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# Are you looking for flexible and time-saving resources to help you teach the new BTECs?

Then look no further than our BTEC teacher and student resources!

## BTEC Level 2 National Sport and Exercise Sciences, Third Edition



Written by reliable and respected senior verifiers closely involved in the development of the qualification, this book will help your students to succeed in the new Level 3 BTEC course. All the core units and the most popular optional units are provided in the Student's Book with all other optional units are provided through Dynamic Learning student.

The Student's Book includes extensive grading tips and sample assignments to give your students clear guidance on how to make the most of assignments to produce creative projects and reach the levels they aspire to.

### Get 30% off BTEC Sport resources!

See the order form for more details.

## How will these books help your students get better results?

- Sporting **Case Studies**, including a college rugby player and county long-jumper, enable students to apply their learning to the real world
- **Clear explanations** of theories and key terms remind students of the concepts they need to remember to develop their sport knowledge
- There are quick fire **5–10 minute quizzes** and questions at the end of each learning outcome to help students learn essential facts in a more fun and interactive way

cut-out hole

978 1 444 11198 9 May 2010 £25.99

Visit [www.dynamic-learning.co.uk](http://www.dynamic-learning.co.uk) to sign up for a free trial.

Activities with clear signposting give students clear guidance on the level they will achieve when the task is completed

Fill-in-the-blank quizzes are a great way to test if your students have grasped key facts

Laboratory and Experimental Methods in Sport and Exercise

discuss what recommendations you would make for the future.

If you have done a blood pressure test you would give feedback in this specific way:

- 'I have just taken your blood pressure.'
- 'Your blood pressure was 120/80 mmHg.'
- 'Blood pressure is the pressure of blood in the arterial system. 120 mmHg is the pressure during the contraction phase of the heart beat and 80 mmHg is the pressure during the relaxation phase of the heart beat.'
- 'This score is within the normal healthy range.'
- 'It means you are healthy enough to take part in sport and exercise.'

The scores of all fitness tests must be recorded in writing to ensure you have the information available in the future when you come to retest.

**Recommendations**

Once you have completed all the tests you may write an action plan or a report on the individual; this would cover the following information:

- current situation, highlighting strengths and weaknesses
- the client's aims and objectives
- changes to be made, with options
- actions: a step-by-step guide to achieving aims
- timescale for review

**Student activity 8.3.** 3 hours P5 P6 M3 M4 D2

**Task 1**

- Choose six fitness tests specifically chosen for the individual that you have selected to test.
- Justify why you chose each of these six tests for this individual (think about choosing tests specific to the goals and fitness needs of that individual).
- Develop a table and record the scores for each of the six tests.

**Task 2**

- Choose your selected individual has done the fitness tests and you have recorded their results; prepare and then present feedback to that individual in the form of a consultation. You should have worked out how their score fits into the normative data for that test and what implications the result has.
- As part of the consultation summarise by identifying two individual's strengths and weaknesses and then provide recommendations for their future training activities.

**References**

Raeche, T. and Earle, R. (2008) Essentials of Strength Training and Conditioning, Human Kinetics.  
 Davis, R., Bull, C., Roscoe, J. and Roscoe, D. (2005) Physical Education and the Study of Sport, Elsevier Mosby.  
 Franklin, B. (2005) American College of Sports Medicine's (ACSM) Guidelines for Exercise Testing and Prescription, 6th edn, Lippincott, Williams and Wilkins.  
 Stafford Brown, J., Rea, S., Janaway, I. and Manley, C. (2006) BTEC First Sport, Hodder Arnold.  
 Weisson, K., Wiggins-James, N., Thompson, G. and Hartigan, S. (2005) Sport and PE: A Complete Guide to Advanced Level Study, Hodder Arnold

**Further reading**

Raeche, T. and Earle, R. (2008) Essentials of Strength Training and Conditioning, Human Kinetics.  
 Coakson, M. (2007) The Fitness Instructor's Handbook, London: A&C Black.  
 Sharkey, B.J. and Gaskill, S.E.L. (2006). Fitness and Health, Champaign, IL, Human Kinetics

BTEC Level 3 National Sport, Development, Coaching and Fitness

**Key learning points**

- Tests can be split up into two types: those which test health and are static in nature and those which test fitness and are dynamic in nature.
- Before conducting a test you must consider that both the client and the environment are in an appropriate state for the test to take place.
- A valid test is one that tests what it says it will test.
- A reliable test is one that would yield the same results if it were to be repeated.

**Reasons to terminate a fitness test**

There will be occasions where it becomes unsafe to continue with a test due to physiological changes within the client. The following is a list of specific situations when a test should be stopped:

- chest pains or angina-like symptoms
- excessive increase in blood pressure (250/115)
- shortness of breath and wheezing
- leg cramps or pain
- light-headedness, nausea, or pale, clammy skin
- heart rate does not rise with exercise intensity
- irregular heart beat
- client requests to stop
- signs and symptoms of severe exhaustion
- equipment fails.

**Quick quiz 3**

By choosing from the list below fill in the blanks to complete the sentences:

When administering a fitness test you must make sure it is \_\_\_\_\_ by considering whether it tests what it says it is testing and also how to make it \_\_\_\_\_ which means that if you did the test again you would get the same results. Fitness testing is done to make sure the person is \_\_\_\_\_ to exercise and to identify their \_\_\_\_\_ and \_\_\_\_\_. It is important to do the tests first and then tests requiring \_\_\_\_\_ and finally tests requiring \_\_\_\_\_ effort.

safe  
reliable  
secondary  
strengths  
valid  
coordination  
maximal  
weaknesses

**8.5. Be able to interpret the results of fitness tests and provide feedback**

Once you have completed a fitness test it is important to give detailed feedback to the individual. Before you conduct a test you need to say what you are testing and explain how the test will be conducted. Feedback is given once you have conducted the test, written down the result and then worked out how the result compares to the normative tables. Feedback should be given in the following format:

- repeat the component of fitness that has been tested
- tell them what the result of the test was
- explain what you have tested and what the score represents
- tell them how they fit in within the population norms
- tell the subject what the implications of the result are in terms of their health and fitness

**Make the Grade** M2

To achieve M2, make sure that you: carry out calculations for the prediction of percentage body fat of an individual using two alternative anthropometric methods, explaining the results and the strengths and areas of improvement

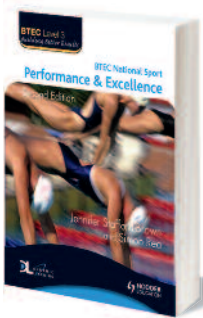
**Key terms**

Coronary arteries: blood vessels that bring oxygenated blood to nourish the muscle cells of the heart muscle.

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Make the grade reminds students of what they need to learn and know to progress

## BTEC Level 3 National Sport: Development, Coaching and Fitness, Second Edition Performance and Excellence, Second Edition



**BTEC Level 3 National Sport** resources are written by educational professionals and BTEC verifiers who have the experience and expertise in delivering and assessing BTECs. All the core units and the most popular optional units are provided in the Student's Book and all other optional units are provided through Dynamic Learning student.

The Student's Books include extensive grading tips and sample assignments as well as suggested time frames so you and your students understand how long they need to spend on their lesson or homework activities – you can plan your lessons precisely to cater for your student and timetable!

### How will these books help your students get better results?

- Every unit at every level of the Level 3 specification is covered so your students only need one book to cover the course!
- **Assessment activities** at the end of each section give your students suitable material to generate evidence for their coursework
- There are numerous **photos** and **illustrations** to help bring the learning of BTEC to life
- The **quick quizzes** at the end of each learning outcome help consolidate students' knowledge before they move onto the next section

**Development, Coaching and Fitness** 978 1 444 11196 5 May 2010 £25.99

**Performance and Excellence** 978 1 444 11200 9 May 2010 £25.99

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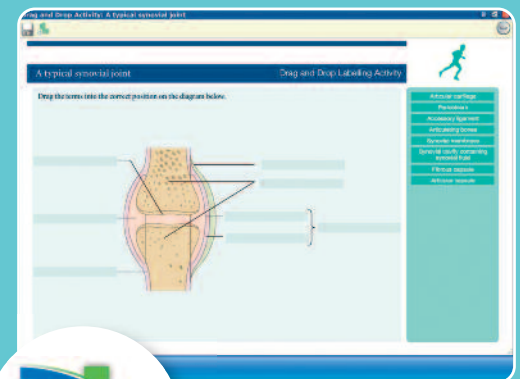
## Our authors

Experienced BTEC and educational professionals have written our resources so you can be confident they know exactly what is needed to get better results.

**Jennifer Stafford-Brown** has had many years experience teaching in schools, colleges and higher education and has been teaching all levels of BTEC Sports and Sport and Exercise Sciences courses since 1994. Jennifer is currently teaching in the FE sector and works for a leading awarding body as a senior external verifier, qualification and examination writer, trainer for professional development events and writes a range of tutor support and learner resources.

**Simon Rea** is currently a Lecturer in Sport and Fitness at The Open University. He was previously Head of a the Sport Science department at a College of Further Education and has been involved in the development and delivery of Sport Science qualifications since 1995. He is also an external verifier for a leading awarding body and has worked as a performance coach and a personal trainer.

Dynamic Learning is the ultimate teaching and learning resource. Combining award-winning quality content with easy-to-use tools, it supports teachers and encourages students to develop, progress and achieve.



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## Dynamic Learning

These easy-to-use digital resources complement the BTEC Level 3 Student Books and include:

- **Animations** to aid your students' understanding
- Fun and lively **interactive activities** to challenge and keep students engaged in lessons
- **Editable worksheets** that can be used as whole class activities or set as independent tasks to stretch and challenge students
- **Advice and guidance** on delivering BTEC Sport from experienced teaching professionals and examiners
- Ready to go **assessment tasks** that can be customised for differentiating abilities
- **Assignment templates** that can be adapted to suit the students' needs and level
- **Answers** to the activities in the student book

### Anytime, anywhere access

Dynamic Learning is delivered via the web so you can access it whenever and wherever you want. There's no complicated installation process and no technical know-how is needed – simply log on and away you go! Your students will also enjoy the flexibility of being able to complete homework and tests online wherever and whenever they want too, whether it's the computer lab, the library or at home.

### Interactive and integrated solutions

With the powerful Lesson Builder you can edit and customise lessons however you wish and even integrate your own digital resources. You can also upload Dynamic Learning resources into your VLE if you prefer to use them in there (they are all pre-tagged to save you time). And with built-in homework and revision tools, Dynamic Learning helps you to save valuable time.

### Ease of use and continual support

With an intuitive and clear layout, it's easy for anyone to start using Dynamic Learning. But if you need us we'll work with you so that you're supported every step of the way; with staff training and technical assistance always available to help you get the most out of Dynamic Learning.

### High quality, up-to-date content

Dynamic Learning gives you the highest quality content that has been written by educational experts and is proven to work in the classroom. What's more, you can relax safe in the knowledge that the content is always up-to-date with current curriculum and specification changes.