

September 2023- July 2025	Half term 1			Half term 2		Half term 3
Learning	<p>Component 1 - Preparing Participants to Take Part in Sport and Physical Activity</p> <ul style="list-style-type: none"> Types and providers of sport and physical activities? Types and needs of sport and physical activity participants Barriers to participation in sport and physical activities? To identify the characteristics of the 3 sectors To be able to analyse the advantages and disadvantages for each sector To analyse how these groupings can affect sport participation To understand the physical, mental and social health benefits to sport and PA To know and understand the 5 barriers to sport participation. To analyse the barriers to sport participation. To explain how the barriers to participation can impact a sports performer. <p>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) draft</p>	<p>Component 1 - Preparing Participants to Take Part in Sport and Physical Activity</p> <ul style="list-style-type: none"> To know the different types of sport clothing and equipment To analyse how specialist clothing and equipment can impact sports performance To analyse how specialist technology and equipment can impact sports performance To know the different types of technology in sport To know and understand the benefits of technology in sport. To know and understand the limitations of technology in sport. <p>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) Draft</p> <p>Football – rules/ laws – complete booklet</p> <p>Football - regulation and scoring system – complete booklet</p> <p>Badminton singles regulation and scoring system – complete booklet</p> <p>Badminton officials roles and responsibilities (Line judge, service judge, umpire and referee) perform in each of these roles within the lesson</p> <p>Video and/or photographic evidence and explanation of applying the rules in 4 situations FILM & observation record</p> <p>Video and or photographic evidence of applying the rules in 4 situations FILM & observation record</p> <p>draft booklet – understand the rules, regulations and scoring systems for selected sports</p>	<p>Component 1 - Preparing Participants to Take Part in Sport and Physical Activity</p> <ul style="list-style-type: none"> To know and understand the importance of a quality warm up and give practical examples. To know about the responses of the cardiorespiratory system in response to the warm up. To know about the responses of the musculoskeletal system in response to the warm up. To analyse the effects of the musculoskeletal and cardiorespiratory system in response to a warm up. To know and understand why its important to adapt a warm up To be able to create a warm up based on an individuals personal circumstances To be able to demonstrate understanding and analyse the different types of warm ups and adaptations that could occur due to personal differences To know and understand the different factors involved when delivering a warm up. To analyse how a warm up may be adapted to specific sports performers. To know and understand the importance of a cool down. To know and understand the different stages of a cool down. To analyse the impact a cool down has on the body after sport participation. <p>Demonstrate skills and techniques in badminton conditioned practice and competitive situation FILM & observation record</p> <p>Demonstrate skills and techniques in football conditioned practice and competitive situation FILM & observation record</p> <p>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) -T1/2/3/4</p>	<p>Component 2 - Taking part and improving other participants sporting performance</p> <ul style="list-style-type: none"> To identify the 6 physical components of fitness. To be able to identify the different components of fitness from key definitions. To be able to apply and analyse the physical components of fitness in relation to sporting examples. To recap what the physical components of fitness are To answer exam based questions relating to the physical components of fitness To be able to know the different physical components of fitness To be able to apply and analyse the physical components of fitness to sporting examples To answer a series of 4 mark questions relating to the physical components of fitness To identify the 5 skill related components of fitness. To be able to identify the different components of fitness from key definitions. To be able to apply and analyse the skill related components of fitness in relation to sporting examples. To be able to know the different skill related components of fitness To be able to apply and analyse the skill related components of fitness to sporting examples To answer a series of 4 mark questions relating to the skill related components of fitness To answer an exam style question on the skill related components of fitness <p>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) -Draft</p>	<p>Component 2 - Taking part and improving other participants sporting performance</p> <ul style="list-style-type: none"> To know and understand what skill, strategies and tactics are To know the importance of the use of different skills, strategies and tactics To know what isolated and competitive practices are in sport. To know and understand the advantages and disadvantages of isolated and competitive practices in sport. To compare isolated practices with competitive practices. To know and understand why officials are needed in sport To know the different types of officials and their roles in sport To know and understand what the different responsibilities of officials are and how they can impact a sport. To know and understand the different rules and regulations required in sport. To analyse the impact of officials and their rules and regulations. <p>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) -Draft</p>	<p>Component 2 - Taking part and improving other participants sporting performance</p> <ul style="list-style-type: none"> To know and understand the importance of planning drills to improve sporting technique To apply specific sporting drills to improve technique To know and understand the importance of demonstrations and teaching points To be able to explain why both are important To know the benefits of using teaching points when teaching a skill To know and understand the importance of space, equipment, timing and organisation of participants when planning a drill. To know the importance of providing feedback and support during training sessions. To know the importance of the roles that coaches provide when carrying out training sessions A plan of the drills and conditioned practices to develop participants' techniques for your chosen sporting skill An account to justify the choice of activities in each drill and conditioned practice related to the requirements of the sporting skill in competitive situations. Your video footage should include: <ul style="list-style-type: none"> Practical evidence of you demonstrating the techniques required to perform the selected sports skill using key teaching points to support good practice Practical demonstrations of your choice of drills for the group of participants to take part in to improve your chosen sport skill Practical evidence of you supporting participants to take part in your choice of drills to improve your chosen sport skill. <p>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based/video) -Draft</p> <p>To be reviewed and dependant on cohort of student and chosen sports.</p>
Concepts	<p>Attack/Defence Tactical/Awareness Evaluation Fitness Themes Body systems</p>	<p>Attack/Defence Tactical/Awareness Evaluation Fitness Themes Body systems</p>	<p>Attack/Defence Tactical/Awareness Evaluation Fitness Themes Body systems</p>	<p>Attack/Defence Tactical/Awareness Fitness Themes Body systems</p>	<p>Attack/Defence Tactical/Awareness Evaluation Fitness Themes</p>	<p>Attack/Defence Tactical/Awareness Evaluation Fitness Themes</p>
	<p>To practically demonstrate skills, techniques and tactics in selected sports.</p> <p>To understand apply the principles of attack and defence in football and badminton.</p> <p>To understand the rules, regulations and scoring systems for a selected sport.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports</p> <p>Understand the roles and responsibilities of each official in football and badminton.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports</p> <p>Application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</p> <p>Account to justify the chosen physical activities with specific relevance to how it meets the needs of the selected participant</p>	<p>To practically demonstrate skills, techniques and tactics in selected sports.</p> <p>To understand apply the principles of attack and defence in football and badminton.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports.</p> <p>The use of skills and techniques within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports</p> <p>To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.</p> <p>To justify choices of the different types of sports clothing and equipment required to take part in your chosen sport, outdoor activity or physical fitness activity</p>	<p>To practically demonstrate skills, techniques and tactics in selected sports.</p> <p>To understand apply the principles of attack and defence in football and badminton.</p> <p>Decision making and strategies to overcome an opponent, including using personal strengths.</p> <p>The use of skills and techniques within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports</p> <p>Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.</p> <p>To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.</p>	<p>To know the importance of fitness testing to sports performers and coaches and how they can design a training programme based on test results and determine if training programmes are working.</p> <p>To evaluate the fitness results and set targets to aim for/goal setting.</p> <p>Know about the components of fitness and the basic and additional principles of training.</p> <p>Know about the skill-related components of fitness.</p> <p>To understand the importance of fitness components on a chosen sports.</p> <p>To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.</p> <p>To link each fitness training method to the associated health-related/ skill-related component of fitness.</p>	<p>To understand apply the principles of attack and defence in football and badminton.</p> <p>Decision making and strategies to overcome an opponent, including using personal strengths.</p> <p>Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.</p> <p>The use of skills and techniques within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports</p> <p>To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.</p> <p>Analysing the strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.</p>	<p>application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill. Evidenced through:</p> <ul style="list-style-type: none"> detailed plan with specific relevance to the chosen sport skill developed account to justify the choices of activities included in drills and conditioned practices with specific relevance to the techniques required for the chosen sport skill <p>Practically demonstrate skills, techniques and tactics in selected sports</p> <p>To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.</p> <p>To evaluate and review the performance in 2 selected sports using video analysis and the observation checklists including: components of physical fitness, technical demands of sport (skills and techniques), production of a checklist suitable for self-analysis of performance in selected sports and the tactical demands of sport.</p>

<p>What is needed to master the knowledge</p>	<p>Account of the characteristics and advantages and disadvantages of the type of provision with specific relevance to the chosen physical activities and selected participant.</p> <p>Application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</p> <p>Account of barriers to participation with specific relevance to the selected participant</p> <p>Account of methods to overcome barriers to participation with specific relevance to the selected participant.</p> <p>Methods to address barriers to participation in sport and physical activity for different types of participant</p> <p>Physical activity needs of participants: physical health needs, social health needs, mental health needs</p> <p>To know about participants with disabilities to include visual, hearing and physical disabilities. Participants with long-term health conditions to include asthma, type 2 diabetes, high blood pressure, coronary heart disease (CHD).</p> <p>To know about the benefits of taking part in sport, outdoor activities and physical fitness.</p> <p>To identify and understand the different provision of sport and physical activity.</p> <p>Advantages and disadvantages of the provision of sport in each of the different sectors</p>	<p>To justify the use of the different types of technology available to participate in your chosen sport, outdoor activity, or physical fitness activity</p> <p>The benefits and limitations of using this technology to participate in your chosen sport, outdoor activity or physical fitness activity.</p>	<p>•Practical evidence including demonstrations and audio of you delivering a warm-up to a group of participants to include: pulse raiser / mobiliser / preparation stretches</p> <p>•Practical evidence including audio of you supporting participants to take part in a warm-up for your chosen physical activity using key teaching points to support good practice.</p> <p>•application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up.</p> <p>•a fully detailed warm-up plan with specific relevance to the selected participant and chosen physical activity</p> <p>•a well-developed account to justify the choices of activities included in each component of the warm-up and their effect on the cardiorespiratory and musculoskeletal systems with specific relevance to the needs of the selected participant and chosen physical activity.</p> <p>•A warm-up plan that includes a pulse raiser, mobiliser and preparation stretches for the selected participant.</p> <p>•An account to justify the choice of activities in each component of the warm-up related to the needs of the participant, the responses of the cardiorespiratory system and musculoskeletal system.</p> <p>•practical ability in delivering a warm-up and support given to participants taking part in the warm-up.</p> <p>•effective demonstrations of activities in a warm-up with a wide range of appropriate teaching points to support participants.</p> <p>•consistently provides appropriate support to participants when taking part in a warm-up.</p> <p>To understand the components of fitness in relation to aerobic endurance – and muscular endurance.</p> <p>To understand the structure and function of the cardiorespiratory system.</p>	<p>To understand the components of fitness in relation to aerobic endurance – and muscular endurance.</p> <p>To understand the structure and function of the cardiorespiratory system.</p>	<p>Being able to improve performance by goal setting (short-term and long-term goals).</p> <p>Self-analysis and being able to clearly identify strengths and areas for improvement in practical performance.</p> <p>To apply the health and skill related components of fitness in practical performance.</p> <p>Know about the components of fitness and the basic and additional principles of training.</p> <p>Know about the skill-related components of fitness.</p> <p>To understand the importance of fitness components on a chosen sports.</p> <p>To know about the different methods of training.</p> <p>Requirements for each of the following fitness training methods.</p> <p>Investigate fitness testing to determine fitness levels.</p> <p>To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.</p> <p>To link each fitness training method to the associated health-related/ skill-related component of fitness.</p>	<p>Being able to improve performance by goal setting (short-term and long-term goals)</p> <p>To apply the health and skill related components of fitness in practical performance.</p> <p>To understand the importance of fitness components on a chosen sports.</p> <p>To know about the different methods of training.</p> <p>Requirements for each of the following fitness training methods.</p> <p>investigate fitness testing to determine fitness levels.</p> <p>To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.</p> <p>To link each fitness training method to the associated health-related/ skill-related component of fitness.</p>
<p>Assessment criteria</p>	<p>Mark Band 1 Mark Band 2 Mark Band 3 Mark Band 4</p>	<p>Mark Band 1 Mark Band 2 Mark Band 3 Mark Band 4</p>	<p>Mark Band 1 Mark Band 2 Mark Band 3 Mark Band 4</p>	<p>Mark Band 1 Mark Band 2 Mark Band 3 Mark Band 4</p>	<p>Mark Band 1 Mark Band 2 Mark Band 3 Mark Band 4</p>	<p>Mark Band 1 Mark Band 2 Mark Band 3 Mark Band 4</p>
<p>Common Misconceptions</p>	<p>the difference between sports, team sports, physical activities and outdoor activities</p> <p>the private and public provision</p> <p>characteristics of the participant eg disabilities and learning difficulties</p> <p>Barriers to participation</p> <p>Setting up a badminton court</p> <p>Court dimensions in singles and doubles</p> <p>Singles rules and doubles rules</p> <p>The difference between the officials in badminton</p>	<p>the different technology used in sports to help officiate</p> <p>Equipment for people with disabilities or assistive technology</p> <p>the different technology and equipment Officials need</p> <p>Football officials and their various duties</p> <p>Stance in badminton</p> <p>Badminton serving rules</p>	<p>the difference between a warm up and cool down</p> <p>static and dynamic stretches</p> <p>cardiorespiratory and musculoskeletal system</p>	<p>Aerobic and anaerobic endurance</p> <p>The cardiorespiratory system</p> <p>The difference between health related components of fitness and skill related components of fitness</p> <p>Exercise intensity</p>	<p>the difference between skills and tactics</p> <p>isolation vs competitive</p> <p>the different types of officials</p> <p>rules and regulations</p>	<p>The purpose of each fitness test</p> <p>Knowledge of published standard test methods and equipment/ resources required</p> <p>The different body composition tests:</p> <p>BMI</p> <p>BIA</p> <p>Jackson pollock</p> <p>The terms 'reliability', 'validity' and 'practicality' related to each fitness test method.</p> <p>rules and regulations</p>
	<p>Half term 3</p>	<p>Half term 4</p>		<p>Half term 5</p>		
<p>Learning</p>	<p>Component 2 - Taking part and improving other participants sporting performance</p> <p>•To know and understand the importance of planning drills to improve sporting technique</p> <p>•To apply specific sporting drills to improve technique</p> <p>•To know and understand the importance of demonstrations and teaching points</p> <p>•To be able to explain why both are important</p> <p>•To know the benefits of using teaching points when teaching a skill</p> <p>•To know and understand the importance of space, equipment, timing and organisation of participants when planning a drill.</p> <p>•To know the importance of providing feedback and support during training sessions.</p> <p>•To know the importance of the roles that coaches provide when carrying out training sessions</p>	<p>Component 3 – Fitness for sport exam</p> <p>Introduction and define components of physical fitness – aerobic endurance (see alternative names) / muscular endurance</p> <p>Flexibility/ speed/ muscular strength and body composition.</p> <p>Give practical examples linking components to optimal sports performance in varying positions and sports/events.</p> <p>Consolidation of learning /Green pen (Exam questions)</p> <p>The cardiorespiratory system – heart, blood and blood vessels</p> <p>The respiratory system – lungs and airways</p> <p>Define components of skill related fitness – agility / balance / co-ordination/ power / reaction time</p> <p>Give practical examples of skill related fitness linking to optimal sports performance.</p> <p>Exercise intensity – measure HR and apply to training methods</p>	<p>Component 3 – Fitness for sport exam</p> <p>Revision poster and material in preparation for exam</p> <p>Example exam in pairs</p> <p>Green pen in pairs example exam</p> <p>Exam technique (time, number of questions, weighting, 8 mark questions)</p> <p>MOCK EXAM</p> <p>Review mock exam and green pen</p> <p>Revision (validity, reliability and practicality)</p> <p>Revision (SPOR and FITT) (areas which pupils are struggling with – lowest marks on the exam)</p> <p>Revision focused on classes area for development</p>	<p>Component 3 – Fitness for sport exam</p> <p>Revision focused on classes area for development</p> <p>Practice exam (in classroom)</p> <p>Review exam</p>	<p>Component 3 – Fitness for sport exam</p> <p>Revision focused on classes area for development</p> <p>Final Exam (90 mins)</p>	<p>Any External Exam Retake.</p>

	<ul style="list-style-type: none"> •A plan of the drills and conditioned practices to develop participants' techniques for your chosen sporting skill •An account to justify the choice of activities in each drill and conditioned practice related to the requirements of the sporting skill in competitive situations. Your video footage should include: <ul style="list-style-type: none"> •Practical evidence of you demonstrating the techniques required to perform the selected sports skill using key teaching points to support good practice •Practical demonstrations of your choice of drills for the group of participants to take part in to improve your chosen sport skill •Practical evidence of you supporting participants to take part in your choice of drills to improve your chosen sport skill. 	<p>Target zones and training thresholds – Max HR (220-age) /60/85%</p> <p>Basic principles of training (FITT)</p> <p>Additional principles of training</p>	<p>Practice exam (in classroom)</p> <p>Review exam</p>				
Concepts	<p>Attack/Defence</p> <p>Tactical/Awareness</p> <p>Body systems</p> <p>Responses, Adaptations and Additional factors</p> <p>Fitness Themes</p>	<p>Attack/Defence</p> <p>Tactical/Awareness</p> <p>Body systems</p> <p>Responses, Adaptations and Additional factors</p> <p>Fitness Themes</p>	<p>Attack/Defence</p> <p>Tactical/Awareness</p> <p>Body systems</p> <p>Responses, Adaptations and Additional factors</p> <p>Fitness Themes</p>	<p>Evaluation</p> <p>Fitness Themes</p> <p>Body systems</p> <p>Responses, Adaptations and Additional factors</p>	<p>Evaluation</p> <p>Fitness Themes</p> <p>Body systems</p> <p>Responses, Adaptations and Additional factors</p>		
What is needed to master the knowledge	<ul style="list-style-type: none"> •application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill. Evidenced through: <ul style="list-style-type: none"> •detailed plan with specific relevance to the chosen sport skill •developed account to justify the choices of activities included in drills and conditioned practices with specific relevance to the techniques required for the chosen sport skill Practically demonstrate skills, techniques and tactics in selected sports To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport. To evaluate and review the performance in 2 selected sports using video analysis and the observation checklists including: components of physical fitness, technical demands of sport (skills and techniques), production of a checklist suitable for self-analysis of performance in selected sports and the tactical demands of sport. Being able to improve performance by goal setting (short-term and long-term goals) To apply the health and skill related components of fitness in practical performance. To understand the importance of fitness components on a chosen sports. To know about the different methods of training. Requirements for each of the following fitness training methods. Investigate fitness testing to determine fitness levels. Requirements for each of the following fitness training methods. Investigate fitness testing to determine fitness levels. To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale. To link each fitness training method to the associated health-related/ skill-related component of fitness. 	<ul style="list-style-type: none"> Additional requirements for each of the fitness training methods as well as advantages and disadvantages. To know the importance of fitness testing to sports performers and coaches and how they can design a training programme based on test results and determine if training programmes are working. To evaluate the fitness results and set targets to aim for/goal setting. <p>Know about the components of fitness and the basic and additional principles of training.</p> <p>Know about the skill-related components of fitness.</p> <p>To understand the importance of fitness components on a chosen sports.</p> <p>To know about the different methods of training.</p> <p>Requirements for each of the following fitness training methods.</p> <p>Investigate fitness testing to determine fitness levels.</p> <p>To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.</p> <p>To link each fitness training method to the associated health-related/ skill-related component of fitness.</p> <p>To understand the structure and function of the cardiorespiratory system.</p> <p>To understand the components of fitness in relation to aerobic endurance – and muscular endurance.</p>	<ul style="list-style-type: none"> Know about the components of fitness and the basic and additional principles of training. 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How fitness training impacts the body's energy systems. Short term and long term adaptations of the body systems to exercise To know the different energy systems used during sports performance Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to. 	<ul style="list-style-type: none"> Compare and contrast how the energy systems are used in different sporting example which have different demands. How fitness training impacts the body's energy systems. Which methods of training uses which energy systems. To understand the aerobic and anaerobic energy systems to understand and apply the function of the three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance. Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to. 	
	<p>Mark Band 1</p> <p>Mark Band 2</p> <p>Mark Band 3</p> <p>Mark Band 4</p> <p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>		

<p>Common Misconceptions</p>	<p>The purpose of each fitness test</p> <p>Knowledge of published standard test methods and equipment/resources required</p> <p>The different body composition tests:</p> <p>BMI</p> <p>BIA</p> <p>Jackson pollock</p> <p>The terms 'reliability', 'validity' and 'practicality' related to each fitness test method.</p> <p>rules and regulations</p> <p>Planning and delivering drills and skills</p>	<p>Location of the major bone</p> <p>Location of the major muscles</p> <p>The components in the musculoskeletal system</p> <p>The components in the cardiorespiratory system</p> <p>Progressive overload</p> <p>Impact of weight training or weight bearing exercises</p> <p>When lactic acid is produced</p> <p>Impact of a steady warm up</p>	<p>Static and dynamic stretches</p> <p>Warm up and cool down</p> <p>Difference between HIIT and Circuit training</p> <p>Difference between muscular endurance and aerobic endurance</p> <p>Physiological and psychological effects of exercise</p>	<p>The difference between the short-term/long-term effects of exercise on the musculoskeletal system</p> <p>The difference between the short-term/long-term effects of exercise on the cardiorespiratory system</p> <p>Cardiac output and stroke volume</p> <p>Systolic and diastolic blood pressure</p> <p>Resting heart rate</p> <p>Vasoconstriction</p> <p>Vasodilation</p>	<p>continued</p>	
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