

REVISE BTEC NATIONAL Sport

PRACTICE ASSESSMENTS Plus⁺

Unit 2



REVISE BTEC NATIONAL
Sport
UNIT 2

PRACTICE
ASSESSMENTS
Plus⁺

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A note from the publisher

These practice assessments are designed to complement your revision and to help prepare you for the external assessment. They do not include all the content and skills needed for the complete course and have been written to help you practise what you have learned. They may not be representative of a real assessment.

While the publishers have made every attempt to ensure that advice on the qualification and its assessment is accurate, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

This qualification is reviewed on a regular basis and may be updated in the future. Any such updates that affect the content of this book will be outlined at www.pearsonfe.co.uk/BTECchanges.

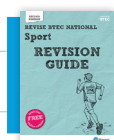
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Introduction

This book has been designed to help you to practise the skills you may need for the external assessment of BTEC National Sport Unit 2. You may be studying this unit as part of the BTEC National Extended Certificate, Foundation Diploma, Diploma or Extended Diploma.

About the practice assessments

The book contains three practice assessments for the unit, but unlike your actual assessment each one has targeted hints, guidance and support in the margin to help you understand how to tackle them.



Revision Guide
page 30

gives you relevant pages in the Pearson Revise BTEC National Sport Revision Guide so you can revise the essential content. This will also help you to understand how the essential content is applied to different contexts when assessed.

Hint

gets you started and reminds you of the skills or knowledge you need to apply.



Prepare

helps you on how to approach a task, such as making notes or a brief plan.



LEARN IT!

provides content that you need to learn such as a definition, research method or analysis tool.



Explore

reminds you of content related to the activity to aid your revision on that topic.

Watch out!

helps you avoid common pitfalls.



Time it!

appears in the final practice assessment to help you become familiar with answering in a given time and ways to think about allocating time for different task activities.

Before you undertake the research and each activity, read the support in the margin that accompanies each stage to ensure you take the guidance into account in your own responses. There is space for you to write your responses within this book. However, if you are carrying out research or writing notes, or simply require more space to complete your responses, you may want to use separate paper.

Example responses

Your responses to each paper will be individual, reflecting your own research and choices in relation to the task and activities. The section at the back of the book provides some guidance and examples of approaches to each paper, reflecting data available at the time of publication. The approaches, methodology, guidance and the way the data is used provides useful examples against which you can review your own work.

Check the Pearson website

For overarching guidance on the official assessment outcomes and key terms used in your assessment, please refer to the specification on the Pearson website. For this unit, check whether the assessment is completed on a computer. Check also whether you are allowed to take any notes into your supervised assessment, and any restrictions on the number of sides or nature of the notes, if so. Familiarise yourself with the breadth and range of tasks that are on the Pearson website in the Sample Assessment Material and any past papers.

The practice tasks, support and example responses in this book are provided to help you to revise the essential content in the specification, along with ways of applying your skills. The content of a task will be different each year and the format may be different. Details of your actual assessment may change, so always make sure you are up to date by asking your tutor or checking the Pearson website for the most up-to-date Sample Assessment Material, Mark Schemes and any past papers.

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A small bit of small print

Pearson publishes Sample Assessment Material and the Specification on its website. This is the official content and this book should be used in conjunction with it. The questions have been written to help you test your knowledge and skills. Remember: the real assessment may not look like this.

Practice assessment 1

Revision task

Case study

You should prepare notes in response to the information provided in the case study below.

Penny is 22 years old and works 10 hours a day as a nurse in a hospital. Her job involves a lot of time on her feet walking around her designated wards at the hospital to look after patients.

Penny takes part in exercise twice a week, playing netball with her village club. She plays once after work on a Wednesday evening and once on a Saturday morning.

The netball team have done well in their league and are going to be playing at a higher level in the next season. Penny is keen to improve her netball playing performance. She thinks if she is able to sprint faster she will be able to outrun her opponent to intercept the ball.

Penny decides to take part in training sessions to help to improve her netball playing performance.

Look at the six activities you need to complete for this revision task on pages 9 to 25. As part of your preparation for completing these activities, make notes and jot down your research below and on the next few pages. In your actual assessment, you may not be able to see the questions you will answer in advance, but they are likely to follow the model given here.

Research and notes

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Revision Guide
pages 84–86



Prepare

Read the case study twice, then underline the key facts, such as Penny's age, how often she exercises, her job and her fitness goals.

Hint

Look for both positive and negative factors in the information you have been given, and identify areas that you need to research.

Hint

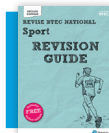
Penny exercises two days a week, and her job role is active as she is walking around all day.

Hint

Note that Penny takes part in netball on Wednesday and Saturday. You will need to be aware of this when planning a fitness programme for her.

Hint

Penny has identified that she wants to be able to sprint faster to intercept more passes. You will need to consider this when researching possible training methods.



Revision Guide

pages 84–85

Watch out!

For your actual assessment, ask your tutor or check the Pearson website to confirm whether you can take notes into your supervised assessment and, if so, whether there are any restrictions. Details of assessment may change so always make sure you are up to date.



Prepare

Make notes on **lifestyle factors and screening information** for a 22-year-old female. This should include BMI, waist-to-hip ratio, blood pressure and resting heart rate. You should also research and make notes on suitable lifestyle modification techniques.



Prepare

Penny is a nurse. You could use an internet search with key words such as 'nursing, stress, UK' to check whether this is a high-stress occupation.

Hint

Use bullet points in your notes to make them as clear as possible.



Prepare

Research the recommended daily calorie intake range for a moderately active 22-year-old female. You could look at www.nhs.uk and look for guidance on healthy eating.

Area for taking notes, consisting of multiple horizontal dotted lines.



Revision Guide

pages 58–64



Prepare

For the **nutritional guidance** part of the task, you should find out the recommended intake of macronutrients and the sources of food Penny should eat to achieve the recommended calorie intake.

LEARN IT!

The **Eatwell Plate** was designed to illustrate what a healthy, balanced meal should look like, to help individuals make informed choices about what they eat. It is a model of what government nutritional experts think we should eat.

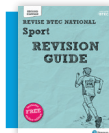


Prepare

Make sure you also research the recommended intake of water, units of alcohol and micronutrients.

Hint

Guidelines state Penny should be taking in approximately 2 litres of water per day. As she is a busy nurse, consider what strategies could be helpful to Penny if she needs to increase her water intake.

**Revision Guide**
pages 69–83**Prepare**

Make notes relating to the different training methods and key aspects of designing a training programme for a netball player.

**Prepare**

Find and watch a video clip of a professional netball match. Make notes on likely fitness goals for a netball player, and possible areas of risk.

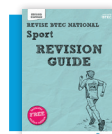
**Prepare**

Penny wants to improve her netball performance, possibly by being able to sprint faster. Note down what types of training will help with this goal.

Hint

The case study does not specifically state the component of fitness that needs to be trained; however, it is related to the ability to sprint quickly, so the component of fitness must be speed. Therefore, you should carry out research into different training methods that will improve speed, and any equipment these may require.

Handwriting practice area with 20 horizontal dotted lines.



Revision Guide pages 69–83



Prepare

Use this page to make further notes on different training methods and key aspects of designing a training programme for a netball player. In particular, make sure you use the FITT principles.

LEARN IT!

The **FITT** principles stand for:

- Frequency – how many times a week a person trains.
- Intensity – how hard a person trains.
- Time – how long the training session lasts.
- Type – the types of exercises or activities that are carried out in the training session.

You can use these principles as a structure to make notes about aspects of the training programme.



Prepare

There are other principles to consider. Check your notes or look at the Revision Guide and make sure you include these in your notes as well.



Revision Guide

pages 84–85

Hint

In order to complete the activities on pages 9–25 you should refer to your research notes as well as the further information provided in the lifestyle questionnaire. Make sure you read the questionnaire information carefully.



Prepare

The lifestyle questionnaire gives you more detailed information about the case study. Circle the new facts that will inform your analysis of Penny's relevant lifestyle factors.

Hint

With an active job and two sessions of netball a week, Penny leads an active lifestyle. You will need to bear this in mind when thinking about nutritional needs, as well as when designing a training programme for her.

Hint

Cross-check the information against your research notes. Highlight anything in your notes that will be useful when discussing the lifestyle factors relevant to Penny's occupation and relevant activity levels.

Hint

Remember that you can write on the assessment paper itself. You could make notes to yourself, ring or underline things you know you will want to refer to later.

Revision task

Lifestyle questionnaire

Refer to your research notes from pages 1–5 to help you answer the revision task that follows.

Section 1: Personal details

Name: *Penny Collins*

Address: *311 North Avenue, Parktown, PNO1 4AA*

Home telephone: *01854 6659852*

Mobile telephone: *07835 45381*

Email: *pennycollins@email.com*

Age: *22*

Please answer the following questions to the best of your knowledge.

Occupation

1 What is your occupation?

Nurse

2 How many hours do you work daily?

10 hours

3 How far do you live from your workplace?

5 km

4 How do you travel to work?

Drive

Section 2: Current activity levels

1 How many times a week do you currently take part in physical activity?

Twice a week

2 What type of activity/exercise do you mainly take part in?

Playing netball in a village league

Section 3: Nutritional status

1 Complete the food diary for the previous two days.

Day 1	Breakfast	Lunch	Dinner	Snacks
Y/N	Y	N	Y	Y
Time of day	6.30 am	n/a	8 pm	11 am 3 pm
Food intake	Yoghurt	None	Salmon and salad with lettuce, tomatoes, peppers and sweetcorn	Apple Nuts Banana
Fluid intake	5 cups of tea, small bottle of water, 3 glasses of wine			

Day 2	Breakfast	Lunch	Dinner	Snacks
Y/N	Y	N	Y	Y
Time of day	6.30 am	n/a	8 pm	11 am 3 pm
Food intake	Small bowl of muesli	None	Chicken, boiled potatoes, peas, carrots	Orange Apple
Fluid intake	5 cups of tea, 1 can of diet cola, 4 glasses of wine			

2 Do you take any supplements? If yes, which ones?
No



Revision Guide
pages 58–64



Prepare

Identify two areas for improvement in Penny's nutritional status and note possible alternatives.



Prepare

Penny doesn't eat lunch. This means no meal for $13\frac{1}{2}$ hours. Jot down two reasons why this could be a problem based on her goals.

Hint

Tea contains high levels of caffeine, which can help to improve concentration but can also make it difficult for a person to get to sleep.

Hint

Penny's snacks of fruit or nuts are high in micronutrients, which are beneficial to health.

Hint

Make sure you are able to identify which specific micronutrients are contained in different foods to help you to identify any vitamins or minerals Penny is consuming or that are missing from her diet.



Revision Guide
pages 47–48
and 53–57



Prepare

How does Penny's alcohol intake compare with the guidelines in your research notes?

Hint

Stress can cause effects such as poor immune response, skin conditions, heart disease, stroke, angina, depression and stomach ulcers. Use your research notes to highlight possible stress management techniques you may want to suggest.



Prepare

Take a minute to look back at the notes you made about normative data for a 22-year-old female for blood pressure, resting heart rate, body mass index and waist-to-hip ratio. Jot the normative data down next to Penny's results. How do they compare? What might this mean for any training programme you design?

Hint

Speed and overall performance are the two components of fitness that need to be focused on for the training programme. The training should be specific to netball where possible.

Hint

Penny's goals are a very important consideration. You should keep these in mind when making any recommendations.

Section 4: Your lifestyle

Please answer the following questions to the best of your knowledge.

- 1 How many units of alcohol do you drink in a typical week? *16*
- 2 Do you smoke? *No*
If yes, how many a day? *N/A*
- 3 Do you experience stress on a daily basis? *Yes*
If yes, what causes you stress (if you know)? *Work*
- 4 On average, how many hours sleep do you get per night?
5 hours

Section 5: Health monitoring tests

Test results

Test	Result
Blood pressure	115/72 mmHg
Resting heart rate	68 bpm
Body mass index	18
Waist-to-hip ratio	0.7

Section 6: Physical activity/sporting goals

What are your physical activity/sporting goals?

Improve speed and netball playing performance

CLIENT DECLARATION

I have understood and answered all of the above questions honestly.

Signed: *Penny Collins*

Print name: *Penny Collins*

Date: *27.11.18*

You must complete ALL activities.

1 Interpret the lifestyle factors and screening information for Penny Collins.



Revision Guide
page 87

Watch out!

For your actual assessment, ask your tutor or check the Pearson website for whether you can take notes into your supervised assessment and, if so, whether there are any restrictions. Details of assessment may change so always make sure you are up to date.



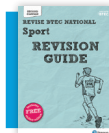
Prepare

Spend 2–3 minutes jotting down a plan to structure your response. For example:

- Sleep: negative factor, less than guidelines
- Diet: negative factor, fewer calories than recommended, not balanced as per the Eatwell Plate
- Exercise: positive factor, already fairly active, non-sedentary lifestyle
- Smoking: positive factor, doesn't smoke
- Alcohol: negative factor, more than recommended level, explain potential impacts
- Stress: negative factor, stressful job, explain potential impacts
- Health monitoring test results.

Hint

Use the plan to start writing your response. Remember you have been asked to **interpret** the information – this means as well as describing the factors, you need to relate them to Penny and her health and well-being.



Revision Guide

page 87

LEARN IT!

Lifestyle factors include sleep, diet, exercise, smoking, alcohol, stress, sleep and the level of physical activity.

Hint

Identify positive **and** negative lifestyle factors from the lifestyle questionnaire. For each factor, state whether Penny meets the recommended government guidelines or not, the positive implications of this or the negative implications of this in relation to her health and well-being.

Hint

Useful sentence starters you could use are: 'One lifestyle factor is...', 'However, a positive lifestyle factor is...', 'The impact of this is...', 'Overall, Penny's lifestyle is...'

Hint

One positive lifestyle factor for Penny is the level of her physical activity. With a job involving walking and playing netball twice a week, she already has an active lifestyle.

Hint

One negative lifestyle factor for Penny is her alcohol intake, which is above the government guidelines of 14 units per week for women.



Revision Guide page 87

Hint

Make sure you include all four health monitoring test results: resting heart rate, blood pressure, waist-to-hip ratio and body mass index (BMI) in your answer. Use the normative data tables in your research notes and compare these to the information presented in the lifestyle questionnaire.

Hint

As well as comparing screening information to the normative data, you should link the results to any potential health risks.

Hint

The systolic blood pressure reading is 115, within the normal range of 120–90 mmHg. The diastolic blood pressure reading is 72, also within the normal range of 80–60 mmHg. This is a positive lifestyle factor as it means Penny is less likely to suffer from illnesses related to having high blood pressure, such as a stroke.



There are four main **lifestyle modification techniques** in the unit specification that you need to learn: strategies to increase physical activity, smoking cessation strategies, strategies to reduce alcohol consumption and stress management techniques. You could also highlight diet modifications.

You have been asked to **provide** and **justify** lifestyle modification techniques. This means you need to explain why you have made your suggestions, using information from the screening questionnaire and your research notes.

You are less likely to forget anything in your response if you note down the key points you want to make. For example:

- Improve nutrition: more calories to increase weight and give more energy for training
- Alcohol reduction: strategies include more soft drinks, counselling, self-help
- Reduce stress: strategies include relaxation, breathing techniques, stress management classes
- More sleep: strategies include reducing caffeine, relaxation and earlier to bed.

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page 88

Hint

Examine Penny's negative lifestyle factor: she is drinking more units of alcohol than recommended by the government per week. You should provide lifestyle modifications to support Penny to reduce her alcohol consumption.

Hint

Make sure you **justify** your recommendations. Penny should reduce her alcohol consumption because it may be contributing to her poor sleep and stress levels. As she does not excessively exceed the guidelines, minor lifestyle changes would probably be enough to address this.

Hint

Lifestyle modification techniques that can realistically be incorporated into Penny's everyday life should be included where possible. You can see that she drives 5 km to work each day. A healthier and realistic travel alternative may be to cycle to work each day. This will increase physical activity levels as part of her daily routine.

Hint

Stress has been identified as a negative lifestyle factor. You should consider stress management techniques for Penny, such as going to an after-work yoga class that includes meditation.

LEARN IT!

Common barriers to change include time, cost, location and transport.

Hint

Make sure you have included the common barriers to change in your response, and identified those that may be relevant to Penny within your justification. As Penny works 10 hours a day, time may be a barrier for her. Have you acknowledged this in your response?

Hint

You should include a **conclusion** in your response that prioritises the different lifestyle modification techniques. Which would have the greatest impact on Penny's health? Which would be easy for her to implement?

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- 3 Provide and justify nutritional guidance for Penny Collins to meet her specific requirements.



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page 89

Hint

The command words here are **provide** and **justify**. This means you need to give suggestions for how to amend Penny's diet, **and** explain why you have made those suggestions, using information from the screening questionnaire and your research notes.

LEARN IT!

The three **macronutrients** in a diet are carbohydrates, fats and proteins. The **micronutrients** are vitamins A, B, C and D and the minerals are calcium and iron. For each of these macronutrients and micronutrients you will need to know examples of food sources and use this in your guidance.

Hint

Refer to Penny's BMI and waist-to-hip ratio. Use this information and her food diary to work out if Penny is eating the right number of calories. Include the RDA calorie intake from your research notes.



Revision Guide

page 89

Hint

Use the number of marks and answer lines as guidance for how much to write and how long to spend on an activity.

Hint

Extra training sessions mean that Penny will be doing more exercise than at present. Make sure you provide for this in your nutritional guidance.

Hint

Penny consistently does not eat lunch. In your answer you should comment on the potential issues with not eating three meals a day. Penny's job as a nurse may make it difficult for her to find time to eat lunch. Your answer should address this barrier and make suggestions for how to make changes that fit into her lifestyle. For example, she could make lunch the day before or at the weekend for the whole week.

LEARN IT!

The guideline for **fluid intake** is 2–2.5 litres per day.

Area for writing answers, featuring horizontal dotted lines for guidance.

- 4 Propose and justify different training methods that meet Penny Collins' training needs.



Revision Guide
page 90

Hint

You are asked to **propose** and **justify** different training methods. You should relate any suggestions you make to Penny, her lifestyle, fitness levels and goals.

Hint

Penny's goals are to improve speed and her overall netball playing performance. You must ensure that any training methods you suggest are relevant to her goals.

Hint

Training methods should replicate the type of sport the person takes part in. Penny plays netball, which consists of periods of rest followed by high-intensity sprinting, along with rapid changes of direction. She would benefit from both physical fitness and skill-related fitness training.

LEARN IT!

Speed is one of the components of fitness Penny wants to improve. There are four different types of **speed training**: hollow sprints, acceleration sprints, interval training and resistance drills.

**Revision Guide**
page 90**Hint**

Check your research notes for any fitness goals you identified as relevant to netball. What other training methods would be helpful? For example, agility and balance would be helpful in rapid changes of direction. Static and dynamic balance training can help to improve these. Coordination and reaction time are important in catching the ball. Reaction drills and ball-catching exercises would help with both coordination and reaction time.

Hint

Whatever training methods you recommend, make sure you justify these in relation to Penny and her needs and lifestyle. Penny is already fairly active so it is reasonable to include some high-intensity training. This wouldn't be the case for someone with a very sedentary lifestyle.

Hint

You should include any equipment that may be used in your selected training methods in your answer, describing how it would be used.

Area for writing answers, consisting of multiple horizontal dotted lines.

- 5 Design weeks 1, 3 and 6 of a six-week fitness training programme for Penny Collins.

Week 1

	Physical activity
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	



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Prepare

Before you start designing your programme, check your notes for the principles to apply and the types of training activities you identified. You could jot down what you want to include before you start allocating activities to days.

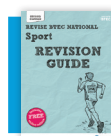
LEARN IT!

You need to know the **FITT principles** and apply them to designing your 6-week training programme. The FITT principles stand for:

- Frequency – how many times a week a person trains.
- Intensity – how hard a person trains; this will depend upon the type of training, such as percentage of maximum heart rate for aerobic endurance training.
- Time – how long the training session lasts.
- Type – the types of exercises or activities that are carried out in the training session.

Hint

Make sure you keep Penny, her goals and lifestyle in mind as you design the programme. Remember she works 10-hour days and already plays netball on a Wednesday and Saturday.



Revision Guide

page 91

Hint

A training programme should always contain at least one rest day a week to help the person's body to adapt and recover from the training. Make sure you write in 'rest day' rather than leaving the area blank.

Hint

You must ensure that your programme applies the **specificity** principle. The training must be matched to the needs and demands of the sport, in this case netball.

LEARN IT!

Fitness can only be improved by training above what you normally do. This is called **overloading**.

Hint

By week 3, Penny will have carried out two weeks of your training programme. Make sure that you build in sufficient **variation** to keep her engaged and motivated.

LEARN IT!

Max HR (or **MHR**) stands for maximum heart rate and **BPM** stands for beats per minute.

Hint

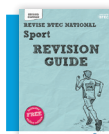
For any aerobic-based activity, you should give information about the heart rate Penny should aim for as either MHR or BPM.

Week 3

	Physical activity
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Week 6

	Physical activity
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	


Revision Guide
 page 91
Hint

Make sure your training programme shows **progression** so that the frequency, time and/or intensity of training increases over the course of the 6-week training programme. Use indications such as length of sessions, max HR or BPM to show this.

Hint

Check your response to Activity 4 and make sure that you have included all the relevant components of fitness that you identified in your training programme. Then check your research notes. Have you included everything you need to?

Hint

When you have completed all three training plans, look back over them and check the following:

- Have you incorporated the FITT principles?
- Is there sufficient variation?
- Is the training suited to the needs of the individual?
- Have you used the appropriate training methods outlined in Activity 4?
- Is there clear progression through the programme?
- Have you included suitable intensity levels for the activities?
- Have you allowed for rest and recovery?



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page 92

Hint

You are asked to **justify** your programme. This means giving the **reasons** for your choices.



Prepare

You should spend 2–3 minutes planning your response, either in your head or on paper. Jot down the key points you want to include to help you structure your response. These might include:

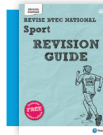
- application of the FITT principles
- application of other principles of training, such as specificity, overload, progression, rest and recovery, adaptation and variation
- individual needs
- penny's goals
- periodisation (macrocycle, mesocycle, microcycle).

Hint

Include Penny's training programme aims and objectives and her personal goals in your justification. Penny wanted to improve her speed and overall netball performance, so make sure you relate the training programme to these goals. You should also include information on the resources Penny will need to carry out the training programme in your justification.

6 Justify the fitness training programme that you have designed for Penny Collins.

[illegible]



Revision Guide page 92

LEARN IT!

You should include SMARTER personal goals in your justification. **SMARTER goals** stand for:

- Specific
- Measurable
- Achievable
- Realistic
- Time-related
- Exciting
- Recorded.

Hint

You should give a justification that demonstrates relevance to the design of your training programme, such as the types of activities or exercises you have recommended and how these meet the training requirements of the individual.

Hint

Some useful sentence starters might be:

‘This programme incorporates the SMARTER principle by...’

‘It is achievable for Penny because...’

‘Specificity has been applied by...’

‘Overload has been incorporated because...’



Revision Guide

page 92

Hint

Your training plan should include specific types of training, as well as progression, variation, specificity, and rest and recovery. In your answer you should ensure that you explain how your programme has addressed each of these.

Hint

Your training plan should show **progression**. Explain how the progression occurs and link this to the aim of improving speed and overall performance. Progression could mean increasing the length of sessions, the weight lifted, the max HR or BPM.

LEARN IT!

Periodisation is a training cycle to make sure you are at peak fitness for the playing season or particular competition. The cycle can be a season, year or even four years, for example, a training cycle in preparation for the next Olympics. It may not be relevant to every individual planning a training programme, but you could consider it in your answer.

Handwriting practice area with 20 horizontal dotted lines.



Revision Guide

page 92

Hint

If your training plan requires specific resources (for example, a netball, stopwatch, reaction balls, cones), make sure you explain what these are and how you have ensured that their use fits into the needs of the individual. For example, Penny could use the resources available at netball training to incorporate reaction-time training.

Hint

At the end of every assessment, if you have any time left you should go back and check your answers. Check that:

- you have answered every activity
- your writing is legible (cross out and rewrite carefully above any words that can't be read)
- you haven't missed any key points (for example, have you given a training programme for weeks 1, 3 and 6, and not accidentally missed one?)
- you have referred to relevant data in your answers (for example, giving normative data in your answer to Activity 1).

END OF REVISION TASK