additional principles of training

Reversibility and adaptation

Validity, reliability and practicality

The different types of speed training:

Hollow sprints

Acceleration sprints

Interval training

The different body composition tests:

BMI

BIA

Jackson Pollock

Year 10	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson) UNIT 2	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson) UNIT 2	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson) UNIT 2
Weeks 21	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• Describe the rules, regulations and scoring systems of two selected sports.</li> <li>• Apply the rules of a selected sport in four specific situations.</li> <li>• Describe the roles and responsibilities of officials from two selected sports.</li> <li>• For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• Describe the rules, regulations and scoring systems of two selected sports.</li> <li>• Apply the rules of a selected sport in four specific situations.</li> <li>• Describe the roles and responsibilities of officials from two selected sports.</li> <li>• For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• Describe the rules, regulations and scoring systems of two selected sports.</li> <li>• Apply the rules of a selected sport in four specific situations.</li> <li>• Describe the roles and responsibilities of officials from two selected sports.</li> <li>• For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</li> <li>• Compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid</li> </ul>

			<p>recommendations for improvement to the application of rules, regulations and scoring systems for each sport</p>
<p>Weeks 22</p>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• Describe the rules, regulations and scoring systems of two selected sports.</li> <li>• Apply the rules of a selected sport in four specific situations.</li> <li>• Describe the roles and responsibilities of officials from two selected sports.</li> <li>• For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• Describe the rules, regulations and scoring systems of two selected sports.</li> <li>• Apply the rules of a selected sport in four specific situations.</li> <li>• Describe the roles and responsibilities of officials from two selected sports.</li> <li>• For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• Describe the rules, regulations and scoring systems of two selected sports.</li> <li>• Apply the rules of a selected sport in four specific situations.</li> <li>• Describe the roles and responsibilities of officials from two selected sports.</li> <li>• For each of two selected sports, explain the role and responsibilities of officials</li> </ul>

	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<p>and the application of rules, regulations and scoring systems.</p> <ul style="list-style-type: none"> <li>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</li> </ul>
Weeks 23	<ul style="list-style-type: none"> <li><b><u>Assignment work (preferably Computer-based)</u></b></li> <li>Describe the rules, regulations and scoring systems of two selected sports.</li> <li>Apply the rules of a selected sport in four specific situations.</li> <li>Describe the roles and responsibilities of officials from two selected sports.</li> <li>For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Assignment work (preferably Computer-based)</u></b></li> <li>Describe the rules, regulations and scoring systems of two selected sports.</li> <li>Apply the rules of a selected sport in four specific situations.</li> <li>Describe the roles and responsibilities of officials from two selected sports.</li> <li>For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</li> </ul>	<ul style="list-style-type: none"> <li>To know about the differences between the skill continuum (Continuous, serial and discrete)</li> <li>To know all the skills needed in a game of badminton.</li> <li>To analyse your own ability next to each of these skills (1-3).</li> </ul>

	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	
Weeks 24	<ul style="list-style-type: none"> <li>•To know and understand the different tactics used in badminton.</li> <li>•To understand the tactics related to singles game</li> <li>•To understand the tactics related to doubles game</li> </ul>	<ul style="list-style-type: none"> <li>• To know about the differences between the skill continuum (Continuous, serial and discrete)</li> <li>• To know all the skills needed in a game of Football.</li> <li>• To analyse your own ability next to each of these skills (1-3).</li> </ul>	<ul style="list-style-type: none"> <li>•To know and understand the different tactics used in football.</li> <li>•To analyse the different tactics used in football.</li> </ul>

<p>Weeks 25</p>	<ul style="list-style-type: none"> <li>• Assignment work (preferably Computer-based)</li> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment work (preferably Computer-based)</li> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment work (preferably Computer-based)</li> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul>
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<p>Weeks 26</p>	<ul style="list-style-type: none"> <li>• Assignment work (preferably Computer-based)</li> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment work (preferably Computer-based)</li> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment work (preferably Computer-based)</li> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul>
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# Year 10 BTEC Sport – Term 4

## Learning

### Unit 2 – practical performance in sport

To know and understand the rules, regulations and scoring systems for selected sports

Write up an explanation of the rules and regulations in **four** specific situations in badminton. Describe the components of fitness and technical and tactical demands of two selected sports.

Practical booklet – skills section

Practical booklet – tactical section

Demonstrate skills and techniques in badminton conditioned practice (P1/P2) and competitive situation (M) FILM & observation record

Demonstrate skills and techniques in football conditioned practice (P1/P2) and competitive situation (M) FILM & observation record

Football FILM & observation record throughout all football lessons. Football booklet must be completed throughout this football unit.

Observation checklists for football

Practical booklet – components of fitness

Mark draft booklet

Green pen draft booklet and hand out assignment brief.

Complete final neat copy of booklet for the assignment.

Full sided game of football – competitive

## Concepts

Attack/Defence

Tactical/Awareness

Evaluation

Fitness Themes

Body systems

## What is needed to master the knowledge

To understand apply the principles of attack and defence in football and badminton.

Decision making and strategies to overcome an opponent, including using personal strengths.

Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.

The use of skills and techniques within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.

Practically demonstrate skills, techniques and tactics in selected sports

To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.

To apply the health and skill related components of fitness in practical performance.

Know about the components of fitness and the basic and additional principles of training.

Know about the skill-related components of fitness.

To understand the importance of fitness components on a chosen sports.

To know about the different methods of training.

Requirements for each of the following fitness training methods.

Investigate fitness testing to determine fitness levels.

To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.

To link each fitness training method to the associated health-related/ skill-related component of fitness.

## Common Misconceptions

Advantages/disadvantages of fitness testing

Application of exercise intensity including RPE and intensity thresholds and target zones to fitness training methods

The different types of flexibility training:

Static

Ballistic

Proprioceptive Neuromuscular Facilitation

The difference between strength and power

How to train for muscular endurance, strength and power

Year 10	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson) UNIT 2	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson) UNIT 2	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson) UNIT 2
Weeks 27	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• <b><u>Learning aim B:</u></b> <ul style="list-style-type: none"> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• <b><u>Learning aim B:</u></b> <ul style="list-style-type: none"> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• <b><u>Learning aim B:</u></b> <ul style="list-style-type: none"> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul> </li> </ul>

<p>Weeks 28</p>	<ul style="list-style-type: none"> <li>•<b><u>Assignment work (preferably Computer-based)</u></b></li> <li>•<b><u>Learning aim B:</u></b> <ul style="list-style-type: none"> <li>•Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>•Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>•Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•<b><u>Assignment work (preferably Computer-based)</u></b></li> <li>•<b><u>Learning aim B:</u></b> <ul style="list-style-type: none"> <li>•Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>•Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>•Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•<b><u>Assignment work (preferably Computer-based)</u></b></li> <li>•<b><u>Learning aim B:</u></b> <ul style="list-style-type: none"> <li>•Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>•Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>•Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul> </li> </ul>
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<p>Weeks 29</p>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• <b><u>Learning aim B:</u></b></li> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• <b><u>Learning aim B:</u></b></li> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• <b><u>Learning aim B:</u></b></li> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul>
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<p>Weeks 30</p>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• <b><u>Learning aim B:</u></b></li> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• <b><u>Learning aim B:</u></b></li> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• <b><u>Learning aim B:</u></b></li> <li>• Describe the components of fitness and technical and tactical demands of two selected sports.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</li> <li>• Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</li> </ul>
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<p>Weeks 31</p>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• <b><u>Learning aim C:</u></b></li> <li>• Independently produce an observation checklist that can be used effectively to review own performance in two selected sports.</li> <li>• Review own performance in two selected sports, describing strengths and areas for improvement.</li> <li>• Explain strengths and areas for improvement in two selected sports, recommending activities to improve own performance.</li> <li>• Analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• <b><u>Learning aim C:</u></b></li> <li>• Independently produce an observation checklist that can be used effectively to review own performance in two selected sports.</li> <li>• Review own performance in two selected sports, describing strengths and areas for improvement.</li> <li>• Explain strengths and areas for improvement in two selected sports, recommending activities to improve own performance.</li> <li>• Analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assignment work (preferably Computer-based)</u></b></li> <li>• <b><u>Learning aim C:</u></b></li> <li>• Independently produce an observation checklist that can be used effectively to review own performance in two selected sports.</li> <li>• Review own performance in two selected sports, describing strengths and areas for improvement.</li> <li>• Explain strengths and areas for improvement in two selected sports, recommending activities to improve own performance.</li> <li>• Analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.</li> <li>• .</li> </ul>
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# Year 10 BTEC Sport – Term 4

## Learning

### Unit 2 – practical performance in sport

To know and understand the rules, regulations and scoring systems for selected sports

Write up an explanation of the rules and regulations in **four** specific situations in badminton.

Describe the components of fitness and technical and tactical demands of two selected sports.

Practical booklet – skills section  
Practical booklet – tactical section

Demonstrate skills and techniques in badminton conditioned practice (P1/P2) and competitive situation (M) FILM & observation record

Demonstrate skills and techniques in football conditioned practice (P1/P2) and competitive situation (M) FILM & observation record

Football FILM & observation record throughout all football lessons.  
Football booklet must be completed throughout this football unit.

Observation checklists for football

Practical booklet – components of fitness

Mark draft booklet

Green pen draft booklet and hand out assignment brief.

Complete final neat copy of booklet for the assignment.

Full sided game of football – competitive

## Concepts

Attack/Defence  
Tactical/Awareness  
Evaluation  
Fitness Themes  
Body systems

### What is needed to master the knowledge

To understand apply the principles of attack and defence in football and badminton.

Decision making and strategies to overcome an opponent, including using personal strengths.

Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.

The use of skills and techniques within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.

Practically demonstrate skills, techniques and tactics in selected sports  
To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.

To apply the health and skill related components of fitness in practical performance.

Know about the components of fitness and the basic and additional principles of training.

Know about the skill-related components of fitness.

To understand the importance of fitness components on a chosen sports.

To know about the different methods of training.

Requirements for each of the following fitness training methods.

Investigate fitness testing to determine fitness levels.

To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.

To link each fitness training method to the associated health-related/skill-related component of fitness.

Analysing the strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.

Being able to improve performance by goal setting (short-term and long-term goals).

Self-analysis and being able to clearly identify strengths and areas for improvement in practical performance.

### Common Misconceptions

Different tactics in football and badminton

Evaluation is too hard and everything went wrong

Weaknesses are easier to identify than strengths

