



BTEC

FIRST

Sport

Teacher Resource Pack Answers to Section 2 Activities

The following are the answers to the Stepping Stone and Challenge activities in Collins' *BTEC First Sport* Teacher Resource Pack.

Where there is not one right answer to a question, or where learners are required to carry out research or fill in record sheets, examples or other guidance are given regarding the possible approach to activities and content of answers.


BTEC First Sport Teacher Resource Pack Section 2 Answers

Unit 1 Fitness and fitness training

Stepping stone 1.1 Fitness components wordsearch

P	L	A	N	S	T	A	T	I	C	S	T	R	E	N	G	T	H
E	T	R	O	K	S	T	A	I	F	A	M	U	B	E	Y	H	E
F	O	L	D	O	V	F	P	R	E	E	P	A	I	N	R	D	X
G	B	E	Y	S	T	L	I	O	N	R	K	N	G	L	E	H	P
R	O	L	N	S	P	E	E	D	I	O	N	S	T	O	A	N	L
E	D	S	A	B	L	X	A	C	K	B	A	L	A	N	C	E	O
S	Y	A	M	B	A	I	T	A	G	I	L	I	T	Y	T	H	S
M	C	U	I	S	E	B	T	E	A	C	D	R	O	E	I	X	I
L	O	D	C	E	S	I	G	O	O	E	R	G	E	M	O	I	V
C	M	U	S	C	U	L	A	R	E	N	D	U	R	A	N	C	E
H	P	E	T	L	S	I	R	I	D	D	G	E	W	A	T	Y	S
P	O	A	R	U	L	T	K	E	R	U	R	K	A	T	I	H	T
Y	S	B	E	A	T	Y	E	S	L	R	E	D	Z	E	M	P	R
P	I	E	N	L	P	I	N	L	Y	A	N	R	D	S	E	K	E
Y	T	N	G	C	O	O	R	D	I	N	A	T	I	O	N	A	N
R	I	D	T	B	W	L	O	D	W	C	Y	N	P	C	O	L	G
S	O	E	H	U	E	M	T	R	A	E	F	F	I	C	B	L	T
I	N	D	F	A	R	I	T	H	P	A	R	E	U	C	L	I	H

Physical fitness	Skill-related fitness
Aerobic endurance	Agility
Muscular endurance	Balance
Flexibility	Coordination
Speed	Power
Static strength	Reaction time
Explosive strength	
Dynamic strength	
Body composition	




BTEC First Sport Teacher Resource Pack Section 2 Answers
Stepping stone 1.2 Lifestyle factors wordsearch

A	G	N	S	J	Z	R	Z	V	A	I	B	A	M	X	O	F	W	G	U
W	E	S	R	D	W	M	E	D	I	C	A	L	H	I	S	T	O	R	Y
O	L	M	F	R	I	N	O	N	D	O	N	C	S	N	O	R	K	E	B
B	A	O	S	U	K	E	T	B	R	O	U	O	D	E	R	A	S	S	O
C	C	K	E	G	R	T	E	R	U	W	A	H	T	E	R	I	P	O	L
O	O	I	R	S	L	E	E	P	I	E	N	O	T	R	I	N	G	P	H
I	L	N	T	A	E	Y	L	O	R	V	A	L	N	D	E	I	R	S	A
R	R	G	Y	A	V	N	G	I	D	G	S	S	W	A	Y	N	R	O	O
N	E	Y	C	E	E	R	U	I	E	C	A	N	F	T	E	G	R	G	C
I	S	O	U	N	L	M	A	R	M	K	H	U	J	A	S	D	A	I	O
E	Y	B	L	A	O	N	K	R	A	U	P	T	I	V	A	F	O	B	M
S	A	J	T	O	F	E	G	E	N	D	E	R	K	A	T	K	N	O	P
L	E	S	U	C	A	E	N	T	D	R	E	S	P	O	S	T	S	H	E
A	S	L	R	L	C	G	Y	N	S	I	T	I	X	W	E	I	G	H	T
B	T	E	E	W	T	E	D	D	O	L	E	A	M	O	N	D	U	U	I
L	R	C	A	D	I	E	T	N	F	B	L	I	T	G	V	I	A	M	T
M	E	U	M	D	V	A	D	A	W	U	N	U	N	C	P	R	I	B	I
M	S	A	R	I	I	J	U	L	O	I	E	D	O	U	A	S	A	B	O
B	S	P	O	R	T	S	P	A	R	T	I	C	I	P	A	T	I	O	N
Y	O	C	E	L	Y	O	T	E	K	B	R	E	C	O	F	B	I	T	E

Stepping stone 1.3 Fitness assessment

The tests that are taken may vary according to the equipment available and the sports in which students are participating. The results and ratings will vary from student to student according to their fitness.

Stepping stone 1.4 Training methods – personal ratings

The training methods, degree of difficulty/challenge and ratings will vary from student to student, depending on the sports in which they participate and their level of fitness.

Stepping stone 1.5 Lifestyle factors – training and performance

These factors do not have any specific order of priority, as it is up to learners to identify the effects that could occur. There is not right or wrong answer for the most and least important factors. Learners may rate the importance of the factors differently, but must explain clearly the effects that these have.



**BTEC First Sport Teacher Resource Pack Section 2 Answers****Challenge 1.1 Fitness level requirements at the excellence level**

This information should be gathered by learners. They should be able to gather it from research (e.g. using the internet), or may even be able to interview someone performing at this level. It should ideally be linked to the concept of 'specificity' linked to the principles of training.

Challenge 1.2 Training level requirements at the excellence level

This will depend on which sport/sportsperson is selected and what level of 'excellence' is chosen.

Challenge 1.3 Psychological factors

These should be personal to learners, so it is important that they are able to relate them to effects that they actually experienced.

Challenge 1.4 Lifestyle factors

Learners are likely to use the same factor as a hindrance or enhancement just by stating whether or not it is applicable. They should therefore be encouraged to explain their answers in greater depth and be selective regarding which factors they choose to consider from the longer list.

Challenge 1.5 Evaluation and preparing for improvement

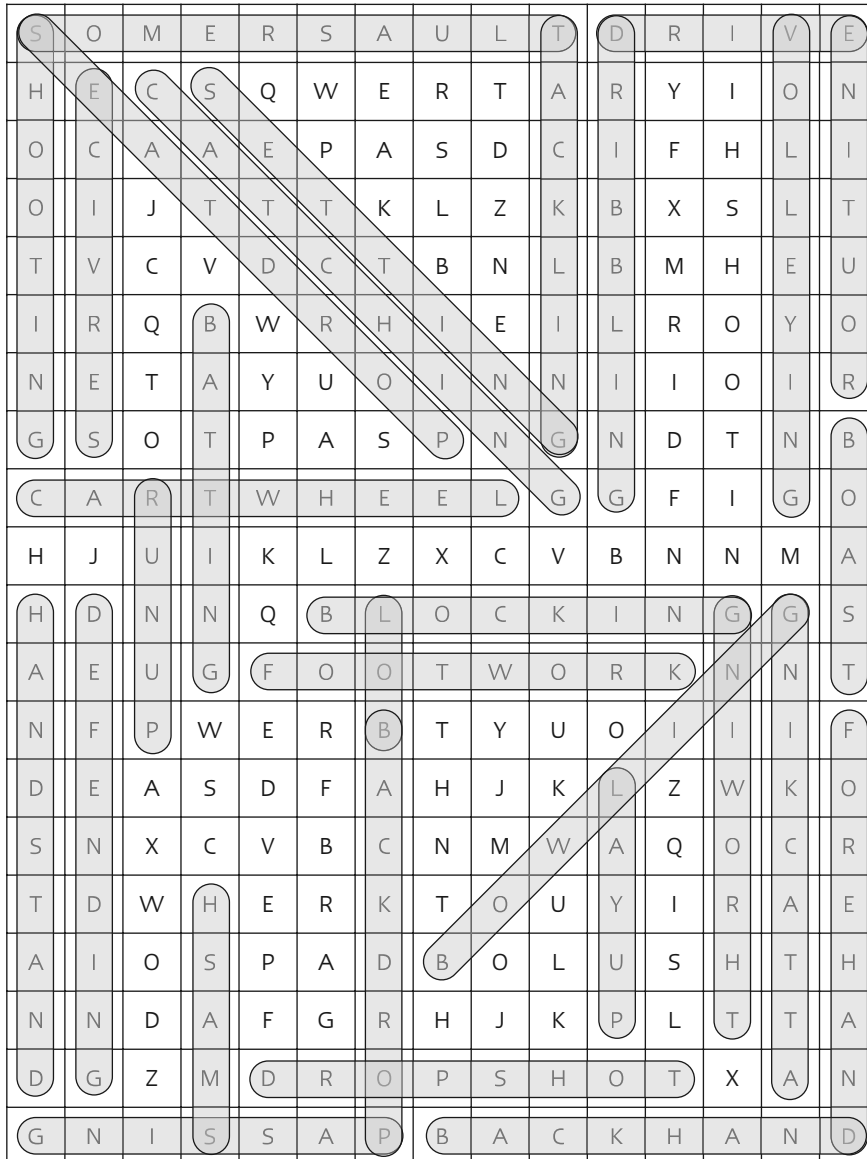
The emphasis here is on explaining and evaluating and this will be very personal to each of the learners, so it is important that they are able to identify strengths and areas for improvement.





Unit 2 Practical sport

Stepping stone 2.1 Sport skills wordsearch



- | | | | |
|--------------|---|----------------|---|
| 1. PASSING | Soccer, hockey, rugby, etc. | 16. BLOCKING | Volleyball |
| 2. DRIBBLING | Soccer, hockey, basketball | 17. FOOTWORK | Netball, racket sports |
| 3. SHOOTING | Soccer, hockey, basketball | 18. HANDSTAND | Gymnastics |
| 4. VOLLEYING | Soccer, tennis, volleyball | 19. LAY UP | Basketball |
| 5. FOREHAND | Any racket sport, table tennis | 20. SMASH | Racket sports, table tennis, volleyball |
| 6. BACKHAND | Any racket sport, table tennis | 21. LOB | Racket sports, soccer |
| 7. TACKLING | Soccer, hockey, rugby | 22. DROP SHOT | Racket sports, |
| 8. DEFENDING | Any game | 23. BOWLING | Rounders, cricket |
| 9. ATTACKING | Any game | 24. CATCHING | Bat/ball games, rugby, etc. |
| 10. SEATDROP | Trampoline | 25. THROWING | Bat/ball games, rugby, etc. |
| 11. RUN UP | Jumping events, cricket | 26. BATTING | Bat/ball games |
| 12. CARWHEEL | Gymnastics | 27. BOAST | Squash |
| 13. SETTING | Racket sports, table tennis, volleyball | 28. SERVICE | Racket sports, table tennis, volleyball |
| 14. BACKDROP | Trampoline | 29. DRIVE | Racket sports, cricket |
| 15. ROUTINE | Gymnastics, trampoline | 30. SOMERSAULT | Gymnastics |



**BTEC First Sport Teacher Resource Pack Section 2 Answers****Stepping stone 2.2 Team sport checklist**

Note that these need to be specific to the particular team sport chosen, so they must be appropriate.

Stepping stone 2.3 Individual sport checklist

Note that these need to be very to the particular individual sport chosen, so they must be appropriate.

Stepping stone 2.4 Performer observation checklist

All three sections are of equal importance and the emphasis must be on learners identifying particular aims and targets.

Stepping stone 2.5 Performer assessment sheet

Again, the three phases are of equal importance, and the level to which the target was either achieved or matched is of utmost importance.

Challenge 2.1 Rules and regulations checklist

Learners should be able to identify something for all eight columns, but it only needs to be a main basic rule or regulation, not something obscure.

Challenge 2.2 The responsibilities of an official

Answers to this will be dependent upon the type and level of official that is chosen, so these responses must be applicable to the particular chosen sport.

Challenge 2.3 The role of an official – checklist

The focus here is on how effective the officials are, and the crucial element is the examples learners are able to give.

Challenge 2.4 Observation checklist

This will need to be completed twice and only after the observations and reviews have been carried out, so it is important that the comments are factually correct.

Challenge 2.5 Recommendations for improvement

The sole emphasis of this activity is on improvement, so it is important that this is what learner's focus and comment upon. It is also important that they make specific rather than general recommendations.





Unit 3 Outdoor and adventurous activity

Stepping stone 3.1 Outdoor and adventurous activities wordsearch

E	N	G	S	O	U	T	A	S	F	R	C	A	W	A	T
S	E	B	O	D	Y	B	O	A	R	D	I	N	G	B	K
N	O	Y	S	S	I	I	A	I	N	B	O	T	R	H	A
O	A	M	B	U	M	O	B	L	E	G	R	A	O	H	Y
W	I	N	D	S	U	R	F	I	N	G	S	R	C	I	A
B	A	M	S	M	I	I	T	N	H	P	U	N	K	C	K
O	E	S	W	A	O	E	N	G	I	O	R	N	C	S	I
A	T	E	S	M	A	N	T	C	H	S	F	T	L	A	N
R	U	M	O	U	N	T	A	I	N	B	I	K	I	N	G
D	S	L	L	O	Y	E	D	H	O	G	N	G	M	R	D
I	B	O	Y	G	E	E	O	F	S	B	G	A	B	R	R
N	Y	L	E	A	B	R	I	T	K	T	E	R	I	S	K
G	S	P	O	R	H	I	G	D	I	F	I	N	N	I	T
I	O	N	T	C	A	N	O	E	I	N	G	O	G	S	H
B	C	A	V	I	N	G	A	T	N	E	L	E	D	H	X
Q	W	P	M	Z	V	X	B	I	G	D	J	K	L	M	N

Stepping stone 3.2 Organisation and provision of activities

These will need to be factually correct for the specific chosen activities, so some additional evidence may be required.

Stepping stone 3.3 Health and safety and risk assessment

Again, this needs to be factually correct and has to be specific to the particular chosen activity.

Stepping stone 3.4 Environmental considerations

Each factor must be considered with specific reference to the chosen activity. It is recommended that this is completed after the activity is undertaken, to give the learners the opportunity to reflect on each of the factors

Stepping stone 3.5 Techniques and skills

These will have to be activity specific and some leeway may need to be given where some of the headings are more appropriate than others in terms of the specific examples given



**BTEC First Sport Teacher Resource Pack Section 2 Answers****Challenge 3.1 Activity selection**

Note that two activities have to be considered, so it might be more appropriate to use this form twice in order to obtain greater detail.

Challenge 3.2 Comparison of activity organisation and provision

With this challenge there are several options available for learners, but the information given must be factually correct, so it might be wise to ensure that information submitted is verified.

Challenge 3.3 Review and justification of techniques and skills

The review and justification needs to be correct and appropriate, and requires learners to reflect upon their experience.

Challenge 3.4 Reviewing performances

Note that this form needs to be completed twice and that there is an element of choice regarding which the framework the learners choose to use.

Challenge 3.5 Recommendations for future development

The SMART target-setting framework must be used, so it is important that all headings are correctly considered and matched using information previously recorded.





Unit 4 Anatomy and physiology

Stepping stone 4.1 Muscular system wordsearch

N	Q	G	D	I	B	S	O	A	B	D	O	M	I	N	A	L	S	L
P	D	I	K	G	U	A	Z	X	I	Y	A	D	F	T	Z	B	V	G
E	W	D	V	L	Z	H	D	K	C	P	K	N	B	F	E	Q	W	T
C	B	G	Q	U	J	A	C	N	E	W	L	O	K	H	G	U	V	R
T	U	H	V	T	P	M	L	N	P	V	E	A	E	I	O	A	U	A
O	P	M	A	E	C	S	I	L	S	I	H	P	K	R	I	D	K	P
R	A	G	N	A	M	T	A	R	T	A	I	N	A	N	A	R	B	E
A	E	Z	I	L	B	R	E	S	I	B	U	O	L	B	L	I	E	Z
L	A	T	I	S	S	I	M	U	S	D	O	R	S	I	S	C	T	I
S	Y	R	L	O	L	N	I	T	T	O	A	L	U	C	A	E	R	U
N	O	I	L	R	U	G	F	E	R	M	L	C	G	E	N	P	O	S
G	E	C	R	M	O	S	N	I	C	I	A	B	I	P	Z	S	L	E
D	W	E	E	H	D	O	O	G	E	N	I	L	O	S	R	A	C	Y
Y	L	P	A	N	G	W	Y	E	R	A	R	O	B	E	R	T	A	F
L	A	S	C	K	S	T	E	D	E	L	T	O	I	D	S	V	E	W
A	R	D	H	O	L	P	I	C	K	S	E	R	I	N	B	W	T	B
S	H	T	X	L	S	N	L	W	S	K	W	J	J	A	T	B	K	F
S	U	B	U	G	A	S	T	R	O	C	N	E	M	I	U	S	R	J

Biceps - front of the upper arm

Triceps - rear of the upper arm

Deltoids - front and rear shoulder

Quadriceps - upper, front leg

Abdominals - front of stomach

Trapezius - neck and upper back

Latissimus Dorsi - back, armpit to lower back

Gluteals - lower back by bottom

Hamstrings - upper back of leg

Gastrocnemius - back, bottom rear of leg

Pectorals - front of the upper chest





BTEC First Sport Teacher Resource Pack Section 2 Answers

Stepping stone 4.2 Skeletal system wordsearch

M	E	T	A	T	A	R	S	A	L	S	H	E	L	E	F	R	A	N	T
T	C	K	S	I	J	I	U	P	A	T	E	L	L	A	L	I	I	N	H
A	G	R	A	B	H	B	A	M	P	I	E	R	C	M	E	T	O	M	O
R	M	M	Y	I	B	S	O	W	S	Y	L	V	E	E	S	T	E	T	R
S	O	M	P	A	E	T	T	Y	A	N	H	E	A	T	B	R	E	K	A
A	E	F	R	S	I	L	I	U	M	P	H	A	L	A	N	G	E	S	C
L	B	E	O	B	L	D	Y	L	H	A	R	R	I	R	S	O	N	T	I
S	I	M	S	O	I	C	B	E	L	L	E	B	I	C	Z	L	E	E	C
S	A	U	N	G	A	R	L	A	W	E	E	I	L	A	E	E	N	R	V
C	E	R	V	I	C	A	L	V	E	R	T	E	B	R	A	E	I	N	E
A	B	L	A	C	R	N	B	E	R	Y	A	P	P	P	L	E	C	U	R
P	P	H	O	N	E	I	C	O	C	C	Y	X	D	A	L	E	A	M	T
U	C	O	M	P	S	U	U	T	E	R	O	F	F	L	I	F	R	C	E
L	C	S	E	R	T	M	V	I	C	C	U	L	V	S	E	I	P	R	B
A	H	S	A	Y	S	C	R	A	D	I	U	S	H	O	O	B	A	L	R
M	R	A	R	Y	C	H	I	B	O	T	S	T	E	W	A	U	L	N	A
R	T	C	H	U	M	E	R	U	S	J	D	V	A	I	L	L	S	P	E
D	U	R	N	M	E	S	C	L	A	V	I	C	L	E	S	A	I	A	H
S	W	U	I	N	D	O	G	R	E	W	E	S	A	R	E	G	R	O	U
L	U	M	B	E	R	V	E	R	T	E	B	R	A	E	N	D	W	E	L

Cranium - skull

Cervical vertebrae - neck

Scapula - shoulder

Ribs - chest

Thoracic vertebrae - centre back/spine

Lumbar vertebrae - lower back/spine

Iliac crest - hip, top

Ilium - hip

Sacrum - bottom back/spine

Carpals - wrist

Metacarpals - fingers

Phalanges - fingers/toes

Clavicle - collar bone

Sternum - chest bone

Humerus - upper arm

Radius - lower arm to thumb

Ulna - lower arm

Coccyx - tail bone, base of spine

Femur - top leg

Patella - knee cap

Tibia - lower leg/shin

Fibula - lower leg

Tarsals - foot

Metatarsals - toes

Please note that the term 'iliac crest' has been misspelled 'iliacrest' and 'metacarpals' has been misspelled 'metarcarpals' in the grid. This will need to be explained to students. We apologise for these errors.




BTEC First Sport Teacher Resource Pack Section 2 Answers

Stepping stone 4.3 Naming joints

Knee = hinge joint

Hip = ball and socket joint

Wrist = condyloid joint

Other types of joint:

1. Gliding, e.g. hand
2. Pivot, e.g. neck

Stepping stone 4.4 Muscle location and movement

Muscle	Location	Example of movement
Biceps	Upper arm, front	Bending and straightening at the elbow
Triceps	Upper arm, back	Bending and straightening at the elbow
Deltoids	Shoulder, front and rear	Raising and lowering the arm
Trapezius	Neck and upper back	Shoulder movement and raising and lowering the head
Pectorals	Front, upper chest	Raising the arms
Abdominals	Front of the stomach	Bending at the waist
Obliques	Both sides of the stomach	Sideways twisting movements
Gluteus maximus	Lower back by the bottom	Walking and running actions and bending and straightening the legs
Quadriceps	Upper front of the leg	Straightening the leg
Hamstrings	Upper back of the leg	Bending at the knee
Gastrocnemius	Rear of leg, at the back, bottom	Walking, running, jumping and pointing the toes
Erector spinae	Lower back	Bending – supports the spine

Stepping stone 4.5 The circulatory system

1. Blood enters the right atrium. At this point it is dark red with little oxygen. It contains mainly waste products such as carbon dioxide.
2. The right atrium pumps the blood into the right ventricle, through the tricuspid valve
3. The right ventricle pumps the blood through the pulmonary artery to the lungs, where oxygen is picked up and the carbon dioxide is deposited. It is at this point that the blood changes colour to bright red because of the oxygen it has collected
4. From the lungs the blood returns to the left atrium through the pulmonary vein
5. The left atrium pumps the blood into the left ventricle. The ventricle then pumps the blood through the aorta to be distributed to the rest of the body



**BTEC First Sport Teacher Resource Pack Section 2 Answers****Challenge 4.1 Movement in the knee joint**

See the labelled diagram in Figure 4.3 on page 88 of the textbook.

Example one: kicking a football when passing or shooting

Example two: the three phases of the triple jump when there would be a hop, skip and jump

Example three: taking part in a hurdles race where there would be basic running and flexing to clear the hurdle

Learners may give other correct examples.

Challenge 4.2 Movement in the arm

See the labelled diagram in Figure 4.11 on page 94 of the textbook.

The antagonist is the muscle that relaxes and lengthens.

The agonist is the muscle that contracts and shortens.

The synergist is one of the other muscles that help in the movement, also sometimes known as the 'helper' muscles.

The origin is the end of the muscle that is fixed to the bone that moves least in a joint.

The insertion is the end of the muscle that is fixed to the bone that moves most, and which is at the opposite end of the muscle to the origin.

When throwing a ball, the triceps will initially be the antagonist as the arm bends, and the biceps will be the agonist. Synergists will be the deltoids and trapezius, as they allow movement at the shoulder. The origin in the initial movement will be where the biceps and triceps are attached at the ball and socket at the shoulder, and the insertion will be at the elbow joint.

Challenge 4.3 Inspiration and expiration

See the labelled diagram in Figure 4.15 on page 101 of the textbook.

The diaphragm is a large, dome-shaped muscle sheet under the lungs, which seals the chest cavity from the abdominal cavity.

The intercostals muscles connect the ribs and allow them to move. There are two types: the internal intercostal muscles and the external intercostal muscles.

Challenge 4.4. Gaseous exchange

1. Oxygen that has been breathed in passes through the alveoli air sacs and into the red blood cells.
2. The oxygen combines with the haemoglobin to form oxyhaemoglobin.
3. At the same time, an enzyme in the red blood cells breaks down the carbon dioxide and turns it into a gas.
4. The carbon dioxide then passes back through the alveoli and is finally breathed out through the lungs.

Challenge 4.5 Muscular contractions

Answers given will depend particularly on the physical activities that are selected, so these need to be correct and appropriate.





BTEC First Sport Teacher Resource Pack Section 2 Answers

Unit 5 Injury in sport

Stepping stone 5.1 Injury and illness wordsearch

G	R	D	A	J	A	Q	U	E	K	A	O	N	I	B	R	O	D	D	A
V	I	D	G	C	O	T	W	E	G	R	I	A	O	B	T	H	A	M	M
I	C	H	A	O	P	E	N	F	R	A	C	T	U	R	E	E	L	H	A
T	V	H	E	N	R	N	T	O	A	N	L	E	D	U	D	S	U	E	N
T	I	E	D	C	S	D	O	U	Z	T	H	A	F	I	R	I	C	A	E
N	R	G	L	U	A	O	N	D	E	S	H	C	E	S	P	Y	O	R	N
M	A	L	L	S	E	N	T	O	S	M	E	L	R	E	S	E	T	T	K
A	L	L	I	S	P	I	N	A	L	Z	X	O	A	S	T	H	M	A	P
S	I	M	O	I	N	T	W	H	I	T	G	S	X	M	K	D	J	T	Q
L	N	O	C	O	K	I	P	H	I	T	A	E	Y	L	O	I	R	T	R
A	F	Y	M	N	O	S	S	D	V	A	N	D	B	A	R	S	N	A	E
V	E	L	D	T	B	O	H	U	C	H	E	F	R	M	A	L	R	C	K
M	C	O	B	R	K	E	I	L	S	S	T	R	A	I	N	O	W	K	A
N	T	N	L	P	R	I	N	O	R	P	I	A	E	T	E	C	R	S	O
N	I	A	I	N	H	Y	P	O	G	L	Y	C	A	E	M	I	A	D	E
R	O	S	S	O	N	E	L	M	I	R	A	T	E	S	H	T	I	G	H
L	N	I	T	G	H	T	I	S	P	A	K	U	I	S	T	I	A	N	D
A	R	T	E	S	H	A	N	K	O	V	E	R	U	S	E	O	E	Y	W
A	G	O	R	N	W	H	T	E	E	L	B	E	U	M	B	N	L	E	B
E	F	Y	S	B	O	T	S	P	R	A	I	N	H	A	M	S	J	P	F

Please note that the term 'shin splints' has been misspelled 'shin plints'. This will need to be explained to students. We apologise for this error.

Injury		Illness
Dislocation	Open fracture	Heart attack
Closed fracture	Tendonitis	Asthma
Shin splints	Grazes	Hypoglycaemia
Blisters	Bruises	Viral infection
Overuse		
Sprain		
Strain		
Concussion,		



**BTEC First Sport Teacher Resource Pack Section 2 Answers****Stepping stone 5.2 Injury and causes**

Note that the three factors chosen in the three columns must match as the example does. Each learner has to come up with four of their own.

Stepping stone 5.3 Dealing with casualties

The injuries/illnesses chosen should be those already identified so that the signs/symptoms are clearly identified and the corresponding actions to be taken are therefore correct and appropriate.

Stepping stone 5.4 Describing risks and hazards

Each one identified must be different and not just a repeat of the second two columns with a different sport identified. The three columns must be appropriate and correct.

Stepping stone 5.5 Describing rules and regulations

These must be specific to the named sport, and it is important that they are factually correct and follow the format of the example given.

Challenge 5.1 Types and signs of illness

The answers submitted must be factually correct and appropriate to the identified illness, with the signs and effects described in some specific detail.

Challenge 5.2 Independently dealing with casualties

Answers given must be specific to the named illness or injury. Note that detailed information is requested.

Challenge 5.3 Risks and hazards – detailed accounts

Answers must follow the format given in the example, and it is important that the link to the laws/regulations is made.

Challenge 5.4 Specialist equipment

The emphasis of this challenge is to provide evidence regarding why the chosen equipment is used and the benefits it brings, so this information must be clearly included in the answers given.

Challenge 5.5 Risk assessment reporting

The chosen activity is crucial to this challenge – it must match all of the previous stepping stones and challenges, so this should be viewed as a total set that matches all criteria.



Unit 7 Planning and leading sports activities

Stepping stone 7.1 Skills and qualities wordsearch

G	E	G	M	O	T	I	V	A	T	I	O	N	B	O	R	O	W
R	A	C	E	L	B	U	T	I	A	C	H	E	K	R	A	T	L
C	C	O	M	M	U	N	I	C	A	T	I	O	N	G	D	Z	A
O	T	W	J	U	S	T	D	E	I	R	N	D	Y	A	F	R	N
A	I	S	E	D	R	E	W	R	D	A	N	R	A	N	E	K	G
E	V	A	L	U	A	T	I	O	N	K	E	Z	I	I	A	N	U
F	I	P	E	R	S	O	N	A	L	I	T	Y	O	S	W	O	A
L	T	E	R	E	M	G	I	B	B	M	O	A	N	A	S	W	G
M	Y	R	L	E	A	D	E	R	S	H	I	P	S	T	Y	L	E
K	S	H	A	R	I	H	A	Y	I	S	O	P	N	I	B	E	L
Y	T	O	C	O	N	F	I	D	E	N	C	E	N	O	S	D	M
U	R	L	D	O	W	A	R	N	E	B	E	A	R	N	Y	G	S
H	U	M	O	U	R	T	A	Y	P	E	S	R	O	R	O	E	B
P	C	E	N	H	A	T	M	A	T	R	I	A	C	K	M	Y	R
I	T	A	R	G	E	T	S	E	T	T	I	N	G	A	R	S	H
E	U	E	R	K	I	B	L	Y	S	T	E	C	V	E	N	T	A
P	R	S	T	E	G	W	Y	R	O	B	L	E	A	W	R	N	C
M	E	N	T	H	U	S	I	A	S	M	I	L	B	A	B	I	Z

Skills	Qualities
Communication Organisation Knowledge Activity structure Target setting Language Evaluation	Appearance Leadership style Personality Enthusiasm Motivation Humour Confidence

**BTEC First Sport Teacher Resource Pack Section 2 Answers****Stepping stone 7.2 Planning an activity session**

Information should be available to check the validity of information regarding the participants, and resources should clearly match this. The remaining two headings will be specific to the type of session selected.

Stepping stone 7.3 Planning the content and leadership

The information submitted here will need to be appropriate and match the session that is being planned.

Stepping stone 7.4 Planning a sports event

The 14 rows must all be filled in and the information supplied must be correct and appropriate for the session being considered.

Stepping stone 7.5 Leading a sports event

All 12 rows must be considered and the content must be appropriate and correct in relation to the event being planned.

Challenge 7.1 Observation of two sports leaders

Note that this challenge is only for observation focus notes to be made, but these need to be factually correct.

Challenge 7.2 Compare and contrast two sports leaders

The important column here is the comment regarding effectiveness, as this should be informed by the previous two columns.

Challenge 7.3 Review the planning and leadership of a sports activity

Note that the activity needs to be led before this challenge is attempted, and the strengths and areas for improvement need to be factually correct and have been evident when the leadership took place.

Challenge 7.4 Review the planning and leadership of a sports event

As with 7.3, this review needs to be factually correct in relation to the event that was planned and led.

Challenge 7.5 Setting targets for improvement as a sports leader

Full use must be made of the SMART target-setting model for both the activity and the event. These must link specifically to the particular aspect selected by the learner.



Unit 8 Technical and tactical awareness

Stepping stone 8.1 Technical demands - skills wordsearch

P	L	A	E	R	T	F	O	O	T	B	A	L	L	K	I	C	K
R	O	J	O	U	E	B	O	N	A	W	A	L	T	M	A	S	A
P	I	K	F	N	L	L	O	G	O	L	F	S	W	I	N	G	J
Y	N	D	H	N	A	W	K	W	P	I	K	P	F	A	I	R	O
I	E	S	T	I	G	A	R	M	O	R	E	R	O	W	I	N	G
G	T	E	R	N	O	R	G	E	M	I	C	I	H	A	E	L	G
D	B	H	I	G	H	J	U	M	P	A	R	N	E	N	R	E	I
D	A	A	P	I	C	K	T	O	P	E	Y	T	F	A	D	V	N
O	L	M	L	A	Y	U	P	U	R	S	W	I	M	M	I	N	G
T	L	M	E	E	C	A	O	R	T	H	I	N	S	T	S	T	R
O	P	E	J	L	L	O	L	G	Y	O	P	G	E	R	C	F	O
R	A	R	U	M	I	A	E	N	C	T	E	S	Q	U	U	A	D
O	S	T	M	P	N	H	V	R	E	P	N	I	A	T	S	H	E
W	S	H	P	H	G	O	A	C	O	U	L	O	S	E	T	E	U
M	T	R	A	F	W	I	U	N	W	T	O	D	J	I	H	M	I
H	E	O	J	A	V	E	L	I	N	T	H	R	O	W	R	N	D
R	I	W	X	S	T	E	T	V	I	E	V	A	N	H	O	A	L
E	N	U	L	T	V	X	M	I	U	Y	E	B	O	I	W	E	Q

Continuous	Serial	Discrete
Running Sprinting Jogging Rowing Swimming Cycling	Hammer throw Triple jump Pole vault Shot putt Discus throw High jump Lay up Javelin throw	Football kick Golf swing Netball pass

**BTEC First Sport Teacher Resource Pack Section 2 Answers****Stepping stone 8.2 Technical and tactical demands**

Clearly, answers will be dependent upon the particular sport/activity chosen, but they must be correct and appropriate.

Stepping stone 8.3 Technical skills and tactical awareness of an elite performer

Again, this will depend upon the particular elite performer who is chosen and their particular sport/activity.

Stepping stone 8.4 Assessing your own technical skills and tactical awareness

This must be linked to technical skills and tactical awareness that the learner has actually experienced, so that they can make genuine reflective comments.

Stepping stone 8.5 Producing a training programme

This should be fit for purpose and produced to match all of the criteria correctly and appropriately

Challenge 8.1 Explaining technical and tactical demands

This needs to be linked specifically to Stepping stone 8.2, and the two columns of examples need to match up.

Challenge 8.2 Technical skills and tactical demands – strengths and areas for improvement

As this is an extension of Stepping stone 8.3, the strengths and areas for improvement must be linked to this appropriately.

Challenge 8.3 Compare and contrast with an elite performer

Stepping stones 8.3 and 8.4 are the basis for this challenge, and an analysis of the results should be considered and included.

Challenge 8.4 Production and evaluation of the training programme

As Stepping stone 8.5 related to the planning for this programme, this challenge must include all of the details required.

Challenge 8.5 Review of your own development

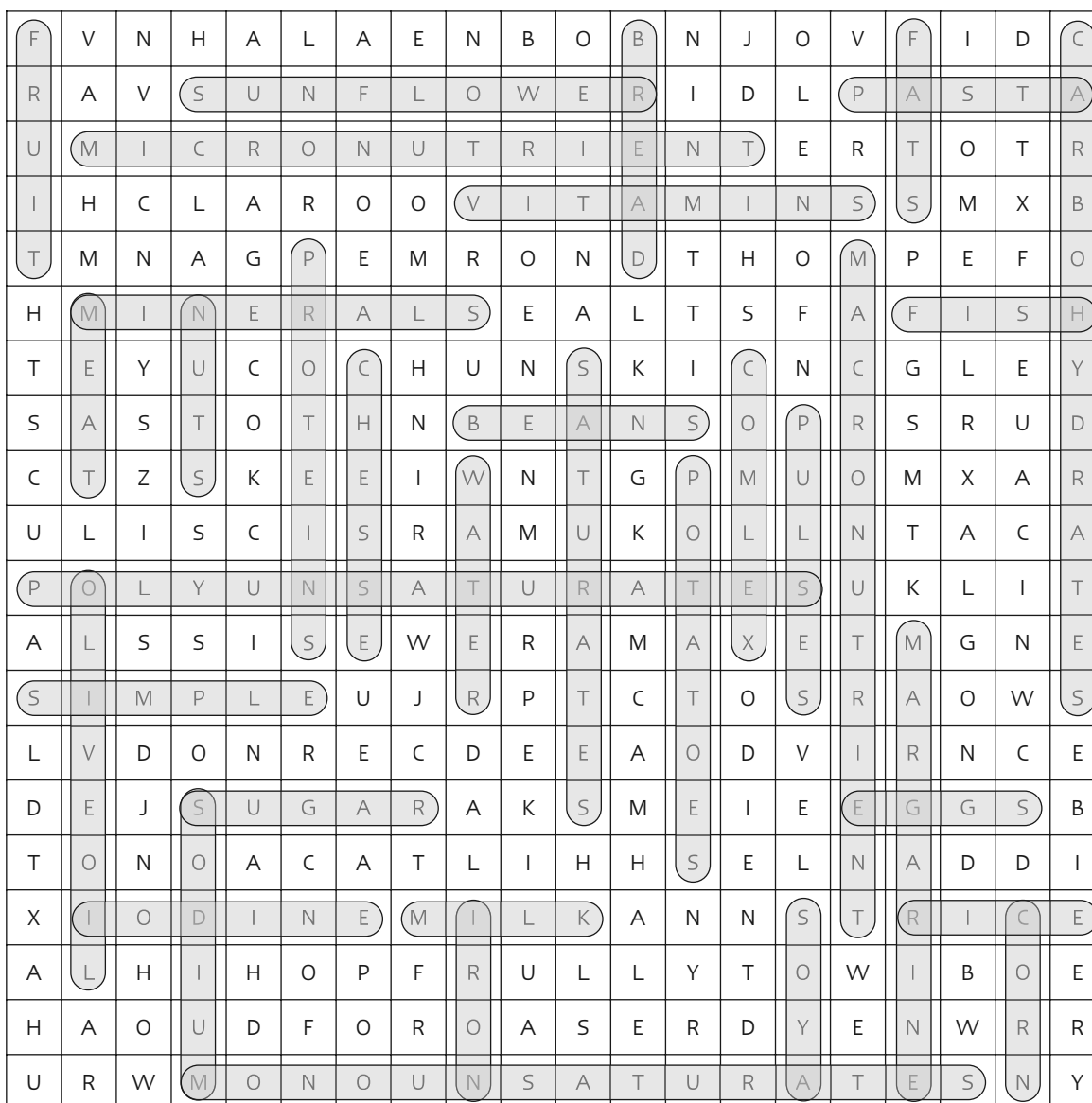
This review must be carried out independently so, although assistance can be given regarding the process, no help can be given regarding the content.





Unit 10 Nutrition for sports performance

Stepping stone 10.1 Nutritional requirements wordsearch



Please note that the word 'cheese' has been misspelled 'chesse' and the word 'complex' has been misspelled 'comlex'. This will need to be explained to students. We apologise for these errors.

- The two types of carbohydrates are **simple** and **complex**.
- The three types of fats are **saturated**, **polyunsaturated** and **monounsaturated**.
- Four different minerals are **calcium**, **sodium**, **iron** and **iodine**.
- An essential nutrient which is required in the greatest amounts, such as carbohydrate, protein, fats and water is a **macronutrient**.
- A substance such as a vitamin or mineral that is essential in minute amounts for the proper growth and metabolism of a living organism is a **micronutrient**.



**BTEC First Sport Teacher Resource Pack Section 2 Answers****Stepping stone 10.2 Nutritional requirements for a specific sport**

The requirements and explanations must match the specific sport that has been chosen, so this should be included rather than general vague comments.

Stepping stone 10.3 Collecting and collating information on your own diet

This needs to be factual information and only requires the processes of collecting and collating.

Stepping stone 10.4 Dietary strengths and areas for improvement

This again needs to link to factual information regarding the content of the individual diets, and this in turn needs to be linked to the essential nutrients.

Stepping stone 10.5 Creating a nutritional strategy

Note that an adviser is expected to be involved in relation to specialist input, unless Challenge 10.3 is going to be completed.

Challenge 10.1 Explaining and evaluating the nutritional requirements of a selected sport

This is an extension of Stepping stone 10.2, so the explanations and requirements must match this.

Challenge 10.2 Your own diet – strengths and recommendations for improvement

This will be factually based on the particular strengths that were identified, but the important factor is that the recommendations are justified.

Challenge 10.3 Personal nutritional strategy

Note that this challenge cannot be attempted if Stepping stone 10.5 was completed.

Challenge 10.4 Implementation of the nutritional strategy

This needs to be a factual record regardless of whether any help was obtained from a specialist adviser.

Challenge 10.5 Personal nutritional strategy – strengths and recommendations for improvement

This has to be linked to the individual strategy that was created and followed, with reflection regarding possible improvements that could be suggested.





Unit 11 Development of personal fitness

Stepping stone 11.1 Fitness wordsearch

C	A	R	M	S	P	E	C	I	F	I	C	I	T	Y	E	R	O
N	W	E	N	D	U	R	A	N	C	E	H	T	E	R	I	C	P
G	K	S	Y	P	F	A	R	T	L	E	K	O	N	T	C	I	L
O	N	I	G	B	R	E	V	E	R	S	I	B	I	L	I	T	Y
A	O	S	L	L	E	I	N	N	E	G	M	E	R	A	R	A	O
L	M	T	E	R	Q	A	U	S	P	S	O	R	T	A	C	L	M
S	Y	A	X	Z	U	P	O	I	E	A	T	T	I	T	U	D	E
E	I	N	T	H	E	U	C	T	T	S	I	S	M	E	I	Y	T
T	A	C	L	F	N	R	O	Y	I	E	V	D	E	I	T	V	R
T	I	E	C	T	C	O	N	R	T	I	A	Q	U	E	E	S	I
I	L	A	N	V	Y	I	T	C	I	O	T	R	I	A	S	O	C
N	U	A	E	R	O	B	I	C	O	T	I	H	S	W	A	V	S
G	T	A	S	M	P	A	N	I	N	A	O	S	E	I	N	E	G
L	E	N	A	V	O	T	U	Y	S	Z	N	X	T	Q	U	R	L
I	N	E	K	I	W	Y	O	O	L	I	F	E	S	T	Y	L	E
M	F	I	V	B	E	P	U	A	V	A	R	I	A	T	I	O	N
L	P	R	O	G	R	E	S	S	I	O	N	S	D	O	B	A	X
A	O	R	X	N	L	S	H	O	P	B	E	Q	H	D	Z	D	K

Making use of the principles of training you would use **specificity** to make sure your training was well suited to your sport. You would use **progression** to make sure your training advanced gradually and **overload** to make it more demanding. If you had to stop training, you might suffer from **reversibility** which would reduce your fitness levels.

If you were using weight training as a method, the number of times you moved the weights would be **repetitions** and the number of times you did these would be **sets**.

Stepping stone 11.2 Planning a fitness training programme

The principles of training have to be applied and must be correctly linked to both needs and goals.

Stepping stone 11.3 Fitness training programme - information checklist

All of the factors need to be considered, with some requiring factual information (such as medical history) and others requiring more subjective considerations (such as motivation and attitudes).



**BTEC First Sport Teacher Resource Pack Section 2 Answers****Stepping stone 11.4 Outline training programme**

This needs to be a planned outline that particularly matches the individual's needs.

Stepping stone 11.5 Factors and strategies

Stepping stones 11.2, 11.3 and 11.4 need to be completed before this challenge is attempted, with some of the factors requiring purely factual information (such as access to facilities). The SMART targets need to be completed in full.

Challenge 11.1 Designing a training programme

Note that six of these need to be completed, as a full set for six weeks needs to be designed.

Challenge 11.2 Training diary

This diary needs to be completed honestly, recording precisely what was carried out over the 6-week period

Challenge 11.3 Personal adherence factors – explanation and evaluation

The reasons/evidence column is crucial, as it will reflect how the potential barriers could be overcome.

Challenge 11.4 Fitness training programme – strengths and areas for improvement

Both of the aspects should be factually based, as evidence should have been gathered to reflect these.

Challenge 11.5 Improvements – justifications

The individual reasons that led to the improvement suggestions need to be clarified, and it is important that these suggestions are justified.





Unit 13 Work experience in the sports industry

Stepping stone 13.1 Employment wordsearch

R	O	X	F	I	T	N	E	S	S	I	N	S	T	R	U	C	T	O	R	Y	M
P	U	S	I	C	A	D	Y	M	K	A	Y	M	E	A	N	U	Z	A	N	E	D
R	E	C	E	P	T	I	O	N	I	S	T	M	A	Q	M	S	J	Y	N	V	E
O	R	A	S	U	N	D	S	T	O	E	P	U	C	L	A	T	S	F	E	K	V
F	E	C	Y	L	B	O	A	I	A	N	O	F	H	O	R	O	E	I	R	O	E
E	P	O	E	I	S	A	X	P	H	E	G	U	E	P	K	M	I	R	T	A	L
S	T	A	F	F	T	R	A	I	N	I	N	G	R	E	E	E	R	S	D	R	O
S	U	C	M	E	C	H	L	E	E	O	E	B	I	R	T	R	Z	T	L	E	P
I	E	H	Y	G	L	S	P	O	R	T	S	A	S	S	I	S	T	A	N	T	M
O	I	S	E	U	T	O	S	I	B	A	B	E	S	O	N	E	A	I	P	A	E
N	P	P	L	A	S	C	A	D	I	N	V	I	A	N	G	R	I	D	N	I	N
A	D	U	G	R	O	U	N	D	S	M	A	N	Y	A	X	V	Q	E	Z	L	T
L	G	V	H	D	R	P	W	L	E	G	O	S	W	L	I	I	N	R	D	E	O
P	H	Y	S	I	O	T	H	E	R	A	P	I	S	T	O	C	W	I	M	R	F
E	T	S	Q	Z	X	S	W	D	C	V	F	R	T	R	G	E	B	Y	A	H	F
R	N	G	R	E	E	N	K	E	E	P	E	R	M	A	Y	U	K	L	N	O	I
F	P	O	I	U	Y	T	R	E	W	Q	A	S	D	I	F	G	H	J	A	K	C
O	Q	A	Z	S	P	O	R	T	S	S	C	I	E	N	T	I	S	T	G	L	E
R	W	S	X	C	D	E	R	F	V	B	G	R	Z	E	X	C	V	B	E	M	R
M	T	G	B	N	H	Y	U	J	M	K	I	O	L	R	P	L	K	J	R	G	F
E	X	E	R	C	I	S	E	S	C	I	E	N	T	I	S	T	P	L	K	O	I
R	Z	A	Q	E	D	C	V	F	R	T	G	B	N	H	Y	U	J	M	I	L	P

The person who is in overall charge of a sports centre is the **manager**, and the person you are most likely to see when you arrive is the **receptionist**.

General duties in a sports centre are carried out by a **sports assistant**, and if there are any accidents these will be dealt with by a registered **first aider**. Anyone who has had some sort of injury is likely to go to a **physiotherapist** in order to help them to recover.



**BTEC First Sport Teacher Resource Pack Section 2 Answers****Stepping stone 13.2 Organisations within the sports industry**

The information gathered and used here should be factually correct and verifiable.

Stepping stone 13.3 Occupations within the sports industry

The responses given here will depend entirely upon the particular occupations identified.

Stepping stone 13.4 Job advertisements

This information should be research based, so the information used should be verifiable

Stepping stone 13.5 Job application letter

Most of the information contained here will be factually based on individual information (such as qualifications gained), but other details (such as qualities and skills) require some personal reflection.

Challenge 13.1 Occupation skills

The explanation of the skills and the specific examples need to be specifically related to the occupations identified.

Challenge 13.2 Explaining and evaluating skills and qualities

This will be a personalised response and it is important that relevant examples are included to justify the comments made.

Challenge 13.3 Interview preparation

This is predominantly a checklist merely requiring factual information.

Challenge 13.4 Project plan

The contents of this plan must adequately match the theme that is selected and it will require some individual reflective consideration.

Challenge 13.5 Project presentation

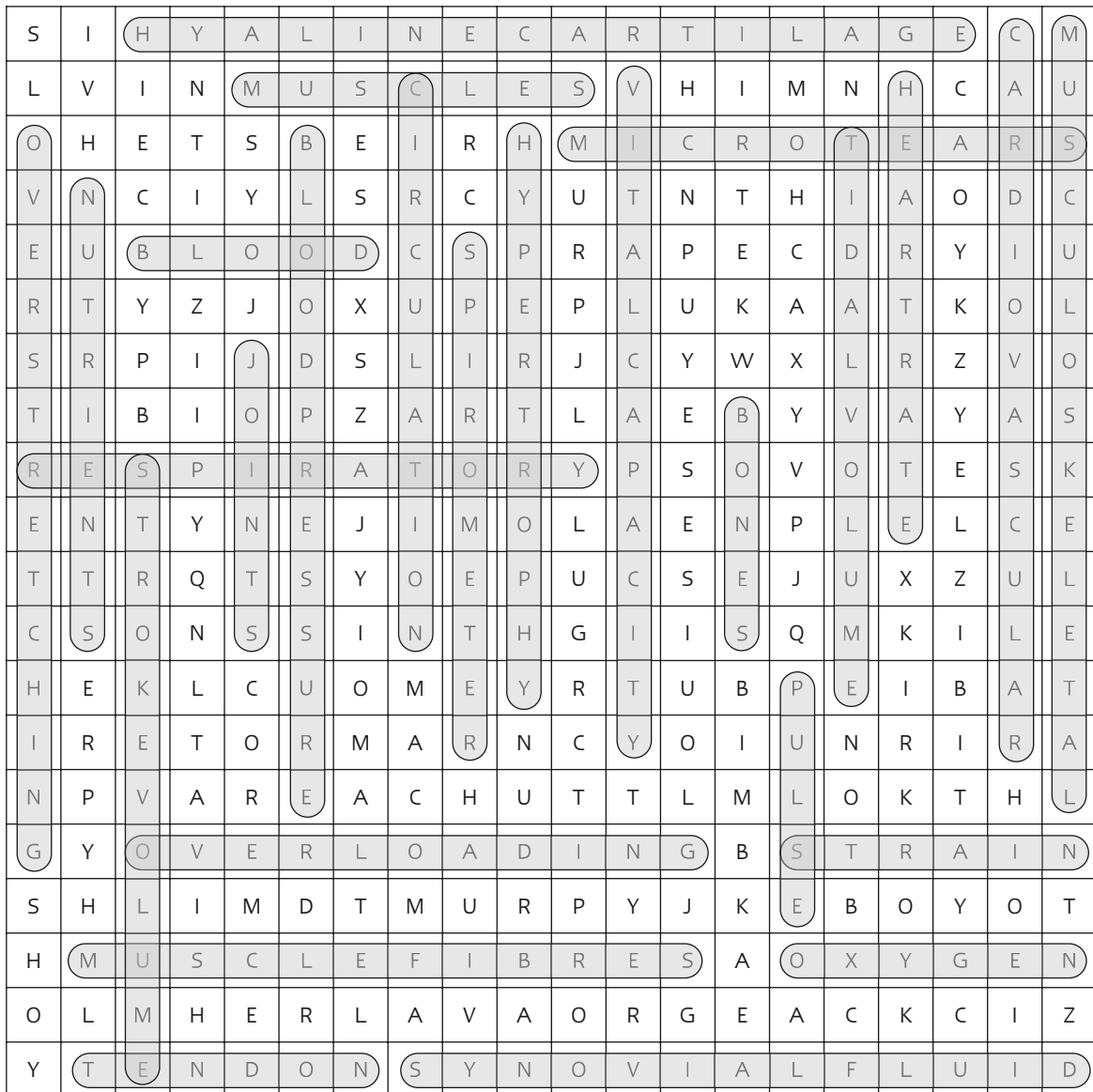
This is a reflective challenge but it also requires justification of identified benefits and areas for improvement.





Unit 18 Effects of exercise on the body systems

Stepping stone 18.1 Exercise and body systems wordsearch



The **musculoskeletal** system involves your bones and **muscles** working together to enable movements to take place. A strain can be caused by **micro tears** in the **muscle fibre**, caused by overstretching or **overloading** a muscle.

The circulation of the **blood** and the transport of **oxygen** and **nutrients** to the cells of the body is known as the **cardiovascular** system.

Breathing occurs in the **respiratory** system. The air that is breathed in and out normally is known as **tidal volume**.



**BTEC First Sport Teacher Resource Pack Section 2 Answers****Stepping stone 18.2 Short-term effects of exercise**

This needs to be linked to the individual as it is linked to a record of their findings.

Stepping stone 18.3 Long-term effects of exercise on the musculoskeletal system

This task is also linked to individual recording of findings that were identified previously.

Stepping stone 18.4 Long-term effects of exercise on the cardiorespiratory system

As with Stepping stones 18.2 and 18.3, this will be linked to individual recordings of findings.

Stepping stone 18.5 Energy systems using the aerobic and anaerobic systems

This needs to be linked to identified physical activities, so the comments should be factually correct in relation to these.

Challenge 18.1 Investigate the short-term effects of exercise

This needs to be an independent investigation related to carrying out the practical tests, so it should be supported by evidence.

Challenge 18.2 Analysis of short- and long-term effects of exercise

This needs to be specifically based on the effects described previously, with a degree of analysis included.

Challenge 18.3 Energy requirements for physical activity

The four activities need to be considered and the explanations must correctly match the identified energy systems.

Challenge 18.4 Performance-enhancing drugs

All of the information included here should be factually correct, and it is important that actual examples are included wherever possible to justify effects identified.

Challenge 18.5 The impact of drugs on sport and society

Although some personal viewpoints can be included, there should be factual information as the basis for these explanations.





Unit 20 Sports event wordsearch

Stepping stone 20.1 Sports event wordsearch

Q	A	Z	X	S	W	D	E	N	T	E	R	T	A	I	N	M	E	N	T
E	R	E	S	P	O	N	S	I	B	I	L	I	T	I	E	S	R	F	R
V	B	G	P	T	Y	H	N	M	J	U	J	M	I	K	L	Q	P	E	A
M	L	P	E	R	G	B	P	A	R	T	I	C	I	P	A	T	I	O	N
C	A	U	C	B	A	Q	B	J	E	K	P	M	E	E	T	I	N	G	S
O	C	A	T	E	R	I	N	G	S	W	D	V	B	G	Y	J	F	M	P
M	C	E	A	F	B	C	T	H	O	N	Y	J	M	I	E	K	O	L	O
M	I	Z	T	A	Q	U	W	S	U	X	C	E	F	V	Q	T	R	G	R
U	D	Y	O	H	J	S	M	K	R	I	O	K	L	P	U	A	M	Q	T
N	E	S	R	D	E	T	F	T	C	Y	N	H	N	U	I	J	A	I	K
I	N	W	S	X	Z	O	F	G	E	H	T	J	K	O	P	Y	T	E	S
C	T	P	L	M	K	M	I	U	S	J	I	N	H	Y	M	T	I	G	T
A	R	Q	A	Z	X	E	D	E	F	I	N	A	N	C	E	R	O	G	A
T	E	A	M	W	O	R	K	E	H	J	G	U	I	O	N	P	N	Q	F
I	Q	Z	X	D	E	S	R	F	V	B	E	W	E	A	T	H	E	R	F
O	N	H	V	Y	U	J	M	K	L	P	N	O	I	H	R	D	W	O	I
N	Q	S	E	E	R	G	Y	H	U	K	C	I	L	P	M	H	B	L	N
Z	D	C	N	U	M	B	E	R	S	A	I	Q	P	R	Y	X	P	E	G
N	R	Q	U	J	T	P	L	Q	H	Z	E	Z	W	H	L	G	V	S	L
B	F	H	E	A	L	T	H	A	N	D	S	A	F	E	T	Y	Q	G	A

At your initial meeting you will have to consider how you will **finance** the event and the costs involved. You will also need to consider **transport** – getting to and from the **venue**, and the various travel options. In order to ensure efficient teamwork, you will need to set out everyone's **roles** and **responsibilities** and decide on the levels of **staffing** that will be required. You will have to plan for things going wrong, such as accidents occurring, and have fall-back plans in place, known as **contingencies**, to ensure the health and safety of all of your **customers** and the **spectators** who will be attending your event.



**BTEC First Sport Teacher Resource Pack Section 2 Answers****Stepping stone 20.2 The planning process**

All 19 rows need to be completed. This just needs to be a correct factual checklist.

Stepping stone 20.3 Contribution to organising the event

It is important that the individual contribution is clearly identified and that it is correctly selected from the list available.

Stepping stone 20.4 Contribution to running the event

This must be factually correct with regard to the individual contribution that was clearly carried out.

Stepping stone 20.5 Designing and using methods for feedback

It is important that evidence is provided to back up the feedback considerations that were included.

Challenge 20.1 Explaining the planning process

This must be linked to particular plans that were put in place and identified in Stepping stone 20.2.

Challenge 20.2 Collating feedback

It should be possible for this to be factually based, as it will be based on actual feedback obtained.

Challenge 20.3 Assessing feedback

There is an element of choice included here, as the learners are able to identify the particular aspects to focus on.

Challenge 20.4 Evaluating feedback

This must be linked to the particular aspects identified in the previous challenge, and justification must be included.

Challenge 20.5 Analysing feedback and justifying recommendations

All the rest of this unit must be completed prior to this challenge, and justifiable recommendations must be included.

