

# Practice Assessments for BTEC Tech Award (L1/2): Sport

Component 3: Developing Fitness to Improve Other  
Participants' Performance in Sport and Physical Activity

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# Teacher's Introduction

This resource contains four practice assessments to support your teaching and revision of **Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity** of the **BTEC Level 1/2 Tech Award in Sport** (*first teaching 2022; first assessment 2024*).

Each assessment has been written to match the structure and style of the BTEC Tech Award external assessments and covers the range of content included in the specification.

Component 3 is a synoptic assessment and builds on the knowledge learnt in Components 1 and 2. Since all content is required to be learnt for assessments, this resource should be issued to students during revision or for mock exams, once all content is taught.

## Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Each assessment has a time limit of 1 hour and 30 minutes and is worth a total of 60 marks, to reflect the conditions in the actual assessment. The level of difficulty of each test has been carefully constructed to try to match that of the sample assessment material. Mark schemes are included for easy reference and timely performance feedback. These show a clear breakdown of the marks allocated in an answer and are accompanied by a guidance column which adds further clarity to the allocation of marks.

For the purpose of testing questions using normative data, we have created data sets that are reasonable estimations of normative data. As such, they are realistic and work in testing the student's ability to interpret data. **Please note for coursework and alike, students should use real normative data obtained from reliable sources.**

*February 2023*

# Specification Reference

This table shows you how many questions covering the specification content it are in. You can use this table to help plan and decide which assessment to use in order to cover areas or to pull out specific topic-related questions.

Specification Point and Title	Assessment A	Assessment B
<b>A Explore the importance of fitness for sports performance</b>		
A1 The importance of fitness for successful participation in sport		1e, 2c
A2 Training principles	2d, 2e	1a, 1b, 4e, 4f, 4g
A3 Exercise intensity and how it can be determined	3e, 3f, 4a	
<b>B Investigate fitness testing to determine fitness levels</b>		
B1 Importance of fitness testing and requirements for administration of each fitness test	1c, 1d, 1e, 4d	1c, 1d
B2 Fitness test methods for components of physical fitness	1b, 4c, 5*	2b, 2f, 3d
B3 Fitness test methods for components of skill-related fitness	5*	3a, 3b, 4d
B4 Interpretation of fitness test results	1a	2e, 4e*
<b>C Investigate different fitness training methods</b>		
C1 Requirements for each of the following fitness training methods		
C2 Fitness training methods for physical fitness	2a, 2b, 2c, 2f, 2g, 3b, 4f*	3c
C3 Fitness training methods for skill-related components of fitness		4c
C4 Personal requirements for each of the fitness training methods	4f*	2d
C5 Provision for taking part in fitness training methods		2g
C6 The effects of long-term fitness training on the body systems	4e	2e, 3d
<b>D Investigate fitness programming to improve fitness and sports performance</b>		
D1 Personal information to aid training fitness programme design	3a	4a, 4b
D2 Fitness programme design	Covered as part of A	
D3 Motivational techniques for fitness programming	1f, 1g, 4b	2e, 4e, 5*

Questions marked by an asterisk (\*) are synoptic questions that require knowledge of Component 2. These are listed below:

- Assessment A, Q4f has links with Component 2, A1 Components of physical fitness
- Assessment A, Q5 has links with Component 1, A3 Barriers to participation
- Assessment B, Q2b has links with Component 2, A1 Components of physical fitness
- Assessment B, Q5 has links with Component 1, A2 Types and needs of sport and exercise
- Assessment C, Q3f has links with Component 2, A1 Components of physical fitness
- Assessment C, Q5 has links with Component 1, B1 Types of equipment required
- Assessment D, Q4e has links with Component 1, A2 Types and needs of sport and exercise
- Assessment D, Q5 has links with Component 1, A1 Components of physical fitness

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## Sport

### Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity



#### Practice Assessment A

Name

#### Time allowed

1 hour and 30 minutes

#### Instructions

Answer **all** of the questions and use the space provided.

#### Information

The total marks available for this assessment is **60**. The number of marks for each question is shown in brackets.

Answers should be answered in continuous prose and will be assessed on use of good English, structure of written answer and the use of specialist vocabulary (where appropriate).

Use of an electronic calculator is permitted.

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Answer **ALL** questions in the spaces provided.

Multiple-choice questions require you to put a cross in the box. If you want to change your answer, e.g. ☐, and put a cross next to your new answer.

Clarissa is a 15-year-old female who has scored 9.3 cm on her sit and reach test at the gym. **Table 1** shows data for males and females (aged 14–16 years) performing the sit and reach test.

**Table 1**

	Excellent	Above average	Average	Below average
Males	14.4–16.5 cm	15.4–12.1 cm	12.0–7.7 cm	7.7 cm or less
Females	16.5 cm or more	16.5–13.2 cm	13.2–7.7 cm	7.7 cm or less

Source: Estimated and adapted from Davis, B et al. (2000) (You can assume the data is correct.)

1. a) Identify, using **Table 1**, the category that Clarissa's result falls within for females.

.....

The sit and reach test measures the flexibility of the hamstrings and lower back.

- b) Name **one other** recognised test for flexibility which measures a different group in the body.

.....

The test conductor has gone through a series of pre-test procedures before Clarissa's test.

- c) State **one** pre-test procedure that would need to be carried out before a sit and reach test.

.....

Clarissa repeats the test another two times to check the consistency of her result and she gets 9.3 cm.

- d) Name the term used to describe the act of retesting to ensure consistency.

.....

- e) Explain how **two** factors could affect the consistency of Clarissa's test results.

1. ....

.....

.....

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2. ....

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Clarissa uses **extrinsic** motivation.

- f) Give **one** example of extrinsic motivation that Clarissa may use.

Clarissa's coach suggests that factors such as **recognition** and **job satisfaction** are more

- g) Explain **one** reason why these types of factors might be more effective than



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Niamh plays as a winger in rugby. As part of her training, resistance drills and acceleration sprints are used to improve speed.

2. a) Give **one** example of how Niamh can carry out her resistance training.

.....

- b) Describe how Niamh should perform her acceleration sprints.

.....

.....

.....

- c) Which **one** of the following training methods is also most commonly used in rugby?

- ☐ A Circuit training
- ☐ B Free weights
- ☐ C Interval training
- ☐ D Proprioceptive neuromuscular facilitation

Niamh applies the principles of training to her training.

Complete **Table 2** by stating:

- i) the definition of each principle of training
- ii) how Niamh might apply each principle to improve her speed in rugby

**Table 2**

Principle of training	Definition	How Niamh might apply it to her training
Specificity	i) .....	ii) .....
	.....	.....
	.....	.....
Variation	i) .....	ii) .....
	.....	.....
	.....	.....

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Niamh decides to increase the number of times that she completes speed sessions per week.

- e) Name the FITT principle being applied.

.....

As part of preseason, Niamh's coach is planning a circuit training session to build the

- f) Explain **one** reason why circuit training would be a suitable training method for improving.....

.....

.....

.....

- g) Name **one other** training method that can be used to improve aerobic endurance.....

.....

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Damon is a personal trainer who is designing a training programme for a 56-year-old male.

3. **Table 3** shows one of his client's session plans.

Table 3

Aim(s)	To improve aerobic endurance	
Objective(s)	To exercise for a total of 50 minutes in the main activities. To maintain a constant light intensity for the duration of each activity.	
Component	Contents	Intensity
Warm-up	Incline walk on treadmill	Light 5%
Main activities	Treadmill running	Light
	Exercise bike	Light
	Rowing	Light
Cool-down	Treadmill walk and stretches	Light

- a) State **one** reason why aims are used in a fitness programme and objectives are used.

.....

.....

.....

- b) Identify the fitness training method used in the main activities of the session.

.....

- c) Explain **two** reasons why Damon has included a warm-up for his client's session.

1. ....
- .....
- .....
- .....
2. ....
- .....
- .....
- .....

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The cool-down is an important component in the design of a training session.

d) State **two** ways a cool-down can help Damon's client recover after exercise.

1. ....
2. ....

Damon monitors his client's heart rate during the training session to measure his progress.

e) Give two examples of technology that Damon can use to monitor heart rate.

1. ....
2. ....

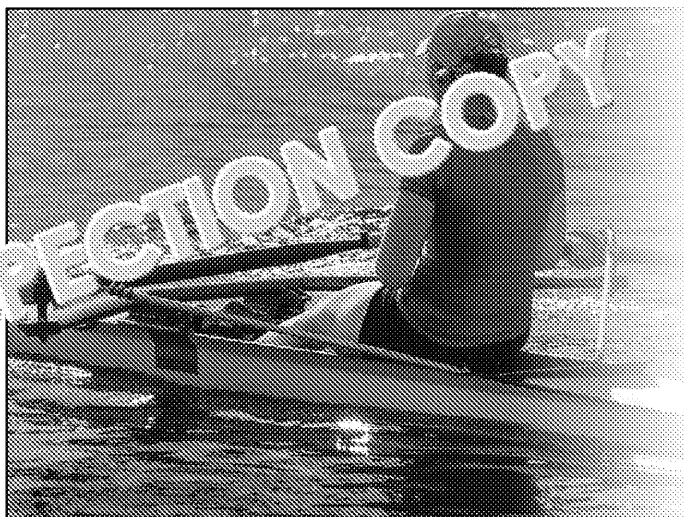
The client's average heart rate on the exercise bike was 140 bpm.

f) State the rating of perceived exertion (RPE) you would expect the performer to achieve on the Borg (6–20) scale.

.....

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Imani is a 26-year-old rower who uses a percentage of her maximum heart rate as a



4. a) Describe how Imani can calculate her aerobic training zone.

.....

.....

.....

.....

.....



sets, and goals for training using the SMARTER principles of goal-setting.

Complete **Table 4** by stating:

- the name of the principles based on each letter
- how each principle can be used by Imani to increase her motivation

**Table 4**

SMARTER principle	Name of principle	How the principle can be used to increase motivation
A	i) .....	ii) .....
	ii) .....	.....
E	i) .....	ii) .....
	ii) .....	.....



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- ☐ **A** Increased range of movement at a joint
- ☐ **B** Capillarisation around alveoli
- ☐ **C** Increased muscle lactic acid tolerance
- ☐ **D** Increased muscle tone

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2005

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100

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

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People with disabilities face a number of different barriers when it comes to part  
physical activity.

5. Assess how different barriers impact people with disabilities from participating  
fitness testing session.

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## **Preview of Questions Ends Here**

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This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

## Practice Assessment D

Q	Spec. ref.	Total marks	Answer
1a	C3	1	Plyometrics
1b	B4	1	Excellent
1c	B2/B3	1	B Morgan and-Kalman test
1d	C6	4	<p>1 mark for each of the following explained reasons, maximum of 4 marks:</p> <ul style="list-style-type: none"> <li>Increases muscle mass (muscle hypertrophy) (1), increasing the force Shabana is able to generate when taking off for the jump (1)</li> <li>Increases tendon and ligament strength (1), increasing the stability of Shabana's joints at take-off (1)</li> <li>Increases bone density (1), allowing Shabana to absorb the impact of landing through the body when taking off for the jump (1)</li> </ul>
1e	D3	4	<p><b>2 marks for each of the following linked points, maximum of 4 marks:</b></p> <p><u>Intrinsic motivation (sub-max 2 marks)</u> Mastering a skill / improving performance (1) could have given Shabana a sense of self-satisfaction / personal achievement (1)</p> <p><u>Extrinsic motivation (sub-max 2 marks)</u> Receiving tangible/intangible rewards (1) could have improved Shabana's excitement of skiing for Shabana (1)</p>
1f	D3	2	<p><b>2 marks for any of the following benefits, maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>Increases participation in sports (1), so that Shabana attends all scheduled training sessions (1)</li> <li>Maintains training intensity (1) so that Shabana meets her own goals (1)</li> <li>Increases fitness (1), which improves power and flexibility to perform the high jump (1)</li> <li>Improves performance (1), which results in greater intrinsic rewards (1)</li> </ul>
	C2	2	<p><b>1 mark for each of the following components, maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>Aerobic endurance</li> <li>Speed</li> </ul>
2b	C2	3	<p><b>1 mark for each of the following, maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>Intensity can be changed by changing the work-to-rest ratio</li> <li>This means that the body has less time to recover between sets and must adapt to maintain intensity (1)</li> <li>Duration can be changed by changing the length of the whole session or work periods (1)</li> <li>This allows more time to perform additional exercises or sets to allow the body to maintain a specific intensity for longer periods (1) and recover more quickly between sets (1)</li> </ul>
2c	C4	2	<p><b>1 mark for each of the following advantages, maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>Limited need for equipment</li> <li>Easy to organise</li> <li>Typically complete within a shorter period of time</li> <li>More people can take part at once</li> </ul>
2d	A2/B3	1	<p><b>Any one from the following, maximum 3 marks for linked points:</b></p> <ul style="list-style-type: none"> <li>He would calculate his max heart rate (1) and work out 85% (1) and work between the two (1)</li> <li><math>220 - \text{age (27)} = 193</math> (1) then work out 85% (1) and 100% (1)</li> <li><math>220 - 27 = 193 \text{ bpm}</math> (1), <math>0.85 \times 193 = 164 \text{ bpm}</math> (1), <math>1.00 \times 193 = 193 \text{ bpm}</math> (1)</li> </ul>

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Q	Spec. ref.	Total marks	Answer
2f	C5	4	<p><b>Advantage – any one from:</b></p> <ul style="list-style-type: none"> <li>Provides for specific sports or physical activities</li> <li>Hosts a wide range of specialist equipment</li> <li>Access to professionals, such as sports therapists and personal trainers</li> </ul> <p><b>1 mark for linked benefit to the performer:</b></p> <ul style="list-style-type: none"> <li>Meets individual needs</li> <li>Provides the best possible experience</li> </ul> <p><b>Disadvantage – any one from:</b></p> <ul style="list-style-type: none"> <li>Cost of participation can be very expensive</li> <li>Access to sports and physical activities may be restricted</li> <li>Can be socially exclusive and discriminatory</li> </ul> <p><b>1 mark for linked impact on performer:</b></p> <ul style="list-style-type: none"> <li>Inability to afford private provision</li> <li>Inability to access private provision</li> </ul>
3a	A2	1	Individual differences
3b	B2	3	<p><b>1 mark for each of the following linked points, maximum of 3 marks:</b></p> <p>Subject completes as many laps of a 400 m track as they can (1); minutes (1); the distance they cover is used as the test score (1)</p>
3c	A1	2	<p><b>2 marks for the following explained reason:</b></p> <p>Aerobic endurance (1) as this is needed in order to maintain into full 90-minute duration of the football match (1)</p>
3d	A2	2	<p><b>2 marks from each of the following, maximum of 4 marks:</b></p> <ul style="list-style-type: none"> <li>Fartlek training (1); specific to the sport of football, which involves varied intensity of exercise (1)</li> <li>Continuous/interval/fartlek training (1); as the client receives result on the number of laps, so requires improvements to their endurance (1)</li> </ul>
3e	B1	2	<p><b>2 marks for the following explained reason:</b></p> <p>Uses the power of the lower body (1) and power is needed in many actions such as shooting, tackling and jumping for a header (1)</p>
	D5	1	A Low cost of participation
		2	<p><b>1 mark for each of the following components, maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>Warm-up</li> <li>Cool-down</li> </ul>
4a	D3	1	<p><b>Maximum 1 mark from any of the following examples:</b></p> <ul style="list-style-type: none"> <li>Encouragement from a coach / a teammate / the crowd</li> <li>The recognition from winning the race</li> <li>The prize/trophy from winning the race</li> </ul>
4b	C2	4	<p><b>1 mark for each method of speed training and 1 mark for why it is for Dale, maximum 4 marks:</b></p> <ul style="list-style-type: none"> <li>Acceleration sprints (1) – improves accelerative speed at the start of the race (1)</li> <li>Interval training (1) – helps improve speed and endurance to maintain speed in the latter part of the race (1)</li> <li>Resistance drills (1) – helps develop running technique / explosive power (1)</li> </ul>
	D3	1	Measurable
	D3	1	<p><b>1 mark for any suitable application, e.g.:</b></p> <ul style="list-style-type: none"> <li>By recording 200 m times</li> <li>By recording fitness test results</li> </ul>

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Q	Spec. ref.	Total marks	Answer								
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\* Synoptic question

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Q	Spec. ref.	Total marks	Answer								
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## **Preview of Answers Ends Here**

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This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.