

MARYHILL HIGH SCHOOL
PHYSICAL EDUCATION DEPARTMENT

EDEXCEL
BTEC SPORT
LEVEL 2 CERTIFICATE

ASSIGNMENTS
AND CHECKLISTS





Maryhill High School PE Department

UNIT 1 : The Body in Sport ASSIGNMENT 1

Scenario You are completing a work experience placement with the PE Department at Maryhill High School. Mr Bunn has asked you to produce a teaching aid for pupils, which will develop their knowledge and understanding of the muscular and skeletal systems and their roles in sporting activity.

Key Skills C2.1a, C2.1b, C2.2, C2.3

Learning Outcomes

Outcome 1 – Understand the skeleton and how it is affected by exercise

Outcome 2 – Understand the muscular system and how it is affected by exercise

Task(s): Produce a teaching resource (Powerpoint) using relevant diagrams and pictures, which describes and explains the structure and functions of the muscular and skeletal systems.

Preparing for a PASS :

1. **Describe** the structure and function of the skeleton, and how bones grow **(P1)**
2. **Describe** the different types of muscle, the major muscles in the body, and how muscles move **(P3)**
3. **Identify** the effects of exercise on skeletal muscles and on bones & joints **(P2 / P4)**

Preparing for a Merit Grade, you must do the above plus: -

1. **Identify** the movement types occurring at the major synovial joints during three different types of physical activity e.g. Over-arm cricket bowl; Hockey Push Pass; Breast-stroke arm pull. **(M1)**
2. **Explain** the effects of exercise on bones and joints. **(M2)**
3. Give examples of different types of muscular contraction from 4 different physical activities **(M3)**

To prepare for a DISTINCTION grade, you must do the above plus: -

1. **Analyse** the 4 sporting movements, detailing the muscular and skeletal actions and contractions necessary **(D1)**
2. **Analyse** the effects of exercise on the musculoskeletal system **(D2)**

Date handed out: 14th January 2010

Date to hand in: 11th February 2010



Maryhill High School PE Department

UNIT 1 : The Body in Sport ASSIGNMENT 2

Scenario You are completing a work experience placement with the PE Department at Maryhill High school. Mr Bunn has asked you to produce a teaching aid for pupils, which will develop their knowledge and understanding of the cardio-vascular & respiratory systems and their roles in sporting activity

Key Skills C2.1a, C2.1b, C2.2, C2.3

Learning Outcomes

Outcome 3 – Understand the cardio-vascular system and how it is affected by exercise

Outcome 4 – Understand the respiratory system and how it is affected by exercise

Task(s): Produce a series of posters for wall display, which outline the structures and functions of the cardiovascular & respiratory systems. Diagrams and photographs should be included to make this a visual learning aid.

Preparing for a PASS : -

1. **Describe** the functions and structures of the cardio-vascular and respiratory systems **(P5/P6)**
2. **Describe** how the 2 systems are affected by exercise **(P5/P6)**

Preparing for a MERIT you must do the above plus: -

1. **Explain** the effects of exercise on the cardio-vascular system **(M4)**
2. **Explain** the effects of exercise on the respiratory system **(M5)**

Preparing for a DISTINCTION you must do the above plus: -

1. **Analyse** the effects of exercise on the cardio-respiratory system **(D3)**

Date handed out: March 4th 2010

Date to hand in: 1st April 2010



Maryhill High School PE Department

UNIT 1 : The Body in Sport ASSIGNMENT 3

Scenario You are completing a work experience placement with the PE Department at Maryhill High school. Mr Bunn is concerned that too many pupils do not understand the basic differences between AEROBIC and ANAEROBIC activity. You are given the task of producing a resource, which will develop pupil knowledge, and understanding of these concepts.

Key Skills C2.1a, C2.1b, C2.2, C2.3,

Learning Outcomes

Outcome 5 – Know the fundamentals of the energy system

Task(s): Produce a leaflet that will help pupils understand the basic principles of exercising using the aerobic and anaerobic energy systems.

Preparing for a PASS : -

1. **Identify** 2 types of activity that use the **AEROBIC** energy system **(P7)**

2. **Identify** 2 types of activity that use the **ANAEROBIC** energy system **(P7)**

Preparing for a MERIT you must do the above plus:

1. **Explain** the energy requirements of the 4 different types of physical activity. **(M6)**

There are no Distinction Grade tasks attached to this part of the assignment

Date handed out: 29th April 2010

Date to hand in: May 20th 2010

Unit 1 ASSIGNMENT 1 – checklist

What you need to cover

PASS :-

1. Produce a labelled diagram identifying the major bones of the body.
2. Produce a simple table describing 5 functions of the skeletal system.
3. Describe the process of how bones grow - ossification.
4. Identify briefly the effects that exercise has on bones.
5. Identify briefly the effects that exercise has on synovial joints.
6. Produce a labelled diagram identifying the major muscles of the body.
7. Describe briefly how antagonistic muscle pairs work, using sporting examples.
8. Identify the effects that exercise has on muscles.

MERIT (the above PLUS): -

1. Produce 3 pictures showing 3 different sporting actions. On each picture identify the movement occurring at each synovial joint.
2. Explain the effects of exercise on both bones and joints, using specific sporting actions where possible.
3. Choose 4 different sporting actions and explain the type of muscular contraction that is occurring.

DISTINCTION :-

1. Analyse the effect of different types of exercise on the musculoskeletal systems. Again, you can use sporting pictures to help you.

Unit 1: ASSIGNMENT 2 – checklist

What you need to cover

PASS :-

1. diagram of the cardiovascular system and heart
2. describe functions of cardiovascular system
3. Description & pictures of 3 types of blood vessel (vein, arteries, capillaries)
4. Description & pictures of components of blood (red cells, white cells, platelets, plasma)
5. diagram of the respiratory system
6. describe functions of respiratory system
7. brief description of short & long term effects of exercise on cardiovascular system
8. brief description of short & long term effects of exercise on respiratory system

MERIT (the above PLUS):-

1. go into more details re the short & long term effects of exercise on cardiovascular & respiratory systems

DISTINCTION :-

1. go into lengthier detail of the short & long term effects of exercise on cardiovascular & respiratory systems (more detail)
2. describe the link between the cardiovascular and respiratory systems (the double circulatory system)

Unit 1 ASSIGNMENT 3 – checklist

What you need to cover

PASS :-

1. Write a definition of what aerobic respiration is.
2. Make sure you give the equation for aerobic respiration
3. Give 2 sporting examples of activities that use aerobic respiration.
4. Write a definition of what anaerobic respiration is.
5. Make sure you give the equation for anaerobic respiration
6. Give 2 sporting examples of activities that use anaerobic respiration.
7. Try to put these on separate pages so there is a clear distinction

MERIT (the above PLUS): -

1. Choose 4 different types of physical activity
2. Say whether each use aerobic or anaerobic respiration
3. Say why they use either aerobic or anaerobic systems.



Maryhill High School PE Department

UNIT 5: Planning & leading sports activities

ASSIGNMENT 1

Scenario You have applied for a position of Sports Leader with your Local Authority, to deliver holiday sports schemes to different target groups as a member of a team of Sports Leaders. Your application was successful and has secured you an interview.

Key Skills

Learning Outcomes Outcomes 1 and 4

Task(s):For the interview, you have been asked to prepare an A4 BOOKLET based on your understanding of what makes a successful sports leader.

Preparing for a PASS :

1. **Describe** the skills, qualities and responsibilities associated with successful sports leadership, using two examples of successful sports leaders **(P1)**

Preparing for a MERIT you must do the above plus: -

1. **Explain** the skills, qualities and responsibilities associated with successful sports leadership, giving comparisons and contrasts between successful sports leaders **(M1)**

Preparing for a DISTINCTION you must do the above plus: -

1. **Evaluate** the skills and qualities of two contrasting leaders in sport, commenting on their effectiveness **(D1)**

Date handed out: July 8th 2010

Date to hand in: September 30th 2010



Maryhill High School PE Department

UNIT 5: Planning & leading sports activities

ASSIGNMENT 2

Scenario You have been successful at interview for a position of Sports Leader working for your Local Authority. Your main work is to deliver holiday sports schemes to different target groups as a member of a team of sports leaders. The target groups you will be working with could range from children, groups with specific needs, youths, to groups of older adults. You have been given the responsibility to design the team's sports sessions, making them appropriate for a particular target group.

Key Skills

Learning Outcomes Outcome 2

Task(s): Plan, produce and evaluate a one hour PE session plan for a sports activity session that will be appropriate to deliver to a specific target group.

Preparing for a PASS :

1. **Plan** and **lead** a sports activity with teacher support **(P2)**
2. **Review** their planning and leading of a sports activity, **identifying** strengths and areas for improvement **(P3)**
3. **Assist** in the planning and leading of a sports event describing own role within the event, and producing evidence that this has been effective **(P4)**

Preparing for a MERIT you must do the above plus: -

1. Independently **plan and lead** a sports activity **(M2)**
2. **Explain** strengths and areas for improvement in their planning and leading of a sports activity, making suggestions relating to improvement **(M3)**

Preparing for a DISTINCTION you must do the above plus: -

1. **Evaluate** own performance in the planning and leading of sports activities and events, commenting on strengths and areas for improvement and further development as a sports **(D2 part 1)**



Maryhill High School PE Department

UNIT 5: Planning & leading sports activities

ASSIGNMENT 3

Scenario You are one of a team of sports leaders working for a Local Authority. Your team have run a really successful sports activity programme, and you have therefore been invited to assist in the planning and leading of a local sports event. The event you will be involved in will be based around a sports day, festival or tournament. You will need to decide on your role within the activity, based on what you think you will be most effective at assisting with.

Key Skills

Learning Outcomes Outcome 2

Task(s): 1- Plan. Assist in the planning of a sports event. You will need to describe your own role in the planning of the event and also provide evidence that this was effective.

2- Assist in the Leading of a sports event. Describe the role that you played in this and how effective you were in your role.

3- Review and evaluate your performance in assisting with the planning and leading of your sports event.

Preparing for a PASS :

1. **Review** their performance in assisting in the planning and leading of a sports event, commenting on own effectiveness and identifying strengths and areas for improvement. **(P5)**

Preparing for a MERIT you must do the above plus: -

1. **Explain** strengths and areas for improvement in assisting in the planning and leading of a sports event, making suggestions **(M4)**

Preparing for a DISTINCTION you must do the above plus: -

1. **Evaluate** own performance in the planning and leading of sports activities and events, commenting on strengths and areas for improvement and further development as a sports **(D2 part 2)**

Date handed out: March 3rd 2011

Date to hand in: by Easter 2011

Unit 5 ASSIGNMENT 1 – checklist

PASS :-

1. Produce a booklet which focuses on what makes a successful sports leader based on skills, qualities and responsibilities.
2. Produce pages to support your posters which name several sporting heroes and leaders.

MERIT (the above PLUS): -

1. Go into more detail about makes a successful sports leader based on skills, qualities and responsibilities.
2. Choose two sporting leaders. It would be better if they have very different personalities.
3. You must discuss the two leaders and contrast their skills, qualities and responsibilities.

DISTINCTION :-

1. For your two named sports leaders you have to go into more detail and say if you think that they are successful in their skills, responsibilities and qualities and if they are a successful leader.

Unit 5 ASSIGNMENT 2 – checklist

PASS :-

1. As a pair you must prepare a lesson plan provided by, and checked by, the teacher.
2. In your lesson plan, and with teacher support, include details of:
 - Participants (age ability level gender special needs etc)
 - Resources needed (equipment, helpers, venue etc)
 - Set clear targets/aims for the session
3. Deliver the planned activity with teacher support.
4. Review your session plan and delivery by Identifying strengths +areas for improvement (what you could do better next time)

MERIT (the above PLUS): -

1. Produce a session plan and deliver your activity session without teacher support.
2. Review your session plan and delivery in more detail:
Explain your strengths and areas for improvement
Make suggestions on how you could carry out your improvement ideas.

DISTINCTION :-

1. Evaluate your session plan and delivery in more detail. Give more of YOUR opinions about the two leaders and if they have been successful or not.
2. Don't just list their achievements and successes – talk about them and possibly even offer tips on how to improve!

Unit 5 ASSIGNMENT 3 – checklist

Very similar to assignment 2, but this is based on an event and not a session.

PASS :-

1. Assist in the Planning + leading of a sports event. Describe your own role and provide evidence. You could include details:

- PLAN –administration, rule setting, health + safety, roles + responsibility list etc
- LEAD-skills used (communication, organising), warm up, officiating, scoring, refreshments, first aid etc.

2. You can record your evidence by: video, log book, observations by others, witness statements, feedback sheets.

MERIT (the above PLUS): -

1. Review your performance in assisting in the planning and delivery of a sports event by: Explaining your strengths and areas for improvement

2. Suggesting how you could carry out your improvement ideas next time. Think back to the skills, qualities and responsibilities we talked about at the start of the unit and in assignment 2 particularly.

DISTINCTION :-

1. EVALUATE your performance in planning + leading. You will need to comment on both your strengths and areas for improvement. You will need to suggest ways in which you can further develop as a leader. Go into greater detail and be personal and give yourself constructive criticism.



Maryhill High School PE Department

UNIT 6: Practical Sport ASSIGNMENT 1

Scenario Your involvement in Curriculum and extra curricular PE and School Sport during your time at Maryhill High School has enabled you to acquire and develop knowledge, understanding and skills in a variety of areas. You have had opportunity to develop performance, observation, leadership and organisation skills through PE. This assignment will allow you to develop a greater appreciation of these areas and prepare for undertaking coaching qualifications. These opportunities will assist you in gaining employment in a variety of community, voluntary and paid roles.

Key Skills C2.1a, LP2.1, PS2.1, C2.1b, C2.2, LP2.2, PS2.2, C2.3, LP2.3, PS2.3,

Learning Outcomes

Outcome 1 - Be able to demonstrate a range of skills, techniques and tactics in selected sports.

Task(s): In your lessons you will participate and reflect on your contribution in two contrasting sport activities. For each sport you must complete a reflective logbook. One sport must be a team activity and one must be an individual sport.

Preparing for a PASS: -

1. **Demonstrate** the use of practical skills, techniques and tactics appropriate for one team and one individual sporting activity. **(P1)**

Preparing for a MERIT you must do the above plus: -

1. Use the knowledge you have gained from lessons to write a reflective diary that **describes** your application of skills, techniques and tactics for a team and individual activity. **(M1)**

Preparing for a DISTINCTION you must do the above plus: -

1. In both activity areas you must **justify** the appropriate tactics used by an individual or team. **(D1)**

2. Upon justifying the tactics selected **identify** areas that show how the individual and team could improve. **(D1)**

Date handed out: June 24th

Date to hand in: completion of practical unit



Maryhill High School PE Department

UNIT 6: Practical Sport ASSIGNMENT 2

Scenario Knowledge of the rules, understanding and appreciation are essential when performing, leading and in the coaching of sport. As you are undertaking NGB coach awards at Maryhill High School it is important you are equipped with the necessary understanding to become a better player and also a better official in the future.

Key Skills C2.1a, LP2.1, PS2.1, C2.1b, C2.2, LP2.2, PS2.2, C2.3, LP2.3, PS2.3

Learning Outcomes

Outcome 2 - Know the rules, regulations and scoring systems of selected sports

Outcome 3 - Understand the roles and responsibilities of officials in selected sports

Task(s): In this part of the assignment you will need to demonstrate your knowledge of the rules and regulations and the roles and responsibilities of officials in your two contrasting sports. You will need to research the sports and display an understanding of the rules and regulations governing these sports. For both sports produce a series of information sheets that-

Preparing for a PASS :

1. **Describe** the rules, regulations and scoring systems for one team and one individual sport.

(P2)

2. **Describe** the main roles and responsibilities of officials in one team and one individual sport.

(P3)

Preparing for a MERIT you must do the above plus: -

1. **Explain**, using examples, the rules, regulations and scoring systems for one team and one individual sport. State why certain rules, laws and regulations are specifically suitable to the chosen sport. **(M2)**

There are no Distinction Grade tasks attached to this part of the assignment

Date handed out: June 24th

Date to hand in: completion of practical unit



Maryhill High School PE Department

UNIT 6: Practical Sport ASSIGNMENT 3

Scenario Use the knowledge gained in parts one and two to undertake observations of others for a Sports Radio programme, identifying strengths and weaknesses and recommending ways in which performance can develop. This will help you develop skills needed to make personal improvements as a coach, leader or performer.

Key Skills C2.1a, LP2.1, PS2.1, C2.1b, C2.2, LP2.2, PS2.2, C2.3, LP2.3, PS2.3

Learning Outcomes

Outcome 4 - Be able to demonstrate a range of skills, techniques and tactics in selected sports.

Task(s): Undertake a series of observations of others in a variety of roles and offer suggestions to help the individual or team improve

Preparing for a PASS: -

1. With support from your teacher, **produce** an observation checklist to review either the sports performance of: a) an individual or b) a team **(P4)**
- 2 Use the checklist and **review** the performance of: a) an individual or b) a team **(P5)**
3. **Identify** the strengths and weaknesses of an individual or a team in: a) an individual sport and b) a team sport **(P6)**

Preparing for a Merit you must do the above plus: -

1. **Independently** produce an observation checklist to review either the sports performance of a) an individual or b) a team **(M3)**
2. **Describe** the strengths and weaknesses of an individual, or team in a) an individual sport and b) a team sport
3. **Identify** ways to improve the weaknesses recognised **(M4)**

Preparing for a DISTINCTION you must do the above plus: -

1. **Explain** the strengths and weaknesses of an individual, or team in a) an individual sport and b) a team sport **(D2)**
2. **Explain** specific recommendations you would make to improve weaknesses identified **(D2)**

Date handed out: June 24th

Date to hand in: completion of practical unit

Unit 6: ASSIGNMENT 1 – checklist

PASS : -

1. For this you could also keep a practical diary that demonstrates your own involvement and the requirements of each skill and technique covered.
2. Demonstrate the use of practical skills, techniques and tactics appropriate for team and individual sports.
3. Demonstrate the use of practical skills, techniques and tactics appropriate for team and individual sports.
You should include:
Diagrams of drills you have undertaken; Teaching points for the skills you have learnt; Descriptions of the activities you have been doing.
4. You will also be assessed practically, demonstrating your ability to apply techniques and tactics into games. You will also be asked questions about tactics being used by others in game situations, so be prepared!

MERIT (the above PLUS): -

1. You should explain how, if applied correctly, tactics can be used to improve attack or defence in each sport.
2. Describe the use of tactics appropriate for each team and individual sport
3. You will need to refer to various sports specific website and books for this unless you are very competent in the sport. LISTEN to the teacher and take notes!

DISTINCTION : -

1. This will include you observing teams using tactics and identifying strengths and weaknesses of their use.
2. You will then need to describe how they can improve these to have greater success.

Unit 6 ASSIGNMENT 2 – checklist

PASS :-

1. Describe the rules, regulations and scoring system for one team and one individual sport.
2. You only need to include the main basic rules, imagine that you are teaching an absolute beginner how to play the sport for the first time.
3. Describe the main roles and responsibilities of officials in one team and one individual sport.
4. You should consider; the key officials:- their appearance, equipment used, qualifications, control of players, safety of players, use of technology, communication with other officials or players.

MERIT (the above PLUS): -

1. Explain, using appropriate examples the rules, regulations and scoring systems for one team and one individual sport.
2. This means that you don't just need to know the rules, but how to referee or officiate them. Do this to other games and teams in PE and BTEC Sport.
3. You should be scoring your own games and also be able to score other games too.
4. You should consider; the key officials:- their appearance, equipment used, qualifications, control of players, safety of players, use of technology, communication with other officials or players.

DISTINCTION :

No distinction criteria on this assignment.

Unit 6 ASSIGNMENT 3 – checklist

PASS :-

1. Produce with teacher support an observation checklist that could be used to review the performance of an individual OR a team.
2. This checklist should have been formulated by you in lessons. It should include skills, techniques and tactics.
3. It should have performance indicators to choose from, e.g. a table with columns: excellent, very good, good, satisfactory, weak, very weak etc.
4. Make sure you keep the checklist simple and easy to use. Tick boxes are often the simplest form. Don't choose a complex skill as it will be harder to break down for analysis.

MERIT (the above PLUS): -

1. produce the checklist independently, without the help from others or members an individual or a team of staff.
- 2 Use the observation sheet you have created above to analyse the performance of one of your players. Go into more detail about what they are good at and poor at.
3. You may find it easier to break the skill down into 3 sections, preparation, execution and recovery and talk about these.

DISTINCTION :

1. You have to go into far more detail here and use more technical and sport specific language.
2. You may find it easier to break the skill down into 3 sections, preparation, execution and recovery and talk about these.