



## BTEC Assignment Front Sheet and Assignment Brief

### Sport

<b>Course Title:</b>	BTEC Level 2 Extended Certificate in Sport
<b>Unit Title</b>	1: Fitness testing and Training
<b>Learner Name</b>	
<b>Assessment Tutor</b>	Jillie Pritchard

<b>Date Issued</b>		<b>Deadline Date</b>		<b>Submitted on</b>	
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<b>Assignment Title</b>	<b>Assessment Activity 5: Mind Games</b>
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Task Number	Criteria Reference	To achieve this the evidence must show that the students is able to:
1	P6, M3, D2	Describe the effects, both short and long term, of psychological factors on sports training and performance (P6) Explain the effects, both short and long term, of psychological factors on sports training and performance (M3) Analyse the effects, both short and long term, of psychological factors on sports training and performance (D2)

***Plagiarism is the Act of passing someone else's ideas or work as your own. It is a serious disciplinary offence***

<b>Learner Declaration</b>			
I certify that the work submitted for this assignment is my own and research sources are fully acknowledged			
<b>Teacher Declaration</b>			
I declare that the candidate's activities have been regularly monitored and all feedback is recorded. I also declare that to the best of my knowledge, this is the candidate's own work.			
<b>Learner Signature:</b>		<b>Date:</b>	
<b>Teacher Signature</b>		<b>Date:</b>	



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#### Assignment Description

Having developed an understanding of fitness requirements and lifestyle factors, your attention has now turned to psychological factors – something you have been looking forward to!

The PE staff are keen for the younger pupils to know about the effects psychological factors have on sports training and performance – and are just as keen to get you involved in the process!

With your growing maturing they give you total flexibility on how to get the information across – but suggest it would be an advantage to support what you are saying with examples to make things as clear as possible.

You have been looking at some case studies during your BTEC programme which you think would be great to use, although you also feel confident to use more high profile examples that you think may appeal to the younger pupils.

This is a real challenge, especially when it comes to the analysing bit, but you know it will be great preparation for when you start work in the sports industry – especially as a career in coaching or sports development is something you are seriously considering.

Task Number	Task Description:	Mapping to Grading Criteria
1	<p>They therefore ask you to think carefully about how you could develop their understanding, specifically tasking you to:</p> <ul style="list-style-type: none"><li>• <b>Describe the effects, both short and long term, of psychological factors on sports training and performance</b></li><li>• <b>Explain the effects, both short and long term, of psychological factors on sports training and performance</b></li><li>• <b>Analyse the effects, both short and long term, of psychological factors on sports training and performance</b></li></ul>	<p>P6</p> <p>M3</p> <p>D2</p>



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<b>Evidence Suggestions:</b>			
<ul style="list-style-type: none"><li>• Via a series of case studies portraying various performers and the psychological factors affecting them</li><li>• Via an annotated poster</li><li>• Via a PowerPoint presentation in a classroom setting – supported with commentary and other aids</li><li>• Verbally to peers or with younger pupils as part of a PE lesson</li></ul>			
<b>Resources for Support:</b>			
<ul style="list-style-type: none"><li>• Activity 20 – Brain power</li><li>• Activity 21 – Mental strength</li><li>• Activity 22 – Mrs. Motivator</li><li>• Activity 23 – Jeckle &amp; Hyde</li><li>• Activity 24 – Stable....or off their tree!</li><li>• Activity 25 – Arousal &amp; anxiety</li><li>• Activity 26 – Now concentrate!</li><li>• Activity 27 – Time to think!</li><li>• Activity 28 – The thinking's over!</li></ul>			
<b>This brief has been verified as being fit for purpose</b>			
<b>Assessor</b>	Jillie Pritchard		
<b>Signature</b>		<b>Date</b>	
<b>Internal Verifier</b>			
<b>Signature</b>		<b>Date</b>	



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### ASSIGNMENT FEEDBACK SHEET

<i>Performance criteria covered in this assignment: (please tick and state with a Y or N if achieved)</i>					
<i>P1</i>	<i>P2</i>	<i>P3</i>	<i>P4</i>	<i>P5</i>	<i>P6</i>
<i>P2</i>	<i>M2</i>	<i>M3</i>	<i>M4</i>	<i>M5</i>	<i>M6</i>
<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>

<b>Assessor Feedback:</b>
<b>Grades Achieved:</b>
<b>Student comment:</b>
<b>Action Plan</b>

<b>Assessor Signature</b>		<b>Date</b>	
<b>Learner Signature</b>		<b>Date</b>	